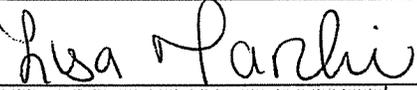
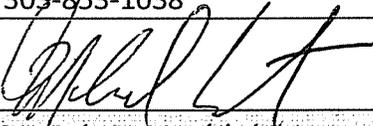


2011 TIERED INTERVENTION GRANT

PART I: COVER PAGE *(Complete and attach as the first page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it with the application.)*

| | | | |
|---|---------------|--------------------------------|--------------|
| Name of Lead Local Education Agency (LEA)/Organization: | | Mapleton Public Schools | |
| Mailing Address: 591 E 80 th Ave Denver, CO 80229 | | | |
| District Turnaround Project Manager: | | Jackie Kapushion | |
| Mailing Address: 591 E 80 th Ave Denver, CO 80229 | | | |
| Telephone: 303-853-1014 | | E-mail: kapushionj@mapleton.us | |
| Signature:  | | | |
| Program Contact Person (if different): | | Lisa Marchi | |
| Mailing Address: Meadow Community School, 9150 Monroe Street Thornton, CO 80229 | | | |
| Telephone: 303-853-1501 | | E-mail: marchil@mapleton.us | |
| Signature:  | | | |
| Fiscal Manager: | | Michael Everest | |
| Telephone: 303-853-1038 | | E-mail: everestm@mapleton.us | |
| Signature:  | | | |
| Region: <i>Indicate the region(s) this proposal will directly impact</i> | | | |
| <input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast | | | |
| Total LEA Request: <i>Indicate the total amount of funding you are requesting. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i> | | | |
| Year 1 | Year 2 | Year 3 | Total |
| \$482,107 | \$403,271 | \$307,759 | \$1,193,137 |

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

PART IA: SCHOOLS TO BE SERVED

Complete the following information with respect to the schools that will be served with a School Improvement Grant and attach as the second page of proposal.

| Please provide the following information for each participating school (additional rows may be added), starting with Tier I schools: | | | | | | | | | |
|--|--------------|--------|---------|----------|--|---------|---------|----------------|----------------|
| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) Include requested amount per school | | | | Transformation |
| | | | | | Turnaround | Restart | Closure | Transformation | |
| Meadow Community School | 080555002031 | x | | | | | | | x |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

PART IB: LEA/School Information and Signature Page

(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)

District Signatures

Mapleton Public Schools

District Name:

School Board President Signature:

Norma Frank

Superintendent Signature:

Charlotte Mercurio

School Information

Meadow Community School

School #1 Name:

Lisa Marchi

Principal Name:

303-853-1501

Telephone:

marchil@mapleton.us

E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds

Yes

No

Principal Signature:

Lisa Marchi

School #2 Name:

Principal Name:

Telephone:

E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds

Yes

No

Principal Signature:

School #3 Name:

Principal Name:

Telephone:

E-mail:

Is currently receiving a School Improvement Grant funded through 1003(a) funds

Yes

No

Principal Signature:

PART IC: Certification and Assurance Form

(Complete and attach as the fourth and fifth pages of proposal)

The School Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On August 17, 2011 the Board of Mapleton Public Schools hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools. In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following assurances:

Federal Assurances:

- To use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- To establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- That if the applicant implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- To report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.

State Assurances:

- To provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level formative and summative assessment data required under section III of the final requirements;
- To align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing district funds for the purpose of sustaining the improvement work after federal funds expire;
- To commit to developing a plan that demonstrates how the district will increase overall student achievement in the identified schools and share that plan with CDE;
- To agree to an external review by a School Support Team and address the findings outlined in the School Support Team's report to collaboratively, with CDE, select the appropriate reform model based on the needs outlined in the report;

- To provide the leadership capacity to oversee the implementation of turnaround interventions;
- To provide a district level contact whose primary responsibility is the oversight and coordination of turnaround interventions in the schools;
- To participate in quarterly Professional Learning Communities focused on turning around schools;
- To monitor and evaluate the impact of all turnaround interventions;
- That by accepting grant funds, applicants agree to participate in the federal and state evaluation of Turnaround School Initiatives;
- To participate in networking time during each year of the grant cycle to discuss implementation issues and access technical assistance. In addition, there will be an orientation meeting for all approved applicants;
- To submit to CDE a UIP for each identified school updated as needed as a requirement for securing continued funding from year to year during the three-year term of this grant;
- Attainment of performance targets will be considered for continued funding.
- To develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;
- To participate fully in on-site visits conducted by CDE to every funded Tier I, Tier II, or Tier III school during the grant cycle;
- To work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Agree to work cooperatively with the CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- To maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- To notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application.
- Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. All grantees must work with and provide requested data to CD for the Tiered Intervention Grant Program within the time frames specified.
- In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit.
- Budget revision(s), if applicable are to be submitted to CDE on a **quarterly** basis for review and subsequent approval.
- LEAs are required to submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s).
- Fully participate in on-site reviews and monthly achievement calls conducted by CDE; and

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Norma Frank

Name of Board President

Norma Frank

Signature of Board President

Charlotte Ciancio

Name of District Superintendent

Charlotte Ciancio

Signature of District Superintendent

Lisa Marchi

Name of Program Contact

Lisa Marchi

Signature of Program Contact

State Education Agency assurances – As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, CDE will:

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Conduct School Support Team reviews in identified schools and/or provide the LEA with approved criteria for diagnostic reviews to be conducted by another entity;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Provide the LEA with a model budget and/or set of principles to guide allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s); and
- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; and suggest interim performance targets that the LEA may use to hold school(s) and provider(s) accountable.

Part II: LEA Commitment and Capacity

a) What methods did the district use to consult with relevant stakeholders re: the LEA's application and implementation of school intervention models in its Tier I and/or Tier II schools?

In April and May of 2011, the District Superintendent held meetings with the Board of Education, central administration and Meadow Community School's administration and faculty. In each meeting, she covered the following information:

- Why Meadow was eligible
- The TIG review process that would take place at Meadow
- The funds that would be available to support improvement
- Allowable uses for the funds
- Question and Answer

In addition, materials provided by the Colorado Department of Education (CDE) describing the Tiered Intervention Grant (TIG) process and requirements were provided to each of these groups. The Meadow staff and central administration also participated in a TIG review pre-meeting with CDE, as well as a post-meeting to review TIG review findings.

b) Detail how the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application.

The Superintendent gave the Board of Education notice of the intent to submit an application for TIG funds during a regular Board meeting. Next, the TIG review process took place during the months of April and May 2011 at the school. The results from this review were received during the last week of May. Originally, the district planned to hold two Meadow community meetings during the month of May to review the results and the plan of action for use of funds. However, because results were received during the last week of May, these meetings were not held.

This fall, two parent/community meetings are scheduled at Meadow. During these meetings the TIG grant opportunity and review results will be shared, as well as detailed plans for use of funds and how fund usage aligns with the School Improvement Plan.

c) How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken to demonstrate commitment to the specific requirements of this grant? (included in response to section d below)

d) What specific actions has the district taken or will the district take to design and implementation interventions consistent with the final requirements?

In spring 2011, the district participated in the external review process required by this grant. In addition, numerous activities consistent with implementation of a transformation model have already taken place, as outlined below.

At the beginning of the 2009-2010 school year, the Superintendent replaced the school leadership team at Meadow. This was due to concerns about declining achievement, lack of student growth, and a lack of community engagement and support. The Superintendent assigned a new school principal (Lisa Marchi) to Meadow. As a seven-year veteran school leader with experience working with high-need student populations, Ms. Marchi had already demonstrated exceptional results in student growth and closing achievement gaps. Ms. Marchi's previous school, Enrichment Academy, was placed on "Performance Plan" by CDE during the first year of state-wide accreditation implementation. The new principal was allowed to select an assistant principal and instructional guide with whom she had worked with previously to form a strong, new school leadership team.

During the 2009-2010 school year, the new leadership team implemented the following non-negotiables:

- 1) All teachers will submit lesson plans on a weekly basis for review.
- 2) Student learning will be maximized by restructuring the daily schedule.
- 3) Staff will be provided with professional development focused on first best instruction in both literacy and math.
- 4) Staff will be provided with professional development addressing the needs of students who are learning English as their second language.
- 5) Leadership and staff will establish a school-wide positive behavior intervention support system.
- 6) Leadership and staff will establish a "Parents In Action" Group to engage parents and support the school.

Prior to the 2010-2011 school year, the principal replaced 13 of the 26 certified teachers. Teachers were brought on board who had experience in implementing district curriculum, were experts in building rapport with both students and parents, and valued collaboration and continuous improvement. In addition, Meadow dedicated additional FTE to provide targeted interventions in grades K, 1, and 2. A new protocol was put in place to allow teachers to conduct peer observations, discuss lesson planning and implementation, and develop a shared understanding of what high-quality instruction looks like and what teachers need to do to ensure first best instruction. Structured curriculum, aligned with Colorado State Standards, was implemented to ensure coherent and consistent literacy and math instruction within the K-8 school. Through the unified improvement planning process, Ms. Marchi has been able to align resources – staff, time, budget, etc., - to meet the priority needs outlined in the Unified Improvement Plan (UIP).

Each of these sets of actions demonstrates the district's readiness and commitment to the transformation model supported by this grant funding.

e) Describe the specific actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality.

Meadow will work with external providers using TIG funds to support reading, writing, and math instruction, as well as meeting the needs of students who are learning English as their second language. Improvement strategies and action steps for this work are outlined in the School Improvement Plan that was developed by school and district leadership.

The National Literacy Coalition (NLC) will be contracted to support implementation of the district reading curriculum (Every Child a Reader [ECaR]) and writing curriculum (Every Child a Writer [ECaW]). NLC is a Colorado-based company that bases its work on Colorado state standards. The company's location allows for frequent and flexible training and coaching options to meet the professional development needs of teachers. On-going coaching is a critical part of a teacher's ability to deliver effective reading and writing instruction. ECaR and ECaW have a similar format which supports consistency for both teachers and students. NLC is on the CDE "vendor approved" list of providers.

To support strong implementation of the district's mathematics curriculum (Everyday Mathematics), Brenda Wray will be contracted as an Everyday Mathematics Coach. Brenda has a long history as both a teacher delivering this curriculum and as a trainer working with teachers and principals on effective implementation of the curriculum. Like NLC, Brenda is a local resource and supports frequent and flexible visits.

A Mid-Continent Research for Education and Learning (McREL) consultant, Candace Hyatt, is planned to be contracted to support teachers in implementing strategies to meet the needs of students who are learning English as their second language. Candace is being sought after as she has worked with the district through the English Language Learner Leadership Academy (ELLLA) developed by McREL. Specifically, she will provide coaching and professional development for teachers on the strategies of cooperative learning and writing language objectives.

f) What specific actions as the district taken or will the district take to align other resources with the proposed interventions?

The district continues to align resources based on the needs specified in the School Improvement Plan (SIP) (see SIP for details of resource alignment). A thorough data analysis and root cause analysis is conducted each year between district schools and the Department of Learning Services. Each SIP is then resourced using funds from the school's general fund, school-wide Title funds and Learning Services Department funds. Additional administrative support is given to the district's highest priority schools to ensure time for strong instructional leadership at the school each day. Additional coaching support in reading, writing, math and ELL strategies is also provided through district general fund and Title set-asides.

In addition, Mapleton uses a "weighted" formula to determine school budgets. Schools are given more resources based on the following factors:

- Number/percent of ELLs above the district average
- Number/percent of F/R Lunch students above the district average
- Experience of staff (schools with less experienced staff receive more resources for professional development and induction support)
- School size

g) What specific actions has the district take or will he district take to ensure flexibility, modify its practices, policies, or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively?

In Mapleton, school principals and central administration collaboratively oversee practices, policies, and structures. School Support Team (SST) visits take place monthly at each school. SST involves central administrators meeting with school leadership to review and discuss an identified topic, review relevant data, and conduct a walkthrough of every classroom. If a school determines a need to modify a practice or structure in a manner that is outside of normal district constraints, the school and central leadership work closely together to determine a process that enables the school to implement the request effectively.

Strong communication, both in person and in writing, is a key component to ensuring flexibility for meeting the requests and needs of individual schools. If supplemental curriculum and/or intervention support materials are deemed necessary, the school principal works closely with the Learning Services Department to review materials, determine budget and implementation implications, and review data. All proposals are then reviewed with the Superintendent for final approval.

h) Are there Tier I and/or Tier II schools in the district that will not be served through this grant? If so, please provide a detailed explanation for why the district lacks the capacity to serve them.

Meadow Community School is the only Mapleton School identified as a Tier I school in the district. The district currently has two Tier II schools not served with TIG funds. The district is currently serving these schools with additional district resources (as outlined in "f"). At this time, district administration is uncertain as to whether TIG funds are available for Tier II schools.

i) In the schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions?

The district has worked closely with Meadow administration and staff to ensure organizational capacity to fulfill the assurances outlined by CDE and the strategies outlined in Meadow's SIP. District administration supported the development of the SIP to understand the strategies to be implemented during the 2011-12 school year and to ensure aligned resources for the identified strategies. District administration (Assistant Superintendent and Director of Learning Services) will provide direct supervision and support of Meadow Community School through bi-monthly School Support Team and supervision visits.

In addition, a .30 project manager position has been built into the TIG budget to track progress on grant activities and to notify district and school administration when the SIP action plans/interventions are not being implemented within the designated timeline.

j) What specific actions has the district taken or will the district taken to sustain the reforms after the funding period ends?

Mapleton Public Schools administration is committed to sustaining improvement strategies that yield results. As funds become available through Title funding, state funding or grant funding, the district will continue to provide extended learning opportunities for students. The district is committed to finding ways to fund full-day kindergarten and has written and received numerous grants to fund summer school and extended learning programs for students. It is also a district priority to retain teaching staff to capitalize on the professional development (provided through TIG funds) and skill of an experienced staff. The district has supported this priority by offering in-district childcare to employees, a competitive compensation package to teachers, and a two-year induction program to ensure weekly in-the-classroom support. Once instructional capacity is built among staff, large numbers of students have been served with small-group intervention support, and effective practices have been imbedded into the school culture, the current Meadow staff will be able to understand and sustain a school with high expectations and high growth.

k) How will the district measure progress toward the goals both formatively and summatively? Discuss how data will be disaggregated by subgroups on a regular basis.

The formative and summative data sources that will be disaggregated by subgroups and used to measure progress toward the goals include:

- CSAP
- CELA
- MAP for Reading, Writing, and Math (October, January, & May)
- PALs for Reading
- Mid-year Everyday Mathematics and University of Chicago Math assessment
- ECaR & ECaW Fluency and Target Assessment

This data will be reviewed monthly during SST visits that include both school and district leadership. During these monthly visits, anecdotal data is collected through the classroom walkthrough process. Every classroom is visited each month with an identified standard of practice for curriculum implementation and/or effective teaching strategies and practices. In addition, a .30 project manager position has been built into the TIG budget to work with the district assessment director and school principal to collect and disaggregate data for monthly TIG visits/requests and review sessions.

l) Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results with CDE on a monthly basis?

District administration (Assistant Superintendent) and school administration (Lisa Marchi, Principal) will be responsible for monitoring and evaluating the progress of the improvement plan. Through an internal School Support Team (SST) process, two central administrators – including the Assistant Superintendent – will spend ½ day each month reviewing progress on the plan, analyzing achievement data, and visiting classrooms to ensure fidelity of implementation of improvement strategies. The monitoring visits will be conducted in collaboration with the Meadow leadership team and will be scheduled in coordination with the CDE liaison assigned to Meadow Community School. If CDE is unavailable for an SST, the Assistant Superintendent will communicate the monthly results to the CDE liaison.

Part III: Needs Assessment and Program Plan

a) Submit a SIP for each proposed site.

See attached.

b) Analyze the current conditions in the school that would be the recipient of the grant by providing student performance and other relevant data in relation to intervention selected.

Academic achievement from 2008-2011 was as follows:

| | Reading | Writing | Math | * indicates achievement below state average |
|------|--------------|--------------|--------------|---|
| 2008 | 28% P and A* | 21% P and A* | 20% P and A* | |
| 2009 | 25% P and A* | 15% P and A* | 17% P and A* | |
| 2010 | 35% P and A* | 15% P and A* | 21% P and A* | |
| 2011 | 38% P and A* | 24% P and A* | 25% P and A* | |

Academic growth from 2008-2011 was as follows:

| | Reading | | Writing | | Math | |
|------|---------|--------|---------|--------|------|--------|
| | Elem | Middle | Elem | Middle | Elem | Middle |
| 2008 | 24 | 28 | 16 | 39 | 25 | 28 |
| 2009 | 47 | 36 | 34 | 35 | 34 | 27 |
| 2010 | 43 | 62 | 40 | 54 | 32 | 40 |
| 2011 | 42 | 53 | 62 | 63 | 63 | 50 |

As outlined in the Meadow School Improvement Plan, reading achievement across all grade levels and all disaggregated groups over three years is described as persistently below the state average for proficient and advanced. In addition, median growth percentiles did not meet expectations in reading at the elementary level in 2009-2010. Three out of the four subgroups in elementary had median growth below the 50th %ile in reading. In middle school reading, there were growth gaps in two of the four subgroups. In addition, writing achievement across all grade levels and all disaggregated groups over three years was consistently below the state average of proficient and advanced and declined over three years. Grades 4, 5, 6 and 8 demonstrated greater decline. The median growth percentiles did not meet expectations in writing at the elementary and middle levels. In grades 5 and 7, the median growth percentile declined.

Upon analysis of the data, District administration recognized that one root cause of low reading and writing achievement and low growth was that the majority of teachers did not effectively plan and execute first best reading instruction. Another cause of low reading and writing achievement and low growth was that many classrooms lacked rigor and high expectations for purposeful independent work during literacy. In addition, students in the primary grades lacked the instructional time to develop foundational literacy skills.

As identified in the SIP and outlined in the budget for the grant, embedded weekly professional development, data analysis and planning time will enable teachers to improve first best instruction. Access to instructional coaches in reading and writing from the National Literacy Coalition (NLC) will provide Meadow's literacy teachers with highly individualized coaching, support and feedback that will enhance their instructional techniques. Further, teachers will increase the rigor of independent student work time in the classroom by utilizing the structure and resources of Daily 5. Website access, materials and professional development will allow teachers to refine and enhance current practices to ensure that every instructional minute is maximized. Additional intervention teachers will provide students with differentiated instruction both during and after school and will utilize specific resources to increase student achievement and growth. Instructional Rounds will allow teachers to learn from each other, reflect on practice and set personal goals.

Math achievement across all grade levels and all disaggregated groups over three years has been consistently below the state average of proficient and advanced and has declined over the past three years. Grades 4, 7, and 8 had the greatest decline. The median growth percentiles did not meet expectations in math at the elementary and middle levels. In grades 4, 5, 7 the median growth percentile was below 36.

Upon analysis, the District recognized that most teachers did not effectively plan or execute first best math instruction. Second, most teachers did not have high expectations for rigor and accountability for daily work products. Third, many teachers did not differentiate to support target mastery.

As in reading and writing, math teachers will have access to an expert coach that will provide support around curriculum implementation, differentiation, student accountability, and review of student work. Embedded weekly professional development, data analysis and planning will enable teachers to effectively plan and execute math instruction. Instructional Rounds will allow teachers to learn from each other, reflect on practice and set personal goals.

c) Analyze the current conditions in the school that would be the recipient of the grant by identifying root causes.

The following have been identified as root causes of consistently below average student achievement:

1) Lack of consistent planning and execution of first best reading and writing instruction, lack of rigor and high expectations for purposeful independent work during literacy, lack of instructional time in primary grades for students to acquire foundational reading and language skills: these root causes have resulted in low academic achievement in reading and writing at the elementary and middle school levels, as well as low academic growth at the elementary level (in 2009-2010, growth at the middle school level exceeded expectations). In addition, there are significant achievement and growth gaps between ELL and non-ELL and minority and non-minority students in both reading and writing at the elementary level (at the middle school level, minority and ELL students outperform non-minority and non-ELL students). To address these root causes, the school will provide differentiated professional development for reading and writing teachers, as well as extended learning opportunities for students to have sufficient time in the primary grade levels to be at grade level by third grade.

2) Lack of consistent planning and execution of first best math instruction, lack of differentiated instruction to support student growth, lack of simultaneous instruction of language and content objectives: this root cause has resulted in below average academic achievement and growth in math at the elementary and middle school levels. To address this root cause, the school will provide differentiated professional development for math teachers.

d) Analyze the current conditions in the school that would be the recipient of the grant by demonstrating that the LEA has the capacity to enable each school to implement fully and effectively the required activities of the school intervention model it has selected.

At the beginning of the 2009 – 2010 school year, the Superintendent replaced the school leadership team at Meadow. As noted above, the new principal had a track record of increasing student achievement, particularly among high-need student populations. For the past two school years ('09-'10 & '10-'11), Lisa has been working diligently to transform the school. CSAP achievement results and growth rates have increased over the past two years, but achievement remains low and concerning.

Recently, the district learned that Meadow's accreditation status moved from "Priority Improvement" in 2010-2011 to "Improvement" for the 2011-2012 year, indicating that Lisa's leadership and SIP strategies have met annual goals and continue to set the course for ongoing improvement. Because the creation of

the SIP is coordinated between central administration and the school, the LEA fully supports all improvement strategies identified to be funded by TIG.

e) Provide evidence to demonstrate that overall goals and interim targets are included by year (annual math and reading/language arts academic goals are set for each school site, including expectations for growth after year one).

Yearly goals and interim targets for 2011-12 are included in the current School Improvement Plan in Section IV. Goals and targets for 2012-2013 will be developed by January 15, 2012 (after CSAP data is released and a thorough data analysis and root cause analysis are conducted by the Meadow Leadership Team and Mapleton's Department of Learning Services).

f) Provide evidence to demonstrate interventions are consistent with the final requirements.

The school will provide the following interventions to meet final requirements:

Requirement 1: Replace the principal who led the school prior to commencement of the transformation.

Activity: Principal replaced prior to school year 2009-2010.

Requirement 2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates and b) are designed and developed with teacher and principal involvement.

Activity: The district is currently in the process of reviewing the evaluation system for both teachers and principals. In August, the district worked with the New Teacher Center to create a developmental continuum approach to evaluation. The new system is being designed with the requirements for SB 10-191 in mind, with a goal of having a new evaluation process in place for use at all schools during the 2012-2013 school year.

Requirement 3: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Activity: School staff will receive stipends to implement identified improvement strategies. As noted above, the district will also provide numerous opportunities for teachers to improve their professional practice through differentiated professional development and leadership team participation. As noted above, 13 of 26 staff were replaced prior to school year 2010-2011.

Requirement 4: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Activity: To ensure teachers have the capacity to successfully implement the identified reform strategies the following high-quality professional development will be provided:

- Job-embedded and frequent coaching support in reading, writing, and math
- 2 hours of professional development weekly to address data analysis and instructional planning
- Instructional rounds on effective strategies to meet the needs of ELLs
- Attendance at professional conferences
- Peer Observations

The district is requesting approximately \$66,000 to support this work in year one.

Requirement 5: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Activity: Flexible work conditions for staff include offering one non-student contact day per month for staff to use in a collaborative fashion to address school level needs. In addition, staff will be offered a menu of options to fulfill their 1,450 contract hours. Staff will also be offered additional funds for additional duties, such as leadership roles and tutoring students after school.

g) Provide evidence to demonstrate the proposed plan is aligned with the district strategic plan.

The District UIP is aligned to the district strategic plan. General improvement strategies that appear in the strategic plan, by conducting an internal and external gap analysis, are then translated into specific strategies and action steps in the district UIP. The UIP is completed by the Department of Learning Services with input from multiple stakeholders in the fall, **before** schools begin their work on SIPs. School priorities and strategies should align with the district priorities when appropriate. The school may also have some unique strategies that account for the local context and/or strategies specific to findings in the data.

h) Provide evidence to demonstrate sustainability after the implementation of the changes.

See response in Part II Section J.

i) Provide a sequenced timeline of events that will occur in the implementation of this grant. Project timeline should include major implementation activities and the date by which they will be accomplished.

Timeline of Events for 2011-2012 (timeline for future years will be developed 3-6 months prior to the start of that year)

| Month | Activities | Completion Date |
|---|--|----------------------|
| August | • Hire interventionists, paraprofessionals | 8/31/11 |
| | • Establish Leadership Team | 8/31/11 |
| | • Hire Project Coordinator | 8/31/11 |
| September | • Weekly PLCs | Sept. 19 and ongoing |
| | • Weekly Planning/ Data Meetings | Sept. 19 and ongoing |
| | • Weekly Professional Development | Sept. 19 and ongoing |
| | • Identify Take Home Book Program Coordinator and order/ organize materials | 9/30/11 |
| | • Assess to determine after school intervention groups, communicate to parents, order supplies, organize schedule and plan | 9/30/11 |
| October | • First quarter observations of every teacher | 10/28/11 |
| | • Exhibitions of Student Learning | 10/28/11 |
| | • 1st visit from Math Coach | 10/28/11 |
| | • 1st visit from McREL Coach for Instructional Rounds | 10/28/11 |
| | • Visit from NLC Coach | 10/28/11 |
| | • Take Home Book program communicated to parents | 10/28/11 |
| | • Distribute Take Home Book materials to teachers | 10/28/11 |
| • After school Intervention groups in place and running | Ongoing | |
| November | • Take Home Book Program begins | 11/1/11 |

| | | |
|----------|---|---------------|
| | • Place order for additional book titles for bookroom | 11/30/11 |
| | • Place order for materials for “Daily 5” implementation in literacy classrooms | 11/30/11 |
| | • All ongoing activities continue | |
| December | • All ongoing activities continue | |
| January | • Second quarter observations of every teacher | 1/13/12 |
| | • Visit from McREL Coach for Instructional Rounds | 1/13/12 |
| | • Visit from NLC Coach | 1/13/12 |
| | • Visit from Math coach | 1/13/12 |
| | • All ongoing activities continue | |
| February | • 4 Staff attend CCIRA: “Two Sisters” Daily 5 | 2/1/12-2/4/12 |
| | • All ongoing activities continue | |
| March | • Third quarter observations of every teacher | 3/16/12 |
| | • Visit from McREL Coach for Instructional Rounds | 3/16/12 |
| | • Visit from NLC Coach | 3/16/12 |
| | • Visit from Math coach | 3/16/12 |
| | • Exhibitions of Student Learning | 3/16/12 |
| | • All ongoing activities continue | |
| April | • Summer school planning begins: identify students, Coordinator, order supplies, plan facilities and Transportation | 4/31/12 |
| | • All ongoing activities continue | |
| May | • Fourth quarter observations of every teacher | 5/25/12 |
| | • Visit from McREL Coach for Instructional Rounds | 5/25/12 |
| | • Visit from NLC Coach | 5/25/12 |
| | • Visit from Math coach | 5/25/12 |
| | • Summer school planning finalized, student recruitment begins | 5/25/12 |
| | • All ongoing activities continue | |

Part IV: Budget Narrative

Sections a, b, c, e, & h

See chart beginning on page 10.

d) Demonstrates how district will align current and future funding in support of improvement goals and sustainability.

The district will support all those activities that are still deemed necessary at the end of the three year grant period through district, federal, and private funds. Specifically, the district anticipates eliminating the need for supplementary interventionists (paid for through TIG funds) through consistent first best instruction. The district is committed to extended learning opportunities for its youngest students and will maintain 1.0 FTE to support this work after the grant period is over. Other activities (coaching and PLCs, for example) may be maintained using building funds, if the school finds that the activities are necessary to continue after the grant period. Summer school may be maintained through state or private competitive grants. Supplies will be replenished as needed using building or federal funds, though the district anticipates that those costs will be minimal for the foreseeable future.

| Category | Year 1 | Year 2 | Year 3 | Description |
|--|--------|---|---|---|
| Inst. - Salaries (0100) | 5,914 | 5,914 | 5,914 | Needs-based weekly PLCs and staff development to effectively implement all components of Every Child a Reader, the district's reading program: 6 reading teachers and 2 interventionists for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #1. |
| Inst. - Employee Benefits (0200) | 994 | 994 | 994 | Weekly PLC stipend benefits at 16.8% (see details above). |
| Inst. - Salaries (0100) | 5,914 | 0 (instructional planning and data analysis included in PLCs) | 0 (instructional planning and data analysis included in PLCs) | Weekly instructional planning and data analysis to support differentiated instruction and ensure ongoing alignment between data and instruction: 6 reading teachers and 2 interventionists for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #1. |
| Inst. - Employee Benefits (0200) | 994 | 0 (instructional planning and data analysis included in PLCs) | 0 (instructional planning and data analysis included in PLCs) | Instructional planning stipend benefits at 16.8% (see details above). |
| Inst. - Purchased Professional & Technical Services (0300) | 4,120 | 4,120 | 0 | \$1,800 per day for 2 days for National Literacy Coalition reading coaching to provide modeling and coaching so that teachers can improve the teaching and learning cycle aligned with professional development. Also includes 2 subs for 2 days at \$130/sub/day. Aligns with major improvement strategy #1. |
| Inst. - Supplies (0600) | 20,600 | 600 (Daily 5 website access only) | 0 | \$600 for Daily 5 website access and \$2,000 per teacher for Daily 5 materials for 10 teachers (\$20,000 total) to provide opportunities for teachers to increase the rigor of work during independent literacy time. Aligns with major improvement strategy #1. |
| Inst. - Travel, Registration and Entrance (0580) | 1,200 | 0 | 0 | Daily 5 conference fee for 2 teachers, instructional guide, and school director at \$300 per attendee (3 day conference) to ensure best practice in Daily 5 strategies. Aligns with major improvement strategy #1. |

| | | | | |
|--|--------|-------|-------|--|
| Inst. - Purchased Professional & Technical Services (0300) | 780 | 0 | 0 | 2 subs for 3 days at \$130/sub/day (for Daily 5 conference teacher attendees) for teachers to attend Daily 5 conference (see details above). Aligns with major improvement strategy #1. |
| Inst. - Purchased Professional & Technical Services (0300) | 6,520 | 6,520 | 0 | 2 days for McREL coach at \$3,000 day to lead instructional rounds. Classroom teachers will actively participate to enhance transparency and instructional reading practices throughout the school, including de-briefing protocol that leads to change. Also supports 2 subs per day for 2 days at \$130/sub/day to allow teacher participation. Aligns with major improvement strategy #1. |
| Inst. - Salaries (0100) | 1,000 | 1,000 | 1,000 | Stipend for coordinator of Take Home Reading Program. This program will encourage reading at home with students by providing books for families and incentive prizes (e.g. book bags). Students will return books on a regular cycle and exchange for new ones. Aligns with major improvement strategy #1. |
| Inst. - Employee Benefits (0200) | 168 | 168 | 168 | Benefits for Take Home Reading Program stipend at 16.8% benefit rate (see details above). |
| Inst. - Supplies (0600) | 29,500 | 5,000 | 3,000 | Books and supplies (backpacks, labels, incentive prizes, rolling carts, storage tubs, etc.) (see program description above). Aligns with major improvement strategy #1. |
| Inst. - Salaries (0100) | 4,436 | 4,436 | 4,436 | Needs-based weekly PLCs and staff development to effectively implement all components of Everyday Math and University of Chicago Math Program, the district's math programs: 6 math teachers for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #2. |
| Inst. - Employee Benefits (0200) | 746 | 746 | 746 | Weekly PLC stipend benefits at 16.8% (see details above). |

| | | | | |
|--|-------|---|---|---|
| Inst. - Salaries (0100) | 4,436 | 0 (instructional planning and data analysis included in PLCs) | 0 (instructional planning and data analysis included in PLCs) | Weekly instructional planning and data analysis to support differentiated instruction and ensure ongoing alignment between data and instruction: 6 math teachers for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #2. |
| Inst. - Employee Benefits (0200) | 746 | 0 (instructional planning and data analysis included in PLCs) | 0 (instructional planning and data analysis included in PLCs) | Instructional planning stipend benefits at 16.8% (see details above). |
| Inst. - Purchased Professional & Technical Services (0300) | 4,000 | 4,000 | 0 | Math quarterly coaching, \$1,000 per day for 4 days to provide modeling and coaching so that teachers can improve the teaching and learning cycle aligned with professional development. Aligns with major improvement strategy #2. |
| Inst. - Purchased Professional & Technical Services (0300) | 520 | 520 | 0 | 1 sub for math quarterly coaching at \$130/day for 4 days (see details above). Aligns with major improvement strategy #2. |
| Inst. - Purchased Professional & Technical Services (0300) | 3,260 | 3,260 | 0 | McREL math coach at \$3,000/day for 1 day to lead instructional rounds. Classroom teachers will actively participate to enhance transparency and instructional reading practices throughout the school, including de-briefing protocol that leads to change. Also supports 2 subs per day for 1 day at \$130/sub/day to allow teacher participation. Aligns with major improvement strategy #2. |
| Inst. - Salaries (0100) | 4,436 | 4,436 | 4,436 | Needs-based weekly PLCs and staff development to effectively implement all components of Every Child a Writer, the district's writing program: 6 writing teachers for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #3. |
| Inst. - Employee Benefits (0200) | 746 | 746 | 746 | Weekly PLC stipend benefits at 16.8% (see details above). |

| | | | | |
|--|---------|---------|---|--|
| Inst. - Purchased Professional & Technical Services (0300) | 4,120 | 4,120 | 0 | \$1,800 per day for 2 days for National Literacy Coalition writing coaching, plus 2 subs for 2 days at \$130/day, to provide modeling and coaching so that teachers can improve the teaching and learning cycle aligned with professional development. Aligns with major improvement strategy #3. |
| Inst. - Purchased Professional & Technical Services (0300) | 3,260 | 3,260 | 0 | McREL writing coach at \$3,000/day for 1 day, plus 2 subs for one day at \$130/sub/day, to lead instructional rounds. Classroom teachers will actively participate to enhance transparency and instructional reading practices throughout the school, including de-briefing protocol that leads to change. Also supports 2 subs per day for 1 day at \$130/sub/day to allow teacher participation. Aligns with major improvement strategy #3. |
| Inst. - Salaries (0100) | 144,000 | 144,000 | 96,000 (1.0 FTE interventionist will be eliminated; with first-best instruction implemented, intervention needs will be lessened) | 3.0 FTE for intervention and supplemental learning opportunities at \$48,000 salary per FTE (based on district salary scale and desired level of experience and education). FTE will provide extended learning opportunities for all half-day kindergarteners, as well as interventionists who will provide supplemental learning opportunities in reading, writing and math. Interventionists will increase student learning opportunities by working a flexible schedule of 9am – 5pm. This will allow them to provide supplemental learning activities both during and after the school day. Aligns with major improvement strategy #4. |
| Inst. - Employee Benefits (0200) | 43,200 | 43,200 | 28,800 (see details above) | Benefits for 3.0 FTE at 30% (see details above). |
| Inst. - Purchased Professional & Technical Services (0300) | 2,160 | 2,160 | 2,160 | Subs to allow 3 teachers at each School Support Team (SST) meeting (1/2 day meeting), 9 meetings per year. Aligns with recommendations of TIG diagnostic review and monitoring of TIG implementation. |

| | | | | |
|--|--------|---|---|--|
| Inst. - Salaries (0100) | 1,109 | 1,109 | 1,109 | Leadership Team Meetings - Stipends for 5 teachers 1x/month for one hour per meeting over 9 months. Aligns with recommendations of TIG diagnostic review and monitoring of TIG implementation. |
| Inst. - Employee Benefits (0200) | 187 | 187 | 187 | Leadership Team Meeting stipend benefits at 16.8% (see details above). |
| Support - Purchased Professional & Technical Services (0300) | 20,000 | 20,000 | 20,000 | Project manager consultant at \$20,000 annual contract to monitor TIG implementation. |
| Inst. - Supplies (0600) | 50,000 | 0 | 0 | Non-fiction books to support and supplement reading and writing curricula implementation. Aligns with major improvement strategies #1 and #3. |
| Inst. - Supplies (0600) | 12,000 | 0 | 0 | SpellRead program materials (2 sets at \$6,000/set) to support differentiated afterschool interventions. Aligns with major improvement strategy #4. |
| Inst. - Salaries (0100) | 4,436 | 0 (instructional planning and data analysis included in PLCs) | 0 (instructional planning and data analysis included in PLCs) | Weekly instructional planning and data analysis to support differentiated instruction and ensure ongoing alignment between data and instruction: 6 writing teachers for 1 hour per week at \$24.64/teacher/hour for 30 weeks. Aligns with major improvement strategy #3. |
| Inst. - Employee Benefits (0200) | 746 | 0 (see above) | 0 (see above) | Instructional planning stipend benefits at 16.8% (see details above). |
| Inst. - Salaries (0100) | 55,440 | 55,440 | 55,440 | 3 instructional paraprofessionals for grades K-2, 8 hours per day for 165 days at \$14/hr. Aligns with major improvement strategy #4. |
| Inst. - Employee Benefits (0200) | 16,632 | 16,632 | 16,632 | Benefits for instructional paraprofessionals (see details above) at estimated 30% benefit rate. |

| | | | | |
|--|---|--------|--------|---|
| Inst. - Salaries (0100) | - | 14,784 | 14,784 | Summer school stipends for 15 days (3 weeks, 5 days per week, 3 hours of instructional time and 1 hour of planning time per day): 10 teachers for 15 days, 4 hours per day, at \$26.64/hr/teacher. Aligns with major improvement strategy #4. |
| Inst. - Employee Benefits (0200) | - | 2,484 | 2,484 | Benefits for summer school stipends at 16.8% (see above). |
| Inst. - Supplies (0600) | - | 5,000 | 5,000 | Materials and supplies for summer school. Aligns with major improvement strategy #4. |
| Inst. - Salaries (0100) | - | 5,000 | 5,000 | Summer school coordinator stipend. Aligns with major improvement strategy #4. |
| Inst. - Employee Benefits (0200) | - | 840 | 840 | Benefits for summer school coordinator at 16.8% (see above) |
| Inst. - Travel, Registration and Entrance (0580) | - | 7,000 | 7,000 | Bus transportation for summer school students. Aligns with major improvement strategy #4. |
| Inst. - Salaries (0100) | - | 8,871 | 8,871 | Stipends for after school academic support for middle school students - 4 teachers 2 days per week 1.5 hours per day for 30 weeks at \$24.64. Aligns with major improvement strategy #4. |
| Inst. - Employee Benefits (0200) | - | 1,491 | 1,491 | Benefits for middle school after school program stipends at 16.8% (see above). |
| Inst. - Supplies (0600) | - | 2,000 | 2,000 | Supplies and materials for middle school afterschool program. Aligns with major improvement strategy #4. |
| Inst. - Purchased Professional & Technical Services (0300) | - | 1,000 | 1,000 | Aimswab student data collection system access. Supports TIG implementation monitoring. |
| Support - Salaries (0100) | - | 2,000 | 2,000 | Stipend for Aimswab student data collection and monitoring. Supports TIG implementation monitoring. |
| Support - Employee Benefits (0200) | - | 336 | 336 | Benefits for Aimswab monitor at 16.8% (see above). |

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11
Final**

Organization Code: **0010** District Name: **MAPLETON 1** School Code: **0502** School Name **MEADOW COMMUNITY SCHOOL (E-M)** Comparison based **Year 1**

Section I: Summary Information about the School/Consortium

Directions: CDE has pre-populated the School's 2009-10 data in **blue** text which was used to determine whether or not the School met the 2009-10 accountability expectations. More detailed reports on the School's results are available on SchoolView (www.schoolview.org). The tables below have been pre-populated with data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a School must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison

Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/ Metrics | '09-10 Federal and State Expectations | | | '09-10 School Results | | Meets Expectations? | | |
|--------------------------------------|--|---|----------|--------|--|---------|---------------------|------|----------|
| | | R | Elem 1yr | MS 1yr | Elem 1yr | MS 1 yr | E | M | Combined |
| Academic Achievement (Status) | CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data | R | 71.6% | 71.4% | 27.4% | 44.9% | Does Not Met | | |
| | | M | 70.9% | 52.5% | 30.1% | 12.7% | Does Not Met | | |
| | | W | 53.5% | 57.8% | 13.2% | 18.6% | Does Not Met | | |
| | | S | 47.5% | 48.0% | 3.3% | 6.1% | Does Not Met | | |
| | ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state* | Overall number of targets for School: 50 | | | % of targets met by School: 84% | | R | Elem | MS |
| | | | | | | | Yes | Yes | |
| | | | | | | M | No | No | |
| | | | | | | Grad | N/A | N/A | |

*To see annual AYP targets, go to : www.cde.state.co.us/FedPrograms/danda/aypprof.asp#table

** To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to : www.schoolview.org/SchoolPerformance/index.asp

Student Performance Measures for State and Federal Accountability (cont.)

| Performance Indicators | Measures/ Metrics | '09-10 Federal and State Expectations | | '09-10 School Results | | Meets Expectations? | | | |
|-------------------------------------|--|--|----------|--|-----|---|---------------|-------------|---------------|
| | | Elem | MS | Elem | MS | Elem | MS | Combined | |
| Academic Growth | <p>Median Student Growth Percentile</p> <p>Description: Growth in CSAP for reading, writing and math</p> <p>Expectation: If School met adequate growth: then median SGP is at or above 45. If School did not meet adequate growth: then median SGP is at or above 55.</p> | Median Adequate SGP-Median SGP | | Median SGP | | | | | |
| | | R | 56 45/55 | 56 45/55 | 43 | 62 | Approaching | Exceeds | Does not meet |
| | | M | 75 45/55 | 95 45/55 | 32 | 40 | Does not meet | Approaching | Does not meet |
| | | W | 73 45/55 | 86 45/55 | 40 | 54 | Approaching | Approaching | Does not meet |
| Academic Growth Gaps | <p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p> | See your School's performance frameworks for listing of median adequate growth expectations for your School's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient. | | See your School's performance frameworks for listing of median growth by each disaggregated group. | | <p>Overall Rating for Growth Gaps:</p> <p>Elementary-Does not meet</p> <p>MS Approaching]</p> <p>Combined Does Not meet</p> | | | |
| Post Secondary/ Workforce Readiness | <p>Graduation Rate</p> <p>Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.</p> | 80% or above(overall and for students on IEPs) | | Overall | N/A | N/A | | | |
| | | | | IEPs | N/A | N/A | | | |
| | <p>Dropout Rate</p> <p>Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.</p> | Overall | MS-3.6 | | N/A | | N/A | | |
| | <p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p> | 20 | | N/A | | N/A | | | |

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

Student Performance Measures for State and ESEA Accountability (cont.)

Accountability Status and Requirements for Improvement Plan

| Program | Identification Process | Identification for School | Directions for completing improvement plan |
|---|--|------------------------------------|--|
| State Accountability | | | |
| Recommended Plan Type | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) | Priority Improvement | The school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2011 using the Unified Improvement Planning template. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan. |
| ESEA Accountability | | | |
| School Improvement or Corrective Action (Title I) | Title I school missed same AYP target(s) for at least two consecutive years** | School Improvement Year 1 for Math | The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district within 3 months of identification (mid/January). The district must use a peer-review process to review the plan within 45 days of plan submission. The Quality Criteria highlights the School Improvement requirements and where they would be included in the UIP. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp |

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

| Comprehensive Review and Selected Grant History | | |
|---|--|--|
| Related Grant Awards | Did the school receive a Tiered Intervention grant? Indicate the intervention approach. <i>no</i> | <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure |
| | Has the school received a School Improvement grant? When was the grant awarded? | pending |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | no |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | Yes: a district SST process is utilized, involving internal and external partners (McReil, NLC). |

Improvement Plan Information

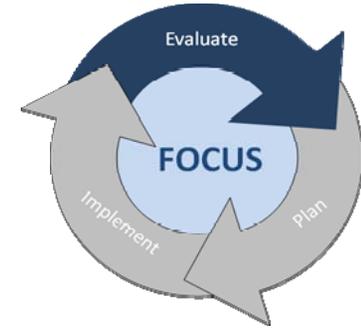
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

| School Contact Information (Additional contacts may be added, if needed) | | |
|--|-----------------|--|
| 1 | Name and Title | Lisa Marchi-School Director |
| | Email | marchil@mapleton.us |
| | Phone | 303-853-1500 |
| | Mailing Address | 9500 Monroe Street Thornton, CO 80229 |
| 2 | Name and Title | Tara Shearer-School Assistant Director |
| | Email | shearert@mapleton.us |
| | Phone | 3030-853-1500 |
| | Mailing Address | 9500 Monroe Street Thornton, CO 80229 |

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

| Student Learning | Local Demographic Data | School Processes Data | Perception Data |
|---|--|--|---|
| <ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) | <ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates | <ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs | <ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level) |

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

| Performance Indicators | Description of Significant Trends (3 years of past data) | Priority Needs | Root Causes |
|-------------------------------|---|--|---|
| Academic Achievement (Status) | <p>Reading 2008-28% P and A (less than state) 2009-25% P and A (less than state) 2010-35% P and A (less than state)</p> <p>Writing 2008-21% P and A (less than state) 2009-15% P and A (less than state) 2010-15% P and A (less than state)</p> <p>Math 2008-20% P and A (less than state) 2009-17% P and A (less than state) 2010-21% P and A (less than state)</p> | <p>Reading: reading achievement across all grade levels and all disaggregated groups over three years is persistently below the state average of proficient/advanced. One third of the students are proficient/advanced.</p> <p>Writing: writing achievement across all grade levels and all disaggregated</p> | <p>Reading Lack of consistent planning and execution of first, best reading instruction. Lack of rigor and high expectations for purposeful independent work during literacy. Lack of simultaneous instruction of language objectives and literacy content objectives. Lack of purposeful, language rich opportunities to build schema. Lack of instructional time in primary grades for students to acquire foundational reading and language skills.</p> <p>Writing Lack of consistent planning and execution of first, best writing instruction.</p> |

| | | <p>groups over three years is persistently below the state average for proficient /advanced and has declined to 15% over the past three years.</p> <p>Math: Math achievement across all grade levels and all disaggregated groups over three years is persistently below the state average of proficient/advanced. Less than one fourth of students are proficient or advanced.</p> | <p>Math</p> <ul style="list-style-type: none"> Lack of consistent planning and execution of first, best math instruction. Lack of high expectations for rigor and accountability for work products. Lack of differentiation to support target mastery. Lack of simultaneous instruction of language objectives and content objectives. Lack of purposeful, language opportunities to build math concepts and vocabulary. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|--|--|------|--------|------|---------|----|----|------|---------|----|----|------|---------|----|----|------|---------|----|----|------|---------|----|----|------|---------|----|----|------|------|----|----|--|---|
| <p>Academic Growth</p> | <table border="1"> <thead> <tr> <th>Year</th> <th>Content</th> <th>Elem</th> <th>Middle</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>Reading</td> <td>24</td> <td>28</td> </tr> <tr> <td>2009</td> <td>Reading</td> <td>47</td> <td>36</td> </tr> <tr> <td>2010</td> <td>Reading</td> <td>43</td> <td>62</td> </tr> <tr> <td>2008</td> <td>Writing</td> <td>16</td> <td>39</td> </tr> <tr> <td>2009</td> <td>Writing</td> <td>34</td> <td>35</td> </tr> <tr> <td>2010</td> <td>Writing</td> <td>40</td> <td>54</td> </tr> <tr> <td>2008</td> <td>Math</td> <td>25</td> <td>28</td> </tr> </tbody> </table> | Year | Content | Elem | Middle | 2008 | Reading | 24 | 28 | 2009 | Reading | 47 | 36 | 2010 | Reading | 43 | 62 | 2008 | Writing | 16 | 39 | 2009 | Writing | 34 | 35 | 2010 | Writing | 40 | 54 | 2008 | Math | 25 | 28 | <p>Reading: Median growth percentiles have not met (but are approaching) expectations in reading at the elementary level; at the middle school level, expectations were exceeded.</p> | <p>Reading</p> <ul style="list-style-type: none"> Lack of differentiated instruction to support student growth. Lack of scaffolded or differentiated independent work during literacy. Lack of simultaneous instruction of language objectives and literacy content objectives. Lack of purposeful, language rich opportunities to build schema. |
| Year | Content | Elem | Middle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | Reading | 24 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | Reading | 47 | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | Reading | 43 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | Writing | 16 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | Writing | 34 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | Writing | 40 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | Math | 25 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>2009 Math 34 27</p> <p>2010 Math 32 40</p> <p>Reading: Meadow is approaching adequate growth targets for reading at the elementary level. Meadow exceeds adequate growth targets for reading at the middle level.</p> <p>Writing: Meadow is approaching adequate growth targets for writing at the elementary level. Meadow is approaching adequate growth targets for writing at the middle level.</p> <p>Math: Meadow does not meet adequate growth targets for math at the elementary level. Meadow is approaching adequate growth targets for math at the middle level.</p> | <p>Writing: Median growth percentiles were not met (but are approaching) expectations in writing at the elementary and middle levels.</p> <p>Math: Median growth percentiles do not meet expectations in math at the elementary level. Median growth percentiles do not meet expectations in math at the middle school level, but are approaching.</p> | <p>Writing Lack of consistent planning and execution of first, best writing instruction.</p> <p>Math Lack of differentiated instruction to support student growth. Lack of simultaneous instruction of language objectives and content objectives. Lack of purposeful, language opportunities to build math concepts and vocabulary.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--|--|--|--------------------|----------------------|---------|---------|------|---------|---------------------|----------------------|--------------------|----------------------|------|---------|----------------------|---------------------|--------------------|----------------------|------|---------|---------------------|---------------------|--------------------|----------------------|------|---------|---------------------|----------------------|--------------------|----------------------|------|---------|----------------------|----------------------|--------------------|----------------------|--|--|
| <p>Academic Growth Gaps</p> | <table border="1"> <thead> <tr> <th>Year</th> <th>Content</th> <th>Min/Non</th> <th>FRL/Non</th> <th>IEP/Non</th> <th>ELL/Non</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>Reading</td> <td>E: 24/- M: 30/24</td> <td>E: 23/28 M: 29/25</td> <td>E: -/23 M: -/28</td> <td>E: 16/25 M: 34/26</td> </tr> <tr> <td>2009</td> <td>Reading</td> <td>E: 44/52 M: 41/31</td> <td>E: 51/- M: 31/48</td> <td>E: -/51 M: -/36</td> <td>E: 52/42 M: 46/31</td> </tr> <tr> <td>2010</td> <td>Reading</td> <td>E: 42/- M: 68/42</td> <td>E: 36/- M: 53/65</td> <td>E: -/38 M: -/65</td> <td>E: 47/28 M: 62/65</td> </tr> <tr> <td>2008</td> <td>Writing</td> <td>E: 16/- M: 42/30</td> <td>E: 16/16 M: 39/40</td> <td>E: -/18 M: -/42</td> <td>E: 20/13 M: 45/35</td> </tr> <tr> <td>2009</td> <td>Writing</td> <td>E: 34/34 M: 35/32</td> <td>E: 36/32 M: 38/17</td> <td>E: -/35 M: -/35</td> <td>E: 39/30 M: 39/31</td> </tr> </tbody> </table> | Year | Content | Min/Non | FRL/Non | IEP/Non | ELL/Non | 2008 | Reading | E: 24/- M: 30/24 | E: 23/28 M: 29/25 | E: -/23 M: -/28 | E: 16/25 M: 34/26 | 2009 | Reading | E: 44/52 M: 41/31 | E: 51/- M: 31/48 | E: -/51 M: -/36 | E: 52/42 M: 46/31 | 2010 | Reading | E: 42/- M: 68/42 | E: 36/- M: 53/65 | E: -/38 M: -/65 | E: 47/28 M: 62/65 | 2008 | Writing | E: 16/- M: 42/30 | E: 16/16 M: 39/40 | E: -/18 M: -/42 | E: 20/13 M: 45/35 | 2009 | Writing | E: 34/34 M: 35/32 | E: 36/32 M: 38/17 | E: -/35 M: -/35 | E: 39/30 M: 39/31 | <p>Elementary reading 2009/10: There is a gap between ELL and non-ELL students with ELL students outperforming non-ELL students by 19%tile points.</p> <p>Elementary writing 2009/10: There is a gap between ELL</p> | <p>Lack of comprehensive standards based planning using the teaching-learning cycle across all subgroups and all content areas.</p> <p>Lack of differentiated instruction to support student growth.</p> <p>Lack of simultaneous instruction of language objectives and content objectives.</p> <p>Lack of purposeful, language opportunities to build vocabulary.</p> |
| Year | Content | Min/Non | FRL/Non | IEP/Non | ELL/Non | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | Reading | E: 24/- M: 30/24 | E: 23/28 M: 29/25 | E: -/23 M: -/28 | E: 16/25 M: 34/26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2010 | Reading | E: 42/- M: 68/42 | E: 36/- M: 53/65 | E: -/38 M: -/65 | E: 47/28 M: 62/65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | Writing | E: 16/- M: 42/30 | E: 16/16 M: 39/40 | E: -/18 M: -/42 | E: 20/13 M: 45/35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | Writing | E: 34/34 M: 35/32 | E: 36/32 M: 38/17 | E: -/35 M: -/35 | E: 39/30 M: 39/31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|------|---|----------------------|----------------------|----------------------|----------------------|--------------------|----------------------|------|------|---------------------|----------------------|--------------------|----------------------|------|------|----------------------|----------------------|--------------------|----------------------|------|------|----------------------|---------------------|--------------------|----------------------|---|
| | <table border="0"> <tr> <td>2010</td> <td>Writing</td> <td>E: 36/51 M: 55/46</td> <td>E: 37/- M: 56/49</td> <td>E: -/37 M: -/56</td> <td>E: 21/47 M: 61/46</td> </tr> <tr> <td>2008</td> <td>Math</td> <td>E: 24/- M: 28/29</td> <td>E: 28/18 M: 27/33</td> <td>E: -/25 M: -/29</td> <td>E: 24/28 M: 36/23</td> </tr> <tr> <td>2009</td> <td>Math</td> <td>E: 34/39 M: 29/20</td> <td>E: 40/30 M: 27/26</td> <td>E: -/42 M: -/24</td> <td>E: 42/33 M: 29/26</td> </tr> <tr> <td>2010</td> <td>Math</td> <td>E: 35/25 M: 39/41</td> <td>E: 26/- M: 34/50</td> <td>E: -/33 M: -/41</td> <td>E: 32/35 M: 39/40</td> </tr> </table> <p>Overall growth gaps for elementary: do not meet expectations.</p> <p>Overall growth gaps for middle: approaching expectations.</p> | 2010 | Writing | E: 36/51 M: 55/46 | E: 37/- M: 56/49 | E: -/37 M: -/56 | E: 21/47 M: 61/46 | 2008 | Math | E: 24/- M: 28/29 | E: 28/18 M: 27/33 | E: -/25 M: -/29 | E: 24/28 M: 36/23 | 2009 | Math | E: 34/39 M: 29/20 | E: 40/30 M: 27/26 | E: -/42 M: -/24 | E: 42/33 M: 29/26 | 2010 | Math | E: 35/25 M: 39/41 | E: 26/- M: 34/50 | E: -/33 M: -/41 | E: 32/35 M: 39/40 | <p>and non-ELL students with non-ELL students outperforming ELL students by 26% tile points.</p> <p>There is a gap between minority and non-minority students with non-minority students outperforming the minorities by 16%tile points.</p> <p>Elementary math 2009/10:</p> <p>There is a gap between minority and non-minority students with non-minority students outperforming the minority students by 10%tile points.</p> <p>MS reading 2009/10:</p> <p>There is a gap between minority and non-minority students with the minority students outperforming non-minority students by</p> |
| 2010 | Writing | E: 36/51 M: 55/46 | E: 37/- M: 56/49 | E: -/37 M: -/56 | E: 21/47 M: 61/46 | | | | | | | | | | | | | | | | | | | | | |
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| | | |
|--|--|---|
| | | <p>26% tile points.</p> <p>There is a gap between FRL and non-FRL with the non-FRL outperforming the FRL students by 12%tile points.</p> <p>MS writing 2009/10:</p> <p>There is a gap between minority and non-minority students with the minority students outperforming non-minority students by 7% tile points.</p> <p>There is a gap between FRL and non-FRL with the FRL outperforming the non-FRL students by 9% tile points.</p> <p>There is a gap between ELL and non-ELL students with ELL students outperforming the non-ELL students by 15%tile points.</p> <p>MS writing 2009/10:</p> <p>There is a gap</p> |
|--|--|---|

| | | |
|---------------------------------|--|---|
| | | <p>between FRL and non-FRL with the non-FRL outperforming the FRL students by 16%tile points.</p> |
| <p>Post Secondary Readiness</p> | | |

 Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

| | | | | |
|--|--|--|--|---|
| <p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p> | | <p>Root Cause Analysis: Why do we think our school's performance is what it is?</p> | | <p>Verification of Root Cause: What evidence do you have for your conclusions?</p> |
|--|--|--|--|---|

Narrative:

Mapleton Public School Reform Initiatives

The creation of 17 "small by design" schools in Mapleton Public Schools occurred between 2002 and 2007. The small schools concept is built upon the triad of rigor, relevance, and relationships and an identified school model. During the re-invention period, school communities decided upon a school model framework like Expeditionary Learning, International Baccalaureate, Coalition of Essential Schools, leadership academy, Big Picture, back to basics, university partnerships, Montessori, and community schools. In addition to unique school designs, the Mapleton system of choice includes the following school configurations (1) preschool program, (3) -K-6 schools, (4) K-8 ,(2)-K-12, (1) 7-12, (2)-9-12, (1) charter school and an on-line school.

A System of Choice; Schools of Choice

Parents choose a school design and configuration that meets the needs and interests of their children. Parents visit the district Welcome Center to learn of the portfolio of school options. There are no neighborhood schools; all are schools of choice. Authentic choice is a reality for families because it is coupled with transportation for those that live more than a mile from their chosen school. Kindergarten and 8th grade fairs occur in January and February to provide parents with school information for the transition into school or secondary options.

Curriculum and Instructional Materials:

Mapleton Public Schools' theory of action regarding curriculum and instruction is based on the identified student achievement needs and the district staff demographics. The reading, writing, math, and science reform curricula that have been adopted include a solid scope and sequence, components that have built-in differentiation, systems for progress monitoring including formative assessments, is inquiry-based, and align with state and district standards. The adopted curricula have been developed by established, research-based publishers and organizations including the National Literacy Coalition (Every Child a Writer and Every Child a Reader), McGraw Hill (University of Chicago Math and EveryDay Math), Lab Aids (SE-PUP) and It's About Time (Active Chemistry, Earthcomm).

Every Child a Reader or ECaR: a PreK-10 reading program that includes a tight scope and sequence of grade level skills in phonemic awareness, phonics, vocabulary, fluency and comprehension and gives teachers support in implementing differentiated instruction for all students. Initial, district-wide implementation of ECAR took place in Fall, 2008.

Every Child a Writer or ECaW: a genre-based PreK-12 writing program that includes specific learning targets for planning, organization, vocabulary usage, sentence and paragraph structure, and conventions and, mechanics. Initial, district-wide implementation of ECaW took place in Fall, 2010.

EveryDay Math: The content strands in this PreK-6th grade math curriculum are Number and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Algebra, and Functions. The Everyday Math implementation is the foundation for the secondary implementation of the University of Chicago School Math program. Initial, district-wide implementation of EDM took place in Fall, 2007.

University of Chicago School Math Program: a 7-12 grade math curriculum based on the four dimensions of understanding through the SPUR approach (Skills, Properties, Uses, and Representations). In addition, mathematical reading and a real-world orientation are embedded. Initial, district-wide implementation of University of Chicago Math took place in Fall, 2010.

School Demographic Data

Meadow Community School is an urban school north of Denver with 450 students. We are a K-8 school. We offer AM and PM kinder. Our average classroom size is 23 students. The student population is characterized as 73% Hispanic, 18% White, 42% English Language Learners, and 76% Free and Reduced Lunch. Free breakfast is available to all of our students daily. We are a Positive Behavior Intervention Support (PBIS) school. Our kindergarten students participate in the Incredible Years program and our first through eighth grade students participate in Bullyproofing.

We have 11 elementary teachers and six middle school teachers. With the exception of kinder, teachers work in teams of two. Our kinder teacher is a team of one teaching one session of AM kinder and one session of PM kinder. We have two specialists who teach music and PE. We have two and one half interventionists who support reading and math in kinder through fifth grade. We have two and a half special education teachers, one of whom supports students in a district center based program for students indentified as SIED. We also have a building Instructional Guide/Coach. 13 out of 26 certified teaching staff have five or fewer years of teaching experience. 8 out of 26 certified teaching staff have six to ten years of teaching experience. 5 of the 26 have more than 10 years of teaching experience. In a community that is highly impacted with second language learners, we have 11 out of 26 certified staff members who are bilingual English/Spanish speakers. Additionally, five out of five office staff members are also bilingual, including the school director and assistant director.

School Restructuring Strategy

At the start of 2009-2010 school year, the Superintendent of schools replaced the leadership team at Meadow Community School. The Superintendent's concerns were declining achievement, lack of growth, ineffective school leadership and lack of community engagement and support. The new leadership team consisted of a school director, school assistant director and instructional guide. This team worked together at another district school for six years prior to going to Meadow. The new leadership team had extensive experience working with at-risk students in Title One schools. The new leadership team implemented non-negotiables for all staff which included:

- ☼ Weekly submission of lesson plans for all staff
- ☼ Maximization of learning time which included analyzing and developing daily schedules
- ☼ Implementation of first best instruction in literacy and math
- ☼ Implementation of research based instructional strategies for second language learners (MCREL)
- ☼ Refinement of Positive Behavior Intervention Support systems (PBIS)
- ☼ Implementation of community and culture building through daily Morning Meeting
- ☼ Increasing parent involvement in school

Additionally, the school leadership team implemented expectations for all certified staff around:

- ☼ Daily meetings after school

- Mondays: Staff Development
- Tuesdays: Team Planning
- Wednesdays: Response to Intervention
- Thursdays: Team Planning
- Friday: Leadership Team (collaborative decision making)
- ☀ A rigorous process for formal and informal observation process and feedback
 - Daily informal walkthroughs with written feedback
 - formal observations for every certified staff member first , second and third quarters
- ☀ Utilization of district and building budget to access external staff development resources including literacy and second language acquisition coaches
- ☀ Commitment to analyze and review assessment data quarterly with each classroom teacher
- ☀ Focus on goal setting and attainment with students
- ☀ Creation of a "model classroom" staffed with a master teacher/coach
- ☀ Created a staff handbook to communicate professional expectations and building processes
- ☀ Implemented a dress code policy as well as a no electronics policy for students.
- ☀ Maximized building budget to increase book titles in the school library as well as the leveled bookroom.

At the start of the 2010-2011 school year, one half (12 teachers) of Meadow Community School certified staff were replaced. Additionally, 2.0 FTE was dedicated to providing targeted interventions in grades K, 1 and 2. We implemented a school support team process at the building level termed "Instructional Rounds" where teachers participate in a building level SST (school support team) process, follow a protocol and visit classrooms to develop a shared understanding of what high quality instruction looks like and what the staff needs to do to ensure first best instruction. Through this process the staff will develop a shared practice of observing, discussing, and analyzing learning and teaching. The resource used in this process is *Instructional Rounds in Education* authored by Elizabeth City, Richard Elmore, et. al.

Process to Identify Priority Needs

A team of Meadow staff members came together and analyzed data from CSAP, MAPs and PALS from the spring of 2010. The "5 Whys" protocol was used to determine the root causes of the assessment results. Once the root causes were determined, the team established priority needs. Based on the priority needs, action plans were developed to support the areas identified. Finally, the team shared their findings with the building Leadership Team and SAAC committee to solicit feedback and input on the final school improvement plan.

Trend and Priority Needs and Growth Summary CSAP

Reading

Reading achievement across all grade levels and all disaggregated groups over three years is persistently below the state average for proficient and advanced. However there was a 10% increase in proficient/advanced students with 6th-8th grade showing the greatest improvement.

The median growth percentiles have not met expectations in reading at the elementary level. Three out of the four subgroups in elementary had median growth below the 50th %ile in reading. In elementary reading, there is a reversed trend regarding ELL students and non-ELL students. ELL students out performed non-

ELL students 47/28.

In middle school reading, we had growth gaps in two of the four subgroups. In middle school reading the growth gap was 68% of minority students making growth compared to 42% of non-minority students making growth. Also, there was a growth gap of 53% growth for free and reduced lunch students versus 65% for non free and reduced lunch students.

Writing

Writing achievement across all grade levels and all disaggregated groups over three years is consistently below the stage average of proficient and advanced and has declined over the past three years. Grades 4, 5, 6 and 8 demonstrated greater decline. The median growth percentiles have not met expectations in writing at the elementary and middle levels. In grades 5 and 7, the median growth percentile declined.

Three out of the four subgroups in elementary had median growth below the 50th percentile in writing. Two of the four subgroups in elementary reading had growth gaps: 36/51 minority/non-minority and 21/47 ELL/non-ELL.

Three out of the four subgroups in middle school writing had growth gaps. All of the growth gaps in middle school are reverse growth gaps; 55/46 minority/non-minority and 56/49 FRL/non-FRL and 61/46 ELL/non-FRL.

Math

Math achievement across all grade levels and all disaggregated groups over three years is consistently below the stage average of proficient and advanced and has declined over the past three years. Grades 4, 7, and 8 had the greatest decline. The median growth percentiles have not met expectations in math at the elementary and middle levels. In grades 4, 5, 7 the median growth percentile is below 36. Three out of the four subgroups in elementary and middle had median growth below 50 in math.

In elementary math there was a growth gap with minority/non-minority students.

In middle school math there was a reversed growth gap with FRL/non-FRL 34/50.

The exception to the subgroups generalization in all areas was students with disabilities. The testing group size was too small to be reported.

We recognize that science achievement is low, but we are focused on reading, writing and math.

Trend Growth Summary MAPS (Measure of Academic Progress-NWEA)

Reading

Third grade MAPS reading growth reflects that 30% of the students met their growth target from fall of second grade to fall of third grade.

Fourth grade MAPS reading growth reflects that 39.8% of the students met their growth target from fall of third grade to fall of fourth grade.

Fifth grade MAPS reading growth reflects that 55.2% of the students met their growth target from fall of fourth grade to fall of fifth grade.

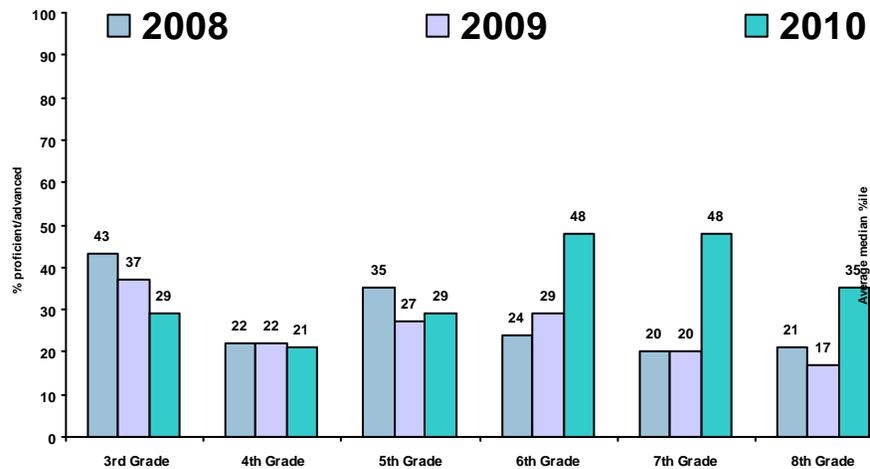
Sixth grade MAPS reading growth reflects that 48.4% of the students met their growth target from fall of fifth grade to fall of sixth grade.

Seventh grade MAPS reading growth reflects that 46.3% of the students met their growth target from fall of sixth grade to fall of seventh grade. Eighth grade MAPS reading growth reflects that 66.7% of the students met their growth target from fall of seventh grade to fall of eighth grade.

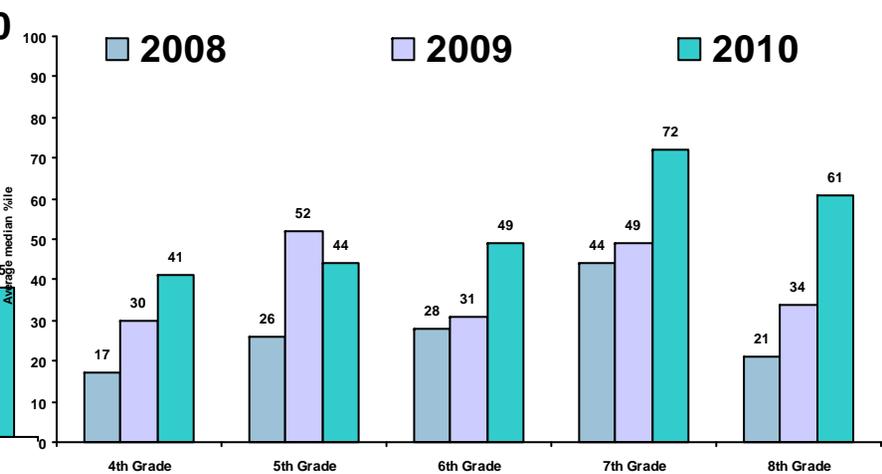
Math

Third grade MAPS math growth reflects that 32.5% of the students met their growth target from fall of second grade to fall of third grade. Fourth grade MAPS math growth reflects that 44.4% of the students met their growth target from fall of third grade to fall of fourth grade. Fifth grade MAPS math growth reflects that 31.0% of the students met their growth target from fall of fourth grade to fall of fifth grade. Sixth grade MAPS math growth reflects that 22.6% of the students met their growth target from fall of fifth grade to fall of sixth grade. Seventh grade MAPS math growth reflects that 53.7% of the students met their growth target from fall of sixth grade to fall of seventh grade. Eighth grade MAPS math growth reflects that 40.0% of the students met their growth target from fall of seventh grade to fall of eighth grade.

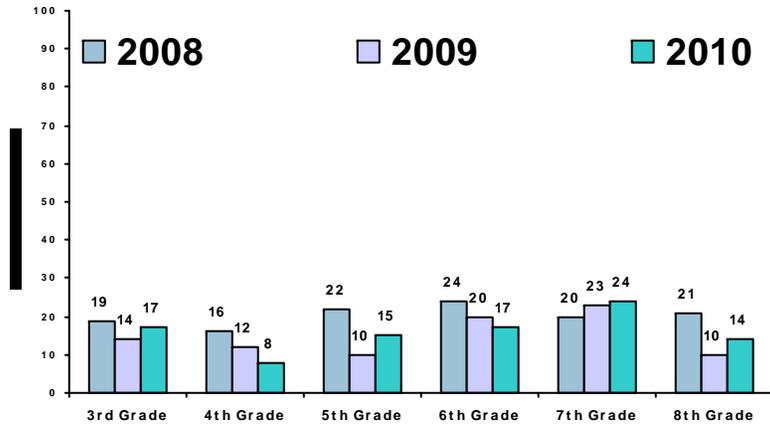
CSAP Reading Achievement



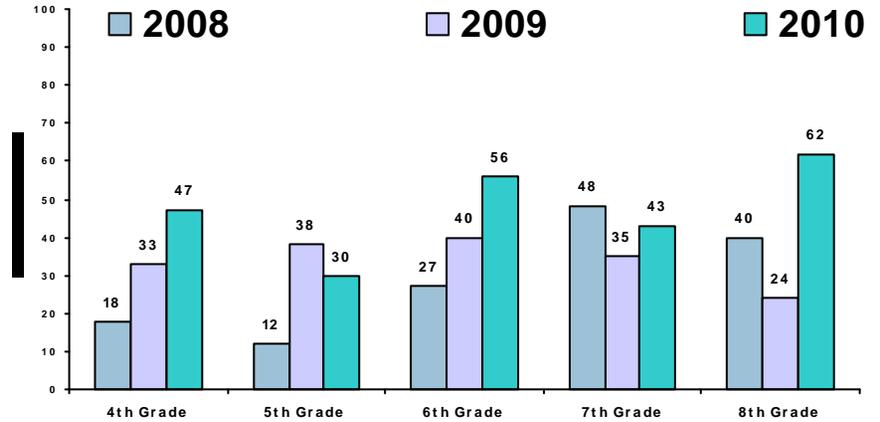
CSAP Reading Growth



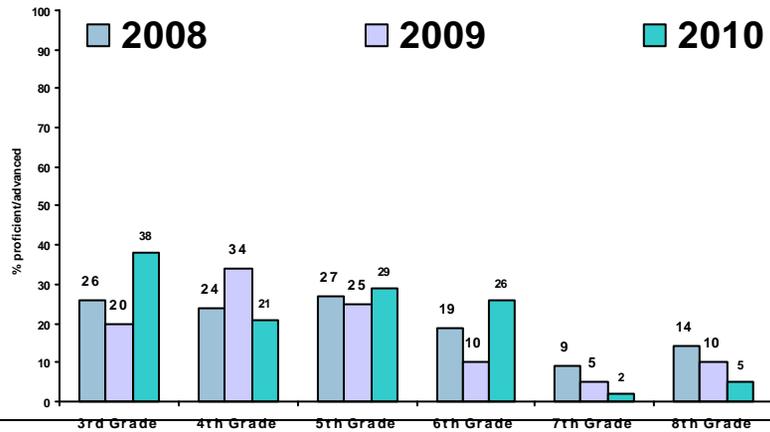
CSAP Writing Achievement



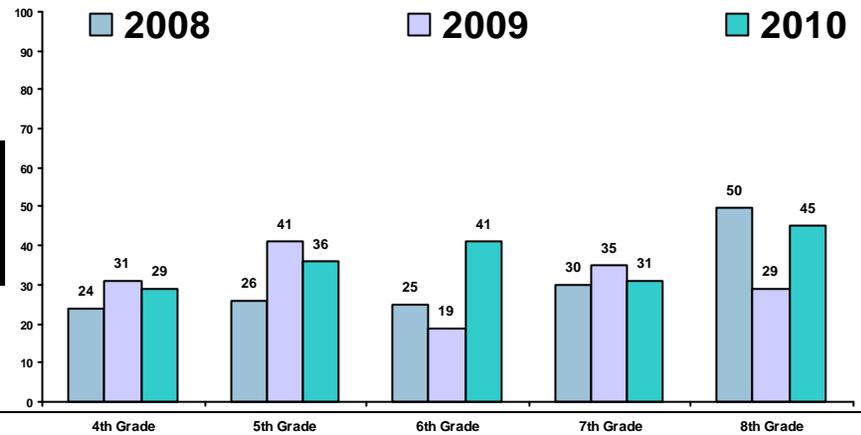
CSAP Writing Growth



CSAP Math Achievement



CSAP Math Growth



NWEA – MAP Results Fall 09- Fall 10

Reading

| Grade | Student Count for Growth | % Growth | Student Count for Season | % Projected Proficient on CSAP |
|-------|--------------------------|----------|--------------------------|--------------------------------|
| 2 | - | - | 58 | 27.6% |
| 3 | 40 | 30.0% | 55 | 25.5% |
| 4 | 36 | 39.8% | 45 | 37.8% |
| 5 | 29 | 55.2% | 43 | 39.5% |
| 6 | 31 | 48.4% | 43 | 37.2% |
| 7 | 41 | 46.3% | 51 | 37.3% |
| 8 | 30 | 66.7% | 35 | 51.4% |

Mathematics

| Grade | Student Count for Growth | % Growth | Student Count for Season | % Projected Proficient on CSAP |
|-------|--------------------------|----------|--------------------------|--------------------------------|
| 2 | - | - | 58 | 32.8% |
| 3 | 40 | 32.5% | 55 | 30.9% |
| 4 | 36 | 44.4% | 45 | 51.1% |
| 5 | 29 | 31.0% | 43 | 27.9% |
| 6 | 31 | 22.6% | 43 | 20.9% |
| 7 | 41 | 53.7% | 51 | 23.5% |
| 8 | 30 | 40.0% | 35 | 8.6% |

PALS Results – Kindergarten

| | | |
|-------------------------------|--------------------------------|---------------------------------|
| Average Sum Score | | |
| Fall 09 Target= 28 | Winter 10 Target=51 | Spring 10 Target= 81 |
| 27 | 62 | 84 |
| % met Fall benchmark | | |
| 23% | % met winter benchmark | % met Spring benchmark |
| | 94% | 94% |

PALS Results – 1st Grade

| | | |
|--|--|--|
| Average Sum Score | | |
| Fall 09 Target- 39 | Winter 10 Target =64 | Spring 10 Target=35 |
| 37 | 60 | 40 |
| % met fall 09 benchmark | % met winter 10 benchmark | % met Spring 10 benchmark |
| 41% | 47% | 62% |

Pals Data**Kindergarten**

In the fall 2009, 23% of kindergarten students met the benchmark; by mid-year, 94% of kindergarten students met the mid-year benchmark for PALS. By the end of the 2009-2010 school year, 94% of kindergarten students met the end of year benchmark for PALS.

First Grade

At the start of the 2009 school year only 41% of first graders met the fall benchmark. We question why more students are not entering first grade closer to benchmark if, as a group, they left kindergarten 94% proficient.

By the end of the 2009-2010 school year, 62% of first grade students met the end of year benchmark for PALS.

Possible Root Causes for gap between the percentage of students meeting the benchmark at the end of kinder versus the percentage of students meeting the benchmark at beginning of first grade:

- ☼ Summer loss
- ☼ Limited time to access more advanced reading skills during half day kindergarten program.
- ☼ Lack of fidelity to assessment, data analysis, planning, teaching and learning cycle.
- ☼ Lack of differentiation for more advanced readers
- ☼ Lack of instructional time in primary grades for students to acquire foundational reading and language skills.

Root Causes Analysis

After analyzing the data, we realized that one root cause of low reading achievement and low growth was that the majority of teachers did not effectively plan and execute first best reading instruction. Another cause of low reading achievement and low growth was that many classrooms lacked rigor and high expectations for purposeful independent work during literacy. Thirdly, reading instruction lacked a connection between language objectives and literacy content objectives. A fourth root cause contributing to low achievement and low growth was that many teachers did not provide purposeful language rich opportunities to build schema. Fifth, students in the primary grades lacked the instructional time to develop foundational literacy skills.

In addition to the root causes above, when we analyzed the data we realized some unique root causes for the low growth of our subgroups. One specific root cause was that many teachers did not effectively differentiate instruction to support student needs. There was also a lack of scaffolded or differentiated independent work during literacy in many classrooms.

After analyzing the writing data through many assessment lenses, we came to one conclusion about the root cause for the low achievement, low growth, and gaps. Many teachers did not effectively plan or execute first best writing instruction on a daily basis. There was not a comprehensive writing curriculum available to teachers to support first best instruction.

We considered multiple pieces of data when we engaged in root cause analysis around math achievement. Our analysis led us to identify four different root

causes. Firstly, most teachers did not effectively plan or execute first best math instruction. Secondly, most teachers did not have high expectations for rigor and accountability for daily work products. Lastly, many teachers did not differentiate to support target mastery.

Verification of Root Causes

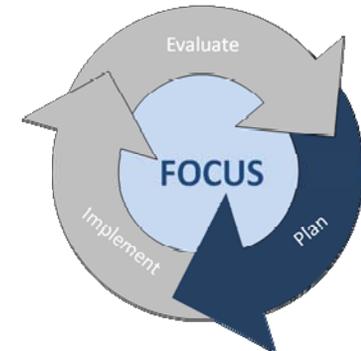
Administrators gathered observational data regarding instruction, use of assessment data and differentiation. The results verified that first best instruction in reading, writing and math was not in place. Instruction lacked planning and the use of the teaching-learning cycle.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

| Measures/ Metrics | | 2010-11 Target | 2011-12 Target |
|-------------------|---|---|---|
| AYP | R | 88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. | 94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient. |

School Goals Worksheet (cont.)

| Performance Indicators | Measures/Metrics | Annual Targets | | Interim Measures for 2010-11 | Major Improvement Strategies |
|-------------------------------|---------------------------------|----------------|---|--|---|
| | | 2010-11 | 2011-12 | | |
| Academic Achievement (Status) | CSAP, CSAPA, Lectura, Escritura | R | <p>By the end of the 2010-2011 school year, 39% of the students will score P or A overall on the reading CSAP.</p> <p>By the end of the 2011-2012 school year, 45% of the students will score P or A overall on the reading CSAP.</p> <p>Grades 3 through 5</p> <p>2012-2013 + 8.9% = 53.9%</p> <p>2013-3014 +8.9% = 62.8%</p> <p>2014-2015 =8.9% = 71.7%</p> <p>Grades 6 through 8</p> <p>2012-2013 + 5.3% = 50.3%</p> <p>2013-3014 + 5.3% = 55.6%</p> <p>2014-2015 + 5.3% = 60.9%</p> | <p>NWEA MAPS assessment (administered 3 times during the school year, Sept, January and May).</p> <p>Every Child a Reader assessments administered every three weeks throughout the school year, and Proficiency Validation Plans.</p> | <p>Provide differentiated support for reading teachers.</p> |
| | | M | <p>By the end of the 2010-2011 school year, 29% of the students will score P or A overall on the math CSAP.</p> <p>By the end of the 2011-2012 school year, 35% of the students will score P or A overall on the math CSAP.</p> | <p>NWEA MAPS assessment (administered 3 times during the school year, Sept, January and</p> | <p>Provide differentiated support for math teachers.</p> |

| | | | | | |
|--|--|---|---|--|---|
| | | | <p>Grades 3 through 5</p> <p>2012-2013 + 8.2% = 43.2%</p> <p>2013-3014 + 8.2% = 51.4%</p> <p>2014-2015 +8.2% = 59.6%</p> <p>Grades 6 through 8</p> <p>2012-2013 + 8% = 43%</p> <p>2013-3014 + 8% = 51%</p> <p>2014-2015 + 8% =59%</p> | <p>May).</p> <p>Everyday Math or Chicago Math unit, mid-year and end of year assessments.</p> | |
| | | W | <p>By the end of the 2010-2011 school year, 25% of the students will score P or A overall on the writing CSAP.</p> <p>Grades 3 through 5</p> <p>2012-2013 + 8.1% = 40.1%</p> <p>2013-3014 + 8.1% = 48.2%</p> <p>2014-2015 + 8.1% = 56.3%</p> <p>Grades 6 through 8</p> <p>2012-2013 + 7.8 = 39.8%</p> <p>2013-3014 + 7.8 = 47.6%</p> <p>2014-2015 + 7.8 = 55.4%</p> | <p>NWEA MAPS assessment (administered 3 times during the school year, Sept, January and May).</p> <p>Every Child a Writer assessments administered throughout the school year, and Proficiency Validation Plans.</p> | <p>Provide differentiated support for writing teachers.</p> |
| | | S | <p>By the end of the 2010-2011 school year, 12% of 5th and 8th grade students will score P or A overall on the science CSAP</p> <p>Grade 5</p> <p>2012-2013 + 8.8% = 28.8%</p> <p>2013-3014 + 8.8% = 37.6%</p> <p>2014-2015 + 8.8% = 46.4%</p> <p>Grade 8</p> <p>2012-2013 + 8.4% = 28.4%</p> | | |

| | | | | | | |
|-----------------|--|---|---|---|--|---|
| | | | | 2013-2014 + 8.4% = 36.8% 2014-2015 + 8.4% = 45.2% | | |
| | AYP (Overall and for each disaggregated groups) | R | n/a | n/a | n/a | n/a |
| | | M | By the end of the 2010-11 school year, we will increase the number of targets met from 84% to 90% and decrease the number of unsatisfactory students by 10% overall and in for each disaggregated groups, with the exception of students with an IEP. | By the end of the 2010-11 school year, we will increase the number of targets met from 90% to 95% and decrease the number of unsatisfactory students by 10% overall and in for each disaggregated groups, with the exception of students with an IEP. | NWEA MAPS assessment (administered 3 times during the school year, Sept, January and May). Everyday Math or Chicago Math unit, mid-year and end of year assessments. | Provide differentiated support for math teachers. |
| Academic Growth | Median Student Growth Percentile | R | Meadow will be at or above the 55 th median growth percentile in reading for all students for the 2010-11 school year, as measured by CSAP. | Meadow will be at or above the 60 th median growth percentile in reading for all students for the 2010-11 school year, as measured by CSAP. | NWEA MAPS assessment (administered 3 times during the school year, Sept, January and May). Every Child a Reader assessments administered every three weeks throughout the school year, and Personal Validation Plans. | |
| | | M | Meadow will be at or above the 42 nd median growth percentile in | Meadow will be at or above the 50 th median growth percentile in | NWEA MAPS assessment | |

| | | | | | | |
|----------------------|----------------------------------|---|--|--|---|--|
| | | | math for all students for the 2010-11 school year, as measured by CSAP. | math for all students for the 2010-11 school year, as measured by CSAP. | (administered 3 times during the school year, Sept, January and May). Everyday Math or Chicago Math beginning of the year and end of year assessments. | |
| | | W | Meadow will be at or above the 52 nd median growth percentile in writing for all students for the 2010-11 school year, as measured by CSAP. | Meadow will be at or above the 57 th median growth percentile in writing for all students for the 2010-11 school year, as measured by CSAP. | NWEA MAPS assessment (administered 3 times during the school year, Sept, January and May). Every Child a Writer assessments administered throughout the school year, and Proficiency Validation Plans. | |
| Academic Growth Gaps | Median Student Growth Percentile | R | Elementary: Meadow will decrease the growth gap between ELLs and non-ELL students by one-third. MS: Meadow will decrease the growth gap between minority/non-minority and FRL/non-FRL by one-third. | Elementary: Meadow will decrease the growth gap between ELLs and non-ELL students by one-third. MS: Meadow will decrease the growth gap between minority/non-minority and FRL/non-FRL by one-third. | | |
| | | W | Elementary: Meadow will decrease the growth gap | Elementary: Meadow will decrease the growth gap between | | |

| | | | | | | |
|--------------------------------------|-----------------|---|--|---|-----|-----|
| | | | between minority/non-minority and ELL/non-ELL students by one-third. MS: Meadow will decrease the growth gap between minority/non-minority, FRL/non-FRL, and ELL/non-ELL by one-third. | minority/non-minority and ELL/non-ELL students by one-third. MS: Meadow will decrease the growth gap between minority/non-minority, FRL/non-FRL, and ELL/non-ELL by one-third. | | |
| | | M | Elementary: Meadow will decrease the growth gap between minority/non-minority students by one-third. MS: Meadow will decrease the growth gap between FRL/non-FRL by one-third. | Elementary: Meadow will decrease the growth gap between minority/non-minority students by one-third. MS: Meadow will decrease the growth gap between FRL/non-FRL by one-third. | | |
| Post Secondary & Workforce Readiness | Graduation Rate | | n/a | n/a | n/a | n/a |
| | Dropout Rate | | n/a | n/a | n/a | n/a |
| | Mean ACT | | n/a | n/a | n/a | n/a |

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Provide differentiated professional development for reading teachers.

Root Cause(s) Addressed: Lack of consistent planning and execution of first, best reading instruction, lack of rigor and high expectations for purposeful independent work during literacy.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks |
|--|--|--|--|---|
| Establish needs-based Professional Learning Communities to effectively implement all components Every Child a Reader (demonstrated, differentiated, independent practice, and assessment). | Spring 2011- Spring 2012 | School Leadership (School Director, School Assistant Director and Instructional Guide) | Building budget staff development time after school on Mondays. (local, state) | Coaching schedules, attendance sheets, protocols, PLC newsletters summarizing agreements, monitor agreements weekly after each session. |
| Provide modeling and coaching so that teachers can improve the teaching and learning cycle aligned with the professional development. | Spring 2011- Spring 2012 quarterly | National Literacy Coalition and School Leadership | \$2,100 per coaching day (including coach fee and 2 subs) (federal) | Professional development calendar, administrator walk-throughs, formal observations, peer observations |
| Quarterly data analysis and goal setting to support differentiated instruction and provide on-going support to ensure alignment between data and instruction. | Spring 2011- Spring 2012 quarterly | Teachers | Building budget staff development time after school on Mondays. (local, state) | Differentiated instruction based on Proficiency Validation Plans, ECaR, PALS, and MAPS data quarterly. |
| Weekly instructional walk-throughs, by administrators, with written feedback to ensure effective implementation of PLC topics. | Spring 2011- Spring 2012 weekly | School Director and Assistant Director | \$0 | Walk-through feedback and continued monitoring of PLC topics weekly. |

| | | | | |
|--|--|--|---|--|
| Classroom teachers will actively participate in Instructional Rounds to enhance transparency and instructional reading practices throughout the school, including debriefing protocol that leads to change. This is an internal School Support Team (SST) process. | Spring 2011- Spring 2012 quarterly | School Leadership and Teachers | \$600 (2 subs = \$300 X 4 times=\$1200) (Local, state) | Schedules, protocols, notecatchers, identification and implementation of next steps quarterly. |
| Provide opportunities for teachers to participate in staff development to enhance the rigor of independent work during literacy time. | Spring 2011- Spring 2012 quarterly | School Leadership and Teachers | Building budget for after school staff development, books and website access. \$1,000 (local, state) | Schedules, protocols, notecatchers, monitoring rigor of independent worktime quarterly. |
| Formally observe all reading teachers first quarter of the school year | Spring 2011- Spring 2012 | School Director and Assistant Director | \$0 | Observation data and teacher conferences first quarter |
| Semi-quarterly formal exhibitions of student learning (math and literacy nights) | Spring 2011- Spring 2012 | Teachers and Parents | 0 | Attendance at the nights. |
| Provide monthly opportunities for families to participate in enrichment activities that support standards based learning and increase student schema as well as parent participation. | Spring 2011- Spring 2012 | School Leadership, Teachers, Parents | Grants, student activities, building budget. (state, local) | Attendance at the monthly family activity nights. |

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Provide differentiated professional development for math teachers.

Root Cause(s) Addressed: Lack of consistent planning and execution of first, best math instruction, lack of differentiated instruction to support student growth, lack of simultaneous instruction of language and content objectives.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks |
|---|----------|----------------|--|---------------------------|
|---|----------|----------------|--|---------------------------|

| | | | | |
|---|--|---|--|--|
| Establish needs-based Professional Learning Communities to effectively implement all components of Everyday Math (elementary) and Chicago Math (middle) including simultaneous instruction of language and content objectives. | Spring 2011- Spring 2012 monthly | School Leadership (School Director, Assistant Director and Instructional guide. | Building budget staff development time after school on Mondays. (local, state) | Coaching schedules, attendance sheets, protocols, PLC newsletters summarizing agreements, monitor agreements monthly. |
| Quarterly data analysis and goal setting to support differentiated instruction and provide on-going support to ensure alignment between data and instruction. | Spring 2011- Spring 2012 quarterly | School Leadership, Teachers | Building budget staff development time after school on Mondays. (local, state) | Differentiation based on chapter assessments, mid-year assessments, daily class work. |
| Provide modeling and coaching so that teachers can improve the teaching and learning cycle aligned with the professional development. | Spring 2011- Spring 2012 quarterly | Everyday Math Coach | \$2,100 per coaching day (including coach fee and 2 subs) (federal) | Professional development calendar, administrator walk-throughs, formal observations, peer observations |
| Conduct instructional walk-throughs, by administrators, with written feedback to ensure effective implementation of PLC topics. | Spring 2011- Spring 2012 weekly | School Director and Assistant Director | \$0 | Walk-through feedback and monitoring of PLC topics |
| Classroom teachers will actively participate in Instructional Rounds to enhance transparency and instructional math practices throughout the school, including debriefing protocol that leads to change. This is an internal School Support Team (SST) process. | Spring 2011- Spring 2012 quarterly | School Leadership, Teachers | \$600 (2 subs = \$300 X 4 times=\$1200) (Local, state) | Schedules, protocols, notecatchers identification and implementation of next steps |
| Provide professional development to use cooperative learning strategies to increase student engagement and opportunities for English language development. | Spring 2011- Spring 2012 monthly | McRel Coach, School Leadership and Teachers | \$3,000 Building budget staff development time after school on Mondays (local, state) and for materials | Attendance sheets, PLC newsletters summarizing agreements, monitor agreements protocols |
| Formally observe all math teachers second quarter of the school year | October 2011- December 2012 | School Director and Assistant Director | \$0 | Observation data and teacher conferences |
| Semi-quarterly formal exhibitions of student learning (math and literacy nights) | Spring 2011- Spring 2012 | Teachers and Parents | 0 | Attendance |
| Provide monthly opportunities for families to | Spring 2011- | Teachers and | Grants, student activities, | Attendance |

| | | | | |
|---|-------------|---------|---------------------------------|--|
| participate in enrichment activities that support standards based learning and increase student schema as well as parent participation. | Spring 2012 | Parents | building budget. (state, local) | |
|---|-------------|---------|---------------------------------|--|

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #3: Provide differentiated professional development for writing teachers.

Root Cause(s) Addressed: Lack of consistent planning and execution of first, best writing instruction.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks |
|--|--|--|--|--|
| Establish needs-based Professional Learning Communities to effectively implement all components of Every Child a Writer | Spring 2011- Spring 2012 monthly | School Leadership | Building budget staff development time after school on Mondays. (local, state) | Attendance sheets, PLC newsletters summarizing agreements, monitor agreements, protocols |
| Quarterly data analysis and goal setting to support differentiated instruction and provide on-going support to ensure alignment between data and instruction. | Spring 2011- Spring 2012 quarterly | School Leadership, Teachers | Building budget staff development time after school on Mondays. (local, state) | Differentiation based on Proficiency Validation Plans, ECaW prompts, independent work, PALS, and MAPS data |
| Conduct instructional walk-throughs, by administrators, with written feedback to ensure effective implementation of PLC topics. | Spring 2011- Spring 2012 weekly | School Director and Assistant Director | \$0 | Walk-through feedback and monitoring of PLC topics |
| Classroom teachers will actively participate in Instructional Rounds to enhance transparency and instructional writing practices throughout the school, including debriefing protocol that leads to change. This is an internal School Support Team (SST) process. | Spring 2011- Spring 2012 quarterly | School Leadership and Teachers | \$600 (2 subs = \$300 X 4 times=\$1200) (Local. State) | Schedules, protocols, notecatchers, identification and implementation of next steps |
| Formally observe all writing teachers third quarter of the school year | January through March 2012 | School Director and Assistant Director | \$0 | Observation data and teacher conferences |
| Semi-quarterly formal exhibitions of student learning (math and literacy nights) | Spring 2011- Spring 2012 | Teachers and Parents | 0 | Attendance |

| | | | | |
|---|-----------------------------|-------------------------|---|------------|
| Provide monthly opportunities for families to participate in enrichment activities that support standards based learning and increase student schema as well as parent participation. | Spring 2011- Spring 2012 | Teachers and Parents | Grants, student activities, building budget. (state, local) | Attendance |
|---|-----------------------------|-------------------------|---|------------|

Major Improvement Strategy #4: Create extended learning opportunities for students to have sufficient time in the primary grade levels to be at grade level by third grade.

Root Cause(s) Addressed: Lack of instructional time in primary grades for students to acquire foundational reading and language skills.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school wide or targeted assistance plan requirements
 School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks |
|--|-----------------------------|-----------------------------------|--|---|
| Extend learning opportunities for half day kindergarten students. We will provide 30 minutes of additional intervention time for half day kindergarten students who are in the lowest one third of their class in reading. AM students would stay 30 minutes after AM kinder. PM kinder students would arrive 30 minutes prior to PM kinder. Optimally we would offer two full day kinder session pending funding. | Spring 2011- Spring 2012 | Interventionist | 0 Local, State Federal | Schedule, attendance, lesson plans, parent letters. |
| Commit one building FTE to support a K, 1, 2 interventionist who will provide supplemental learning opportunities in reading and math. | Spring 2011- Spring 2012 | School Leadership and Teachers | 0 Local, State Federal | Building FTE |
| Utilize staff expertise to best meet student needs. ☀ Fluid student grouping across and between grade levels based on | Spring 2011- Spring 2012 | School Leadership and Teachers | 0 Local, State Federal | Schedule, lesson plans, data analysis, building FTE |

| | | | | |
|--|--|--|--|--|
| <p>instructional levels.</p> <ul style="list-style-type: none"> ☼ Shared responsibility for all students at a grade level. ☼ Identify "master" teachers in specific content areas. ☼ Create multiple grade level learning opportunities that are needs based and content centered | | | | |
|--|--|--|--|--|

Tiered Intervention Grant 2011 Grant Review Rubric

Applicant: Mapleton

| | | |
|------------------|-----------------------------------|------------------|
| Part I: | Proposal Introduction | No Points |
| Part II: | LEA Commitment and Capacity | 29/52 |
| Part III: | Needs Assessment and Program Plan | 49/63 |
| Part IV: | Budget Narrative | 17/28 |
| | Electronic Budget | <u>No Points</u> |
| Total: | | 95/143 |

GENERAL COMMENTS

Strengths:

- Demonstrated district capacity to support and monitor the TIG.
- Needs assessment section demonstrated thoughtfulness and commitment to improvement.
- Exemplary timeline – provided clear details.

Weaknesses:

- Parents were not involved in TIG application. The TIG process needs to be more inclusive of all stakeholders (parents, community, etc.).
- Notice of intent to submit TIG application was submitted after the fact.

Required Changes:

- Parents were not involved in TIG application. Address how the TIG process will inclusive of all stakeholders (parents, community, etc.).
- The overall budget will need to be reduced to \$945,000 over three years. Please revise and submit electronic budget for each of the 3 years with a total does not exceed \$945,000 for the school, including any administrative costs and indirect amounts. Please note: The budgeted amounts need not be the same for each of the three years.
- Please make the specific required changes and submit in an email (you do not need to re-submit the whole proposal) to Kim Burnham at burnham_k@cde.state.co.us as soon as possible, but no later than Tuesday, September 13, 2011.

Recommendation: Application is *Approved with Contingencies*. Funding will be granted upon approval of the required changes. Funds should not be obligated until the required changes have been approved.

Mapleton Public Schools
Adams County District #1
591 E 80th Ave
Denver, CO 80229
303-853-1000

Memo

To: Kim Burnham, Colorado Department of Education
From: Jackie Kapushion, Assistant Superintendent, Mapleton Public Schools
Karla Allenbach, Director, Learning Services
Lisa Marchi, Director, Meadow Community School
Date: September 7, 2011
Re: Tiered Intervention Grant 2011 – Required Changes

The following required changes were outlined on Mapleton's TIG grant approval notice:

1) Parents were not involved in the TIG application. Address how the TIG process will be inclusive of all stakeholders (parents, community, etc.).

In June 2011, Mapleton Public Schools and Meadow Community School decided not to pursue TIG funds. However, after meetings with CDE staff on August 1st and 9th, 2011, Mapleton Public Schools and Meadow Community School determined that Meadow would pursue TIG funds. Because the application was due on August 17th, the District and school did not have adequate time to collaborate with parents re: the TIG plan.

Because Meadow and Mapleton Public Schools value parental input, the District and school are committed to involving parents from this point forward. Specific plans are as follows:

- 1) the TIG grant will be included as a standing agenda item at monthly parent meetings.
- 2) the TIG grant and plan will be reviewed at family/community night in September, October, and November 2011.
- 3) the TIG grant and plan will be announced in the October newsletter.
- 4) in spring 2012, when plans for years 2 and 3 of the TIG grant are enhanced and refined, parents will be involved in the feedback and planning process.

2) The overall budget will need to be reduced to \$945,000 over three years. Please revise and submit an electronic budget for each of the 3 years with a total that does not exceed \$945,000 for the school, including any administrative costs and indirect amounts.

Because its large size prohibits email transmission, the new electronic budget has been uploaded to the Colorado Tracker system.