

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

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 0914 School Name: BOSTON K-8 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%	71.43%	-	33.55%	30.89%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.	
		M	70.89%	52.48%	-	37.25%	21.14%		
		W	53.52%	57.77%	-	21.05%	24.39%		
		S	47.53%	48.00%	-	8.7%	8.33%		
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	59	69	-	40	54	-	
		M	63	88	-	35	43	-	
		W	63	79	-	41	57	-	
ELP	-	-	-	60	58	-			

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: Approaching</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>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<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 UIP is due to CDE for review on January 15, 2014 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	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).	Priority Improvement - Entering Year 3 as of July 1, 2014	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, 2014 for review. The updated plan must also be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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

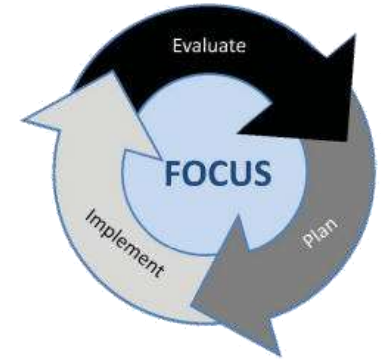
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes, Boston K-8 received the School Improvement Support Grant (SIS). This grant was awarded in May 2013 with application towards the 2013-2014 school year.
School Support Team or Expedited Review	Has (or will) the school participated in an 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):		
<input checked="" type="checkbox"/> <input type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input checked="" type="checkbox"/> <input type="checkbox"/> Other: <u>School Improvement Support Grant</u>		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jennifer Pock – Principal
	Email	jdpock@aps.k12.co.us
	Phone	303-364-6878
	Mailing Address	1365 Boston St. Aurora, CO. 80010
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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:
Description of School Setting and Process for Data Analysis:

Boston K-8 is a Title 1 school located in the northwest quadrant of Aurora. Boston K-8 is a diverse school that serves students in grades K-8 with a current enrollment of 485 students. Our demographics include 0% Nat. Am., 8.4% Asian, 13.9% Black, 74% Hispanic, and 2.7% White. 91.1% of our students are on Free or Reduced price lunch. 65.8% of our students are limited English speakers.

In addition, Boston K-8 experienced a change of leadership in the 2011-2012 school year.

Boston K-8’s Unified Improvement Planning Team consisted of representatives from the primary, intermediate, and secondary grade levels, a classified staff member, specialist,

as well as the building instructional math and literacy coaches, ELA (English Language Acquisition) teacher leader, ELA district consultant, and input and feedback from the school’s Director of Student Achievement (DOSA). The team collaboratively considered four years of data related to academic performance trends. The data was then shared with staff and also with parents at a PTO meeting and School Accountability Committee meeting for input. The data included TCAP results, TCAP growth data, TCAP growth gap data, Benchmark Assessments, and district-administered assessments. We considered both one year of data and data over time related to academic performance trends. The data included not only state TCAP results, but also district administered benchmark assessment results, CELA/ACCESS and assessments specific to K-2 along with 3-8. Trends in achievement were consistent across these measures. The team examined, analyzed, and wrote statements based on our data mentioned above to determine trends we see: where we are making growth and where we are most struggling. Throughout this process we looked for patterns and trends, we brainstormed factual statements about multiple types of data and we prioritized our observations. Next we turned these observations into performance challenges. During this process we started broad and then narrowed our thinking to actionable causes. We did this by asking “why” many times until we had narrowed our explanations of the data to only those which are in our adult control. We prioritized this list of explanations in order to determine the root cause. General findings from the data review are presented below.

Current Performance:

Upon reviewing the School Performance Framework (SPF) Boston K-8’s overall score is in the priority improvement range. Boston K-8’s rating is “Does Not Meet” in the area of academic achievement. We did not meet any of the targets for reading, writing, math, or science in grades 3-5 or 6-8. As a school we are falling between the 1st-10th percentile of schools in the state in the areas of reading, writing, math, and science.

In the area of academic growth we have a rating of “Does Not Meet” in Math, but have improved our rating from “Does Not Meet” in Reading and Writing to “Approaching” and from “Does Not Meet” in English Language Proficiency (CELApro) to “Meets” in grades 3-5. We have a rating of “Approaching” in Reading and Math and improved the rating in Writing to “Meets” and have a rating of “Meets” in English Language Proficiency (CELApro) in grades 6-8. Based on Boston’s academic achievement data on the School Performance Framework (SPF), all areas - reading, writing, math and science - are equally important to focus on however the academic growth is lower in math. This leads us to continue our focus on Best First Instruction and authentic literacy across contents. As a school we need to understand what the standards are asking our students to do, plan and teach using the standards, make the learning clear and comprehensible for students, assess students, and be able to understand each student’s needs and next steps.

Trend Analysis:

Boston K-8 did not meet any of the targets for reading, writing, math or science in academic achievement. Boston K-8 is not achieving at the same levels as the district and state averages in any content area. The data shows positive increases made in 2012-2013. In order to reach district and state averages during the 2014-15 school year Boston K-8 will be focusing on Best First Instruction along with literacy across all content areas as well as structured planning based on 6 essential components including: 1. Planned from the Standard, 2. District Pacing/Planning Guide is used, 3. Include Clear Learning Target(s), 4. Include Language Supports, 5. Include Grade Level Look Fors/Monitoring, 6. Include Differentiation based on Student Need(s).

CSAP/TCAP Data: Boston K-8 is not achieving at the same levels as the district and state averages. Reading, writing, math and science are all areas of concerns as the proficiency has been below 45% at all grades 4-8 in reading, below 30% at all grades 3-8 in writing, below 35% at grades 5-8 in math, and below 15% in science grades 5th and 8th. These are all drastically lower than state averages.

CSAP/TCAP Reading Proficiency	2009	2010	2011	2012	2013
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3 rd Grade	37%	48%	42%	54%	36%
4 th Grade	31%	27%	30%	27%	30%
5 th Grade	19%	41%	27%	24%	32%
6 th Grade	30%	26%	45%	31%	44%
7 th Grade	-	23%	21%	30%	20%
8 th Grade	-	-	26%	26%	26%
CSAP/TCAP Math Proficiency					
	2009	2010	2011	2012	2013
3 rd Grade	50%	49%	42%	57%	35%
4 th Grade	60%	33%	37%	32%	48%
5 th Grade	16%	50%	34%	33%	23%
6 th Grade	35%	23%	49%	31%	31%
7 th Grade	-	8%	13%	28%	12%
8 th Grade	-	-	11%	5%	18%
CSAP/TCAP Writing Proficiency					
	2009	2010	2011	2012	2013
3 rd Grade	14%	28%	23%	25%	15%
4 th Grade	30%	9%	20%	12%	21%
5 th Grade	17%	30%	18%	24%	26%
6 th Grade	30%	21%	33%	21%	28%
7 th Grade	-	13%	13%	28%	20%
8 th Grade	-	-	11%	11%	26%
CSAP/TCAP Science Proficiency					
	2009	2010	2011	2012	2013
5 th Grade	6%	9%	2%	7%	9%
8 th Grade	-	-	11%	5%	13%

CELA/ACCESS Growth Data: During the 2012-13 school year after intensive professional development in all grades K-8, we saw consistent growth in our English Language Learners (ELLs). We began to target instruction to meet their needs by differentiating in small groups and by providing appropriate language supports. In the past we had not clearly understood language acquisition nor did we understand how to plan for differentiated instruction in order for our ELLs to make adequate growth across the contents. Continuous professional development will continue into the 2013-14 school year in this area. We especially need to support our first and second grades as well as eight grade in seeing the same type of positive growth as all the other grade levels.

CELA-ACCESS Overall: Year to Year Change						% Improved
2013 Proficiency Level						
2012 CELA PL	Total	1%	2%	3%	4%	5%

1	58	10%	48%	38%	3%	0%	90%
2	55	0%	25%	58%	16%	0%	75%
3	70	1%	6%	29%	31%	33%	64%
4	60	0%	3%	5%	30%	62%	62%
5	1	0%	0%	0%	0%	100%	-
Total	244	3%	20%	32%	21%	25%	72%

	2010		2011		2012		2013	
	n	MGP	n	MGP	n	MGP	n	MGP
Grade 1	33	16	25	39	33	32	41	27
Grade 2	30	29.5	43	31	25	5	36	46
Grade 3	26	59	30	46.5	40	68	29	51
Grade 4	20	51	28	46	33	52	37	84
Grade 5	18	-	24	45	23	31	32	68.5
Total Grades 1-5	127	36	150	38	154	37	175	60
Grade 6	19	-	19	-	23	41	25	65
Grade 7	20	61.5	18	-	16	-	22	61.5
Grade 8	0	-	18	-	14	-	20	52.5
Total Grades 6-8	39	58	55	58	53	36	67	58

DRA2 Data: In grades K-2 we are not consistently meeting our targets. In 2012-2013 kindergarten came very close to meeting their target. They were one of two teams across the K-8 who consistently met as a team, reviewed current data, worked extensively with our literacy teacher coach, implemented professional development, and planned for precise instruction. In grades 1-2 we do not understand how to provide differentiated learning for students and how to effectively monitor for understandings.

Grade	2010-2011 Target	Target Met?	2011-2012 Target	Target Met?	How Close?	2012-2013 Target	Target Met?	How Close?
K	100% (DRA2)	No – 53%	63% (DRA2)	Yes –74.6%	+12%	60% (DRA2)	59.3%	-.7%
1	90% (DRA2)	No – 40%	63% (DRA2)	No – 27.1%	Off by 36%	50% (DRA2)	30.3%	-19.7%
2	50% (DRA2)	No – 34%	50% (DRA2)	No – 29%	Off by 21%	45% (DRA2)	34.0%	-11%

Growth Summary:

Over the past 5 years, our students in grades 3-5 have not consistently made growth at the 50th percentile in math which has affected our ability to move students to proficiency. Math had been an area of concern in regards to growth in the 2012-13 school year.

Median Growth Percentile					
	2009	2010	2011	2012	2013
Reading 3-5	41	54	33	33	40
Reading 6-8		59	54	52	54
Math 3-5	37	48	26	35	35

Math 6-8		66	57	59	43
Writing 3-5	56	46	40	39	41
Writing 6-8		56	47	49	57
English Language Proficiency 3-5				39	60
English Language Proficiency 6-8				54	58

When looking at the median growth percentile and adequate growth students at Boston K-8 need to make, we noticed in reading students grades 3-5 FRL and ELLs are not making adequate growth. In Mathematics students 3-5 in all identified areas: minority, FRL and ELL are not making adequate growth.

Grades 3-5	Reading		Math		Writing	
	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile
F/R Lunch	40	59	38	63	41	63
Minority	41	63	35	63	42	65
ELL	41	64	35	64	40	65
Catch Up	46	79	43	83	42	69
Grades 6-8	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile	Median Growth %tile	Adequate Growth %tile
F/R Lunch	53	70	43	89	59	81
Minority	55	69	43	88	58	79
ELL	55	75	43	90	60	86
Catch Up	60	84	47	98	62	91

Priority Performance Challenges:

Notable trends were identified as the highest priority to address in increasing achievement at Boston K-8. These performance challenges were selected due to their magnitude of the school's over-all performance challenges.

1. For our achievement data, we identified reading, writing, math, and science as our priority challenges due to the low achievement scores across all grade levels. When analyzing the data collected we realized at Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction.
2. For our growth data, we identified math as our priority challenge. We have many students at Boston K-8 who are making little growth and remain unsatisfactory or partially proficient as they move from grade to grade. Leadership Team and teachers are very concerned with the data and concluded that we do not have rigorous

expectations nor do we provide specific, timely and meaningful feedback to students.

3. When we looked at our growth gaps, we discussed why we thought our FRL and ELL students were not making the growth that they needed to in order to reach proficiency. We not only looked at our data, but we also looked at our work in professional development or lack thereof in the past. We found that we do not always identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth. We also do not always plan and address the language needs of our ELLs within the daily planning and instruction.

Root Cause Analysis:

The Instructional Leadership Team worked with small groups of teachers, using the fishbone protocol, to determine root causes for our priority needs. As a result of this process the team identified the following root causes:

- ✚ At Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up. Our teachers do not plan for instruction based on current student data or state standards of proficiency. Teachers do not vertically articulate what students need to know and be able to do as writers at each grade level using a learning trajectory.
- ✚ At Boston K-8 we do not understand the stages of language acquisition in order to provide “rigorous and precise instruction” of academic language within the content nor do we plan for and address the language needs of our ELL students within daily planning and instruction. Our teachers at Boston do not adequately use data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth nor do they plan for language supports to address the language needs of our English Language Learners (ELLs).
- ✚ At Boston K-8 teachers need an improved understanding of rigorous expectations in order to provide specific, timely and meaningful feedback to students in need of catching up. Given the change in population at Boston over the last few years, our teachers need to believe our students can achieve the level of proficiency that is expected of them. Teachers will build their understandings for differentiated instruction based on current student data or state standards of proficiency in order for teachers to understand what to monitor in order to provide students with meaningful and precise feedback.

Verification of Root Causes:

The Instructional Leadership Team, with the support of Teacher Leaders, Teacher Coaches, District Consultants and School Administration spent time discussing root causes in order to create major improvement strategies that would affect change in teacher practice and increase student achievement. In 2012-2013 our Leadership team dug deeper into the root causes in order to identify the true roadblocks in our quest to increase proficiency for all students at Boston K-8.

Our initial discussions with the school leadership team led us to examine our instructional practice in all areas along with our belief system. We have looked at our professional learning structures and content to determine that our root causes are indeed areas that have not been addressed at Boston K-8.

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)	<p>Reading</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2012-2013 Reading Achievement Target</th> </tr> </thead> <tbody> <tr><td>K</td><td>60% (DRA2)</td></tr> <tr><td>1</td><td>50% (DRA2)</td></tr> <tr><td>2</td><td>45% (DRA2)</td></tr> <tr><td>3</td><td>64%</td></tr> <tr><td>4</td><td>61%</td></tr> <tr><td>5</td><td>42%</td></tr> <tr><td>6</td><td>46%</td></tr> <tr><td>7</td><td>45%</td></tr> <tr><td>8</td><td>40%</td></tr> </tbody> </table>	Grade	2012-2013 Reading Achievement Target	K	60% (DRA2)	1	50% (DRA2)	2	45% (DRA2)	3	64%	4	61%	5	42%	6	46%	7	45%	8	40%	<p>According to our bodies of evidence for k-2, we just barely missed our goal in kindergarten and did not in 1st grade or 2nd grade. According to 2013 TCAP, we did not meet any of our reading goals in grades 3-8.</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2012-2013 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr><td>K</td><td>60% (DRA2)</td><td>No – 59.3%</td><td>Off by .7%</td></tr> <tr><td>1</td><td>50% (DRA2)</td><td>No – 30.3%</td><td>Off by 19.7%</td></tr> <tr><td>2</td><td>45% (DRA2)</td><td>No – 34%</td><td>Off by 11%</td></tr> <tr><td>3</td><td>64%</td><td>No – 36%</td><td>Off by 28%</td></tr> <tr><td>4</td><td>61%</td><td>No – 30%</td><td>Off by 31%</td></tr> <tr><td>5</td><td>42%</td><td>No – 32%</td><td>Off by 10%</td></tr> <tr><td>6</td><td>46%</td><td>No – 44%</td><td>Off by 2%</td></tr> <tr><td>7</td><td>45%</td><td>No – 20%</td><td>Off by 25%</td></tr> <tr><td>8</td><td>40%</td><td>No – 26%</td><td>Off by 14%</td></tr> </tbody> </table> <p>According to our bodies of evidence for k-2, we did not meet our goals in writing. According to 2013 TCAP, we did not meet our</p>	Grade	2012-2013 Target	Target Met?	How Close?	K	60% (DRA2)	No – 59.3%	Off by .7%	1	50% (DRA2)	No – 30.3%	Off by 19.7%	2	45% (DRA2)	No – 34%	Off by 11%	3	64%	No – 36%	Off by 28%	4	61%	No – 30%	Off by 31%	5	42%	No – 32%	Off by 10%	6	46%	No – 44%	Off by 2%	7	45%	No – 20%	Off by 25%	8	40%	No – 26%	Off by 14%	<p>The targets in grades K-2, and 3-8 were not met because teachers at those grade levels were not focused on student data and they were not consistently planning or looking at grade level proficiency. As a school we need to focus our work on planning towards the standard, and making sure that there is a clear learning target for students. In addition, we need to do more consistent monitoring and provide feedback to students about the essential learning and the learning targets. Students need to receive frequent guidance and feedback to understand their own performance on assessments, monitor their own progress, and</p>
	Grade	2012-2013 Reading Achievement Target																																																													
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		K	65%	Yes – 73%	+8%	
		1	55%	No – 48%	Off by 7%	
		2	50%	No – 36%	Off by 14%	
		3	67%	No – 35%	Off by 32%	
		4	71%	No – 48%	Off by 23%	
		5	44%	No – 23%	Off by 21%	
		6	45%	No – 31%	Off by 14%	
		7	39%	No – 12%	Off by 27%	
		8	40%	No – 18%	Off by 22%	
Academic Growth	Grades 3-5 55 th percentile on Reading TCAP 56 th percentile on Math TCAP 56 th percentile on Writing TCAP 55 th percentile on WIDA/ACCESS Grades 6-8 55 th percentile on Reading TCAP 56 th percentile on Math TCAP 56 th percentile on Writing TCAP 55 th percentile on WIDA/ACCESS	Grades 3-5 40 th percentile on Reading TCAP 35 th percentile on Math TCAP 41 th percentile on Writing TCAP 60 th percentile on WIDA/ACCESS – YES Grades 6-8 54 th percentile on Reading TCAP -Almost 43 th percentile on Math TCAP 57 th percentile on Writing TCAP - YES 58 th percentile on WIDA/ACCESS – YES				We worked hard last year to build understandings around ELLs and how to plan for appropriate language supports. We also worked hard in professional development to build understandings around writing across contents.
Academic Growth Gaps	Reading: Increase proficient/advanced scoring Hispanic students by 16% (35% to 51%)	In reading 3-5, none of the subgroups made growth at the 55 th median growth percentile. In reading 6-8 all subgroups were “met” their goal of the 55 th median growth percentile except for FRL.				

School Code: 0914

School Name: BOSTON K-8 SCHOOL

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.																																																																																																												
	<p>Growth: 4/5th – Increase median growth percentile of ELL's from 40st to 55th 6/7th – Increase median growth percentile of boys from 55th to 60th</p> <p>Writing: Increase proficient/advanced scoring Hispanic students by 14% (22% to 36%)</p> <p>Growth: 4/5th– Increase median growth percentile of ELL's from 41th to 55th 6/7th –Increase median growth percentile of girls from 51st to 56th</p> <p>Math: Increase proficient/advanced scoring Hispanic students by 6% (38% to 44%)</p> <p>Growth: 4/5th – Increase median growth percentile of ELL's from 38th to 55th 6/7th – Increase median growth percentile of girls from 64th to 69th</p>	<p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">FRL</th> <th colspan="2">Minority</th> <th colspan="2">ELL</th> <th colspan="2">Catch UP</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> </tr> </thead> <tbody> <tr> <td>Grade 3-5</td> <td>33% tile</td> <td>40% tile</td> <td>33% tile</td> <td>41% tile</td> <td>32% tile</td> <td>41% tile</td> <td>36% tile</td> <td>46% tile</td> </tr> <tr> <td>Grade 6-8</td> <td>51% tile</td> <td>53% tile</td> <td>52% tile</td> <td>55% tile</td> <td>50% tile</td> <td>55% tile</td> <td>53% tile</td> <td>60% tile</td> </tr> </tbody> </table> <p>In writing 3-8, all of the subgroups made growth at the 55th median growth percentile or above.</p> <p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">FRL</th> <th colspan="2">Minority</th> <th colspan="2">ELL</th> <th colspan="2">Catch UP</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> </tr> </thead> <tbody> <tr> <td>Grade 3-5</td> <td>40% tile</td> <td>41% tile</td> <td>39% tile</td> <td>42% tile</td> <td>36% tile</td> <td>40% tile</td> <td>42% tile</td> <td>42% tile</td> </tr> <tr> <td>Grade 6-8</td> <td>49% tile</td> <td>59% tile</td> <td>50% tile</td> <td>58% tile</td> <td>52% tile</td> <td>60% tile</td> <td>50% tile</td> <td>62% tile</td> </tr> </tbody> </table> <p>In math 3-5 and in 6-8 none of the subgroups made growth at the 55th median growth percentile.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">FRL</th> <th colspan="2">Minority</th> <th colspan="2">ELL</th> <th colspan="2">Catch UP</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> <th>11-12</th> <th>12-13</th> </tr> </thead> <tbody> <tr> <td>Grade 3-5</td> <td>36% tile</td> <td>38% tile</td> <td>35% tile</td> <td>35% tile</td> <td>36% tile</td> <td>35% tile</td> <td>37% tile</td> <td>43% tile</td> </tr> <tr> <td>Grade 6-8</td> <td>60% tile</td> <td>43% tile</td> <td>60% tile</td> <td>43% tile</td> <td>59% tile</td> <td>43% tile</td> <td>59% tile</td> <td>47% tile</td> </tr> </tbody> </table>		FRL		Minority		ELL		Catch UP			11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	Grade 3-5	33% tile	40% tile	33% tile	41% tile	32% tile	41% tile	36% tile	46% tile	Grade 6-8	51% tile	53% tile	52% tile	55% tile	50% tile	55% tile	53% tile	60% tile		FRL		Minority		ELL		Catch UP			11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	Grade 3-5	40% tile	41% tile	39% tile	42% tile	36% tile	40% tile	42% tile	42% tile	Grade 6-8	49% tile	59% tile	50% tile	58% tile	52% tile	60% tile	50% tile	62% tile		FRL		Minority		ELL		Catch UP			11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	Grade 3-5	36% tile	38% tile	35% tile	35% tile	36% tile	35% tile	37% tile	43% tile	Grade 6-8	60% tile	43% tile	60% tile	43% tile	59% tile	43% tile	59% tile	47% tile	<p>In the area of academic growth, we did not meet all our reading or writing growth goals at grades 3-5 because we have not learned how to provide effective instruction on how to address the reading and writing behaviors needed to move students forward that have been identified in our formative assessments. In addition we do not have a clear picture of proficiency in order to provide targeted students explicit feedback in order to accelerate their learning.</p> <p>We met all but one growth gap goals in reading and writing in grades 6-8 due to our focus work on embedding literacy across the contents.</p>
	FRL		Minority		ELL		Catch UP																																																																																																								
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Postsecondary & Workforce Readiness	NA	NA	In math we did not meet our growth goals because we do not effectively plan for supports in daily math lessons or plan interventions and language supports for students.
	NA	NA	

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>Reading</p> <p>Over the past 5 years, cohorts have fluctuated in proficiency on the reading CSAP/TCAP. In 2012-2013 two cohorts demonstrated a slight increase in proficiency but still did not measure up to the level of proficiency two years prior. When growth occurs we are not maintaining it in reading.</p> <table border="1" data-bbox="436 870 993 1224"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>37%</td> <td>48%</td> <td>42%</td> <td>54%</td> <td>36%</td> </tr> <tr> <td>4th</td> <td>31%</td> <td>27%</td> <td>30%</td> <td>27%</td> <td>30%</td> </tr> <tr> <td>5th</td> <td>19%</td> <td>41%</td> <td>27%</td> <td>24%</td> <td>32%</td> </tr> <tr> <td>6th</td> <td>30%</td> <td>26%</td> <td>45%</td> <td>31%</td> <td>44%</td> </tr> <tr> <td>7th</td> <td></td> <td>23%</td> <td>21%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td>26%</td> <td>26%</td> <td>26%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Grades 3-8 all performed below the district and state average in reading over the last 5 years. In reading for grades 3-5, only 33.55% of our students are performing at proficient and advanced levels. In reading for grades 6-8, only 30.89% of our students are performing at 		2009	2010	2011	2012	2013	3 rd	37%	48%	42%	54%	36%	4 th	31%	27%	30%	27%	30%	5 th	19%	41%	27%	24%	32%	6 th	30%	26%	45%	31%	44%	7 th		23%	21%	30%	20%	8 th			26%	26%	26%	<p>Over the last 5 years, the proficiency in reading has been inconsistent with 33.55% of Boston 3-5th graders reaching proficiency and 30.87% of Boston 6-8th graders reaching proficiency.</p>	<p>At Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up.</p> <ul style="list-style-type: none"> Teachers do not plan for instruction based on current student data or state standards of proficiency. Teachers do not vertically articulate what students need to know and be able to do as readers, writers, or mathematicians at each grade level using a learning trajectory.
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School Name: BOSTON K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																													
	<p>proficient and advanced levels.</p> <p>In grades K-3 we are not reaching proficiency with our young students at the end of the year and cohorts are decreasing in proficiency the following year. Data shows we are losing ground in reading K-3.</p> <table border="1" data-bbox="436 540 1003 748"> <thead> <tr> <th>Grade</th> <th>2010-2011 P/A DRA2</th> <th>2011-2012 P/A DRA2</th> <th>2012-2013 P/A DRA2</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>53%</td> <td>74.6%</td> <td>59.3%</td> </tr> <tr> <td>1</td> <td>40%</td> <td>27.1%</td> <td>30.3%</td> </tr> <tr> <td>2</td> <td>34%</td> <td>29%</td> <td>34%</td> </tr> <tr> <td>3</td> <td>18.9%</td> <td>31.9%</td> <td>42.6%</td> </tr> </tbody> </table> <p>Writing</p> <p>Over the past 5 years, cohorts have shown a decrease in proficiency on the writing CSAP/TCAP. In 2012-2013 two cohorts demonstrated a slight increase in proficiency.</p> <table border="1" data-bbox="436 948 993 1305"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>14%</td> <td>28%</td> <td>23%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>9%</td> <td>20%</td> <td>12%</td> <td>21%</td> </tr> <tr> <td>5th</td> <td>17%</td> <td>30%</td> <td>18%</td> <td>24%</td> <td>26%</td> </tr> <tr> <td>6th</td> <td>30%</td> <td>21%</td> <td>33%</td> <td>21%</td> <td>28%</td> </tr> <tr> <td>7th</td> <td></td> <td>13%</td> <td>13%</td> <td>28%</td> <td>20%</td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td>11%</td> <td>11%</td> <td>26%</td> </tr> </tbody> </table> <ul data-bbox="483 1317 1031 1425" style="list-style-type: none"> Grades 3-8 all performed below the district and state average in writing over the last 5 years. In writing for grades 3-5, only 21.05% of our 	Grade	2010-2011 P/A DRA2	2011-2012 P/A DRA2	2012-2013 P/A DRA2	K	53%	74.6%	59.3%	1	40%	27.1%	30.3%	2	34%	29%	34%	3	18.9%	31.9%	42.6%		2009	2010	2011	2012	2013	3 rd	14%	28%	23%	25%	15%	4 th	30%	9%	20%	12%	21%	5 th	17%	30%	18%	24%	26%	6 th	30%	21%	33%	21%	28%	7 th		13%	13%	28%	20%	8 th			11%	11%	26%	<p>In reading at grades K-2, the trend in data continues with students' not reaching grade level proficiency.</p> <p>At Boston K-8 we do not understand the stages of language acquisition in order to provide rigorous and precise instruction of academic language within the content nor do we plan for and address the language needs of our ELL students within daily planning and instruction.</p> <ul data-bbox="1413 646 2022 812" style="list-style-type: none"> Teachers do not adequately use data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth. Teachers do not plan for language supports to address the language needs of our ELL students. <p>Over the last 5 years, the proficiency in writing has been inconsistent with 21.05% of Boston 3-5th graders reaching proficiency and 24.39% of Boston 6-8th graders reaching proficiency.</p> <p>In grades K-2, students' writing is not being measured or evaluated against proficient samples.</p> <p>At Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up.</p> <ul data-bbox="1413 1133 2022 1333" style="list-style-type: none"> Teachers do not plan for instruction based on current student data or state standards of proficiency. Teachers do not vertically articulate what students need to know and be able to do as readers, writers, or mathematicians at each grade level using a learning trajectory.
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	<p>students are performing at proficient and advanced levels. In writing for grades 6-8, only 24.39% of our students are performing at proficient and advanced levels.</p> <ul style="list-style-type: none"> This is one of our 2 lowest performing areas. <p>Math</p> <p>Over the past 5 years, all cohorts have shown decreases in proficiency on the math CSAP/TCAP and performed below the district and state average.</p> <table border="1" data-bbox="436 698 991 1055"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>50%</td> <td>49%</td> <td>42%</td> <td>57%</td> <td>35%</td> </tr> <tr> <td>4th</td> <td>60%</td> <td>33%</td> <td>37%</td> <td>32%</td> <td>48%</td> </tr> <tr> <td>5th</td> <td>16%</td> <td>50%</td> <td>34%</td> <td>33%</td> <td>23%</td> </tr> <tr> <td>6th</td> <td>35%</td> <td>23%</td> <td>49%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>7th</td> <td></td> <td>8%</td> <td>13%</td> <td>28%</td> <td>12%</td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td>11%</td> <td>5%</td> <td>18%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In math for grades 3-5, only 37.25% of our students are performing at proficient and advanced levels. In math for grades 6-8, only 21.14% of our students are performing at proficient and advanced levels. Based on trends in math data, the same pattern occurs in grades K-2. <p>Science</p> <p>On the science CSAP/TCAP Boston 5th and 8th grade</p>		2009	2010	2011	2012	2013	3 rd	50%	49%	42%	57%	35%	4 th	60%	33%	37%	32%	48%	5 th	16%	50%	34%	33%	23%	6 th	35%	23%	49%	31%	31%	7 th		8%	13%	28%	12%	8 th			11%	5%	18%	<p>Teachers are not using any consistent writing rubric or expecting their young learners to write across the other contents.</p> <p>Over the last 5 years, the proficiency in math has decreased with 37.25% of Boston 3-5th graders reaching proficiency and 21.14% of Boston 6-8th graders reaching proficiency.</p> <p>In grades K-2, students' math is not being measured or evaluated against proficient samples and teachers do not have a clear picture of specific grade level look fors to monitor. The K-2 data shows the same pattern of low levels of grade level proficiency as grades 3-8.</p> <p>Over the last 5 years</p>	<p>At Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up.</p> <ul style="list-style-type: none"> Teachers do not plan for instruction based on current student data or state standards of proficiency. Teachers do not vertically articulate what students need to know and be able to do as readers, writers, or mathematicians at each grade level using a learning trajectory. <p>At Boston K-8 teachers need an improved understanding of rigorous expectations in order to provide specific, timely and meaningful feedback to students in need of catching up. Given the change in population at Boston over the last few years, our teachers need to believe our students can achieve the level of proficiency that is expected of them. Teachers will build their understandings for differentiated instruction based on current student data or state standards of proficiency in order for teachers to understand what to monitor in order to provide students with meaningful and precise feedback.</p>
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	2009	2010	2011	2012	2013																									
5 th grade	6%	9%	2%	7%	9%																									
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<p>Academic Growth</p>	<p>Math</p> <p>The median growth percentile had decreased over 3 years in math but in 2011-2012 increased at both the 3-5 grade levels and the 6-8 grade levels then dipped again in 2013-2014.</p> <table border="1" data-bbox="436 1096 997 1242"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3rd-5th grades</td> <td>48</td> <td>26</td> <td>36</td> <td>35</td> </tr> <tr> <td>6th-8th grades</td> <td>66</td> <td>57</td> <td>60</td> <td>43</td> </tr> </tbody> </table> <p>Breakdown of each grade:</p> <table border="1" data-bbox="436 1339 1018 1437"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>47</td> <td>33</td> <td>24</td> <td>29</td> <td>31</td> </tr> </tbody> </table>		2010	2011	2012	2013	3 rd -5 th grades	48	26	36	35	6 th -8 th grades	66	57	60	43		2009	2010	2011	2012	2013	4 th	47	33	24	29	31	<p>In Mathematics students 3-5 in all identified areas: minority, FRL and ELL are not making adequate growth.</p> <p>Our median growth percentile for grades 3-5 is at 35. To make adequate growth our students need to be at the 63rd percentile.</p> <p>Our median growth percentile for grades 6-8 graders is at 43 and</p>	<p>At Boston K-8 teachers need an improved understanding of rigorous expectations in order to provide specific, timely and meaningful feedback to students in need of catching up.</p> <p>Given the change in population at Boston over the last few years, our teachers need to believe our students can achieve the level of proficiency that is expected of them. Teachers will build their understandings for differentiated instruction based on current student data or state standards of proficiency in order for teachers to understand what to monitor in order to provide students with meaningful and precise feedback.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	5 th	27	58	42	50	42	to make adequate growth our students need to be at the 88 th percentile.	
	6 th	NA	64	69	67	43		
	7 th	NA	70	47	48	48		
	8 th	NA	NA	53	33	41		
Academic Growth Gaps	Math						<p>In math grades 3-5 there is a large gap between median growth percentile and adequate growth percentile for F/R Lunch students, Minority students, ELLs, and Catch Up students</p> <p>In math students 3-5 FRL and Catch Up students are not making adequate growth.</p> <p>In math grades 6-8 there is a large gap between median growth percentile and adequate growth percentile for FRL, Minority, ELL and Catch Up students</p>	<p>At Boston K-8 we do not understand the stages of language acquisition in order to provide rigorous and precise instruction of academic language within the content nor do we plan for and address the language needs of our ELL students within daily planning and instruction.</p> <ul style="list-style-type: none"> Teachers do not adequately use data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth. Teachers do not plan for language supports to address the language needs of our ELL students.
	3 rd -5 th Grades - Math							
			Median Growth Percentile			Median Adequate Growth Percentile		
			'12-13			'12-13		
	F/R Lunch	38	63			63		
	Minority	35	63			63		
	ELL	41	64			64		
	Catch Up	46	79			79		
	6 th -8 th Grades - Math							
			Median Growth Percentile			Median Adequate Growth Percentile		
			'12-13			'12-13		
	F/R Lunch	43	89			89		
	Minority	43	88			88		
	ELL	43	90			90		
Catch Up	47	98			98			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
Postsecondary & Workforce Readiness	NA	NA	NA	
	NA	NA	NA	

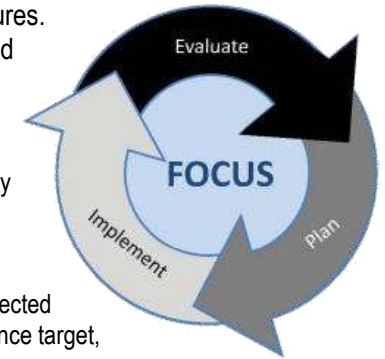
Section IV: Action Plan(s)

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 In reading, over a 3 year period the percentage of P/A students in reading has remained below the state and district averages. The proficiency in reading has been inconsistent with 33.55% of Boston 3-5 th graders reaching proficiency and 30.89% of Boston 6-8 th graders reaching proficiency. In reading at grades K-2, the trend in data continues with students' not reaching grade level	<table border="1"> <thead> <tr> <th>CSAP/TCAP Reading</th> <th>2011 %P/A</th> <th>2012 %P/A</th> <th>2013 %P/A</th> <th>2013-2014 Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>-</td> <td>-</td> <td>-</td> <td>60%</td> </tr> <tr> <td>1st</td> <td>-</td> <td>-</td> <td>-</td> <td>50%</td> </tr> <tr> <td>2nd</td> <td>-</td> <td>-</td> <td>-</td> <td>45%</td> </tr> <tr> <td>3rd</td> <td>42%</td> <td>54%</td> <td>36%</td> <td>46%</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>27%</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>27%</td> <td>24%</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>6th</td> <td>45%</td> <td>31%</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>7th</td> <td>21%</td> <td>30%</td> <td>20%</td> <td>50%</td> </tr> <tr> <td>8th</td> <td>26%</td> <td>26%</td> <td>26%</td> <td>40%</td> </tr> </tbody> </table>					CSAP/TCAP Reading	2011 %P/A	2012 %P/A	2013 %P/A	2013-2014 Target	K	-	-	-	60%	1 st	-	-	-	50%	2 nd	-	-	-	45%	3 rd	42%	54%	36%	46%	4 th	30%	27%	30%	40%	5 th	27%	24%	32%	36%	6 th	45%	31%	44%	50%	7 th	21%	30%	20%	50%	8 th	26%	26%	26%	40%	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>2014-2015 Target</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>70%</td> </tr> <tr> <td>1st</td> <td>60%</td> </tr> <tr> <td>2nd</td> <td>55%</td> </tr> <tr> <td>3rd</td> <td>56%</td> </tr> <tr> <td>4th</td> <td>50%</td> </tr> <tr> <td>5th</td> <td>46%</td> </tr> <tr> <td>6th</td> <td>60%</td> </tr> <tr> <td>7th</td> <td>55%</td> </tr> <tr> <td>8th</td> <td>50%</td> </tr> </tbody> </table>		Grade Level	2014-2015 Target	K	70%	1 st	60%	2 nd	55%	3 rd	56%	4 th	50%	5 th	46%	6 th	60%	7 th	55%	8 th	50%	Common Formative Assessments Grades 3-8 District Acuity Assessments (administered 3 times during the school year: August, October, December) Quarterly MONDO Benchmark Assessment K-5, DRA2 Running record every 2 weeks for unsatisfactory students Running records every 4 weeks for partially proficient students Monitor the overall proficiency of all students throughout each quarter with benchmark assessments/running records (Mondo)	If teachers are systematically employing the Standards Based Teaching/Learning Cycle, then students will make progress toward/maintain or exceed proficiency. If teachers understand language acquisition and utilize effective strategies for language learners, then instruction will be differentiated based on student need and result in increased student engagement and accelerated student learning.
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		S	<p>Over the last 4 years the proficiency in science has been stagnant with below 11% of Boston K-8 students reaching proficiency.</p>	<table border="1"> <thead> <tr> <th>CSAP/TCAP Science</th> <th>2011 %P/A</th> <th>2012 %P/A</th> <th>2013 %P/A</th> <th>2013-2014 Target</th> </tr> </thead> <tbody> <tr> <td>5th grade</td> <td>2%</td> <td>7%</td> <td>9%</td> <td>30%</td> </tr> <tr> <td>8th grade</td> <td>11%</td> <td>5%</td> <td>13%</td> <td>30%</td> </tr> </tbody> </table>	CSAP/TCAP Science	2011 %P/A	2012 %P/A	2013 %P/A	2013-2014 Target	5 th grade	2%	7%	9%	30%	8 th grade	11%	5%	13%	30%	<table border="1"> <thead> <tr> <th>Grade Level</th> <th>2014-2015 Target</th> </tr> </thead> <tbody> <tr> <td>5th</td> <td>40%</td> </tr> <tr> <td>8th</td> <td>50%</td> </tr> </tbody> </table>	Grade Level	2014-2015 Target	5 th	40%	8 th	50%	<p>Grades 3-8 District Acuity Assessments (administered 3 times during the school year: August, October, December)</p> <p>Quarterly Assessment Matrices</p> <p>Monitoring the concepts from science notebooks for proficiency</p>	<p>If teachers are systematically employing the Standards Based Teaching/Learning Cycle, then students will make progress toward/maintain or exceed proficiency.</p>																									
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Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R M	<p>In Mathematics students 3-5 in all identified areas: FRL, minority, ELLs, and Catch Up students are not making adequate growth.</p> <p>90% of students U/PP in math are not on track to become proficient (catching up).</p>	<p>Median Growth Percentile for Math</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>33</td> <td>24</td> <td>29</td> <td>31</td> </tr> <tr> <td>5th</td> <td>58</td> <td>42</td> <td>50</td> <td>42</td> </tr> <tr> <td>6th</td> <td>64</td> <td>69</td> <td>67</td> <td>43</td> </tr> <tr> <td>7th</td> <td>70</td> <td>47</td> <td>48</td> <td>48</td> </tr> <tr> <td>8th</td> <td>-</td> <td>53</td> <td>33</td> <td>41</td> </tr> <tr> <td>Total 4/5</td> <td>48</td> <td>26</td> <td>37</td> <td>35</td> </tr> <tr> <td>Total 6-8</td> <td>66</td> <td>57</td> <td>52</td> <td>43</td> </tr> </tbody> </table> <p>By the end of the 2013-2014 school year, the median Student Growth Percentile in Math will be at least 55%tile.</p>		2010	2011	2012	2013	4 th	33	24	29	31	5 th	58	42	50	42	6 th	64	69	67	43	7 th	70	47	48	48	8 th	-	53	33	41	Total 4/5	48	26	37	35	Total 6-8	66	57	52	43	<table border="1"> <thead> <tr> <th>TCAP Math Growth</th> <th>2014-15 Target</th> </tr> </thead> <tbody> <tr> <td>4th-5th</td> <td>66thtile</td> </tr> <tr> <td>6th-8th</td> <td>89thtile</td> </tr> </tbody> </table> <p>By the end of the 2014-2015 school year, the median Student Growth Percentile in Math will be at least 66%tile in grades 4th-5th and 89%tile in grades 6th-8th.</p>	TCAP Math Growth	2014-15 Target	4 th -5 th	66 th tile	6 th -8 th	89 th tile	<p>Common Formative Assessments</p> <p>Grades 3-8 District Acuity Assessments (administered 3 times during the school year: August, October, December)</p> <p>Critical Learning Phase Chart</p> <p>Place Value Continuum</p> <p>End of unit assessments from Investigations and</p>	<p>If teachers have rigorous expectations and provide specific, timely, and meaningful feedback, then students will be able to identify, articulate, and demonstrate proficiency.</p>
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		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	<p><u>Grades 3-8:</u> In reading students 3-8 FRL, Minority and ELLs are not making adequate growth.</p> <p>79% of students U/PP reading are not on track to become proficient (catch-up).</p>	By the end of the 2013-14, 69% of Unsat/PP students will make adequate growth in order to begin catching up in the area of reading.	By the end of the 2014-15, 79% of Unsat/PP students will make adequate growth in order to begin catching up in the area of reading.	<p>Common Formative Assessments</p> <p>Grades 3-8 District Acuity Assessments (administered 3 times during the school year: August, October, December)</p> <p>Quarterly MONDO Benchmark Assessment K-5</p> <p>Running record every 2 weeks for unsatisfactory students</p> <p>Running records every 4 weeks for partially proficient students</p> <p>Monitor the overall proficiency of all</p>	<p>If teachers understand language acquisition and utilize effective strategies for language learners, then instruction will be differentiated based on student need and result in increased student engagement and accelerated student learning.</p>

						students throughout each quarter with benchmark assessments/running records (Mondo and Fountas & Pinnell) ACCESS Reading scores to measure proficiency and growth.	
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate	NA	NA	NA	NA	NA	NA
	Disaggregated Grad Rate	NA	NA	NA	NA	NA	NA
	Dropout Rate	NA	NA	NA	NA	NA	NA
	Mean CO ACT	NA	NA	NA	NA	NA	NA

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: If teachers are systematically employing the Standards Based Teaching/Learning Cycle, then students will make progress toward/maintain or exceed proficiency.

Root Cause(s) Addressed: At Boston K-8 we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up.

- Teachers do not plan for instruction based on current student data or state standards of proficiency.
- Teachers do not vertically articulate what students need to know and be able to do as readers, writers, or mathematicians at each grade level using a learning trajectory.

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: School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will consistently and regularly participate in coaching with TLs, Teacher Coaches, and consultants in all content areas and all coaching sessions will include the use of student data (particularly the data of students of poverty and students needing to catch up) in order to plan for next steps of teachers and students in daily instruction. Teachers will also participate in half day planning with grade level team/their	Aug. 2012- May 2014	Aug. 2014- May 2015	Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal	Amount: Substitutes to release teachers for visits to demonstration classrooms outside our school and for planning (half day-once a quarter)	Teacher coaches will visit teachers on a weekly or bi-weekly basis. They will provide targeted feedback in order to improve instruction. They will monitor implementation of feedback through classroom roves, gathering of teacher /student evidence, increased student engagement and quarterly classroom proficiency data	In progress

teacher coach once a quarter.						
<p>Staff will have a consistent structure to all building professional development opportunities</p> <ul style="list-style-type: none"> Teachers will build Professional Learning Communities (PLCs) with the five other K-8 district schools and meet bi-weekly (Wednesdays from 7:30-9:00am) in order to calibrate proficiency, build instructional understandings, and plan for precise and rigorous instruction particularly for those students needing to catch up. Teachers will build Professional Learning Communities (PLCs) within Boston K-8 and meet bi-weekly (Wednesdays from 8:00-9:30am) in order to calibrate proficiency, build instructional understandings, and plan for precise and rigorous instruction Teachers will meet biweekly in order to plan for English Language Development (ELD) instruction focused on the specific language level of their students. They will plan for structured language practices for students, language supports within their daily instruction, and focused instruction of students of 	<p>Aug. 2012- May 2014</p> <p>October 2012-May 2014</p> <p>Jan. 2013- May 2014</p>	 <p>Aug. 2014- May 2015</p>	<p>Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, Director of Student Achievement for K- 8 schools and Principal</p> <p>ELA Teacher Leader, ELA District Consultant, Principal</p> <p>ELA Teacher Leader, ELA District Consultant, Principal, ELA Teacher Leader in Training</p>	<p>Teacher Professional Development time This time is allowed per contract no additional funding necessary.</p> <p>This time is allowed per contract no additional funding necessary.</p>	<p>K-8 PLCs will occur bi-weekly. Similar grade level teachers and contents will meet together, they will bring student data, and content standards to build common understandings and plan for instruction.</p> <p>Administrator and teacher coaches will monitor the development of understandings and application of PD work in daily planning and instruction</p>	<p>In progress Ongoing</p>

<p>poverty, ELLs (needed for B, EI, I, and P level ELLs) and catch up students.</p> <ul style="list-style-type: none"> Teachers will have targeted professional development biweekly for focused professional development of standards based instruction and our commitment to six essential components of structured lesson which will have an impact on in class supports particularly around learning targets and language supports that can be provided to students of poverty, ELLs, and for accelerated growth of catch up students. 						
<p>Boston K-8's Instructional Leadership Team will develop their understandings around standards based planning. They will begin by building common understandings around the use of Learning Targets and grow as demonstration classrooms and lead learners on staff. They will then facilitate differentiated PD in small groups.</p> <p>Boston K-8's Instructional Leadership Team will then develop their understandings around monitoring for grade level standards based on their planning of specific look fors. This will help ILT members grow as demonstration classrooms, lead learners on staff, and facilitators of staff professional development.</p>	<p>Aug.2012– Oct. 2013 and ongoing</p> <p>July 2013- May 2014</p>	<p>Aug. 2014- May 2015</p>	<p>Instructional Leadership Team, Teacher Coaches, and Principal, TOSA Admin. Support</p>	<p>Consolidated Funds/Ongoing ILT to meet bi-weekly to provide time to build leadership and building capacity</p> <p>Professional resources: “Learning Targets”- Moss & Brookhart</p> <p>“Focus”-Schmoker</p>	<p>The principal will facilitate learning with Instructional Leadership Team around the use of standards based planning and the use of clear learning targets. ILT will commit to implementation in one content area of focus. Principal and Teacher Coaches will monitor learning and provide feedback. ILT will meet bi-weekly and bring evidence of Learning Targets used with students. The team will provide feedback to one another and examine the learning targets across grade levels for evidence of rigor. ILT will then take this learning to whole staff after two months and facilitate PD for whole staff at the end of Q1 in October.</p> <p>The principal will facilitate learning with Instructional Leadership Team around grade level look fors/monitoring. ILT will commit to implementation in one content area of focus.</p>	<p>Completed</p> <p>Ongoing</p> <p>In progress</p> <p>In progress</p>

					Principal and Teacher Coaches will monitor learning and provide feedback. ILT will meet bi-weekly and bring evidence of monitoring with students. The team will provide feedback to one another. ILT will then take this learning to whole staff after two months and facilitate PD for whole staff.	
Staff will build common understandings around the current state of lesson planning and the desired state of lesson planning at Boston K-8 and commit to structured lesson plans required to include six essential components in order to better serve our students. <ol style="list-style-type: none"> 1. Planned from the Standard 2. District Pacing/Planning Guide is used 3. Include Clear Learning Target(s) – posted and in kid friendly language 4. Include Language Supports – graphic organizers, structured language practices (SLPs), sentence frames, visuals, etc. 5. Include Grade Level Look Fors/Monitoring 6. Include Differentiation based on Student Need(s) – particularly focusing on students of poverty, ELLs, and catch up students. 	Oct. 2012 and ongoing		Teachers, Instructional Leadership Team, Teacher Coaches, and Principal	Amount: none Source: Utilization of CDE website (standards and Standards Based Teaching Learning Cycle) Teacher planning time	Administrator and teacher coaches will monitor the development of understanding. By the end of November 2012, 100% of staff will develop a common understanding of structured planning. Administrator and teacher coaches will monitor the development of understandings and application of structured planning by the collection of teacher plans and explicit feedback around the six essential components. Administrators and teacher coaches will also meet with teams or content teachers on a weekly basis for planning meetings.	Completed
Grade level/content teams will meet weekly in order to plan for differentiated instruction to meet the needs of students needing to catch up with the support of their content area teacher	Nov. 2012 – May 2014		Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and		Teachers, Teacher Coaches, and administrators will focus support, monitoring, and classroom visits on the planning and then implementation of these six essential components. Teachers will receive regular feedback on their lesson planning, and daily	In progress Ongoing

<p>coach and the administrator.</p> <p>The focus will be on the structured lesson plans required to include six essential components.</p> <ol style="list-style-type: none"> 1. Planned from the Standard 2. District Pacing/Planning Guide is used 3. Include Clear Learning Target(s) 4. Include Language Supports (for our targeted ELLs and students of poverty) 5. Include Grade Level Look Fors/Monitoring 6. Include Differentiation based on Student Need(s) 		<p>Aug. 2014- May 2015</p>	<p>Principal</p>		<p>instruction. Teachers will respond to feedback with what action they will put in place within the next informal/formal visit.</p>	
<p>Boston's Instructional Leadership Team will facilitate professional learning for staff on the use of Learning Targets. Teachers will commit to writing learning targets in kid friendly language and posted for students.</p> <ul style="list-style-type: none"> • ILT members will share samples, and teacher coaches will gather proficient samples of teacher work as evidence to share during PDs, grade level planning, and to build capacity among staff. 	<p>Oct. 2012- Dec. 2012 and ongoing</p>		<p>Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal</p>	<p>Professional resources: "Learning Targets"- Moss & Brookhart and "Supporting English Language Learners in Math Class" – Bresser, Melanese, Sphar</p>	<p>Learning Walks will be conducted by administrator, teacher coaches, and ILT members in order to determine if learning targets are posted. By December 2012, 100% of staff will plan for/post clear learning targets within their instruction.</p> <p>Staff will bring samples of learning targets from daily instruction to bi-weekly professional development in order to share with colleagues, reflect and revise based on new learning.</p> <p>Evidence of students being able to articulate what they are learning will be a focus in classrooms by teachers, teacher coaches, and administrator</p>	<p>In progress Ongoing</p>
<p>Teachers will monitor students' understanding around the essential learning using an assessment matrix focusing specifically on unsatisfactory and partially proficient students (students needing to catch up).</p>	<p>Aug. 2013- May 2014</p>		<p>Teachers Teacher Coaches Administrator</p>	<p>Consolidated Funds/Ongoing</p>	<p>Teachers will create an assessment matrix to monitor students' understandings around the essential learnings in their content area (teachers 4-8) or focused choice of content areas (teachers K-3). They will monitor these</p>	<p>Not begun</p>

<p>Teachers will build common formative assessments and look at grade level proficiency during communities of practice and use student rubrics with students.</p> <ul style="list-style-type: none"> Implement with K-1 grade teachers Implement with 2-8 grade teachers 	<p>Aug. 2013-May 2014</p>	<p>Aug. 2014-May 2015</p>		<p>SIS grant funds for consultant to build capacity of teams 2-8th grade in the standards based teaching learning data team cycle SIS grant funds will also pay for weekly subs to cover 90 min. COP time for teams</p>	<p>understandings over the entire quarter and will report out the percentage of students demonstrating proficiency on what has been taught every three weeks. They will focus specifically on the unsatisfactory and partially proficient students. The principal will monitor the data and communicate the data in the staff bulletin so everyone is aware of the students' achievement. By December 2013, 100% of teachers will plan for clear look fors and regularly collect data as evidence of student work in order to plan for future instruction and accelerate achievement.</p>	
<p>Teachers and administrators will better inform families of how students are assessed around the essential learnings on standardized assessments at Boston K-8 and how to better support their students at home.</p> <p>Teachers will implement student lead conferences to be used throughout the year when meeting with parents.</p>	<p>August 2013, Jan. 2014, and March 2014</p>	<p>Building wide 2014-2015</p>	<p>Principal, TOSA-Admin. Support, Lead Teachers, Family Liaison</p>	<p>Consolidated Funds/Ongoing</p> <p>Conference time after duty day is already built into our building master calendar- no extra funds needed</p>	<p>The principal will meet with families to inform them how their students are assessed on the standards; how Boston K-8 supports teaching the standards; and how families can support students with showing what they know on the standardized tests.</p>	<p>In Progress</p> <p>Not begun</p>
<p>Teacher Coaches, ILT members, and administrator will collect proficient or exemplar samples of the 6 components of our building wide focus on essential planning for Best First Instruction. These samples will be developed into a bank of resources for teachers in building staff capacity and supporting new teachers to the school in the future.</p>	<p>August 2013-May 2014</p>		<p>Teachers, Teacher Leaders, Teacher Coaches, Administrator</p>	<p>Teacher Professional Development time This time is allowed per contract no additional funding necessary.</p>	<p>Teacher Coaches and administrator will conduct walkthroughs and collect teacher evidence.</p>	<p>In Progress</p>
<p>Consultant will support the development of Boston K-8's instructional Leadership</p>	<p>August 2013-</p>		<p>Consultant, Administrator, ILT</p>	<p>ILT Professional Development time</p>	<p>Consultant and administrator will conduct monthly walkthroughs of the ILT members</p>	<p>In Progress</p>

<p>Team (ILT) in building their understandings of Best First Instruction.</p> <ul style="list-style-type: none"> • Consultant will attend ILT meetings/PD in order to build capacity with the lead learners. • Consultant will support the development of ILT members facilitation skills within grade level planning meetings and grade level CCLs, and data team meetings 	<p>December 2013</p>		<p>members</p>	<p>SIS Grant funds for consultant</p> <p>This time is allowed per contract no additional funding necessary.</p> <p>State and local supporting consultant work</p>	<p>classrooms in order to provide individual feedback as well as ILT trends. By December 2013, 100% of ILT members will serve as demonstration classrooms and leaders among their grade level teams.</p> <p>By May 2014, 100% of ILT members will serve as facilitators of grade level planning meetings, and support with planning and facilitation of other building professional developments.</p>	
<p>Administrator and teachers will receive professional learning from consultant to build capacity of Boston K-8 teachers, in order to implement and maintain highly effective data analysis and planning process within grade level teams and cross grade level teams.</p> <ul style="list-style-type: none"> • ILT members, consultant, and administrator will visit neighboring higher performing schools where this process is already in place to observe the structures, teacher lead discussions in order to build capacity within our school. 	<p>July and August 2013</p>		<p>Consultant, Teachers Teacher coaches, Administrators</p>	<p>Amount: Substitutes to release teachers for school visits</p>	<p>Principal, TOSA, and ILT member walkthroughs to observe evidence of new training skills in each teachers classroom. Update learning walkthrough data on a quarterly basis.</p>	<p>In Progress</p>
<p>Teachers will determine student progress using curriculum based measures and progress monitoring diagnostics based on percent scores and progress toward meeting growth targets from fall to winter to spring. Particular focus will be made analyzing the data of our students of poverty and catch up students in order to plan for focused instruction and acceleration of</p>	<p>Every 2-4 weeks during grade level team meeting time plus extended planning time provided by</p>		<p>Consultant, Administrator, Teachers, and Substitutes</p>	<p>State and local</p>	<p>Administrators will review grade-level diagnostic data during grade level data team meetings and provide feedback 1 x per month.</p>	<p>In Progress</p>

student learning.	substitute or building coverage. August 2013-May 2014					
Teachers will meet every week throughout the school year and use the Data Team Process and Collaborative Coaching and Learning Cycle to plan for differentiated lessons using targeted data and/or diagnostic tools and formative assessments to develop lesson plans that ensure they address the targeted needs of our students of poverty, ELLs, and catch up students.	Every 2 weeks during grade level team meeting plus extend planning time provided by substitute. August 2013-May 2014	Aug. 2014-May 2015	Teacher Coaches, Administrator, Teachers, and Interventionists	SIS Grant funds for subs to cover 90 min. COP time Grant funds for consultant who will lead COPs while building capacity of teams	Administrators and teacher coaches will attend CCL planning sessions alongside grade level teams 1 x per month and provide feedback using a criteria-based rubric. Weekly feedback and coaching will be provided for grade levels needing additional support.	Parts are in progress
Consultant will work alongside grade level teams, coaches, interventionists, using a data team process to develop teachers' capacity to analyze data, determine hypothesis, set goals and monitor data collection.	Every 4-6 weeks with each grade level team during team planning + extended planning time provided by substitute.		Consultant, Administrator, Teachers, Teacher coaches, and Interventionists	State and local Grant funds for consultant who will lead COPs while building capacity of teams	Consultant, administrator, and interventionists will meet monthly and use a rubric to provide feedback to each grade level team in relation to their growing capacity to take on the data team process.	In Progress
Quarterly data will be collected from teachers and interventionists using district dashboard, diagnostic tools and predictive assessments to determine grade level and school proficiency and growth data.	Quarterly data will be collected 1x per quarter by individual teachers	Quarterly data will be collected 1x	Administrator, TOSA-Admin. Support/Data Specialist, Teacher Coaches,	State and local	Instructional Leadership Team will gather data for each grade level team and compile it to determine how close we are to meeting UIP goals. Data will be displayed by individual teacher and grade level on a district dashboard.	In progress

	using district identified diagnostic and predictive assessments.	per quarter.	Teachers, Interventionists			
Teachers will meet twice a month throughout the 2013-2014 school year (and beyond) to study the components of the data team process/cycle and use their grade level/content standards and benchmarks to develop actions and strategies aligned to each step of the standards based teaching learning cycle to ensure they have addressed the needs presented in the formative assessments and diagnostic tools.	Twice a month from 8/1/13 to 5/1/13		Consultant Administrator Teacher coaches Teachers Interventionists	State and Local	Administrators, teacher coaches and data analyst/consultant will meet monthly to review grade level team's development in the use of the data team process aligned with the SBTL cycle and provide grade level feedback 1 x per month.	Not begun
The School Improvement Team will conduct monthly walkthroughs to provide feedback to teachers.	Monthly 2013-2014	Monthly 2014-2015	School Improvement Team, Teacher Leaders, Teacher Coaches, Team Leaders, Parent Accountability Team and Administration	No cost (during contract time)	Individual feedback and building wide trends will be provided to teachers monthly Perceptual survey data to support teacher professional development	Not begun

* 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 understand language acquisition and utilize effective strategies for language learners, then instruction will be differentiated based on student need and result in increased student engagement and accelerated student learning.

Root Cause(s) Addressed: At Boston K-8, we do not understand the stages of language acquisition in order to provide rigorous and precise instruction of academic language within the content nor do we plan for and address the language needs of our ELL students within daily planning and instruction.

- We have not provided intentional development of English Language Acquisition across all content areas and grade levels.
- We do not have a deep understanding of the use of language levels and adequate feedback has not been given to students within all content areas.
- Teachers do not adequately use data to identify instructional gaps and plan differentiated small group and individual instruction to accelerate growth.
- Teachers do not plan for language supports to address the language needs of our ELL students and catch up students.

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: School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will participate in whole staff professional development focused on language acquisition so all teachers have the same understandings in supporting ELLs.	Oct. 2011-Jan. 2013	Ongoing for new teachers	Teachers, ELA Teacher Leader, ELA Consultant, and Principal	Consolidated Funds/Ongoing Provide teacher release time for PD, and team planning to review data and student work. ELA Subs to provide coverage for full day PD and for teacher planning time.	Learning Walks conducted by the ELA Teacher Leader, ELA consultant, principal Specific feedback will be provided to teachers individually with follow up visits scheduled to ensure actions are put in place and building wide trends will be shared with all staff Team planning will occur on a bi-weekly basis in order to analyze student data and plan for the specific needs of different language levels within our ELLs.	Completed
Teachers will participate in professional learning around the oral language approach in order to support students of poverty.	Oct. 2011-May 2013 and ongoing for new teachers	Ongoing for new teachers	Teachers, ELA Teacher Leader, Literacy Teacher Coach, and Principal	Consolidated Funds/Ongoing	Videos of proficient oral language instruction Collect and analyze oral language data Planning to push language forward CCLs and lesson studies	Completed

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					Learning Walks to provide specific feedback to teachers individually as well as building wide trends for staff	
The ELA Teacher Leader and ELA Newcomer/Refugee Teacher will attend district professional learning with consultant Nancy Commins to build their understandings of support for students of poverty, specifically Newcomers/Refugees and how to effectively address the needs of these and other struggling ELLs and minority students.	September 2012-May 2013 Feb.-May 2014		ELA Teacher ELA Teacher Leader ELA District Consultant Principal		The principal and ELA District Consultant will monitor the implementation of this professional learning through classroom roves and student work from these classrooms. The principal and ELA District Consultant will also provide feedback to teachers in classroom visitations and report out on building wide trends that will lead to staff PD needs.	
After building common understandings around the use of clear learning targets, the Instructional Leadership Team will build common understandings around Language Supports for ELLs and students needing to catch up which in turn would provide in class support for minority students or students of poverty. This work will be done ahead of the rest of the staff in order for ILT members to continue their development as lead learners and demonstration classrooms. <ul style="list-style-type: none"> ILT members will create a bank of resources and supports that best fit within each content area. This will help support them (and other staff) in planning for specific actions that will best support students in the classroom. 	Oct. 2012-Jan. 2013 Ongoing		Instructional Leadership Team, Teacher Coaches, and Principal	Consolidated Funds/Ongoing ILT to meet bi-weekly to provide time to build leadership and building capacity Professional resources: "Supporting English Language Learners in Math Class" – Bresser, Melanese, Sphar	The principal will facilitate learning with Instructional Leadership Team around the use of standards based planning and the use of clear learning targets. ILT will commit to implementation in one content are of focus. Principal and Teacher Coaches will monitor learning and provide feedback. ILT will meet bi-weekly and bring evidence of Learning Targets used with students. The team will provide feedback to one another and examine the learning targets across grade levels for evidence of rigor. ILT will then take this learning to whole staff after two months and facilitate PD for whole staff at the end of Q1 in October.	Completed Ongoing In progress
Grade level/content teams will meet	Nov. 2012 –	Aug.	Teachers, ELA		Teachers, Teacher Coaches, and	In progress

<p>weekly in order to plan for differentiated instruction with the support of their content area teacher coach and the administrator.</p> <p>The focus will be on the structured lesson plans required to include six essential components.</p> <ol style="list-style-type: none"> 1. Planned from the Standard 2. District Pacing/Planning Guide is used 3. Include Clear Learning Target(s) – posted and in kid friendly language 4. Include Language Supports – graphic organizers, structured language practices (SLPs), sentence frames, visuals, etc. 5. Include Grade Level Look Fors/Monitoring 6. Include Differentiation based on Student Need(s) – particularly focusing on students of poverty, ELLs, and catch up students. 	<p>May 2014</p>	<p>2014-May 2015</p> <p>Ongoing support for new teachers</p>	<p>Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal</p>		<p>administrators will focus support, monitoring, and classroom visits on the planning and then implementation of these six essential components.</p>	<p>Ongoing</p>
<p>Boston’s Instructional Leadership Team will facilitate professional learning for staff on Language Supports in instruction. Staff will build common understandings and teachers will commit to planning for and the use of specific language supports in one content area of choice/focus.</p> <ul style="list-style-type: none"> • As teachers develop their understandings, grade level teams and content area teams will share and gather samples of the work they are 	<p>Dec. 2012-March 2013 and ongoing</p> <p>Aug. 2013-Jan.2014</p>	<p>Ongoing support for new teachers</p>	<p>Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal</p>	<p>Professional resources: Professional resources: “Learning Targets”- Moss & Brookhart and “Supporting English Language Learners in Math Class” – Bresser, Melanese, Sphar</p>	<p>Learning Walks will be conducted by administrator, teacher coaches, and ILT members in order to determine if language support are being planned for and used in daily instruction.</p> <p>Staff will bring samples of language supports from daily instruction to bi-weekly professional development in order to share with colleagues, reflect and revise based on new learning.</p> <p>Evidence of students being able to articulate what they are learning with the use of these</p>	<p>In Progress</p>

<p>doing/seeing that leads to greater student success.</p> <ul style="list-style-type: none"> A bank of resources, pictures, videos, will be gathered as we build capacity of staff and analyze what supports best serve students in the classroom. 	Jan. 2014	Ongoing support for new teachers			language supports will be a focus in classrooms by teachers, teacher coaches, and administrator	Not begun
Teachers will select focus students in one content area. These will be students of poverty and students of color who are not performing at the proficient levels. They will work with these specific students to help close the achievement gap and plan for specific supports at the classroom level.	Aug. 2013-May 2014		Teachers	Consolidated Funds/Ongoing	Teachers will select students of color as their focus students. They will build relationships with the students to know them as individuals and as learners. They will engage them in learning based on their interests and needs using culturally responsive teaching strategies	Not Begun
Teacher Coaches, ILT members, and administrator will collect proficient or exemplar samples of language supports within our building wide focus on essential planning for Best First Instruction for ELLs. These samples will be developed into a bank of resources for teachers based on whole group/small group/independent instruction in building staff capacity and supporting new teachers to the school in the future.	August 2013-May 2014		Teachers, Teacher Leaders, Teacher Coaches, Administrator	Teacher Professional Development time This time is allowed per contract no additional funding necessary.	Teacher Coaches and administrator will conduct walkthroughs and collect teacher evidence.	Not begun

* 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 teachers have rigorous expectations and provide specific, timely, and meaningful feedback, then students will be able to identify, articulate, and demonstrate proficiency.

Root Cause(s) Addressed: At Boston K-8 teachers need an improved understanding of rigorous expectations in order to provide specific, timely and meaningful feedback to students in need of catching up. Given the change in population at Boston over the last few years, our teachers need to believe our students can achieve the level of proficiency that is expected of them. Teachers will build their understandings for differentiated instruction based on current student data or state standards of proficiency in order for teachers to understand what to monitor in order to provide students with meaningful and precise feedback.

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: School Improvement Support Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Ground staff in foundational expectations for all content areas and provide specific and timely feedback to all staff members	Aug. 2011-May 2013 and ongoing	Ongoing support for new teachers	Principal and Teacher Coaches	Consolidated Funds/Ongoing	The administrator will monitor instruction across grade levels. Teachers will post instructional schedules outside classroom doors and use district approved instructional resources/materials. Teachers will receive immediate feedback regarding their instruction and will respond with what action they will put into place following the feedback. Follow up visits and feedback will occur to ensure changes are made.	Completed Ongoing
Teachers will evaluate beginning of the year data, benchmark data and quarterly classroom data to make decisions and plan for future instruction <ul style="list-style-type: none"> Teachers will identify 	Aug. 2012-May 2014 and ongoing	Ongoing support for new teachers	Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and	Consolidated Funds/Ongoing Teacher Professional Development time	Cross grade level PD and time to analyze benchmark data Teachers use of proficiency charts (broken down by twelfths), identify students by language and ethnicity in order to close academic gaps.	In progress

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students of poverty and catch up students scoring unsatisfactory, partially proficient, proficient, and advanced and monitor growth			Principal		Teachers, teacher coaches and administrator will monitor proficiency quarterly with the updated proficiency charts and grade level teams will report out class proficiency data quarterly to the principal and post on building data wall.	
<p>Boston's Instructional Leadership Team will develop an understanding of rigor and ensure that all time is effectively utilized during instructional blocks in order to become demonstration classrooms and lead teachers</p> <ul style="list-style-type: none"> Changes were made to the 2012-2013 master instructional schedule in order for solid blocks of instructional time to be effective and uninterrupted. Additional changes were made in order for students to have science instruction on a daily basis. Finally, English Language Development Blocks were broken down by grade and language level in order for students to receive targeted instruction based on their current student data Changes were also made to offer more choice to 6th-8th graders in order to meet their specific academic and social/emotional needs 	Aug. 2012- May 2014		Instructional Leadership Team and Principal		<p>The administrator will monitor instruction across grade levels. Teachers will post instructional schedules outside classroom doors and use district approved instructional resources/materials.</p> <p>ILT members will monitor the use of instructional time and make changes based on current student needs. ILT members and the principal will evaluate the 2012-2013 instructional master schedule at the end of the school year to plan for 2013-2014's schedule.</p>	Completed In progress
Staff will build common understandings around the current state of lesson planning and the	Oct. 2012 and ongoing	Ongoing support for	Teachers, Instructional Leadership	Amount: none Source: Utilization of CDE website (standards and	Administrator and teacher coaches will monitor the development of understanding. By the end of November	In progress Ongoing

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<p>desired state of lesson planning at Boston K-8 and commit to structured lesson plans required to include six essential components.</p> <ol style="list-style-type: none"> 1. Planned from the Standard 2. District Pacing/Planning Guide is used 3. Include Clear Learning Target(s) – posted and in kid friendly language 4. Include Language Supports – graphic organizers, structured language practices (SLPs), sentence frames, visuals, etc. 5. Include Grade Level Look Fors/Monitoring 6. Include Differentiation based on Student Need(s) – particularly focusing on students of poverty, ELLs, and catch up students. 		<p>new teachers</p> <p>Ongoing support for new teachers</p>	<p>Team, Teacher Coaches, and Principal</p>	<p>Standards Based Teaching Learning Cycle) Teacher planning time</p>	<p>2012, 100% of staff will develop a common understanding of structured planning. Administrator and teacher coaches will monitor the development of understandings and application of structured planning by the collection of teacher plans and explicit feedback around the six essential components. Administrators and teacher coaches will also meet with teams or content teachers on a weekly basis for planning meetings.</p>	
<p>Grade level/content teams will meet weekly in order to plan for differentiated instruction particularly for students of poverty and catch up students with the support of their content area teacher coach and the administrator.</p> <p>The focus will be on the structured lesson plans required to include six essential components.</p> <ol style="list-style-type: none"> 1. Planned from the Standard 2. District Pacing/Planning Guide is used 	<p>Nov. 2012 – May 2014</p>		<p>Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal</p>		<p>Teachers, Teacher Coaches, and administrators will focus support, monitoring, and classroom visits on the planning and then implementation of these six essential components.</p>	<p>In progress Ongoing</p>

<p>3. Include Clear Learning Target(s) 4. Include Language Supports 5. Include Grade Level Look Fors/Monitoring 6. Include Differentiation based on Student Need(s)</p> <p>Follow up classroom visits and observations will be held with Teacher Coaches, Grade level/content area teams, and administrators to support/provide feedback on the in class supports for students within each component of our essential planning.</p>		<p>Ongoing support for new teachers</p>				
<p>Boston K-8's Instructional Leadership Team will develop their understandings around Grade Level Look Fors/Monitoring in instruction. ILT members will build common understandings and commit to planning for Grade Level Look Fors/Monitoring in one content area of choice/focus.</p> <p>After building common understandings around Look Fors/Monitoring in instruction, the Instructional Leadership Team will build common understandings around planning for differentiation. This work will be done ahead of the rest of the staff in order for ILT members to continue their</p>	<p>Jan. 2013– Oct. 2013 and ongoing</p> <p>Dec. 2013 and ongoing</p>	<p>Aug.2014- Dec. 2014</p>	<p>Instructional Leadership Team, Teacher Coaches, and Principal</p>	<p>Consolidated Funds/Ongoing ILT to meet bi-weekly to provide time to build leadership and building capacity</p> <p>Professional resources: "Learning Targets"-Moss & Brookhart</p>	<p>Learning Walks will be conducted by administrator and teacher coaches in order to determine Grade Level Look Fors/Monitoring is being planned for and used in daily instruction by ILT members</p> <p>ILT members will work with their Teacher Coach to bring samples of student work to bi-weekly ILT meetings in order to share with the team, calibrate understandings of grade level proficiency and reflect and revise based on new learning.</p> <p>Evidence of students being able to articulate what they are learning and the appropriate grade level/content area success criteria will be a focus in these demonstration classrooms by ILT members, teacher coaches, and administrator</p>	<p>In Progress</p> <p>Not begun</p>

<p>development as lead learners and demonstration classrooms. ILT members will specifically focus efforts/build understandings around students of poverty and the needs of our catch up students in order to provide in classroom supports and accelerate learning of these students.</p>						
<p>Boston's Instructional Leadership Team will facilitate professional learning for staff on Grade Level Look Fors/Monitoring in instruction. Staff will build common understandings and teachers will commit to planning for Grade Level Look Fors/Monitoring in one content area of choice/focus.</p>	<p>March 2013 and Aug. 2013-Dec. 2013 and ongoing Jan. 2014-May 2014</p>	<p>Ongoing support for new teachers</p>	<p>Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal</p>	<p>Amount: Substitutes to release teachers for unit planning (Full day-once a quarter) Source: Utilization of CDE website Consolidated Fund/Title I 10% fund Teacher Weekly planning time</p>	<p>Learning Walks will be conducted by administrator, teacher coaches, and ILT members in order to determine Grade Level Look Fors/Monitoring is being planned for and used in daily instruction. Teachers will work with grade level teammates to bring samples of student work to bi-weekly professional development in order to share with colleagues, calibrate understandings of grade level proficiency and reflect and revise based on new learning. Evidence of students being able to articulate what they are learning and the appropriate grade level/content area success criteria will be a focus in classrooms by teachers, teacher coaches, and administrator</p>	<p>Not begun</p>
<p>Teachers will monitor students' understanding around the essential learning using an assessment matrix focusing specifically on unsatisfactory and partially proficient students, students of poverty, and catch up students.</p>	<p>Aug. 2013-May 2014</p>		<p>Teachers Teacher Coaches Administrator</p>	<p>Consolidated Funds/Ongoing</p>	<p>Teachers will create an assessment matrix to monitor students' understandings around the essential learnings in their content area (teachers 4-8) or focused choice of content areas (teachers K-3). They will monitor these understandings over the entire quarter and will report out the percentage of students demonstrating proficiency on what has been taught every three weeks.</p>	<p>Not begun</p>

					They will focus specifically on the unsatisfactory and partially proficient students. The principal will monitor the data and communicate the data in the staff bulletin so everyone is aware of the students' achievement.	
Boston's Instructional Leadership Team will facilitate professional learning for staff on differentiation based on specific Grade Level Look Fors/Monitoring in instruction. Staff will build common understandings and teachers will commit to planning for differentiation in one content area of choice/focus.	Jan. 2014- May 2014 and ongoing		Teachers, ELA Teacher Leader, Math, Literacy and Science Teacher Coaches, and Principal	Amount: Substitutes to release teachers for unit planning (Full day-once a quarter) Source: Utilization of CDE website Consolidated Fund/Title I 10% fund Teacher Weekly planning time	Learning Walks will be conducted by administrator, teacher coaches, and ILT members in order to determine that differentiation is occurring based on Grade Level Look Fors/Monitoring in daily instruction. Teachers will work with grade level teammates to bring samples of student work to bi-weekly professional development in order to share with colleagues, calibrate understandings of grade level proficiency and reflect and revise based on new learning. Evidence of students being able to articulate what they are learning and the appropriate grade level/content area success criteria will be a focus in classrooms by teachers, teacher coaches, and administrator	Not begun
Administrator and teachers will receive professional learning from consultant to build capacity of Boston K-8 teachers, in order to implement and maintain highly effective data analysis and planning process within grade level teams and cross grade level teams. <ul style="list-style-type: none">• ILT members, consultant, and administrator will visit neighboring higher	July and August 2013	Ongoing support for new teachers	Consultant, Teachers Teacher coaches, Administrators	Amount: Substitutes to release teachers for school visits	Principal, TOSA, and ILT member walkthroughs to observe evidence of new training skills in each teachers classroom. Update learning walkthrough data on a quarterly basis.	Not begun

performing schools where this process is already in place to observe the structures, teacher lead discussions in order to build capacity within our school						
Teachers will determine student progress using curriculum based measures and progress monitoring diagnostics based on percent scores and progress toward meeting growth targets from fall to winter to spring. Particular focus will be made analyzing the data of our students of poverty and catch up students in order to plan for focused instruction and acceleration of student learning.	Every 2-4 weeks during grade level team meeting time plus extended planning time provided by substitute or building coverage. August 2013-May 2014		Consultant, Administrator, Teachers, and Substitutes	State and local	Administrators will review grade-level diagnostic data during grade level data team meetings and provide feedback 1 x per month.	Not begun
Teachers will meet every two weeks throughout the school year and use the Data Team Process and Collaborative Coaching and Learning Cycle to plan for differentiated lessons using targeted data and/or diagnostic tools and formative assessments to develop lesson plans that ensure they address the targeted needs of our students of poverty, ELLs, and catch up students.	Every 2 weeks during grade level team meeting plus extend planning time provided by substitute. August 2013-May 2014		Teacher Coaches, Administrator, Teachers, and Interventionists	State and local	Administrators and teacher coaches will attend CCL planning sessions alongside grade level teams 1 x per month and provide feedback using a criteria-based rubric. Weekly feedback and coaching will be provided for grade levels needing additional support.	Parts are in progress
Quarterly data will be collected from teachers and interventionists using district dashboard, diagnostic tools and predictive assessments to determine grade level and school proficiency and growth data.	Quarterly data will be collected 1x per quarter by individual teachers	Quarterly data will be collected 1x per quarter by individual teachers	Administrator, TOSA-Admin. Support/Data Specialist, Teacher Coaches,	State and local	Instructional Leadership Team will gather data for each grade level team and compile it to determine how close we are to meeting UIP goals. Data will be displayed by individual teacher and grade level on a district dashboard.	In progress

	using district identified diagnostic and predictive assessments.	using district identified diagnostic and predictive assessments.	Teachers, Interventionists			
Teachers and administrators will better inform families of how students are assessed around the essential learnings on standardized assessments at Boston K-8 and how to better support their students at home Teachers will implement student lead conferences to be used throughout the year when meeting with parents.	August 2013, Jan. 2014, and March 2014	Building wide Aug.2014- May 2015	Principal, TOSA-Admin. Support, Lead Teachers, Family Liaison	Consolidated Funds/Ongoing Conference time after duty day is already built into our building master calendar- no extra funds needed	The principal will meet with families to inform them how their students are assessed on the standards; how Boston K-8 supports teaching the standards; and how families can support students with showing what they know on the standardized tests.	Not begun Not begun
Provide literacy and math intervention groups for 45 minutes daily to students grades 3-8 based on student need and current data <ul style="list-style-type: none"> Systematically track intervention group's growth in reading bimonthly Provide collaboration opportunities for classroom teachers and interventionists to communicate student progress, next steps and successes weekly Provide on-going professional development for interventionists 	Daily, 45 minutes August 2013- May 2014	Aug. 2014- May 2015	Literacy Interventionist Math Interventionist	State and Local SIS Grant – Data Specialist 2014-2015 school year	Teachers will determine student progress using curriculum based measures and progress monitoring diagnostics based on percent scores and progress toward meeting growth targets from fall to winter to spring.	Not begun
The School Improvement Team will conduct monthly walkthroughs to	Monthly 2013-2014	Monthly 2014-2015	School Improvement Team,	No cost (during contract time)	Individual feedback and building wide trends will be provided to teachers	Not begun

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provide feedback to teachers.			Teacher Leaders, Teacher Coaches, Team Leaders, Parent Accountability Team and Administration		monthly Perceptual survey data to support teacher professional development	
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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.

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)

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	p.15 Parents meet monthly to participate in learning walks across the school. They use their new learning to support decision making during monthly accountability meetings.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> p.15-20

<p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i></p> <p>p.15-20 and p.28-44</p>
<p>All core content teachers are highly qualified.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>How are highly qualified teachers recruited and retained?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>Due to its urban location, Aurora Public Schools (APS) does not have difficulty recruiting highly qualified (HQ) teachers. One of the goals of the district's plan, VISTA 2015, is to recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness. Additionally, APS seeks to ensure all employees are highly effective and skilled for their positions.</p> <p>In furtherance of these goals, APS candidates are expected to meet HQ status for any licensed position to which they apply and candidates are only "authorized" to apply for positions for which they are appropriately licensed and endorsed. The Division of Human Resources confirms appropriate licensure and endorsement of each new hire.</p> <p>Once teachers are hired, all teachers new to APS receive intensive professional development that pertains to the needs of the school district as well as the needs of the new teacher. The professional development includes a mentoring program as well as an induction into APS. Each new teacher receives coaching, through the district teacher-coaching model, in literacy and/or mathematics as well as best practices for learners of English. Also, each teacher new to the district is required to complete a three course study in Linguistically Diverse Education, within three years of employment.</p> <p>In other ways, APS uses its competitive salary structure to award and retain licensed staff based on years of experience and years of education.</p>

<p>Description of Title I Schoolwide Program Requirements</p>	<p>Assurance</p>	<p>Recommended Location in UIP</p>	<p>Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)</p>
<p>How are student and staff needs used to identify the high quality professional development?</p>		<p>Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)</p>	<p>p.38-44</p>

<p>The school's Parent Involvement Policy (including the Parent Compact) is attached.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>Many APS students attend a preschool class in an APS elementary school making the transition from early childhood programs to the local elementary program as seamless as possible. Preschool students are able to visit the kindergarten classrooms to gain familiarity with the program.</p> <p>District-wide, APS holds a "Kindergarten Workshop" for preschool families. During this workshop, parents are informed about the transition from preschool programs to elementary programs and how best to help their student adapt to the new program.</p> <p>The APS Early Childhood Education Department sends home letters at the end of each school year to preschool families. The letter provides the families with information regarding enrollment of their preschooler in kindergarten and the child's designated elementary school regard boundaries.</p>
<p>How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>p.15-20 and p.38-44</p> <p>Quarterly Implementation Plans will be submitted to the Director of Student Achievement quarterly.</p> <p>Parents will continue to participate in learning walks. They will notice and name instructional strategies and be able to develop ideas, give feedback, and better support their children at home.</p>
<p>How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?</p>		<p>Section IV: Action Plan (p. 10), Resource Column</p>	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>p.15-20 and p.38-44</p> <p>In addition to the resources listed in the Action Plan section of the UIP, Title I funds are used in coordination with other ESEA funds through the use of district coaches at the school site (Title II, Part A) and ELA coordinators (Title III).</p>