

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 6310 School Name: NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY  
Official 2014 SPF: 1 Year

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.43%	-	-	39.9%	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	30.56%	-	
		W	-	57.77%	-	-	32.08%	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	56	-	-	42	-	
		M	-	86	-	-	47	-	
		W	-	72	-	-	45	-	
ELP	-	56	-	-	53	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate <b>Expectation:</b> 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>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate <b>Expectation:</b> 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 <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school UIP is due to CDE for review on January 15, 2015 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).	Priority Improvement - Entering Year 1 as of July 1, 2015	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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.

**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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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.	

**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)    
  Diagnostic Review Grant    
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)    
  Other: \_\_\_\_\_

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

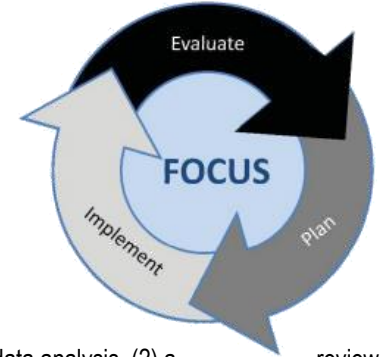
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School Code: 6310

School Name: NORTH MIDDLE SCHOOL HEALTH SCIENCES AND TECHNOLOGY

**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 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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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:**  
**Description of School Setting and Process for Data Analysis:**  
 North Middle School Health Sciences & Technology Campus, located at 12095 Montview Blvd, Aurora CO 80010, is an urban middle school within the Aurora Public Schools. As of October 2012, the total student enrollment is approximately 890, with 72.9% Hispanic, 6.4% White, 15.4% Black, 1% Asian, 1% Native American, and two or more races 2.4%. 40% of our students are second language students, with Spanish speakers being the predominant group. 83% of the school's students participate in the Free and Reduced Lunch Program. Students primarily enter from four neighborhood feeder elementary schools. North's mobility is typical of surrounding schools. The stability rate is 77% and transiency rate of 23%. North Middle School has a 93.5% attendance rate and has 24% of our 6-8 students (180) participating in our Aurora Lights Health Sciences program. On the School Performance Framework North Middle School received an overall score of 66.7% which earned our school the plan assignment of "Performance". In order to be classified as a "Performance." North Middle School has worked hard to improve transitioning students from elementary and on into high school. The 6th graders visit the middle school to meet teachers and administrators the Spring of their 5th grade year. This affords incoming students the opportunity to learn the expectations of middle school and also the middle school philosophy and schedule. The students also meet the different exploratory teachers and how to request the classes. These times also allows for the students to meet their new teachers and tour our building. There is also an open house the day before school starts, which allows for students and parents to talk to teachers and learn the students schedule for the first day. The high school meets with all the 8th grade students to discuss registration and the opportunities students have entering the high school. Students learn the class offerings and activities available. The middle school helps in the transition process by sending the high school an 8th grade spreadsheet that contains all individual student data which helps place students in the appropriate academic classes. This Unified Improvement Plan was created with input from our faculty, Administrative team, our ILT (Instructional Leadership Team) and Parent Advisory Committee and reviewed by our District Student Achievement Director. ILT committee members reviewed NMS performance data and analyzed achievement results, school philosophy (Aurora Lights), available resources, student demographics, diversity of course offerings as part of a school self-assessment/reflection. Areas of comparative strength and weakness were noted for the UIP.

**Current Performance:**

Upon examination and analysis of the data, we find that North Middle School HS&TC is extremely diverse in composition and need. We have examined data including local, interim, and state assessments (demographics, teacher and district created curriculum tests, ACCESS, TCAP, and CMAS). North has received an overall SPF rating of "priority improvement." Academic growth and academic growth gaps indicators received a rating of "approaching" and academic achievement received a rating of "does not meet." We continue to identify significant gaps in all segments of our population in particular our IEP students. We recognize trends, over the past three years, of increases in FRL population and a correlation with student mobility. We note an increase in need for improved reading, math, and writing instruction and intervention. Examination of data shows that special education is a need for focus in instruction and intervention as well.

Analysis of our student and staff population reveals a complex system with multiple existing needs and continuous cycle of interventions in place. Student makeup is comprised of large percentage of Hispanic students, from multiple neighborhood feeder schools. Our magnet population for the Aurora Lights Health Sciences Academy comprises close to 180 students, with markedly different needs from our traditional academic program. The challenge at North is to appropriately match our resources and community and curriculum programs with our identified student needs.

Our students are significantly below the state achievement targets in reading, writing, math and science resulting in an academic achievement rating of "Does Not Meet." Our overall academic growth received a rating of "approaching." However, upon further analysis, MGP in reading, writing decreased in 2013-2014. A slight increase in math MGP was noted but still falling well short of the MAGP.

North Middle School 1-year academic achievement data reflects the school year of 2013-2014. Below are the numbers of students who are proficient and advanced based on 2014 TCAP data.

	6 <sup>th</sup>			7 <sup>th</sup>			8 <sup>th</sup>		
	School	Dist	State	School	Dist	State	School	Dist	State
Reading	41%	47%	71%	40%	49%	69%	33%	40%	66%
Writing	28%	34%	57%	36%	43%	61%	26%	35%	56%
Math	37%	37%	61%	27%	31%	55%	23%	29%	52%
Science							3%	6%	

Academic Achievement	Rating	%Proficient/Advanced	School's Percentile
Reading	Does Not Meet	38%	5
Math	Approaching	29%	15
Writing	Does Not Meet	30%	11

According to the 2014 TCAP data for academic status only 38% of our students were proficient or advanced on the reading exam. This was a decrease of 11.6% from 2013. This percentage earned us a ranking of "Does Not Meet" and is far below the state expectation of 88.24%. In writing, only 30% of our students were proficient or advanced on the writing exam. This was a decrease of 9.1% from 2013. This earned us an academic rating of "Does Not Meet" and is far below the state expectation of 79.67%. In math only 29% of our students were proficient or advanced on the math exam. This was a decrease of 3.7% from 2013. This percentage was enough to earn us a rating of "Approaching" but still far below the state expectation of 75% and is trending downward. In science, only 3% of our students earned a rating of strong/distinguished on the science CMAS exam. It is clear; North Middle School is not meeting or exceeding expectations in any subject area. We are "approaching" in the area of math but significant improvement is needed in all content areas.

When we look at academic growth rate in reading, math and writing North did not make AGP in any content area. The MGP in reading, math, and writing all decreased from 2013 to 2014. The overall SPF rating for academic growth was "approaching."

Academic Growth	Rating -2013	Rating -2014	MGP -2013	MGP -2014	MAGP -2013	MAGP -2014
Reading	Exceeds	Approaching	67	42	57	56
Math	Approaching	Approaching	44	47	81	86
Writing	Approaching	Approaching	58	45	69	72
English Language Proficiency	Approaching	Approaching	62	53	-	56

In the subject areas of reading, math, and writing the middle school did not meet expectation for Academic Growth Gaps in all subgroups. All subgroups received a rating of "approaching" except the Students with disabilities subgroup was rated as "does not meet" in the subject area of mathematics and writing.

**North Middle School's disaggregated Median Growth Percentiles for the 2014 TCAP**

Student Group	Reading		Writing		Math	
	MGP	MAGP	MGP	MAGP	MGP	MAGP
FRL	42	58	45	72	47	86
Minority	42	58	45	72	47	87
SWD	43	88	31	95	31	97
ELL	43	59	48	72	48	87
Student Needing to Catch-Up	43	76	47	84	44	97

Growth gap data analysis for FRL, minority, SWD, ELL, and students needing to catch up indicate that all groups in the area of reading, math, and writing are far from making adequate median growth. In particular, SWD continue to demonstrate the largest gap earning this group a rating of "does not meet" in the area of math and writing.

**Trend Analysis:**

Data analyzed included TCAP, CMAS, and ACCESS data, School Performance Framework and district Interim data. TCAP data was analyzed in a variety of ways; longitudinal percent of P&A by grade and overall as a school (2012-2014) and by disaggregated sub-groups. To analyze the data and determine trends we started by gathering and organizing it in a meaningful way. The whole staff reviewed the data to note trends, performance challenges and formulate root causes for noted trends and challenges. The school's instructional leadership team (ILT), comprised of administration, teachers from each content area and specialists, reviewed the data by staff then proceeded through a similar process narrowing the focus to determine priority performance challenges and discovering root causes and finally setting performance targets. This process went back and forth between whole staff and ILT.

North's academic achievement has remained significantly below state averages for the past three years. School-wide proficient and advanced aggregate performance demonstrated that overall proficient and advanced growth was trending upward with 37.5% points earned on the SPF in 2012 to 50% of eligible points earned in 2013 for a designation of "performance." The upward trend was short lived as North's overall proficient and advanced growth nose-dived in all content areas and North only earned 45% of the eligible points on the SPF in 2014.

**Reading:**

The 2014 target for reading was 58% P&A in 6<sup>th</sup> grade reading 59% P&A in 7<sup>th</sup> grade reading and 57% P&A in 8<sup>th</sup> grade reading. The targets were not met with an actual P&A reading percentage of 41% at 6<sup>th</sup> grade, 40% at 7<sup>th</sup> grade and 33% at 8<sup>th</sup> grade. A significant decrease in proficiency was noted at all grade levels. Overall P&A in reading remains significantly below state averages.

**Math:**

2014 targets in math at all three grade levels were not met. Proficiency decreased in grades 6 and 8 and is still significantly below set targets. The 2014 target for math was 49% P&A in 6<sup>th</sup> grade math, 48% P&A in 7<sup>th</sup> grade math, and 39% P&A in 8<sup>th</sup> grade math. The targets were not met with an actual P&A math percentage of 37% at 6<sup>th</sup> grade, 27% at 7<sup>th</sup> grade and 23% at 8<sup>th</sup> grade.

**Writing:**

The 2014 target for writing was 45% P&A in 6<sup>th</sup> grade writing 48% P&A in 7<sup>th</sup> grade writing and 48% P&A in 8<sup>th</sup> grade writing. The targets were not met with an actual P&A writing percentage of 28% at 6<sup>th</sup> grade, 36% at 7<sup>th</sup> grade and 26% at 8<sup>th</sup> grade. A significant decrease in proficiency was noted at all grade levels. Overall 49% P&A in writing remains significantly below state averages.

**Priority Performance Challenges:** An in-depth exploration into data and trends led to several priority performance challenges identified from the 2014-2015 school year. These included percent of students scoring proficient or advanced on TCAP tests far below the state average in all categories. A three year trend show inconsistent reading, math and writing scores in both achievement and growth. Our decline in both achievement and growth lead to an added improvement strategies focused specifically on having teachers engage in school-wide PLC's to create common formative assessments, analyze data, use data to provide precise, differentiated instruction for students not proficient and needing make adequate catch-up growth.

**Root Cause Analysis:** For the initial data discussion the whole staff met three times to look at different data pieces. We considered additional data as we engaged in root cause analysis. In particular we collected data from teachers about class compositions, schedules, intervention or additional support provided to low performing students. We realized that our past improvement plans did not increase student scores as we had hoped or reduced the achievement gap because it did not clearly address the root cause. The school's ILT team leaders consisting of content teacher representatives, instructional coaches, special education teachers, assistant principals and principal considered three years of data related to academic performance trends. The data included TCAP and ACCESS and CMAS. After looking at all the data and analyzing trends within the data we established three priority areas and several root causes addressed in the improvement strategies for the 2014-15 school year. A system wide root cause points to an improvement strategy surrounding PLC's and the data analysis process. Although improvement has been made in the ability to collect and analyze data teachers continue to struggle with how to apply this learning in day-to-day lesson planning and adjust instruction based on data analysis. This root cause can be traced through academic achievement, growth and growth gaps at all content areas.

**Root Cause 1:** We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. Efforts to continue development around structures for collaboration and utilization of data have improved instructional experience and some areas of academic performance, but have yet to yield consistent results. As a staff, we engaged in a root cause analysis by looking at our data and every day instructional practices. These conversations led to the discussion of needing to provide North faculty with coherent systems and structures that support standards-based teaching and learning and allows teachers to evolve into a more dynamic professional learning community, where research-based effective instructional practices/strategies are implemented in all content areas throughout the school on a consistent basis resulting in increased student achievement in all content areas. The discussion also included the need for common formative assessments and lack of consistent implementation of researched based instructional practices to benefit student learning.

**Root Cause 2:** We do not adapt/adjust our teaching, based on collected and analyzed data, for the benefit of all students, including those with special needs and ELL resulting in major foundational gaps in knowledge not addressed in current differentiation strategies for students. We are unsure of how to address skill gaps and still teach to grade level and we have not fully conceptualized plans for students with disabilities and lack of connection to individual education plans. As a staff, we engaged in a root cause analysis by looking at our data and every day instructional practices. These conversations led to the discussion of needing to effectively communicate and collaborate to provide students with accommodations and modifications indicated by IEPs, across content areas, so our U/PP IEP students would be better able to make adequate "catch-up" growth. The discussion also included the benefits of common assessments and lack of consistent implementation of researched based instructional practices to benefit student learning. We must find a way to concentrate on individual students and their needs, to better implement data dialogues and transfer the finding to practices in the classroom.

**Root Cause 3:** As a staff we lack cultural competency for our student community, and lack consistent, challenging instructional practices to support social, emotional, and academic success for students. If North staff lead and engage in the development of school-wide positive culture and climate for learning and systematically apply culturally responsive teaching practices to provide direct and indirect social, emotional, and academic support to student on a daily basis, then coupled with other instructional efforts that concentrate on individual students and their needs, we will experience an increase in student proficiency in all content areas and the number of suspensions and referrals will be decreased.

**Verification of Root Cause:** Several staff meetings were spent working on root causes based on the data analysis the team leaders completed. We created four groups with equal teacher representation of core subject areas, unified arts, and special education teachers. Each content area worked on identifying root causes to share with the group. The three root causes were established by consensus. The building accountability committee was informed of the data analysis and root causes identified by the middle school staff members. These conclusions are corroborated by the key data sources posted on SchoolView: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries, as well as Parent Advisory Committee feedback, formative and summative classroom assessments, and administrator/ teacher observations.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	R By the end of 2013-14 school year, 61% of all students will score proficient or advanced overall on the reading TCAP. By the end of the 2013-14 school year, 58% of 6 <sup>th</sup> grade students will scores proficient or advanced overall on the reading TCAP. By the end of 2013-14 school year, 59% of 7 <sup>th</sup> grade students will scores proficient or advanced overall on the reading TCAP. By the end of 2013-14 school year, 57% of 8 <sup>th</sup> grade students will scores proficient or advanced overall on the reading TCAP.	Overall reading – 38% Missed target by 23% 6 <sup>th</sup> grade reading – 41% Missed target by 17% 7 <sup>th</sup> grade reading – 40% Missed target by 19% 8 <sup>th</sup> grade reading – 33% Missed target by 24%	Several factors contributed to our failure to reach previous targets:  We did not accurately account for the effect of the rapid changes in the increase of our student population when setting these goals. We did not consistently use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. We did not consistently and effectively collaborate on the use of formative data to inform instruction based on areas of need and gaps and between what tis being taught and what is being tested We did not consistently establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.
	M By the end of 2013-14 school year, 43% of all students will score proficient or advanced overall on the math TCAP. By the end of 2013-14 school year, 49% of 6 <sup>th</sup> grade students will scores proficient or advanced overall on the Math TCAP. By the end of 2013-14 school year, 48% of 7 <sup>th</sup> grade students will scores proficient or advanced overall on the Math TCAP. By the end of 2013-14 school year, 39% of 8 <sup>th</sup> grade students will scores proficient or advanced overall on the math TCAP.	Overall math – 29% Missed target by 14% 6 <sup>th</sup> grade math – 37% Missed target by 12% 7 <sup>th</sup> grade math – 27% Missed target by 21% 8 <sup>th</sup> grade math – 23% Missed target by 16%	
W By the end of 2013-14 school year, 49% of all students will score proficient or advanced overall on the writing TCAP. By the end of 2013-14 school year, 45% of 6 <sup>th</sup> grade students will scores proficient or advanced overall on the Writing TCAP. By the end of 2013-14 school year, 48% of 7 <sup>th</sup> grade students will scores proficient or advanced overall on the writing TCAP. By the end of 2013-14 school year, 48% of 8 <sup>th</sup> grade students will scores proficient or advanced overall on the writing TCAP.	Overall writing – 30% Missed target by 19% 6 <sup>th</sup> grade writing – 28% Missed target by 17% 7 <sup>th</sup> grade writing – 36% Missed target by 12% 8 <sup>th</sup> grade writing – 26% Missed target by 22%		
S By the end of 2013-14 school year, 41% of students will score proficient or advanced overall on the science TCAP	8 <sup>th</sup> grade science – 9% of students scoring strong or Distinguished as measured by CMAS Missed target by 32%		



Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 Growth	M	By the end of the 2013-14 school year, the overall MGP will increase from 44%tile to 62%tile.	Overall Math MGP- 47%tile Missed target by 15%tile	We did not provide students with adequate instructional time in literacy and math. As a result, academic growth decreased significantly in reading and writing indicating the need for more intentional instructional practices and structures for support and more instructional time in literacy for all students.  We did not effectively employ continuous progress monitoring techniques to differentiate and inform instruction that targets specific needs of students needing to "catch up."
Academic Growth Gaps	R	The median growth percentile of SWD from the 54 median growth percentile to the 72 median growth percentile in reading.	The reading MGP for IEP – 43 Missed target by 29	
	M	The median growth percentile of FRL students from the 44 median growth percentile to the 62 median growth percentile in math.	The math MGP for FRL – 47 Missed target by 15	
		The median growth percentile of minority students from 44 median growth percentile to 62 median growth percentile in math.	The math MGP for minority students – 47 Missed target by 15	
W	The median growth percentile of IEP from the 33 median growth percentile to the 66 median growth percentile in math.	The math MGP for IEP - 31 Missed target by 35		
	The median growth percentile of ELL students from 46 median growth percentile to 63 median growth percentile in math.	The math MGP for ELL – 48 Missed target by 21		
		The median growth percentile of students needing to catch up from 43 median growth percentile to 69 median growth percentile in math.	The writing MGP for IEP – 31 Missed target by 42	
Postsecondary & Workforce 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 style="text-align: center;">Aurora Public Schools - Division of Accountability and Research Transitional Colorado Assessment Program % Proficient &amp; Advanced: 2009-2014 North Middle School Health Sci &amp; Tech</p> <p>We are not accelerating the learning of students resulting in incremental and inconsistent proficiency increases in the areas of reading, writing, and math.</p>	<p>Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of <b>“Does Not Meet.”</b> In particular, the school’s proficiency levels in 2014 in the areas of reading, and writing significantly decreased.</p>	<ul style="list-style-type: none"> <li>∕ We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</li> <li>∕ We lack cultural competency for our student community, and lack of consistent, challenging instructional practices to support social, emotional and academic success for students.</li> <li>∕ Efforts to continue development around structures for collaboration and utilization of data have improved instructional experience and some areas of academic performance, but have yet to yield consistent results.</li> <li>∕ We do not establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.</li> </ul>																								
Academic Growth	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Reading MGP</th> </tr> <tr> <td>2011 - 62</td> <td>2012 - 53</td> <td>2013 - 67</td> <td>2014 - 42</td> </tr> <tr> <th colspan="4">Math MGP</th> </tr> <tr> <td>2011 - 42</td> <td>2012 - 49</td> <td>2013 - 44</td> <td>2014 - 47</td> </tr> <tr> <th colspan="4">Writing MGP</th> </tr> <tr> <td>2011 - 54</td> <td>2012 - 49</td> <td>2013 - 58</td> <td>2014 - 45</td> </tr> </table>	Reading MGP				2011 - 62	2012 - 53	2013 - 67	2014 - 42	Math MGP				2011 - 42	2012 - 49	2013 - 44	2014 - 47	Writing MGP				2011 - 54	2012 - 49	2013 - 58	2014 - 45	<p>The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 67 to 42 from 2013 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP sub-groups declined over the past year in the area of reading and writing.</p>	<ul style="list-style-type: none"> <li>∕ We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.</li> <li>∕ We do not adapt our teaching for the benefit of all students, including those with special needs and ELL.</li> <li>∕ Time not allotted to double dip in both math and literacy.</li> </ul>
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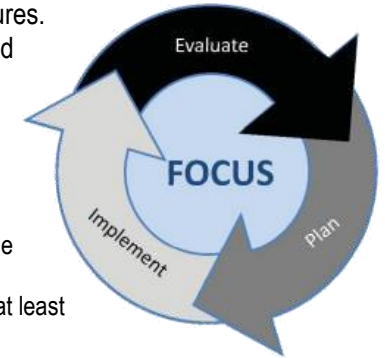
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## Section IV: Action Plan(s)

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.	50.44% Proficient/Advanced	61.44% Proficient/Advanced	MAP's District End-of-Unit Performance Task Common Formative Assessments	If teachers lead and engage in a school-wide Professional Learning Community (PLC) structure, then we will consistently understand the progression of learning, standards-based grade level proficiency, provide effective instruction with clear, aligned proficiency criteria, and experience increased student achievement in all students.
		M	Efforts to continue development around structures for collaboration and utilization of data have improved instructional experience and some areas of academic performance, but have yet to yield consistent results.	41% Proficient/Advanced	52.48% Proficient/Advanced	MAP's Common Formative Assessments	
		W	We lack cultural competency for our student community, and lack of consistent, challenging instructional practices to support social, emotional and academic success for students.	34.96% Proficient/Advanced	45.96% Proficient/Advanced	Lucy Caulkins "On Demand" writing prompt Common Formative Assessments	
		S	We do not establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.	14% Proficient/Advanced	19% Proficient/Advanced	Common Formative Assessments	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.	55 MGP	63 MGP	MAP's District End-of-Unit Performance Task Common Formative Assessments	If North staff lead the development of a school-wide positive culture and climate for learning and systematically apply culturally responsive teaching practices to provide direct and indirect social, emotional, and academic support to
		M	We do not adapt our teaching for the benefit of all students, including those with special needs and ELL. Time not allotted to double dip in both math and literacy.	55 MGP	63 MGP	MAP's End-of-Unit Assessments Common Formative Assessments	

		W		55 MGP	63 MGP	Lucy Caulkins "On Demand" writing prompt Common Formative Assessments	students on a daily basis, then, coupled with the efforts in MIS #1 and MIS #2, students will increase in proficiency in all content areas and the number of suspensions and referrals will be decreased.
		ELP		55 MGP	63 MGP	Common Formative Assessments	
Academic Growth Gaps	Median Growth Percentile, local measures	R	We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.  We do not adapt our teaching for the benefit of all students, including those with special needs and ELL.  Additional instructional time in reading not allotted for students needing to "catch up"			MAP's District End-of-Unit Performance Task Common Formative Assessments	If teachers lead and engage in the school-wide Professional Learning Communities (PLC's) to create common formative assessments, analyze data, use data to provide precise, differentiated instruction, then students scoring Unsatisfactory or Partially Proficient will make adequate catch-up growth.
		M	We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.  We do not adapt our teaching for the benefit of all students, including those with special needs and ELL.  Additional instructional time in math not allotted for students needing to "catch up"			MAP's End-of-Unit Assessments Common Formative Assessments	
		W	We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.  We do not adapt our teaching for the benefit of all students, including those with special needs and ELL.  Additional instructional time in writing not allotted for students			Lucy Caulkins "On Demand" writing prompts Common Formative Assessments	

		needing to "catch up"				
Postsecondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					



**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** If teachers lead and engage in a daily school-wide Professional Learning Community (PLC) structure, then we will consistently understand the progression of learning, standards-based grade level proficiency, provide effective instruction with clear, aligned proficiency criteria, and experience increased student achievement in all students.

**Root Cause(s) Addressed:**

We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

Efforts to continue development around structures for collaboration and utilization of data have improved instructional experience and some areas of academic performance, but have yet to yield consistent results.

**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)    
  Diagnostic Review Grant    
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
During PLC time we will collaboratively use common formative assessments results to guide adjustments to instruction	8/14	ongoing	Admin Teachers ILT Teacher Coaches	Consolidated Funds	-PLC Planning Templates submitted via Google weekly and monitored by admin monthly. -ILT analyzes PLC work quarterly. -Common PLC time embedded into master schedule - Provide monthly PD opportunities to enhance PLC effectiveness	
We will align instruction with academic standards and student assessment	8/14	ongoing	Admin Teachers	Consolidated Funds	- Learning Walks every two weeks. -Admin informal	

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results			ILT Teacher Coaches		Observations -PLC Planning Templates submitted via Google weekly. -ILT analyze PLC work quarterly.	
We will establish clear expectations and instructional structures to support PLC's	Start 8/6/14 →	Ongoing	Admin Teachers Coaches	Consolidated Funds	-Admin communications regarding expectation for PLC work -Articulate expectations via PLC's norms and provide quality support and feedback on PLC work documented on PLC templates -modify school schedule to improve collaborative structure	
We will provide weekly PD that supports PLC work	1/15 →	Start 8/15 →	Admin Coaches	Consolidated Funds	-provide PLC 101 training for all teachers in PLC's	
Establish PLC on a 4x weekly basis	Start 8/6/14 →	Ongoing	Admin	Consolidated Funds	-plan master schedule to sustain and support structures for teachers	
During PLC's teacher will develop formative assessments and assess the evidence outcomes at the appropriate level of DOK as identified in PLC	Start 8/6/14 →	Ongoing	Admin Teachers Coaches	Consolidated Funds	-provide teachers with formative assessment PD -provide PLC feedback on development of CFA's	
We will provide teachers with ongoing professional development on designing standards based lesson plans for daily instruction that are aligned to district planning/pacing guides and Colorado Academic Standards	Start 8/6/14 →	Ongoing	Admin Coaches	Consolidated Funds	- daily lesson plans that reflect the larger unit plans that are aligned to District planning/pacing guides as needed or deemed necessary -teacher feedback on their daily lesson plans as monitored by Admin through daily classroom observations	
Monitor the implementation of the standards based curriculum to the taught curriculum.	Start 8/6/14 →	Ongoing	Admin	Consolidated Funds	- Observation/Feedback Tracker -Scheduled walkthroughs	

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\* 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.

**Major Improvement Strategy #2:** If teachers lead and engage in daily school-wide Professional Learning Communities (PLC's) to create common formative assessments, analyze data, use data to provide precise, differentiated instruction, then students scoring Unsatisfactory or Partially Proficient will make adequate catch-up growth.

**Root Cause(s) Addressed:**

We do not use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

We do not adapt our teaching for the benefit of all students, including those with special needs and ELL resulting in major foundational gaps in knowledge not addressed in current differentiation strategies for students.

We are unsure of how to address skill gaps and still teach to grade level.

We have not fully conceptualized plan for students with disabilities and lack of connection to individual education plans.

**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)    
  Diagnostic Review Grant    
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
During PLC time we will collaboratively use common formative assessments results to guide adjustments to instruction	8/14	ongoing	Admin Teachers ILT Teacher Coaches	Consolidated Funds	-PLC Planning Templates submitted via Google weekly and monitored by admin monthly. -ILT analyzes PLC work quarterly. -Common PLC time embedded into master schedule - Provide monthly PD opportunities to enhance PLC effectiveness	
During PLC's teacher will develop formative assessments and assess the evidence outcomes at the appropriate level of DOK as identified in PLC	Start 8/6/14 →	Ongoing	Admin Teachers Coaches	Consolidated Funds	-provide teachers with formative assessment PD -provide PLC feedback on development of CFA's	

We will provide weekly PD that supports PLC work	1/15 →	Start 8/15 →	Admin Coaches	Consolidated Funds	-provide PLC 101 training for all teachers in PLC's	
Establish PLC on a 4x weekly basis	Start 8/6/14 →	Ongoing	Admin	Consolidated Funds	-plan master schedule to sustain and support structures for teachers	
Provide professional development for math teachers in highly effective math practices and planning intentional units	Start 8/6/14 →	Ongoing	Admin Coaches TDG consultants	Consolidated Funds	-send five veteran math teachers to TDG PD throughout the school year -provide new math teachers with PD residencies facilitated by math teacher partner -teachers will work with building math partner in coaching and instructional practices learned – supported by district, and building level walkthroughs	
Will provide additional reading opportunities for selected students not proficient in reading and math throughout the year.	Start 8/6/14 →	Ongoing	Admin Intervention teachers	Consolidated Funds Achieve 3000 Compass After-School Program	-Achieve 3000 – all reading intervention students exposed to program working on lexile building -3 reading intervention beginning the year - additional 3 sections of RI created for 2 <sup>nd</sup> semester -After school extended learning opportunities in tutoring, reading intervention, and math intervention	

\* 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.

**Major Improvement Strategy #3:** If North staff lead the development of a school-wide positive culture and climate for learning and systematically apply culturally responsive teaching practices to provide direct and indirect social, emotional, and academic support to students on a daily basis, then, coupled with the efforts in MIS #1 and MIS #2, students will increase in proficiency in all content areas and the number of suspensions and referrals will be decreased.

**Root Cause(s) Addressed:**

We lack cultural competency for our student community, and lack of consistent, challenging instructional practices to support social, emotional and academic success for students. We do not establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

**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)    
  Diagnostic Review Grant    
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
We will establish targeted efforts to reduce number of behavior/discipline events at school	Start 8/6/14 →	Ongoing		Consolidated Funds Counseling Corps Grant	-Create/implementation of in-school intervention plan (MTSS, Early Warning System) to reduce the number of out of school suspension	
We will set high expectations for all students and hold all students accountable for their learning	Ongoing	Ongoing	Admin Teachers ILT Teacher Coaches	Consolidated Funds	- Learning Walks every two weeks. -Admin informal Observations -PLC Planning Templates submitted via Google weekly. -ILT analyze PLC work monthly. -Teachers share monitoring information, (student work) during weekly PLC Meetings, and bi-monthly district middle school CCL's.	

We will engage in whole staff PD with "PassageWorks" consultants focusing on culturally responsive instructional practices that integrate social, emotional, and academic learning.	Start 8/6/14 →	5/20/15	PassageWorks Admin PD Steering Committee	Consolidated Funds Denver Foundation Grant	- Learning Walks every two weeks. -Admin informal Observations -PassageWorks surveys	
We will enhance relationships between students and teachers/staff including increased cultural competency	Start 8/6/14 →	Ongoing		Consolidated Funds Denver Foundation Grant	-Provide weekly PD for staff (PassageWorks) to foster improved student/teacher relationships -provide additional support for new teachers struggling with culturally responsive classroom structures	
We will monitor and support teacher development daily	Start 8/6/14 →	Ongoing	Admin Coaches	Consolidated Funds	-Provide intentional professional development program and check for classroom implementation -Regularly occurring feedback and coaching for all teachers -teachers will participate in Peer Observation Program to observe effective implementation of culturally responsive instructional practices	
We will provide new teachers to North with support on classroom management strategies, rituals and routines, etc.	Start 8/6/14 →	Ongoing	Admin Coaches Mentors	Consolidated Funds	-Provide intentional New Teacher Induction program and monitor for classroom implementation -regularly occurring feedback and coaching for all teachers	

\* 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)
- Title I Schools Operating a Schoolwide Program (Optional)