



**PIONEER RIDGE ELEMENTARY SCHOOL**  
**UIP 2016-17**

District: **JOHNSTOWN-MILLIKEN RE-5J** | Org ID: **3110** | School ID: **6963** |  
Framework: **Improvement Plan** | **Draft UIP**

## **Colorado's Unified Improvement Plan for School (2016-2017)**

### **Table of Contents**

Executive Summary  
Improvement Plan Information  
Narrative on Data Analysis and Root Cause Identification  
Action Plans  
Addenda

### **Executive Summary**

#### **How are students performing? Where will the school focus attention?**

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

**Name:** Student Achievement in Literacy

**Description:** As we continue to make changes in our literacy instruction, more students will reach higher achievement and growth.

**Name:** Student Achievement in Math

**Description:** Our teachers will continue to implement Go Math this school year and look forward to increasing student achievement and growth in math.

**Name:** Differentiation

**Description:** With the lack of growth from 2015-2016, our teachers are continuing to seek the best ways to differentiate for individual students.

### **Why is the education system continuing to have these challenges?**

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

**Name:** Literacy Instruction

**Description:** There is a lack of consistency in our literacy instruction in our classrooms.

**Name:** Literacy Program

**Description:** Our adopted reading curriculum is very outdated. Teachers have supplemented during the last few years, but we need a consistent program.

**Name:** Math Instruction

**Description:** Teachers have been working towards consistency in math instruction. In addition, many have implemented a workshop approach to help students apply the strategies they learn in math.

**Name:** Math Program

**Description:** Our district adopted Go Math last school year. Our teachers are beginning to feel more confident in making certain they are teaching the Standards and making certain our students learn what is expected.

**Name:** Academic Growth

**Description:** In order to help each child grow academically, our teachers are continually searching for the best ways to differentiate instruction.

**Name:** Reading Intervention

**Description:** Our students who qualify for READ Plans or who are struggling readers are now receiving targeted intervention from our Reading Interventionist. We do not have enough time to provide everything we would like for all of our struggling readers, but we do the best we can with what we have available.

## Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

**Name:** Improve student performance in math.

**Description:** Student's scores on the PARCC Assessment will increase from 48% to 50%. Student's Math Median Growth Percentile will increase from 32.5% to 35%. Student's scores on the Go Math BOY and EOY Assessment will show individual growth.

**Name:** Improve student performance in literacy.

**Description:** Student's scores will increase from 55% on PARCC ELA to 60%. Student's ELA Median Growth Percentile will increase from 38% to 40%. Teacher and Student Reading and Writing conferences will continue to show growth on individual goals.

**Name:** Continue to focus on meeting individual student's needs through differentiation.

**Description:** ELA Achievement Student scores will increase from 55% to 60%. Free/Reduced-Price Lunch Eligible increase from 30% to 35%. Minority Students increase from 48% to 50%. Students with Disabilities increase from 1% to 10%. ELA Academic Growth Student's Median Growth Percentile will increase from 38% to 40%. Free/Reduced Lunch Eligible Median Growth Percentile increase from 32% to 35%. Minority Students Median Growth Percentile increase from 41% to 43%. Math Academic Achievement Student scores will increase from 48% to 50%. Free/Reduced Lunch Eligible will increase from 31% to 35%. Minority students will increase from 45% to 48%. Students with Disabilities will increase from 1% to 5%. Math Academic Growth Student's Median Growth Percentile will increase from 32.5% to 35%. Free/Reduced Lunch Eligible Median Growth Percentile will increase from 32% to 35% Minority Students Median Growth Percentile will increase from 30% to 35%.

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

## 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 school improvement efforts? When was the grant awarded?

*The school has not received a grant that supports school improvement efforts.*

#### School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

*The school has not participated in an SST or Expedited Review.*

#### 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.

*The school has not partnered with an external evaluator to provide a comprehensive evaluation.*

## Improvement Plan Information

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

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

School Improvement Support Grant

Other

## School Contact Information

Tami Kramer  
Principal  
2300 Cinnamon Teal Avenue  
Johnstown CO 80534  
Phone: (970) 587-8100  
Email: tami.kramer@weldre5j.k12.co.us

Martin Foster  
Superintendent  
110 South Centennial Drive, Ste. A  
Milliken CO 80543  
Phone: (970) 587-6050  
Email: mfooster@weldre5j.k12.co.us

## Narrative on Data Analysis and Root Cause Identification

### Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

*Pioneer Ridge Elementary is located in a small but growing community. The enrollment at our school remains around 625 students this school year. This school is in its 12<sup>th</sup> year serving students in kindergarten through 5<sup>th</sup> grade. We also have added a second Center-based Special Education Program with students who we include in the general education settings as much as possible.*

*Our students are predominantly white, with only 14% in the Hispanic or Latino ethnic group and only 2.2% in the Other ethnic group category. Our Attendance Rate has remained above 96% for the past 6 years and our Mobility Rate increased to 13.0 from 8.6 in the previous year. However, it remains well below the state average. Our population is predominantly middle to upper middle class with only 15% of our students*

*receiving free or reduced lunches.*

*The Pioneer Ridge community is wonderful. We have many parent volunteers at the school each day. Parents are very interested in helping their children be successful in school. Our PTO helps to provide many items for our classrooms to give our students every opportunity to be successful.*

*The staff at the school has remained quite consistent during the 11 years this school has been open, with the exception of adding staff members to accommodate the increased enrollment. The one major change came about with the retirement of the principal at the end of the 2013-2014 school year. The following teams have been established to better meet the needs of all students:*

*PBS/School Safety/Sunrise Team – Meets on Monday mornings as needed*

*Rtl Team – Meets on Tuesday mornings as needed*

*Leadership Team – Meets on Wednesday mornings as needed*

*Research, Review, and Respond Team – Meets Thursday mornings as needed*

*These teams have increased the level of communication at Pioneer Ridge. Each team member is expected to share the information from the meetings with their grade level teams in order to be certain all staff members have the needed knowledge.*

*To be able to implement the UIP process in a more effective manner at PRE, we developed a Research, Review and Respond Team. This team includes a classroom teacher from each grade level. The team members were selected by their individual teams based on an interest in helping to develop the UIP and determine Professional Learning for staff. By including teachers from each grade level, we are able to gather different perspectives. It is important for our staff to analyze data keeping in mind all of our students and their scores belong to every one of us.*

*Our process for developing the Unified School Improvement Plan has been through first of all having all of our staff review any assessment results to identify strengths and needs. Then we work through our Leadership and Research, Review, and Respond Teams to develop our action plans for the current school year. The Unified Improvement Plan will be shared with the Accountability Committee for any of their feedback. We will continue discussions at the school and district level to address curriculum alignment and state standards review to ensure that our instruction is matching what students need to know and be able to do as they move from grade level to grade level.*

*Through this process, we have identified the need to increase student achievement in Math and Literacy and to continue providing differentiated instruction based on individual needs of students. We have implemented a new math curriculum and are in the process of identifying a new literacy program to purchase for all of our elementary schools. Many of our teachers have also implemented the Daily 5 structure for the literacy block this year. We are seeing more reading taking place at PRE than ever!*

## **Prior Year Targets**

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

**Performance Indicator: Academic Achievement (Status)**

**Prior Year Target:** Increase Academic Achievement in ELA by increasing the percentage of students meeting or exceeding expectations by 5%.  
**Performance:** ELA - 3rd Grade increased from 40% to 47% - Met, 4th Grade increased from 38% to 46% - Met, 5th Grade increased from 29% to 31% - Not Met

**Prior Year Target:** Increase Academic Achievement in Math by increasing the percentage of students meeting or exceeding expectations by 5%.

**Performance:** Math - 3rd Grade decreased from 39% to 38% - Not Met, 4th Grade increased from 28% to 44% - Met, 5th Grade decreased from 27% to 21% - Not Met

### Academic Achievement (Status) Reflection

We began making some changes in our literacy instruction during the 2014-2015 school year. All classes implemented Lucy Calkins writing and many other classes implemented a workshop approach for reading and writing. I expect to see an increase in ELA scores this year since many classes have now implemented Daily 5. Our students are getting more opportunities to read than in past years.

During the 2015-2016 school year, we implemented a new math program called Go Math. The previous math program was adopted several years ago and was not aligned to the Colorado Academic Standards. As with most implementation years, our scores actually decreased in 3rd and 5th grades. Many of our teachers struggled to implement the new program and many students struggled to learn in a new way. This year is the 2nd year of Go Math and we are hoping for an increase in scores due to the fact that our staff and students are now familiar with the format, and the information will build on what is taught each year.

### Performance Indicator: Academic Growth

**Prior Year Target:** Increase academic growth in ELA and Math for all reported sub-groups.

**Performance:** It is difficult to assess the performance when the scores reported are inconsistent due to the number in the sub-groups. We also have historically had achievement scores that are in the higher range, so it is sometimes difficult to show the growth we would like to see.

### Academic Growth Reflection

It is difficult to assess the performance when the scores reported are inconsistent due to the number in the sub-groups. We also have historically had achievement scores that are in the higher range, so it is sometimes difficult to show the growth we would like to see.

We have also made major changes in our instruction in ELA and Math. We are more focused on aligning our instruction to the Standards and

*have shifted our priorities to what students need to learn. Because of this, we look forward to increased student growth.*

**Performance Indicator: Disaggregated Achievement**

**Disaggregated Achievement Reflection**

•

**Performance Indicator: Disaggregated Growth**

**Disaggregated Growth Reflection**

**Performance Indicator: English Language Development and Attainment**

**English Language Development and Attainment Reflection**

**Performance Indicator: Other**

**Other Reflection**

•

**Performance Indicator: Postsecondary & Workforce Readiness**

**Postsecondary & Workforce Readiness Reflection**



## Performance Indicator: Student Behavior

### Student Behavior Reflection

- 

## Performance Indicator: Student Engagement

### Student Engagement Reflection

## Current Performance

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.

### **Academic Achievement**

#### **ELA**

*All Students - Meets*

*Free/Reduced Lunch Eligible - Approaching*

*Minority Students - Approaching*

*Students with Disabilities - Does Not Meet*

#### **Math**

*All Students - Approaching*

*Free/Reduced Lunch Eligible - Approaching*

*Minority Students - Approaching*

*Student with Disabilities - Does Not Meet*

### **Academic Growth**

#### **ELA**

*All Students - Approaching*

*Free/Reduced Lunch Eligible - Does Not Meet*

*Minority Students - Approaching*

#### **Math**

*All Students - Does Not Meet*

*Free/Reduced Lunch Eligible - Does Not Meet*

*Minority Students - Does Not Meet*

*In terms of overall Academic Achievement, we need to focus on our Students with Disabilities in ELA and Math.*

*In terms of Academic Growth, All Students, as well as Free/Reduced Lunch Eligible and Minority Students Did Not Meet expectations.*

*In terms of Academic Growth, our Free/Reduced Lunch Eligible Students Did Not Meet Expectations in either ELA or Math.*

*Based on this data, we have chosen to focus on increasing student achievement in ELA and Math. In addition, we are focusing on differentiation to increase Academic Growth for all students.*

*We implemented Go Math last school year. We have begun to identify areas of weakness and will meet with the District Math Curriculum Committee to determine ways to address the deficiencies.*

*We have also implemented Daily 5 as a structure in many of our classrooms this school year. The District Reading, Writing and Communicating Committee is currently in the process of reviewing a variety of programs to adopt for literacy for our elementary schools next year. The changes we have made has greatly increased the amount of reading our students are doing daily.*

## **Trend Analysis**

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.



All students showed an increase on the PARCC ELA Assessment from 2015 to 2016, 3rd Grade - 40% to 47%, 4th Grade - 38% to 46%, 5th Grade - 29% to 31%. This is a notable trend because we are continuing to make positive changes in our literacy instruction.

*Trend Direction: **Increasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Achievement (Status)***



Only one grade level showed an increase on the PARCC Math Assessment from 2015 to 2016, 3rd Grade - 39% to 38%, 4th Grade - 28% to 44%, 5th Grade - 27% to 21%. The increase at 4th Grade was significant, but the decrease at 5th Grade was also significant. This is a notable trend because the scores are below expectation and are trending in the wrong direction.

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

No sub-group met expectations in Math and Students with Disabilities did not meet expectations on PARCC ELA or Math. This is a notable trend because it highlights the need for differentiation.



Trend Direction: **Decreasing** - Notable Trend: **Yes** - Performance Indicator Target: **Academic Growth**

### Additional Trend Information:

#### **Academic Achievement**

3rd Grade TCAP Reading - 2014 - 76%  
4th Grade TCAP Reading - 2014 - 79%  
5th Grade TCAP Reading - 2014 - 79%  
3rd Grade TCAP Writing - 2014 - 64%  
4th Grade TCAP Writing - 2014 - 65%  
5th Grade TCAP Writing - 2014 - 65%  
DIBELS - 2013-2014 - 82%, 2014-2015 - 79%, 2015-2016 - 78%  
3rd Grade PARCC ELA - 2015 - 40%, 2016 - 47%  
4th Grade PARCC ELA - 2015 - 38%, 2016 - 46%  
5th Grade PARCC ELA - 2015 - 29%, 2016 - 31%

3rd Grade TCAP Math - 2014 - 84%  
4th Grade TCAP Math - 2014 - 89%  
5th Grade TCAP Math - 2014 - 70%  
3rd Grade PARCC Math - 2015 - 39%, 2016 - 38%  
4th Grade PARCC Math - 2015 - 27%, 2016 - 21%

#### **Academic Growth**

Reading Median Growth Percentiles

2013 - 46  
2014 - 46  
ELA 2016 - 38

Writing Median Growth Percentiles

2013 - 56  
2014 - 49  
ELA 2016 - 38

Math Median Growth Percentiles

2013 - 46  
2014 - 41

**Academic Growth Gaps**

The overall rating in 2014 for Reading, Math and Writing was Approaching.  
The overall rating in 2016 for ELA Academic Growth was Approaching.  
The overall rating in 2016 for Math Academic Growth was Does Not Meet.  
Free/Reduced-Price Lunch Eligible Students Did Not Meet in ELA in 2016.  
All Student Groups Did Not Meet expectations in Math in 2016.

**Priority Performance Challenges and Root Cause Analysis**

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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. Root Cause: 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 recommended.

**Relationship of UIP Elements**

**Priority Performance Challenges**

*Student Achievement in Literacy*



**Root Cause**

Literacy Instruction  
Literacy Program

*Student Achievement in Math*



Math Instruction  
Math Program

*Differentiation*



Academic Growth  
Reading Intervention





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

Our teachers are learning more about the best approaches to teaching reading and writing. They have been making significant changes in their instruction and the structure of teaching literacy. We will continue to make changes, as well as implement a new literacy program next school year.

The overall rating for Math Achievement was approaching, but no group of students met Academic Growth expectations in Math in 2016.

The Academic Growth was in the Approaching to Does Not Meet categories for all students. While the ELA scores were a little better, the Math scores were all in the Does Not Meet category. In order for students to grow the expected amount in ELA and Math, we need to continue to find the best methods to differentiate for every student.

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

After analyzing the data and the trends over the last three years, our Research, Review and Respond Team, with input from their grade level teams, identified the Root Causes for the increase in ELA achievement scores from 2015 to 2016, as well as the decrease in Math achievement scores from 2015 to 2016. In addition, the lack of expected growth led to the identification of the Root Causes.

By addressing these Root Causes, we expect to continue to see an increase in PARCC ELA scores. In addition, we expect our scores to increase in PARCC Math scores. We also expect to see increased Academic Growth in all of our student groups in the PARCC assessments.

**Additional Narrative / Conclusion**

## Section IV: Target Setting, Major Improvement Strategies and Action Plans

### Target Setting

**Directions:** Schools are expected to set their own annual targets for academic achievement, academic growth, 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. 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.

**Priority Performance Challenge : Student Achievement in Literacy**

**Priority Performance Challenge : Student Achievement in Math**

**Priority Performance Challenge : Differentiation**

## Planning Form

**Major Improvement Strategy Name:**

Improve student performance in math.

**Major Improvement Strategy Description:**

Student's scores on the PARCC Assessment will increase from 48% to 50%. Student's Math Median Growth Percentile will increase from 32.5% to 35%. Student's scores on the Go Math BOY and EOY Assessment will show individual growth.

**Associated Root Causes:**

**Math Instruction:** Teachers have been working towards consistency in math instruction. In addition, many have implemented a workshop approach to help students apply the strategies they learn in math.

**Math Program:** Our district adopted Go Math last school year. Our teachers are beginning to feel more confident in making certain they are teaching the Standards and making certain our students learn what is expected.

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Go Math	Continue to look closely at Go Math for strengths and deficiencies	01/05/2016 05/12/2017	Leadership Team, Research, Review Respond Team, Grade Level Teams, District Curriculum Committee, Go Math Curriculum	Administration, Teaching Staff, District Curriculum Team	Not Started	This School Year
Research, Review, and	Utilize the Research,	08/24/2016 05/12/2017	UIP, Assessment Information,	Research Review Respond Team,	In Progress	This School Year



Respond Team	Review and Respond Team to develop the UIP and monitor implementation and effectiveness.		Observations, Discussions	Grade Level Teams, Administration		
State Curriculum Resources	Deepen Understanding of the State Curriculum Overview and Instructional Unit Sample for Math	08/24/2016 05/12/2017	Grade Level State Curriculum Overviews and Instructional Unit Samples for Math	Research, Respond Review Team, Grade Level Team Discussions, District Elementary Math Curriculum Committee Discussions, Ongoing Training	In Progress	This School Year
Staff Training	Ongoing staff training for math instruction	08/24/2016 05/12/2017	Meetings after school, Curriculum Resources	Administration, Teaching Staff, Go Math Trainers	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Staff Training	Ongoing training for math instruction	08/16/2016 05/12/2017	Administration, Teaching Staff, District Math Committee	Partially Met	This School Year
	State Curriculum Resources	Provide Training and utilize resources for Math Instruction	09/20/2016 05/12/2017	Administration, District Elementary Math Committee, Teaching Staff, RRR Team	Partially Met	This School Year

RRR Meetings	The RRR Team will meet regularly to develop UIP	09/22/2016 12/15/2016	RRR Team, Administration, Teaching Staff	Not Met	This School Year
--------------	---	--------------------------	--	---------	------------------

**Major Improvement Strategy Name:**

Improve student performance in literacy.

**Major Improvement Strategy Description:**

Student's scores will increase from 55% on PARCC ELA to 60%. Student's ELA Median Growth Percentile will increase from 38% to 40%. Teacher and Student Reading and Writing conferences will continue to show growth on individual goals.

**Associated Root Causes:**

**Literacy Instruction:** There is a lack of consistency in our literacy instruction in our classrooms.

**Literacy Program:** Our adopted reading curriculum is very outdated. Teachers have supplemented during the last few years, but we need a consistent program.

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
DIBELS	Assess all students for reading levels	08/19/2016 05/12/2017	DIBELS, Substitutes for testing days	Administration, Teaching Staff	In Progress	This School Year
Grammar, Word Study	Continue to use a grammar program and word study to support skills in writing	08/24/2016 05/12/2017	DLI, DOL, Shurley English, Word Study	Administration, Teaching Staff	In Progress	This School Year
Reading Intervention	Provide Reading Intervention for appropriate	08/29/2016 05/05/2017	Schedule, Reading Interventionist's	Reading Interventionist, Teaching Staff	In Progress	This School Year

	students		time, Focused Instruction			
Conferencing	Monitor writing and reading growth through individual conferencing and goal setting.	09/12/2016 05/12/2017	Daily 5, Lucy Calkins Resources	Administration, Teaching Staff	In Progress	This School Year
State Curriculum Overview and Instructional Units	Deepen understanding of the CDE Resources for Reading, Writing and Communicating	12/07/2016 05/05/2017	Grade Level State Curriculum Overviews and Instructional Unit Samples	Administration, Teaching Staff	In Progress	This School Year
Research, Review, Respond Team	Utilize the Research, Review and Respond Team to develop the Unified Improvement Plan and monitor implementation and effectiveness.	12/15/2016 05/12/2017	Assessment Information, UIP	Administration, RRR Team, Teaching Staff	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	DIBELS	Assess all students BOY, MOY, EOY	08/19/2016 05/12/2017	Administration, Teaching Staff	Partially Met	This School Year
	Grammar, Word Study	Continue to use a grammar program	08/24/2016 05/12/2017	Administration, Teaching Staff	Partially Met	This School Year

		and word study to support skills in writing.				
Reading Intervention	Provide Reading Intervention to appropriate students and evaluate reading skills and instruction needed	08/29/2016 05/05/2017	Reading Interventionist, Teaching Staff	Partially Met	This School Year	
Conferencing	Monitor writing and reading growth through individual conferencing and goal setting.	09/12/2016 05/12/2017	Administration, Teaching Staff	Partially Met	This School Year	
State Curriculum Overviews and Instructional Units	Deepen understanding of the CDE Resources for Reading, Writing and Communicating	12/07/2016 05/05/2017	Administration, Teaching Staff	Partially Met	This School Year	
Unified Improvement Plan	Develop the Unified Improvement Plan and monitor implementation and effectiveness.	12/15/2016 05/12/2017	Administration, RRR Team, Teaching Staff	Not Met	This School Year	

**Major Improvement Strategy Name:**

Continue to focus on meeting individual student's needs through differentiation.

**Major Improvement Strategy Description:**

ELA Achievement Student scores will increase from 55% to 60%. Free/Reduced-Price Lunch Eligible increase from 30% to 35%. Minority Students increase from 48% to 50%. Students with Disabilities increase from 1% to 10%. ELA Academic Growth Student's Median Growth Percentile will increase from 38% to 40%. Free/Reduced Lunch Eligible Median Growth Percentile increase from 32% to 35%. Minority Students Median Growth Percentile increase from 41% to 43%. Math Academic Achievement Student scores will increase from 48% to 50%. Free/Reduced Lunch Eligible will increase from 31% to 35%. Minority students will increase from 45% to 48%. Students with Disabilities will increase from 1% to 5%. Math Academic Growth Student's Median Growth Percentile will increase from 32.5% to 35%. Free/Reduced Lunch Eligible Median Growth Percentile will increase from 32% to 35% Minority Students Median Growth Percentile will increase from 30% to 35%.

**Associated Root Causes:**

**Academic Growth:** In order to help each child grow academically, our teachers are continually searching for the best ways to differentiate instruction.

**Reading Intervention:** Our students who qualify for READ Plans or who are struggling readers are now receiving targeted intervention from our Reading Interventionist. We do not have enough time to provide everything we would like for all of our struggling readers, but we do the best we can with what we have available.

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Professional Development	Continue to provide Professional Development for ways to differentiate	08/22/2016 04/21/2017	District PD Days	District Administration, Teaching Staff	In Progress	This School Year
Align Instruction	Align instruction to Colorado Academic Standards and State Curriculum Overviews	08/29/2016 05/19/2017	Grade Level Planning Time, Team Meetings, Colorado Academic Standards, State	Administration, Leadership Team, RRR Team, Teaching Staff	In Progress	This School Year

			Curriculum Overviews			
Grade Level Teams	Grade Level Teams will plan and implement strategies to address differentiation	09/12/2016 05/05/2017	Grade Level Planning Time, Team Meetings	Administration, Grade Level Teams	In Progress	This School Year
Analyze Data	Utilize and analyze available data to identify strengths, needs and areas for differentiation	09/12/2016 04/21/2017	Grade Level Planning Time, Team Meetings, Data	Administration, Grade Level Teams, Leadership Team, RRR Team	In Progress	This School Year

### Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Professional Development	Continue to provide PD for ways to differentiate	08/22/2016 04/21/2017	District Administration, Principals, Teaching Staff	Partially Met	This School Year
	Grade Level Teams	Grade Level Teams will plan and implement strategies to address differentiation	08/29/2016 05/05/2017	Administration, Grade Level Teams	Partially Met	This School Year
	Align Instruction	Align instruction to Colorado Academic Standards and State Curriculum Overviews	08/29/2016 05/19/2017	Administration, Leadership Team, RRR Team, Teaching Staff	Partially Met	This School Year
	Analyze Data	Utilize and	09/12/2016	Administration,	Partially Met	This School Year

analyze available  
data to identify  
strengths, needs  
and areas for  
differentiation

04/21/2017

Grade Level  
Teams,  
Leadership  
Team, RRR  
Team

## **Addenda**

## **Attachments List**