

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 1520      District Name: DURANGO 9-R      School Code: 8388      School Name: SUNNYSIDE ELEMENTARY SCHOOL      Official 2014 SPF: 3 Year

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing 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, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

1. While Sunnyside met expectations, Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level on the ELA PARCC was in Vocabulary.
2. While Sunnyside met expectations, Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level on the Math PARCC was in Supporting Content.

##### Why is the school continuing to have these problems?

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

1. ELA-- Root cause derives from need for vertically aligned explicit teaching and learning of metacognitive thinking processes for students to approach and make meaning of unfamiliar words as defined in the rigor of the Colorado Academic Standards.
2. Math-- Root cause derives from need for vertically aligned explicit teaching and learning of metacognitive thinking processes for students to comprehend, synthesize, and apply deep thinking aligned with the rigor of the Colorado Academic Standards.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.
- Closely track student performance on mastery and intervene when students demonstrate difficulty or lack of mastery. Closely monitor and intervene when students have already met the grade level standard to help support advanced learners' progress.
- Specifically target math instruction school-wide.

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

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

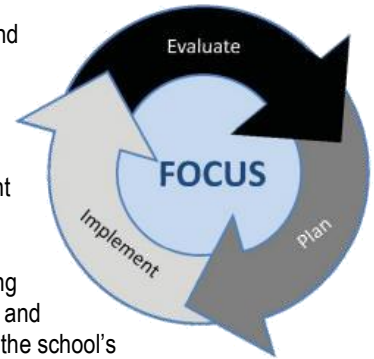
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Dylan Connell, Principal
	Email	dconnell@durango.k12.co.us
	Phone	970-259-5249
	Mailing Address	75 CR 218, Durango, CO 81303
2	Name and Title	Nycole Eoff, SAC President
	Email	nyckster@hotmail.com
	Phone	970-259-5249
	Mailing Address	75 CR 218, Durango, CO 81303

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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 Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 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.

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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**Narrative:** Sunnyside Elementary School, located in rural southwest Colorado, serves approximately 170 students ranging from pre-school through fifth grade. We are one of seven elementary schools in Durango School District 9-R. The teaching staff, principal, School Advisory Council, and district administrators all contribute to the development of our Unified Improvement Plan. At the beginning of the 2014-15 school year, the staff evaluated the data to identify root causes and priority performance challenges that we would be addressing for both the 2014-15 and 2015-16 school year, knowing that data would not be available until later in the 2015-16 school year. Staff identified specific action steps that would support improvement strategies and that also aligned with current district-wide initiatives. Throughout the course of the school year Colorado Growth Model information, Alpine Achievement reports, grade level common formative assessments, DIBELS assessments, and district-wide benchmarking have been used to track student mastery toward grade level standards. The staff works together as a professional learning community to discuss

progress in the UIP process. The School Advisory Council (SAC), which consists of parents, staff, principal, and community members, meets at least one time per month to discuss academic achievement and growth. The SAC did a thorough review of the 2014 TCAP data and contributed to the UIP process by asking thoughtful questions, offering suggestions for the development of new targets and action steps, and involving the Sunnyside Independent Parent Teacher Association (SIPTA) to provide additional funding and supports to help achieve school goals.

**Review of Current Performance:** Sunnyside continues to meet or exceed district, state, and federal expectations. While the school has been a high performing school, the needs of each student in our school have not been met to a degree satisfactory to the principal, staff, and community. Rigorous and challenging goals based on the belief that each student can achieve significant academic growth and experience high levels of success have been developed. This means that sometimes the target is not attained, which is documented on Worksheet I of this UIP's data analysis section. At a small school, one or two students can dramatically change the percentages for success and growth.

**Trend Analysis:** When reviewing the last seven years (2009 through 2015) of Sunnyside student proficiency data, some trends begin to emerge. Reading and writing have fluctuated. Over the last three years reading at third grade has remained stable from 88% to 89% to 85%, fourth grade reading has improved from 64% to 87% to 89% and fifth grade reading has increased from 74% to 76% to 91%. The trends in writing match the state and district trends and vary depending on the grade level. Specifically, the four year trend in Sunnyside third grade writing has jumped around from 55% to 79% to 68% to 50%. Over four years the fourth grade writing data has shown significant decline, but an increase in 2013 and back down in 2014 from 68% to 41% to 71% to 67% and the fifth grade writing data decreased over a three year time period with a large jump in 2014 from 70% to 70% to 33% to 84%. There is no real trend in the area of mathematics, but scores fall in the 75% to 100% proficient or above range. The 2014 math scores declined in third and fifth grade levels. The following tables represent this analysis:

**Reading:**

	2012	2013	2014
Total	34	57	54
Grade 4	-	53	-
Grade 5	49	-	54
Minority/Non	- / 33	- / 65	- / 54
FRL/Non	32 / -	42 / 65	- / 56
IEP/Non	- / 37	- / 57	- / 53
ELL/Non	- / 34	- / 59	- / 54
Girls/Boys	- / 32	- / 53	- / 60

**Math:**

	2012	2013	2014
Total	52	56	59
Grade 4	-	56	-
Grade 5	55	-	67
Minority/Non	- / 54	- / 52	- / 61
FRL/Non	55 / -	56 / 54	- / 66
IEP/Non	- / 52	- / 56	- / 59
ELL/Non	- / 52	- / 54	- / 61
Girls/Boys	- / 53	- / 52	- / 57

**Writing:**

	2012	2013	2014
Total	52	52	72
Grade 4	-	51	-
Grade 5	53	-	76
Minority/Non	- / 52	- / 60	- / 69
FRL/Non	55 / -	52 / 52	- / 75
IEP/Non	- / 45	- / 52	- / 70
ELL/Non	- / 52	- / 53	- / 70
Girls/Boys	- / 57	- / 53	- / 74

**Priority Performance Challenges:** Based on significant data analysis three priority performance challenges emerge: 1) Rigorous alignment to the Colorado Academic Standards in all content areas and across all grade levels in the school. 2) Math at all grade levels has been stable, but declined in 2014. In the second year of a new math program implementation, an improvement strategy to address this implementation was developed.

**Root Cause Analysis:** Alignment concerns and mathematics decline: The root causes go back to clear understanding of the standard and how to measure student learning based on the level of rigor as determined within the standard and sustaining systems that support each learner based on their individual strengths and needs.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	Reading: PARCC Baseline Year. Maintain percentages.	The target was not met. 88% of students were proficient on the 2014 assessment in comparison to 63% of students scoring proficient on the 2015 baseline PARCC. However, the gap between Sunnyside and Colorado performance grew from 18% to 23%.	Rigorous academic achievement targets were set, yet not reached. Implementation gaps exist in the beginning years of a new assessment. While the challenging goals were not met, the school widened the performance gap between the state and itself. The school significantly outperformed the state in every assessment measure.  Continued focus on student owned, deep level thinking and learning will continue to be an action focus for ongoing growth.
	Writing: PARCC Baseline Year. Maintain percentages.	The target was not met. 67% of students were proficient on the 2014 assessment in comparison to 63% of students scoring proficient on the 2015 baseline PARCC. However, the gap between Sunnyside and Colorado performance grew from 14% to 23%.	
	Math: PARCC Baseline Year. Maintain percentages	The target was not met. 77% of students were proficient on the 2014 assessment in comparison to 48% of students scoring proficient on the 2015 baseline PARCC. However, the gap between Sunnyside and Colorado performance grew from 7% to 16%.	
	Science: Sunnyside students will score 70% strong and distinguished command and 0 students will score with limited command on CMAS Science	The target was not met. 59% of students were strong or distinguished on the 2014 assessment in comparison to 61% of students scoring strong or distinguished on the 2015 assessment. One student scored limited (high) in 2015.	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	Reading: PARCC Baseline Year. Maintain percentages.	Growth data not available	
	Writing: PARCC Baseline Year. Maintain percentages.	Growth data not available	
	Math: PARCC Baseline Year. Maintain percentages	Growth data not available	
Academic Growth Gaps	Reading: PARCC Baseline Year. Maintain percentages.	Growth data not available	
	Writing: PARCC Baseline Year. Maintain percentages.	Growth data not available	
	Math: PARCC Baseline Year. Maintain percentages	Growth data not available	



**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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	Reading-While the assessment has changed, the gap between the percent of students performing at proficiency or above at Sunnyside in relation to the state's percent of students performing at proficiency of above is widening (positively for the school). 2013 SSE 14% > State, 2014 SSE 18% > State, 2015 SSE 23% > State	Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level was in Vocabulary.	-Root cause derives from need for vertically aligned explicit teaching and learning of metacognitive thinking processes for students to approach and make meaning of unfamiliar words as defined in the rigor of the Colorado Academic Standards.
	Math- While the assessment has changed, the gap between the percent of students performing at proficiency or above at Sunnyside in relation to the state's percent of students performing at proficiency of above is widening (positively for the school). 2013 SSE 13% > State, 2014 SSE 7% > State, 2015 SSE 16% > State	Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level was in Supporting Content.	-Root cause derives from need for vertically aligned explicit teaching and learning of metacognitive thinking processes for students to comprehend, synthesize, and apply deep thinking aligned with the rigor of the Colorado Academic Standards.
Academic Growth	PARCC Baseline-Growth data not available		
Academic Growth Gaps	PARCC Baseline-Growth data not available		

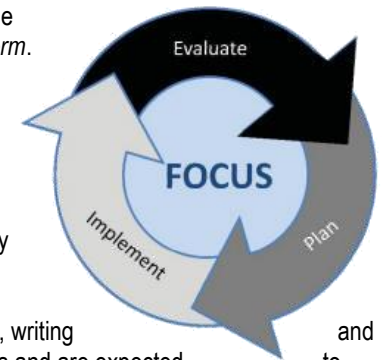
## Section IV: Action Plan(s)

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

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	R	While Sunnyside met expectations, Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level on the ELA PARCC was in Vocabulary.	<p>≥80% of students will score Met or Exceeded on ELA PARCC and 0% will score Did Not Meet</p> <p>≥80% of kindergarten through third grade students will score at or above grade level on DIBELS (READ Act) by the end of the year</p>	<p>≥90% of students will score Met or Exceeded on ELA PARCC and 0% will score Did Not Meet</p> <p>≥90% of kindergarten through third grade students will score at or above grade level on DIBELS (READ Act) by the end of the year</p>	<ul style="list-style-type: none"> <li>-Common District Assessments</li> <li>-Interim Assessments</li> <li>-DIBELS Next</li> <li>-Daily Demonstrations of Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.</li> <li>-Closely track student performance on mastery and intervene when students demonstrate difficulty or lack of mastery. Closely monitor and intervene when students have already met the grade level standard to help support advanced learners' progress.</li> </ul>
		W		<p>≥80% of students will score Met or Exceeded on ELA PARCC and 0% will score Did Not Meet</p>	<p>≥90% of students will score Met or Exceeded on ELA PARCC and 0% will score Did Not Meet</p>	<ul style="list-style-type: none"> <li>-Common District Assessments</li> <li>-Interim Assessments</li> <li>-Daily Demonstrations of Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.</li> <li>-Closely track student performance on mastery and intervene when students demonstrate difficulty or lack of mastery. Closely monitor and intervene when students have already met the grade level standard to help support advanced</li> </ul>

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							learners' progress.
		M	While Sunnyside met expectations, Subclaim analysis of 2015 PARCC showed that SSE's lowest Subclaim Performance Level on the Math PARCC was in Supporting Content.	≥70% of students will score Met or Exceeded on Math PARCC and 0% will score Did Not Meet	≥80% of students will score Met or Exceeded on Math PARCC and 0% will score Did Not Meet	<ul style="list-style-type: none"> <li>-Common District Assessments</li> <li>-Interim Assessments</li> <li>-Daily Demonstrations of Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.</li> <li>-Closely track student performance on mastery and intervene when students demonstrate difficulty or lack of mastery. Closely monitor and intervene when students have already met the grade level standard to help support advanced learners' progress.</li> <li>-Specifically target math instruction school-wide.</li> </ul>
		S		≥70% of students will score Strong or Distinguished Command on Science CMAS and 0% will score Limited	≥80% of students will score Strong or Distinguished Command on Science CMAS and 0% will score Limited	<ul style="list-style-type: none"> <li>-Common District Assessments</li> <li>-Interim Assessments</li> <li>-Daily Demonstrations of Learning</li> </ul>	<ul style="list-style-type: none"> <li>-Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.</li> <li>-Closely track student performance on mastery and intervene when students demonstrate difficulty or lack of mastery. Closely monitor and intervene when students have already met the grade level standard to help support advanced</li> </ul>

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							learners' progress.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Baseline-Growth data not available				
		M	Baseline-Growth data not available				
		ELP	Baseline-Growth data not available				
Academic Growth Gaps	Median Growth Percentile, local measures	Rdg	Baseline-Growth data not available				
		W	Baseline-Growth data not available				
		M	Baseline-Growth data not available				

### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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:** Deliver high quality, rigorous instruction in the Colorado Academic Standards that engages all learners.

**Root Cause(s) Addressed:** Rigorous alignment to the standards.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Tight alignment of the CAS in all lessons, focus on DOK presented in the standard to ensure rigorous alignment.	✓	✓	All staff	General Fund	Teachers will use CAS in lesson planning and data teaming processes	In progress
Continued emphasis in utilizing appropriate engagement strategies based on the lesson objective.	✓	✓	All staff	General Fund	Visible use of effective instructional strategies during visits	In progress
Continue to provide administrator feedback to support teacher development through informal visits at least three times per semester.	✓	✓	Administrators	General Fund	On-going classroom visits with follow-up conversations	In progress
Instructional leadership team will support the development of peer observation and feedback process to increase professional dialogue around best practice.	✓	✓	Instructional Leadership Team and all staff	General Fund	Establishment of coaching form for use by all participating staff	In progress

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Use professional learning community time to analyze student achievement data, review practice, and provide training as needed to ensure maximum growth of students.	✓	✓	All staff	General Fund	Evidence of data team work	In progress
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Closely track student performance on mastery and intervene when students demonstrate difficulties or lack of mastery.

Additionally, closely monitor and intervene when students have already mastered the grade level standard, to help our advanced learners' progress.

**Root Cause(s) Addressed:** Systems that support each learner based on personalized learning strengths and needs.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Professional learning community time to develop district common formative assessment and use of data protocol for assessments to guide instruction based on student strength and need.	✓	✓	All staff	General Fund	Regular monitoring of data team work	In progress
Support individual student goal setting and allow them to monitor progress toward their goals. Collaborate on common understanding and format for vertical alignment of student goal setting.	✓	✓	All staff	General Fund	Students reference goals frequently and share with parents at conferences	In progress
Continue to develop and utilize the Rtl (Child Study) process that supports learning and mastery of the standards.	✓	✓	All staff School Counselor	General Fund	Effective process in place to monitor student progress	In progress
Utilize one to one technology devices in the upper grades to support personalized learning.	✓	✓	All staff	General Fund	Technology functions as a tool to support differentiation for all learners	In progress
Ensure that all students on a special education IEP have goals that are standards based and measureable. All goals should recognize grade level	✓	✓	All staff Special Education Teachers	General Fund	Effective data to support progress of students	In progress

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expectations and set reasonable progress toward achieving these standards.						
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3:** Specifically target mathematics instruction school-wide.

**Root Cause(s) Addressed:** Decline in mathematics proficient and advanced scores due to lack of rigor and alignment with CAS.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Utilize assessments to track student progress, plan differentiated lessons, and determine interventions.	✓	✓	All staff	General Fund	Regular monitoring of data team work	In progress
Use professional learning community time centered on the 5-step data analysis process and use common formative assessments to guide instruction based on student strength and need.	✓	✓	All staff	General Fund	Regular monitoring of data team work	In progress
Implement the new math program with fidelity in pacing and practice, while supplement with resources as needed to ensure alignment with the rigor and expectation in the CAS.	✓	✓	All staff	General Fund	On-going classroom visits with follow-up conversations	In progress
Increase instructional focus on mathematical practices (balance of conceptual understanding, skill based instruction, and real life application).	✓	✓	All staff	General Fund	Teachers will use CAS in lesson planning and data teaming processes	In progress
Focus on student ownership of their learning: goal setting, monitoring progress, and celebrating.	✓	✓	All staff	General Fund	Goal setting processes are in place and goals shared (at a minimum) at conferences	In progress

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

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## Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*