Colorado's Unified Improvement Plan for Schools

SARAH MILNER ELEMENTARY SCHOOL UIP 2017-18 | **School:** SARAH MILNER ELEMENTARY SCHOOL | **District:** THOMPSON R2-J | **Org ID:** 1560 |
School ID: 7640 | **Framework:** Performance Plan: Meets 95% Participation | **Draft UIP**

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Executive Summary

If we...

SIOP (SHELTERED INSTRUCTION OBSERVATION PROTOCOL)

Description:

SIOP is a research-based and validated instructional model that consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review & Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves. In addition, teachers report that SIOP-based teaching benefits all students, not just English learners. (source: Center for Applied Linguistics)

PLCS (PROFESSIONAL LEARNING COMMUNITIES)

Description:

A professional learning community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The very essence of a professional learning community is a focus on and a commitment to the learning of each student. In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. Members of PLCs move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business—forever. Finally, members of a PLC realize that all of their efforts in these areas must be assessed on the basis of results rather than intentions. (Source: www.allthingsplc.info)

FAMILY & COMMUNITY ENGAGEMENT

Description:

Family & Community Engagement is a collaboration of families, community members, and the school as active partners in improving learner, classroom, and school outcomes. The emphasis is on shared responsibility for student success with an emphasis on partnering, where significant adults in a learner's life establish opportunities for coordination between different settings. (Source: CDE: Family, School, and Community Partnering)

SOCIAL & EMOTIONAL LEARNING

Description:

Students feel emotionally and physically safe. Teachers build relationships with all students. Students develop a sense of connectedness to school. Safe positive climate for learning. every child possesses the social skills needed to enjoy personal and academic success.

Then we will address...

TIER I INSTRUCTION NEEDS TO BE FURTHER DIFFERENTIATED.

Description:

Tier I instruction needs to be further differentiated in order to better meet the needs of diverse learners, most specifically students with disabilities and English learners. Teachers need to actively plan for students' differences so that all students can best learn while maintaining a high degree rigor. Teachers need to divide their time, resources, and efforts to effectively teach students who have various skill levels, backgrounds, and interests.

TIER I INSTRUCTION NEEDS TO BE PLANNED WITH GREATER INTENTIONALITY.

Description:

Tier I instruction needs to be intentionally planned to meet the needs of economically disadvantaged students and the challenges they bring with them, possibly including limited background knowledge, limited vocabulary, limited motivation, and lower levels of engagement.

FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS NEED TO BE STRENGTHENED.

Description:

Teachers need to be better prepared to deal with families of diverse learners. Additional training and resources are needed to build capacity with teachers, administrators and parents to be effective partners in the education of their children/students.

Then we will change current trends for students

STUDENTS WITH DISABILITIES

Description:

Students with Disabilities did not meet expectations for academic achievement in either English Language Arts or Math. The number count for students with disabilities was too small, <20, to receive disaggregated growth data for this group. Although disaggregated local data is not available, all indications from local data,i-Ready Reading and math benchmark, support students with disabilities as a priority performance challenge.

ENGLISH LEARNERS

Description:

English Learners did not meet expectations for academic achievement in English Language Arts and were approaching expectations in Math. The number count for English Learners was too small, <20, to receive disaggregated growth data for this group. Although disaggregated local data is not available, nothing from local math benchmark data indicates English Learners achievement in math is not a priority performance challenge.

FREE/REDUCED-PRICE LUNCH ELIGIBLE STUDENTS

Description:

Free/Reduced-Price Lunch Eligible students were approaching expectations for academic achievement in both English Language Arts and Math and approaching expectations for academic growth in English Language Arts. Free/reduced-price eligible lunch students make up approximately 68% of the entire student population at SMES. Although disaggregated local data is not available, all indications from local data, i-Ready Reading and math benchmark, support free/reduced price lunch eligible students as a priority performance challenge.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school

Sarah Milner Elementary School is a Title I school in the Thompson School District located in Loveland, Colorado. Sarah Milner Elementary school serves 321 kindergarten through fifth grades with 2 additional early childhood classrooms. The student body is made up of 66% white, 0.6% American Indian, 0.3% Asian, 2.2% African American, 3.5% two or more races, and 27.4% Hispanic. Sarah Milner Elementary School is 44.7% female and 55.3% male. 69% of students at Sarah Milner Elementary School qualify for free/reduced price lunch, 9.66% are English Language Learners, and 6% qualify for McKenny-Vento services. Overall attendance rate in 2015 - 2016 was 94.9%, however 30% of student were habitually absent (10 or more absences).

A comprehensive needs assessment of both state and local data identified three priority performance challenges, three root causes, and four major improvement strategies. Priority performance challenges include achievement in English language arts for students with disabilities and English language learners, achievement in math for students with disabilities, and growth in English language arts for English language learners. The three root causes of these priority performance challenges are tier I instruction needs to be further differentiated, tier i instruction needs to be planned with greater intentionality, and family, school, and community partnerships needs to be strengthened. Major improvement strategies to address these root causes and priority performance challenges include Sheltered Instruction Observation Protocol (SIOP), professional learning communities (PLCs), social emotional learning, and family and community engagement.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

2017-2018 Comprehensive Needs Assessment Summary

Community Demographics: Sarah Milner Elementary School is a title I school in Thompson School District and located in Loveland, Colorado. Thompson School District is the largest employer in Loveland.   The estimated population for Loveland in 2016 was 76,897, a 15% increase form 2010. According to 2010 census data, Loveland was 91.5% white, 0.6% African American, 0.8% American Indian, 1% Asian, 0.1% Pacific Islander, 2.5% tow or more races, and 11.7% Hispanic. In 2010, 6.8% of Loveland's population was made up of persons under the age of 5 years, 23.9% under the age of 18 years, and 14.9% over the age 65 years.   The median household income from 2011- 2015 was $56,277. 9.1% of residents in Loveland were living in poverty. The owner occupied housing rate was 62.4% while the median value of owner occupied housing units was $224, 900. The median gross rent from 2011-2015 was $983 per month.

Student Demographic Data: Sarah Milner Elementary school serves 321 kindergarten through fifth grades with 2 additional early childhood classrooms. The student body is made up of 66% white, 0.6% American Indian, 0.3% Asian, 2.2% African American, 3.5% two or more races, and 27.4% Hispanic. Thompson School district is made up of 74.2% white, 0.5% American Indian, 1.2% Asian, 1.1 % African American, 2.9% two or more races, and 20% Hispanic. Sarah Milner is 44.7% female and 55.3% male compared to the district at 48.3% female and 51.7% male. 69% of students at Sarah Milner Elementary School qualified for free/reduced price lunch, 9.66% are English Language Learners, and 6% qualify for McKenny-Vento services. Overall attendance rate in 2015 - 2016 was 94.9%, however 30% of student. were habitually absent (10 or more absences).

Staff Demographic Data: The staff at Sarah Milner is comprised of 13 licensed classroom teachers, 2.5 licensed intervention teachers, 1 licensed instructional coach, .5 licensed counselor/social worker, .4 licensed school psychologist, .8 licensed speech language pathologist, 1 licensed Learning Center teacher, 1 licensed English language Development teacher, .6 licensed behavior coach, 1 licensed affective learning center teacher, .33 gifted and talented teacher, .52 licensed art teacher, .52 licensed music teacher, and .40 licensed PE teacher. On average 4% of teachers at Sarah Milner Elementary School have a Doctorate degree or higher, 6% have a

Master's degree or higher, 36% have a Bachelors degree or higher. 28% of teachers have been teaching for 20 or more years, 24% have been teaching 16- 20 years, 12% have been teaching 11-15 years, 12% have been teaching 6-10 years, 24% have been teaching 1 - 5 years, and 0% are first year teachers. 24% of teachers have been at Sarah Milner Elementary School for 11 or more years. 60% of teachers have been teaching at the elementary level for 20 or more years. 60% of teachers are primarily licensed in elementary education, 12% special service provider, 8% early childhood education, 12% art, music, or PE, 4% special education, and 4% other. In addition there are 8 full time classified instructional support personnel.

The school staff worked on data analysis including the School Performance Framework, local data, Illuminate math benchmark assessment and i-Ready reading diagnostic assessment as well 2014, 2015,and 2016 CMAS English language arts, math, science, and social studies data. Grade level teams set targets.
The principal and instructional coach did preliminary work to set targets, identify root causes, outline major improvement strategies and action steps.
The leadership team consisting of the principal, instructional coach, literacy liaison, math liaison, 5th grade teacher, and special education representatives further refined the data trends, root causes, major improvement strategies, and action step. Input on the School/Family Compact and Family Engagement Activities was solicited at the September School Accountability meeting. A draft version of the SUIP was shared at the November School Accountability meeting for review and input. The School Accountability Committee is responsible for reviewing progress toward targets on an ongoing basis at regularly scheduled meetings at least quarterly throughout the year.

The partnership between Life Spring Church and Sarah Milner Elementary School is a significant community strength for Sarah Milner. The church trains and provides over 30 adult mentors to work with Sarah Milner students on a weekly basis as well as provides additional support for school wide community events. In addition, Sarah Milner Elementary School serves as an observation site for the early childhood education class at Thompson Valley high school. The parent teacher organization at Sarah Milner Elementary School is comprised of a small number of dedicated parents. It would be beneficial to expand the membership to include more parents and teachers.

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT	
Prior Year Target:	Students with disabilities scored in the 2nd percentile on the 2016 school performance framework in math. A minimum of the 15th percentile in achievement in math on the 2017 school performance framework will move students with disabilities from does not meet expectations to approaching expectations in math achievement.

Performance:	We did not meet this target. Students with disabilities scored in the 1st percentile on the 2017 school performance framework in math.
Prior Year Target:	English language learners scored in the 7th percentile on the 2016 school performance framework in English Language Arts. A minimum rank of the 15th percentile in achievement in English language arts is required to move English learners learners from does not meet expectations to approaching expectations in reading achievement.
Performance:	We did not meet this target. English language learners scored in 8th percentile on the 2017 school performance framework in English language arts.
Prior Year Target:	Students with disabilities scored in the 1st percentile on the 2016 school performance framework in English Language Arts. A minimum of the 15th percentile in achievement in english language arts on the 2017 school performance framework will move students with disabilities from does not meet expectations to approaching expectations in reading achievement.
Performance:	We did not meet this target. Students with disabilities scored in the 1st percentile on the 2017 school performance framework in English language arts.

DISAGGREGATED ACHIEVEMENT REFLECTION:	The fact that the percentile rank for disaggregated groups is determined in comparison to all other students makes the challenge significant for both students with disabilties and English language learners. English Language learners did improve their percentile rank from the 7th to the 8th percentile.

PERFORMANCE INDICATOR: DISAGGREGATED GROWTH

Prior Year Target:	Free/reduced-price lunch eligible students scored in the 38th median growth percentile on the 2016 school performance framework in English Language arts. A minimum median growth percentile score of 50 on the 2017 school performance framework in English language arts will move students with disabilities from approaching to meeting growth expectations in English language arts.
Performance:	We did not meet this target. Students with disabilities median growth percentile score in English language arts on the 2017 school performance framework was 41.0.

DISAGGREGATED GROWTH REFLECTION:	Disaggregated growth data in English language arts for students with disabilities improved by 3 points from the 38th percentile to the 41st percentile. Fifth grade students were the only group to earn a median growth percentile score of at least 50 with a score of 50.5. Students below benchmark earned a median growth percentile score of 45.0, minority students scored a median growth percentile score of 42.0, and free/reduced lunch eligible students earned a median growth percentile score of 41.0.

Current Performance

- Based on 2016-2017 school performance framework, Sarah Milner Elementary School was assigned Performance Plan status.

  Sarah Milner Elementary School was rated APPROACHING for overall academic achievement, earning 47.8% of points possible.

  Sarah Milner Elementary School was rated MEETS for academic growth earning 62.5% of points possible.

  Areas where Sarah Milner Elementary School DID NOT MEET expectations in English language arts achievement include English language learners and students with disabilities.

  Areas where Sarah Milner Elementary School DID NOT MEET expectations in math achievement include students with disabilities.

  Areas where Sarah Milner Elementary School was rated APPROACHING expectations in English Language arts achievement include all students, free/reduced-price lunch eligible students and minority students.

  Areas where Sarah Milner Elementary School was rated APPROACHING expectations in math achievement include all students, English Learners, free/reduced price lunch eligible, and minority students.

  Areas where Sarah Milner Elementary School was rated APPROACHING expectations in science achievement include all students, free/reduced price lunch eligible, and minority students.

  Areas where Sarah Milner Elementary School was rated APPROACHING expectations in academic growth in English language arts include all students, free/reduced price eligible, and minority students.

  The greatest challenge at Sarah Milner Elementary School has to be free/reduced-price lunch eligible students simply because they make up 69% of our entire school population. Our lowest performing sub population in Math and English Language Arts is students with disabilities. English language arts presents a challenge with all students and all sub populations scoring either approaching or did not meet expectations for achievement and growth. Sarah Milner Elementary School met academic growth expectations for all students and all sub populations in math, yet academic achievement levels are not yet meeting expectations. .

  As of January 2017, Sarah Milner Elementary School has 47 students on READ plans.

  Kindergarten - 0

  First grade - 1

Second grade - 17

Third grade - 11

Fourth grade - 12

Fifth grade - 6

Middle of the year, January 2108, local i-Ready READING diagnostic data indicates:

30% of SMES first grade students are on track to be on level by the end of the year as measured by i-Ready.   58% of SMES first grade students are on track to make one year's growth in one year's time.

59% of SMES second grade students are on track to be on level by the end of the year as measured by i-Ready. 59% of SMES second grade students are on track to make one year's growth in one year's time.

64% of SMES third grade students are on track to be on level by the end of the year as measured by i-Ready.   60% of SMES third grade students are on track to make one year's growth in one year's time.

33% of SMES fourth grade students are on track to be on level by the end of the year as measured by i-Ready.   52% of SMES fourth grade students are on track to make one year's growth in one year's time.

26% of SMES fifth grade students are on track to be on level by the end of the year as measured by i-Ready.   41% of SMES fifth grade students are on track to make one year's growth in one year's time.

53% of SMES students are on track to make one year's growth in one year's time.

Middle of the year, Janaury 2018, i_Ready MAth math diagnostic data indicates:

54% of SMES first grade students are on track to be on level by the end of the year as measured by i-Ready.   65% of SMES first grade students are on track to make one year's growth in one year's time.

61% of SMES second grade students are on track to be on level by the end of the year as measured by i-Ready. 71% of SMES second grade students are on track to make one year's growth in one year's time.

59% of SMES third grade students are on track to be on level by the end of the year as measured by i-Ready.   51% of SMES third grade students are on track to make one year's growth in one year's time.

35% of SMES fourth grade students are on track to be on level by the end of the year as measured by i-Ready.   40% of SMES fourth grade students are on track to make one year's growth in one year's time.

37% of SMES fifth grade students are on track to be on level by the end of the year as measured by i-Ready.   29% of SMES fifth grade students are on track to make one year's growth in one year's time.

48% of SMES students are on track to make one year's growth in one year's time.

Previous major improvement strategies have included professional learning communities and sheltered instruction observation protocol in an effort to bolster tier I instruction and increase collaboration. In spite of the fact that Sarah Milner Elementary School is a Title I school with over 65% of our students qualifying for free or reduced priced lunch, we earned performance status on our latest school performance framework. This indicates our major imporvement strategies have had an positive impact on student performance.

Trend Analysis

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Academic achievement in English language arts has remained stable for the past three years. All students have been rated APPROACHING expectations based on performance on PARCC testing. This is a notable trend because we are not meeting achievement expectations in a major content area. (Source: School Performance Framework)

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Academic achievement in math has decreased over the past year. All students were rated MEETS expectations in 2016 , 53rd percentile, and fell to APPROACHING in 2017, 42nd percentile. Students with disabilities decreased from the 2nd to the 1st percentile. This is a notable trend because math achievement levels fell from MEETS to APPROACHING with all students and students with disabilities decreased as well. (Source: School Performance Framework)

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Disaggregated Achievement

Students with disabilities achievement has remained at the 1st percentile in English language arts and dropped from the 2nd percentile to the 1st percentile for achievement in math. Disaggregated groups need to score in the 15th percentile at a minimum to move out of does not meet expectations to approaching expectation. (Source: SPF)

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

English language learners achievement in English Language Arts has remained stable but continues to fall short of meeting expectations. Their percentile rank has gone from the 7th to the 8th percentile. Disaggregated groups need to score in the 15th percentile at a minimum to move out of does not meet expectations to approaching expectation. (Source: SPF)

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Growth

Academic growth for free/reduced price lunch students has increased over the past year in English language arts, from a median growth percentile score of 38 to 41, and in math from a median growth percentile score of 51.5 to 55. This is a notable trend because over 2/3, 69%, of Sarah Milner Elementary School student qualify for free/reduced price lunch. (Source: School CMAS Growth Report

Root Causes

Priority Performance Challenge: Students with Disabilities

Students with Disabilities did not meet expectations for academic achievement in either English Language Arts or Math. The number count for students with disabilities was too small, <20, to receive disaggregated growth data for this group. Although disaggregated local data is not available, all indications from local data,i-Ready Reading and math benchmark, support students with disabilities as a priority performance challenge.

Root Cause: Tier I instruction needs to be further differentiated.

Tier I instruction needs to be further differentiated in order to better meet the needs of diverse learners, most specifically students with disabilities and English learners. Teachers need to actively plan for students' differences so that all students can best learn while maintaining a high degree rigor. Teachers need to divide their time, resources, and efforts to effectively teach students who have various skill levels, backgrounds, and interests.

Priority Performance Challenge: English Learners

English Learners did not meet expectations for academic achievement in English Language Arts and were approaching expectations in Math. The number count for English Learners was too small, <20, to receive disaggregated growth data for this group. Although disaggregated local data is not available, nothing from local math benchmark data indicates English Learners achievement in math is not a priority performance challenge.

Root Cause: Tier I instruction needs to be further differentiated.

Tier I instruction needs to be further differentiated in order to better meet the needs of diverse learners, most specifically students with disabilities and English learners. Teachers need to actively plan for students' differences so that all students can best learn while maintaining a high degree rigor. Teachers need to divide their time, resources, and efforts to effectively teach students who have various skill levels, backgrounds, and interests.

Priority Performance Challenge: Free/Reduced-Price Lunch Eligible Students

Free/Reduced-Price Lunch Eligible students were approaching expectations for academic achievement in both English Language Arts and Math and approaching expectations for academic growth in English Language Arts. Free/reduced-price eligible lunch students make up approximately 68% of the entire student population at SMES. Although disaggregated local data is not available, all indications from local data,i-Ready Reading and math benchmark, support free/reduced price lunch eligible students as a priority performance challenge.

Root Cause: Family, school, and community partnerships need to be strengthened.

Teachers need to be better prepared to deal with families of diverse learners. Additional training and resources are needed to build capacity with teachers, administrators and parents to be effective partners in the education of their children/students.

Root Cause: Tier I Instruction needs to be planned with greater intentionality.

Tier I instruction needs to be intentionally planned to meet the needs of economically disadvantaged students and the challenges they bring with them, possibly including limited background knowledge, limited vocabulary, limited motivation, and lower levels of engagement.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Even though the number of students with disabilities that are included in the school performance framework is relatively low, 20, the percentile rank for this population of students is cause for concern. Students with disabilities were selected as a priority performance challenge due to their 1st percentile rank in academic achievement in English language arts and math. To be rated as approaching in academic achievement requires a minimum rank of the 15th percentile.

Even though the number of English learners that are included in the school performance framework is relatively low, 16, the percentile rank for this population of students is cause for concern. English learners were selected as a priority performance challenge due to their 8th percentile rank in academic achievement in English language arts. English language learners have earned a 21st percentile ranking in math. To be rated as approaching in academic achievement requires a minimum rank of the 15th percentile.

Free/Reduced-Price Lunch Eligible students were selected as a priority performance challenge due to the high percentage of students that qualify school

wide, 69%. Free/reduced-price lunch eligible students were rated as approaching expectations in English language arts, math, and science academic achievement. The sheer number of students that qualify for free/reduced-price lunch and the fact that they only met expectations in academic growth in math makes this a priority performance challenge.

Provide a rationale for how these Root Causes were selected and verified:

A close examination of both local and state level growth and achievement data revealed that there are students in every classroom that are growing at accelerated rates and achieving at high levels. Although tier i instruction has proven to be effective for some students in all classrooms, greater differentiation is needed to meet the needs of those students that are not growing at an adequate rate or achieving at high levels.

A close examination of achievement data on CMAS English language arts and math assessments revealed lagging achievement levels in vocabulary at all levels and reasoning in math. Planning tier i instruction with these deficits in mind should help reduce the gap in achievement.

Action Plans

Planning Form

SIOP (Sheltered Instruction Observation Protocol)

What would success look like: SIOP is a research-based and validated instructional model that consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review & Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves. In addition, teachers report that SIOP-based teaching benefits all students, not just English learners. (source: Center for Applied Linguistics)

Associated Root Causes:

Tier I instruction needs to be further differentiated.:

Tier I instruction needs to be further differentiated in order to better meet the needs of diverse learners, most specifically students with disabilities and English learners. Teachers need to actively plan for students' differences so that all students can best learn while maintaining a high degree rigor. Teachers need to divide their time, resources, and efforts to effectively teach students who have various skill levels, backgrounds, and interests.

Tier I Instruction needs to be planned with greater intentionality.:
Tier I instruction needs to be intentionally planned to meet the needs of economically disadvantaged students and the challenges they bring with them, possibly including limited background knowledge, limited vocabulary, limited motivation, and lower levels of engagement.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
SIOP Features	SIOP features 1, 2, 6, 9, and 30 will be evident 90% of the time as measured by classroom walk throughs/learning walks conducted by teachers.	08/18/2017 05/25/2018 Monthly	Classroom teachers and instructional coach	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Coaching Cycles	Each teacher completes a minimum of 3 complete coaching cycles with a SIOP focus	08/18/2017 05/24/2019		Instructional Coach and teachers	In Progress
Learning Walks	Each grade level team particiaptes in monthly learning walks. Data is gathered on 5 observable SIOP features.	08/18/2017 05/25/2018	Planning time	Teachers and instructional coach	In Progress
PD and Collaboration	Review, discuss, and rate SIOP videos from classroom teachers.	10/18/2017 10/18/2017	Title I funding	Teachers, Instructional Coach, Principal	In Progress

PD and Collaboration	Review, discuss, and rate SIOP videos from classroom teachers.	01/24/2018 01/24/2018	Title I funding	Teachers, Instructional Coach	In Progress
PD and Collaboration	Review, discuss, and rate SIOP videos from classroom teachers.	02/28/2018 02/28/2018	Title I funding	Teachers, Instructional Coach	In Progress
PD and Collaboration	Review, discuss, and rate SIOP Videos from classroom teachers.	03/28/2018 03/28/2018	Title I funding	Teachers, Instructional Coach	In Progress

PLCs (Professional Learning Communities)

What would success look like: A professional learning community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The very essence of a professional learning community is a focus on and a commitment to the learning of each student. In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. Members of PLCs move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business—forever. Finally, members of a PLC realize that all of their efforts in these areas must be assessed on the basis of results rather than intentions. (Source: www.allthingsplc.info)

Associated Root Causes:

Tier I Instruction needs to be planned with greater intentionality.:

Tier I instruction needs to be intentionally planned to meet the needs of economically disadvantaged students and the challenges they bring with them, possibly including limited background knowledge, limited vocabulary, limited motivation, and lower levels of engagement.

Tier I instruction needs to be further differentiated.:
Tier I instruction needs to be further differentiated in order to better meet the needs of diverse learners, most specifically students with disabilities and English learners. Teachers need to actively plan for students' differences so that all students can best learn while maintaining a high degree rigor. Teachers need to divide their time, resources, and efforts to effectively teach students who have various skill levels, backgrounds, and interests.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
Instructional Adjustments	Real time adjustments to instruction will be made 100 % of the time based on data collected and analyzed during regular PLC meetings.	08/25/2017 05/25/2018	Grade Level teams, committees, instructional coach, principal, ESS team	Partially Met
READ Plan/Significant Reading Deficiency Students	Students identified with a significant reading deficiency, on a READ plan, will be monitored on regular basis with the goal to reduce the number of students identified with a significant reading deficiency.	08/25/2017 05/25/2018 Weekly	Classroom teachers, intervention teachers, instructional coach, principal	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Weekly PLC	Each grade level meets each week as a PLC	08/18/2017 05/24/2019		Teachers, instructional	In Progress

Meetings				coach, principal
Math Committee Meetings	Cross grade level committee meets monthly	08/18/2017 05/24/2019	Math Liaison, teacher representatives, instructional coach, principal	In Progress
Literacy Committee Meetings	Cross grade level committee meets monthly	08/18/2017 05/24/2019	Literacy liaison, teacher representatives, instructional coach, principal	In Progress
Exceptional Student Services Team Meeting	Exceptional Student Services team meets week	08/18/2017 05/24/2019	School Psychologist, Learning Center teacher, Affective Learning Center teacher, Speech Language Pathologist, Occupational Therapist, Principal	In Progress
Tier II Intervention	Tier II intervention team members will meet to review progress at the conclusion of each intervention cycle. Students identified with a significant reading deficiency, or on a READ plan, are targeted	08/25/2017 05/24/2019	Grade level interventionists, learnign center teacher, English Language development teacher,	In Progress

Team	for interventions and progress monitoring.			instructional coach, principal, classroom teachers

Family & Community Engagement

What would success look like: Family & Community Engagement is a collaboration of families, community members, and the school as active partners in improving learner, classroom, and school outcomes. The emphasis is on shared responsibility for student success with an emphasis on partnering, where significant adults in a learner's life establish opportunities for coordination between different settings. (Source: CDE: Family, School, and Community Partnering)

Associated Root Causes:

Family, school, and community partnerships need to be strengthened.:
Teachers need to be better prepared to deal with families of diverse learners. Additional training and resources are needed to build capacity with teachers, administrators and parents to be effective partners in the education of their children/students.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Family Engagement	Overall favorable response rate will improve from 89% to a minimum of 95% on the Community perception survey.	04/02/2018 04/27/2018	Leadership Team	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	Teachers will conduct home visits with families in order to establish stronger relationships between home and school.	08/11/2017 05/25/2018	Title I Family Engagement	Teachers	In Progress

Home Visits			Funds		
FACE to FACE	Family and Community Engagement (School Accountability Meetings) including dinner and child care. 4 times/year	09/12/2017 04/10/2018	Title I Family Engagement Funds	Leadership Team	In Progress
Family Literacy Night	Spell Binders Story Tellers, i-Ready diagnostic - supporting students at home	10/05/2017 10/05/2017	Title I Family Engagement Funds	Literacy Committee	Complete
PBIS Family Night	Multicultural Fair/Potluck dinner	10/26/2017 10/26/2017	Title I Family Engagment Funds	PBiS Committee	Complete
Watch DOGS Program	Watch DOGS program will be implemented to encourage increased male volunteering at school.	02/13/2018 05/25/2018	Title I Family Engagement Funds	PBIS Committee	Not Started
Family Math Night	Math Night	03/29/2018 03/29/2018	Title I Family Engagement Funds	Math Committee	Not Started

Social & Emotional Learning

What would success look like: Students feel emotionally and physically safe. Teachers build relationships with all students. Students develop a sense of connectedness to school. Safe positive climate for learning. every child possesses the social skills needed to enjoy personal and academic success.

Associated Root Causes:

Tier I Instruction needs to be planned with greater intentionality.:
Tier I instruction needs to be intentionally planned to meet the needs of economically disadvantaged students and the challenges they bring with them, possibly including limited background knowledge, limited vocabulary, limited motivation, and lower levels of engagement.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Student Perception Survey	The percentage of favorable responses will equal the district average for each of the topics on the student perception survey, classroom community, classroom management, student learning, and student-centered environment.	01/08/2018 02/02/2018	All staff	Partially Met

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
Behavior Coach	Hire .60 FTE behavior coach with specialized training to support social emotional learning for students and teachers.	08/11/2017 05/25/2018	Title I funding	Behavior coach	In Progress
Well Managed Schools	School Wide implementation of Well Managed Schools practices and strategies designed to humanize the school experience.	08/18/2017 05/25/2018		Teachers	In Progress
In Focus Lessons	In Focus will help students develop social and emotional intelligence.	08/18/2017 05/24/2019		Teachers	In Progress
Peace Keeper	Build school wide climate and culture of caring and compassion by teaching social emotional intelligence and life skills.	08/18/2017 05/24/2019		Teachers	In Progress

School Target Setting

Priority Performance Challenge : Students with Disabilities

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2017-2018:** A minimum rank of the 15th percentile in achievement for students with disabilities in English Language arts on the 2018 CMAS test. The 15th percentile is necessary in order to move from does not meet to approaching expectations in English language arts achievement. Students with disabilties scored in the 1st percentile for achievement on the 2017 school performance framework in English language arts.
	2018-2019: A minimum rank of the 15th percentile in achievement for students with disabilities in English Language arts on the 2019 CMAS test.

INTERIM MEASURES FOR 2017-2018: i-Ready diagnostic assessment beginning of the year, middle of the year, and end of the year, i-Ready reading instruction, Accelerated Reader, Content Literacy Response to reading tasks, FAST Reading, AIMS Web assessments, DRA-2

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	**2017-2018:** A minimum rank of the 15th percentile in achievement for students with disabilities in math on the 2018 CMAS test. The 15th percentile is necessary in order to move from does not meet to approaching expectations in math achievement. Students with disabilities scored in the 1st percentile for achievement on the 2017 school performance framework in math.
	2018-2019: A minimum rank of the 15th percentile in achievement for students with disabilities in math on the 2019 CMAS test.

INTERIM MEASURES FOR 2017-2018: i-Ready diagnostic assessment beginning of the year, middle of the year, and end of the year, End of unit Math Expressions assessments., Quick quizzes, Math Facts in a Flash, i-Ready math instruction

Priority Performance Challenge : English Learners

PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2017-2018:** A minimum rank of the 15th percentile in achievement for English language learners in English Language arts on the 2018 CMAS test. The 15th percentile is necessary in order to move from does not meet to approaching expectations in English language arts achievement. English language learners scored in the 8th percentile for achievement on the 2017 school performance framework in English language arts. A minimum rank of the 15th percentile in achievement in order to rate as approaching expectations in reading achievement.
	2018-2019: A minimum rank of the 15th percentile in achievement for English language learners in English Language arts on the 2019 CMAS test.

INTERIM MEASURES FOR 2017-2018: i-Ready diagnostic assessment beginning of the year, middle of the year, and end of the year. Accelerated Reader Content Literacy Response to reading tasks. FAST Reading AIMS Web assessments DRA-2, WIDA Access testing, Corner Stone unit tests, i-Ready reading instruction.

Priority Performance Challenge : Free/Reduced-Price Lunch Eligible Students

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL PERFORMANCE TARGETS	**2017-2018:** All students will make one year's growth in one year's time as measured by i-Ready reading diagnostic.
	2018-2019: All students will make one year's growth in one year's time as measured by i-Ready reading diagnostic.

INTERIM MEASURES FOR 2017-2018: i-Ready reading diagnostic assessment beginning of the year, middle of the year, and end of the year.

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS	
	2017-2018: All students will make one year's growth in one year's time as measured by i-Ready math diagnostic.
	2018-2019: All students will make one year's growth in one year's time as measured by i-Ready math diagnostic.

INTERIM MEASURES FOR 2017-2018: i-Ready reading diagnostic assessment beginning of the year, middle of the year, and end of the year. i-Ready math instruction.