

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1550 District Name: **POUDRE R-1** School Code: 8460 School Name: **TAVELLI ELEMENTARY SCHOOL** SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	79.92%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	80.32%	-	-	
		W	53.52%	-	-	65.46%	-	-	
		S	47.53%	-	-	49.46%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	23	-	-	65	-	-	
		M	37	-	-	75	-	-	
		W	35	-	-	54	-	-	
ELP	-	-	-	33	-	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework 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 (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	Yes January 2010
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.	No

Improvement Plan Information

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

State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)

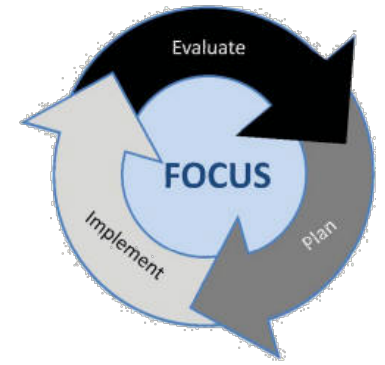
Other: _____

School Contact Information (Additional contacts may be added, if needed)

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

Tavelli is a Pre-K through fifth grade elementary school with diverse population of approximately 525 students. The following table indicates the percent of students in each subgroup.

	Hispanic	Mobility	Free & Reduced	IS	ELL	Homeless
Tavelli Elementary	25%	9.3%	46.2%	6.86%	8.9%	2%

The Tavelli staff and parent community are committed to improve the instruction and overall effectiveness of the school for students to be successful in the next grade level and beyond. Tavelli Elementary is a school of academics, character, and wellness. Our mission is to engage students for academic and social success. We will inspire a community of diverse learners through collaboration and accountability so our children succeed in a global society. We are proud of our diverse community in which our children learn. In the Spring of 2011, our school collaborated in an environmental scan to evaluate our facility through multiple perspectives. This information strengthened our ability to meet the needs of all students. The focus will be directed toward achievement for all students in math, reading, and writing. Academic growth for ELL students will be a priority.

The academic growth rating for Math is “Exceeds”

Math Median Growth Percentile for 4th & 5th Grade Students

	2009	2010	2011	2012	2013
Grade 5	54	60	60	53	76
Grade 4	26	33	29	35	70

Tavelli meets adequate growth on the school performance framework in Reading. The academic growth rating for Reading is “Exceeds.”

Reading Median Growth Percentile for 4th & 5th Grade Students

	2009	2010	2011	2012	2013
Grade 5	51	63	57	48	61
Grade 4	42	56	32	50	74

. Tavelli meets adequate growth on the school performance framework in Writing. The academic growth rating for Writing is “meets.”

Writing Median Growth Percentile for 4th & 5th Grade Students

	2009	2010	2011	2012	2013
Grade 5	69	65	48	51	50
Grade 4	43	33	31	48	58

Tavelli does not meet the current Poudre School District’s goal for eighty-five percent (85%) of all third grade students to score Proficient or Advanced on the CSAP (TCAP). Tavelli does not meet Poudre School District’s goal for Kindergarten through second grade students. The goal is 80% of Pre-K-2 students meet or exceed grade level benchmarks on the Diagnostic Reading Assessment 2 (DRA2).

TCAP Percentage of 3rd Grade Students Proficient or Advanced

Reading	2009	2010	2011	2012	2013
Third Grade	80	84	80	79	82

Stakeholders were engaged in the data analysis during staff meetings, grade level goal setting, School Accountability Committee, Student Success Team, Professional Learning Community meetings, Team Leader meetings, and teacher Professional Development Plans. Based on the data trend analysis, Tavelli has prioritized our continued focus of instruction at the universal level in all content areas. Engaging in a Root Cause Analysis led to the conclusion that Tavelli continue to focus on the universal level instruction in all content areas:

- Implement a standards-based teaching and learning framework to ensure all students receive effective universal level in all content areas, additional focus on Tier 2 and Tier 3 instruction.

The SAC and the staff met and identified root causes. This process was conducted through a collaborative approach that included vertical grade level team discussion and analysis. The following root causes were consistently noted and reflect the collective thinking of all Tavelli stakeholders.

Root Causes for Math, Reading and Writing

Teachers are consistently teaching curriculum aligned to standards to meet the needs of all students.

Instruction does effectively scaffold learning to support students to grow at accelerated pace/higher levels of performance.

Standards based assessment practices are consistently used and data does drive instruction.

Specific to reading, 80% of students in grades K-2 will be at or above grade-level benchmark expectations as measured by DRA2. 85% of 3rd grade students will be proficient or advanced as measured by TCAP state assessments. In the area of math we will continue to increase the number of students instructed in 6th grade math and to close the gaps for all grades. Tavelli Elementary will support state and district goals to prepare students for post-secondary readiness. As per PSD's math goal aligned with post-secondary readiness, identified 4th and 5th grade students will continue to receive instruction in order to master higher level thinking skills and deep mastery of standards that will lead to preparedness for acceleration in Middle School.

Upon implementation of strategies of 2013-2014 school year, increases of scores in DRA2, MAP, DIBELS, and PLC data show a trend of increased growth and expected gap closures by 2015.

Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year’s plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	n/a		During the 2012-13 school year our staff focused on the CO standards. Teachers collaborated on learning targets and success criteria that were tied to the target. Students had an understanding as to why and what they were learning about. All teachers were trained in AVMR strategies and used the standards to drive their instruction. Our school also focused on common assessments and using formative assessments to inform their instruction.
Academic Growth	n/a		
Academic Growth Gaps	Reading: SPED=50 ELL=50 CU=50	Reading SPED= less than 20 ELL=Less than 20 CU= 64 F/R= 63 Minority 63	
	Math: FRL = 50 Minority=50 SPED=50 ELL=50 CU=50	Math FRL=76 Minority=80 SPED less than 20 ELL less than 20 CU=57	
	Writing: Minority=50 SPED=50 ELL=50 CU=50	Writing FRL=50 Minority 58 SPED=less than 20 ELL= Less than 20 CU=64	
Postsecondary & Workforce	n/a		

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness			

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Tavelli Elementary meets all the state requirements in the key performance indicators.</p> <p>Reading 79.9% Math 80.3% Writing 65% Science 49%</p>	N/A	<p>Teachers are consistently teaching curriculum aligned to standards to meet the needs of all students.</p> <p>Instruction does effectively scaffold learning to support students to grow at accelerated pace/higher levels of performance.</p> <p>Standards based assessment practices are consistently used and data does drive instruction</p>
Academic Growth	<p>Tavelli Elementary met all the state growth indicators</p> <p>Reading 65 Math 75 Writing 54</p>	n/a	<p>Teachers are consistently teaching curriculum aligned to standards to meet the needs of all students.</p> <p>Instruction does effectively scaffold learning to support students to grow at accelerated pace/higher levels of performance.</p> <p>Standards based assessment practices are consistently used and data does drive instruction</p>
Academic Growth Gaps	<p>Tavelli met all the growth gap expectations</p>	NA	<p>Teachers are consistently teaching curriculum aligned to standards to meet the needs of all students.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<p>Instruction does effectively scaffold learning to support students to grow at accelerated pace/higher levels of performance.</p> <p>Standards based assessment practices are consistently used and data does drive instruction.</p>
Postsecondary & Workforce Readiness			

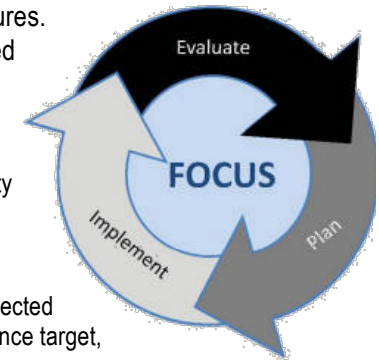
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	n/a	n/a	n/a		
		M	n/a	n/a	n/a		
		W	n/a	n/a	n/a		
		S	n/a	n/a	n/a		
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	n/a	n/a	n/a		
		M	n/a	n/a	n/a		
		W	n/a	n/a	n/a		
		ELP	n/a	n/a	n/a		
Academic Growth Gaps	Median Growth Percentile	R	NA.	MGP = 50	MGP =50	NWEA (80% of students will make 1 year of growth based on individual base-line data of RIT scores, as measured three times a year), monthly common assessments, and DRA2 and DIBELS (80% of students will make 1 year of growth based on individual base-line data as measured three times a year), and progress monitoring for Tier 2 and Tier 3 students in DIBELS and Star twice a month	Implement a standards based teaching an learning framework t ensure all student receive effective universa level instruction in a content areas, addition focus on Tier 2 and Tier instruction
		M	NA	MGP = 50	MGP = 50	NWEA (80% of students will make 1 year of growth based on individual base-line data of RIT scores as	Implement a standards based teaching an learning framework t ensure all student

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						measured three times a year), monthly common assessments, Boulder Valley Screeners, Star Math assessments, and EDM Summative Benchmark assessments two times a year	receive effective universal level instruction in a content areas, additional focus on Tier 2 and Tier instruction
		W	NA.	MGP = 50	MGP = 50	School wide benchmark assessments four times a year	Implement a standards based teaching and learning framework to ensure all students receive effective universal level instruction in a content areas, additional focus on Tier 2 and Tier instruction
Postsecondary & Workforce Readiness	Graduation Rate	n/a	n/a	n/a			
	Disaggregated Grad Rate	n/a	n/a	n/a			
	Dropout Rate	n/a	n/a	n/a			
	Mean CO ACT	n/a	n/a	n/a			

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, 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 below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement a standards-based teaching and learning framework to ensure all students receive effective universal level instruction in all content areas, additional focus on Tier 2 and Tier 3 instruction.

Root Cause(s) Addressed: Teachers are consistently teaching curriculum aligned to standards to meet the needs of all students. Instruction does effectively scaffold learning to support students to grow at accelerated pace/higher levels of performance. Standards based assessment practices are consistently used and data does drive instruction.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will learn the five dimensions of teaching and learning as designed by the Center for Educational Leadership. Teacher will effectively use the dimensions—assessment for student learning and Purpose learning targets and Success Criteria to improve targeted instruction. Focusing on formative assessments and student data notebooks.	February 2012 to December 2015	May 2014- May 2015	All Teachers	Five Dimension Posters and Cards: \$150 Learning Target Signs: \$500	By December 2013, learning targets and essential questions will be posted consistently in the classroom with the focus on purpose. Success Criteria will be determined and shared with students to support the dimension of Assessment. PreK-5 Student Data Notebooks implemented	In Progress Fall 2013- Spring 2015
Evaluate and adopt a schedule for each grade level to determine effective utilization of time and resources to best support math instruction and Tier 2 and Tier 3 interventions.	April 2013 to May 2015. Revisit	May 2014- May 2015 Revisit	All Teachers	Cost for substitute teachers to cover 10 representatives for two days on scheduling committee: \$2060	Adoption of implementation of school wide schedule by May 2014 revisit in December 2014	

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	schedule to ensure effectiveness.	schedule to ensure effectiveness.				
Math Instruction						
Teacher will use formative assessments to target instruction and help students to monitor their own learning.	January 2013- May 2015	May 2014- May 2015	Administrator, classroom teachers, interventionists and instructional coaches.	Teacher created, district and state assessments. The use of collaboration days and variance days for teachers to collaborate and create assessments	Teachers will make decisions and utilize instructional approaches in ways that intentionally support instructional purposes and assessments as evident by teacher-led instructional rounds. Are there any artifacts or deliverables you can collect? Evidence in monthly PLC discussions will show focus on Tier 2 and Tier 3 growth.	In progress
Formative Assessments will focus on essential learning based on grade level standards to develop student data notebooks	January 2013- May 2015	May 2014- May 2015	Administrator, classroom teachers, interventionists, and instructional coaches.	Teacher created, district and state assessments. The use of collaboration days and variance days for teachers to collaborate and create assessments	Teachers will make decisions and utilize instructional approaches in ways that intentionally support instructional purposes and assessments as evident by teacher-led instructional rounds. Are there any artifacts or deliverables you can collect? Evidence in monthly PLC discussions will show focus on Tier 2 and Tier 3 growth.	In progress
Teachers will develop student data notebooks to allow students to monitor their learning	January 2013- May 2015	May 2014- May 2015	Administrator, classroom teachers, interventionist	Teacher created, district and state assessments. The use of collaboration days and variance days for teachers to	Teachers will make decisions and utilize instructional approaches in ways that intentionally support	In Progress

			s, and instructional coaches.	collaborate and create assessments	instructional purposes and assessments as evident by teacher-led instructional rounds. Are there any artifacts or deliverables you can collect? Evidence in monthly PLC discussions will show focus on Tier 2 and Tier 3 growth.	
Students who need to catch up in grades 2-5 will use math programs to strengthen fluency with basic math facts.	November 2012 to May 2015.	May 2014- May 2015	Classroom teachers and interventionists	IXL math program, Moby and AVMR strategies	Evidence in monthly PLC discussions will show focus on Tier 2 and Tier 3 growth.	In Progress
Teachers in grades preK-5 will use multiple assessments to monitor student progress. Assessment methods will include: Student Data Notebooks <ul style="list-style-type: none"> EDM Math Boxes Star Math IXL Math Program EDM Assessments Anecdotal Notes Formative Assessments to guide instruction NWEA MAP TCAP District Grade-Level Summative Assessments Navigator Modulares 	January 2011 - May 2015.		Classroom teachers, math interventionist and instructional coaches	Teacher created, district and state assessments. The use of collaboration days and variance days for teachers to collaborate and create assessments. <ul style="list-style-type: none"> \$ 1400 for IXL program \$ for Navigator Modulares \$ Origo On-going AVMR training Moby Math Number Talks 	Collaboration Days, faculty meetings, and monthly PLC meeting Teacher and student essential leanings based on formative and summative assessments on standard mastery.at PLC meetings and monthly data talks. Student triangulated benchmark data will be monitored by administrator and classroom teachers, three times a year.	
Teachers meet monthly in vertical Professional Learning Communities to	August 2011 to	May 2014-	Administrator, classroom	Teacher-created, district, and state assessments	Monthly targeted PLC meetings with agendas and	In Progress

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collaborate on best practices and successes in the classroom, analyze assessment results, guide instruction, and determine intervention strategies for Tier 2 and Tier 3. Guided instruction will be evident through classroom learning targets, success criteria, and formative assessments.	May 2015.	May 2015	teachers, math interventionists, and instructional coaches		minutes posted on Tavelli server by grade-level team leaders for future documentation of struggling students that may go to SST.	
Use math essential learning checklist based on standards to guide targeted differentiated instruction, monitor student growth, and determine appropriate interventions for Tier 2 and Tier 3 students.	January 2011 to May 2015.	May 2014- May 2015	Administrator, classroom teachers, math interventionists, and instructional coaches	Teacher created, district and state assessments. The use of collaboration days and variance days for teachers to collaborate and create assessments. Ongoing PD with best practices in math	Data from checklists will be used at grade level PLC meetings to plan for next steps in the instructional design.	In Progress

Reading

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers in grades PreK-5 will collaborate to design and implement standards based units and lessons. Tools will include: <ul style="list-style-type: none"> Colorado Academic Standards with grade-level expectations Colorado English Language 	Jan 2011 to May 2015.	May 2014- May 2015	Administrator , classroom teachers, interventionists, ELA teachers, and instructional coaches	Five Dimension 4.0 Posters and Cards: \$150	Standards-based lessons as evident during teacher-led instructional rounds and peer observations	In Progress

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<p>Proficiency Standards</p> <ul style="list-style-type: none"> Treasures instructional materials CEL Dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture Technology resources Formative assessments to guide targeted instruction 						
<p>Teachers will receive professional development focused on best practices in reading instruction based on weekly formative assessments.</p>	<p>August 2010 to May 2015.</p>	<p>May 2014- May 2015</p>	<p>Administrator, classroom teachers, interventionists, and instructional coaches. Johan Van Nieuwenhuizen</p>	<p>District supported professional development in reading and site-based professional learning community focus on book studies Advancing Formative Assessments in Every Classroom (\$500) Teach Like a Champion (\$650)</p>	<p>Teachers will make decisions and utilize instructional approaches in ways that intentionally support instructional purposes, as evident during teacher-led instructional rounds and peer observations</p>	<p>In Progress</p>
<p>Teachers in grades K-2 will implement the Daily 5 and Café, Fostering Literacy Independence in the Elementary Grades</p>	<p>April 2013- May 2015</p>	<p>May 2014- May 2015</p>	<p>Teachers in K-2 and a para professional</p>	<p>K-2 Teachers attended either on site workshop or online training with “the Sisters”</p>	<p>Teachers will provide learning structures that support a focus for teaching differentiation. A clear management framework for what the students and teachers are doing.</p>	<p>In Progress</p>
<p>Teachers will determine where children are performing and what strategies will enhance student growth.</p>		<p>May 2014- May 2015</p>	<p>Administrator, classroom teachers, interventionists, and instructional</p>	<p>MAP, DRA2, Reading Plus data, Star, DIBELS and other formative assessments</p>	<p>Teachers will meet in PLC teams and collaborate using data and formative assessments to inform their instruction.</p>	<p>Ongoing</p>

			coaches. Johan Van Nieuwenhuizen			
Targeted students in grades 1-5 will use programs to strengthen literacy skills	August 2010 to May 2015.	May 2014- May 2015	Classroom teachers and interventionists	Reader's Theater, Read Naturally \$990, Treasures, DIBELS (\$500) Reading Plus (\$7500). Lexia (\$3600) LIPS, Seeing Stars, Visualizing and Verbalizing (\$5000)	Student progress will be monitored at PLC meetings.	In Progress
Teachers in grades preK-5 will use multiple formative assessments to monitor student progress. Assessment methods may include: <ul style="list-style-type: none"> • Student Work • Treasures Assessments • DRA2 • Accelerated Reading • DIBELS • Anecdotal Notes • Formative Assessments • NWEA MAP • TCAP • Early STAR and STAR • Reading A-Z • Reading Plus 	August 2010 to May 2015.	May 2014- May 2015	Classroom teachers and instructional coaches	Teacher-created, district, and state assessments; \$6000 towards grade-level team collaborate and develop standards-based common formative assessments	Collaboration Day, Faculty Meetings, and PLC meetings Student triangulated benchmark data will be monitored by administrator and classroom teachers, three times a year. Progress Monitoring for Tier 2 and Tier 3 students will occur twice a month and be reviewed at monthly PLC meetings.	Data reviews three times a year at benchmarks.
Teachers meet in grade-level Professional Learning Communities to analyze assessment results, guide instruction, and determine intervention strategies for Tier 2 and Tier 3.	August 2011 to May 2015.	May 2014- May 2015	Administrator, classroom teachers, interventionists, and	Teacher-created, district, and state assessments	Targeted PLC meetings with agendas and minutes posted on Tavelli server by grade-level team leaders for future documentation for	In Progress

			instructional coaches		struggling students that may go to SST.	
Use triangulated reading data to guide differentiated instructions, monitor student growth, and determine appropriate intervention for Tier 2 and Tier 3.	August 2010 to May 2014.	May 2014- May 2015	Administrator, classroom teachers, and instructional coaches	Teacher-created, district , and state assessments	Data will be used at monthly PLC meetings to plan for next steps in the instructional design.	In Progress

Writing

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
<p>Teachers in grades PreK-5 will collaborate to design and implement standards based units and lessons. Tools may include:</p> <ul style="list-style-type: none"> • Colorado Academic Standards with grade-level expectations • Colorado English Language Proficiency Standards • Treasures instructional materials for writing • Step Up to Writing, Empowering Writers, Teaching the Qualities of Writing and Writer's Workshop • CEL Dimensions: Purpose, Student Engagement, 	Jan 2011 to May 2015.	May 2014- May 2015	Administrator , classroom teachers, interventionists, ELA teachers, and instructional coaches	Five Dimension Posters and Cards: \$150 Learning Target Signs: \$500	Standards-based lessons as evident during teacher-led instructional rounds and peer observations	In Progress

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<p>Curriculum & Pedagogy, Assessment for Student Learning, Classroom Environment & Culture</p> <ul style="list-style-type: none"> Technology resources 						
<p>Teachers will receive professional development focused on best practices in writing instruction.</p> <ul style="list-style-type: none"> Step Up to Writing Problem-Solving Process and Writing Integration 6 Traits of Writing <p>Professional development will focus on Tier 1 Universal instruction strategies, additional PD for Tier 2 and Tier 3 programs.</p>	<p>August 2010 to May 2014.</p>	<p>May 2014- May 2015</p>	<p>Administrator, classroom teachers, interventionists, and instructional coaches.</p>	<p>Site (\$6000) and district supported professional development in writing</p>	<p>Teachers will make decisions and utilize instructional approaches in ways that intentionally support instructional purposes, consistently using school-adopted rubrics and exemplars by May 2013. These rubrics will be reviewed and revised as needed through May 2015</p>	<p>In Progress</p>
<p>All students in grades K-5 will receive systematic instruction in the conventions in writing.</p>	<p>August 2012 to May 2014.</p>	<p>May 2014- May 2015</p>	<p>Classroom teachers</p>	<p>Site adopted program:\$500</p>	<p>Adoption of site-based program by writing committee by Fall 2012. Staff will be looking at Every Student a Writer in the Spring of 2014.</p>	<p>In Progress</p>
<p>Teachers in grades K-5 will use multiple assessments to monitor student progress. Assessment methods may include:</p> <ul style="list-style-type: none"> Student Work Treasures Assessments DRA2 Summaries for writing Anecdotal Notes Formative Assessments TCAP Writing Rubric 	<p>August 2010 to May 2014.</p>	<p>May 2014- May 2015</p>	<p>Classroom teachers and instructional coaches</p>	<p>Teacher-created, district, and state assessments; \$6000 towards grade-level team collaborate and develop standards-based common formative assessments</p>	<p>Collaboration Day, Faculty Meetings, and monthly PLC meetings</p> <p>Student quarterly benchmark data will be monitored by administrator and classroom teachers, four times a year.</p>	<p>September, January and May 2015</p>

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<ul style="list-style-type: none"> Tavelli Writing Framework 						
Develop vertical grade-level benchmark expectations in expository, narrative, and personal narrative writing.	August 2012 to May 2014.	May 2014- May 2015	Administrator, classroom teachers, and instructional coaches	\$3500 for 10 teachers, working 15 hours on writing committee to develop writing benchmarks and rubrics	Writing committee will develop and present vertically aligned rubrics and anchor papers for expository, narrative, and personal narrative by December 2012. Staff will adopt framework and exemplars and implement by May 2015	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)