

**Colorado's Unified Improvement Plan for Schools for 2011-12
Preliminary Report**

Organization Code: 0480 District Name: BOULDER VALLEY RE 2 School Code: 5838 School Name: MESA ELEMENTARY SCHOOL (E) Plan type based on: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 – Adequate Yearly Progress (AYP) – and state accountability expectations – School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations		2010-11 School Results		Meets Expectations?		
		1-year	3-years	1-year	3-years			
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.	Reading	71.6%	72.0%	89.3%	92.8%	Overall Rating for Academic Achievement: Exceeds * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	87.2%	90.0%		
		Writing	53.5%	54.8%	74.4%	79.7%		
		Science	47.5%	45.4%	78.6%	78.6%		
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School: 12		Overall % of targets met by School: 100.0%		Reading	YES	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP	Median SGP			Overall Rating for Academic Growth: Meets * Consult your SPF for the ratings for each content area at each level.	
		Reading	15	45/55	Median SGP: 53			
		Math	27	45/55	Median SGP: 49			
		Writing	26	45/55	Median SGP: 60			

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 School Results	Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45.If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your School Performance Framework Report for a listing of median adequate growth percentiles for your school’s disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.	See your School Performance Framework Report for a listing of median growth percentiles for your school’s disaggregated student groups.	Overall Rating for Growth Gaps: Approaching

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2012 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be available in November 2011.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years.**	N/A	Not identified for Improvement under Title I.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? NO If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? NO Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart
	Has the school received a School Improvement grant? NO When was the grant awarded?	<input type="checkbox"/> Transformation <input type="checkbox"/> Closure
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? NO When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? NO Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

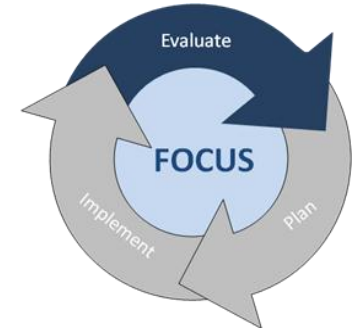
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability Title IA Tiered Intervention Grant School Improvement Grant Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Josh Baldner, Principal
	Email	josh.baldner@bvsd.org
	Phone	720 561 5525
	Mailing Address	1575 Lehigh St. Boulder, CO 80305
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



Worksheet: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?
Academic Achievement (Status)	The 2010-2011 school improvement plan established a goal of a 105 overall weighted index score in writing.	Target was not met. The overall weighted index in writing for spring 2011 was 92.
Academic Growth	The median growth score in writing for Mesa will be 55 or better, as measured by the spring 2011 CSAP tests.	Target was not met. The median growth score in writing for spring 2011 was 54.
Academic Growth Gaps	All individual growth scores in each CSAP area for all 4 th and 5 th grade students with IEPs will be 50 or better, as measured by the spring 2011 CSAP tests.	Target was not met. Only 63% of all individual tests taken by 4 th and 5 th grade students with IEPs resulted in growth scores of 50 or better.
Post Secondary Readiness		

Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)	Target met? How close was school in meeting the target?																												
School Climate	The 2011 BVSD 3 rd -5 th grade student climate survey will indicate in a 5% increase in the percentage of favorable responses over the 2010 results for the following survey questions: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Question</th> <th style="width: 10%;">2010 %</th> <th style="width: 10%;">2011 %</th> <th style="width: 10%;">target</th> </tr> </thead> <tbody> <tr> <td>#2 I look forward to coming to school</td> <td style="text-align: center;">63</td> <td style="text-align: center;">68</td> <td></td> </tr> <tr> <td>#7 I am learning a lot this year</td> <td style="text-align: center;">81</td> <td style="text-align: center;">86</td> <td></td> </tr> <tr> <td>#40 I can ask my teachers for help</td> <td style="text-align: center;">84</td> <td style="text-align: center;">89</td> <td></td> </tr> </tbody> </table>	Question	2010 %	2011 %	target	#2 I look forward to coming to school	63	68		#7 I am learning a lot this year	81	86		#40 I can ask my teachers for help	84	89		Target was met. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Question</th> <th style="width: 10%;">2011 %</th> <th style="width: 10%;">target</th> </tr> </thead> <tbody> <tr> <td>#2 I look forward to coming to school</td> <td style="text-align: center;">68</td> <td style="text-align: center;">80</td> </tr> <tr> <td>#7 I am learning a lot this year</td> <td style="text-align: center;">86</td> <td style="text-align: center;">87</td> </tr> <tr> <td>#40 I can ask my teachers for help</td> <td style="text-align: center;">89</td> <td style="text-align: center;">90</td> </tr> </tbody> </table>	Question	2011 %	target	#2 I look forward to coming to school	68	80	#7 I am learning a lot this year	86	87	#40 I can ask my teachers for help	89	90
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Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																							
Academic Achievement (Status)	CSAP % prof. and above <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 5%;">Grade</th> <th style="width: 15%;">Subject</th> <th style="width: 10%;">'09</th> <th style="width: 10%;">'10</th> <th style="width: 10%;">'11</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="font-size: 1.2em;">3rd</td> <td>Math</td> <td>93</td> <td>96</td> <td>80</td> </tr> <tr> <td>Reading</td> <td>98</td> <td>97</td> <td>86</td> </tr> <tr> <td>Writing</td> <td>79</td> <td>83</td> <td>59</td> </tr> <tr> <td></td> <td>Math</td> <td>91</td> <td>92</td> <td>96</td> </tr> </tbody> </table>	Grade	Subject	'09	'10	'11	3 rd	Math	93	96	80	Reading	98	97	86	Writing	79	83	59		Math	91	92	96	59% of our 3 rd graders in 2011 were proficient or	1) A need for greater emphasis on basic paragraphing (per item analysis and review)
Grade	Subject	'09	'10	'11																						
3 rd	Math	93	96	80																						
	Reading	98	97	86																						
	Writing	79	83	59																						
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Grade	Subject	'09	'10	'11																																											
4 th	Math	55	55	38																																											
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	Reading	61	48	46																																											
	Writing	70	57	54																																											

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	Growth Score for students needing to “catch up” in writing: 49	-Data from CDE reveals that for students who need to catch up (N = 21), the growth score for those students was 49. The target is 55.	<ol style="list-style-type: none"> 1) A need for greater emphasis on basic paragraphing (per item analysis and review of sub-content performance) 2) Related to root cause #1, a need for students to include multiple details to support ideas in both the short-constructed responses items and the extended response items on the CSAP
Post Secondary Readiness	NA		
School Climate	-Noting success on the overall climate results and noting that we achieved climate goals on questions 2,7, and 40 (which speak to how students feel about school and the relationship with adults), we identified a challenge pattern in the data in regard to how students treat each other.	-The percentage of favorable responses on questions 19 (I have not been bullied) and 28 (I have not heard students threaten to hurt someone/take things) are at 65%	<ol style="list-style-type: none"> 1) A lack of systemic emphasis on the bully-proofing curriculum during classroom community meetings (curriculum referenced vs. taught explicitly) 2) A need for better communication and response regarding incidents on the playground

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
		and 51% respectively--- not good enough	

Data Narrative for School

Directions: Describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Data Narrative for School

<p>Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is? How did we determine that?</p>		<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>
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Narrative:

At Mesa Elementary School in BVSD, the school and district data was reviewed by our Teacher Community Committee and our School Accountability Committee. This Community Committee is comprised of a grade level teacher from each grade, a specialist teacher, and school counselor. The School Accountability Committee includes three parents, one teacher representative from the Community Committee, and one community member.

We found that our CSAP scores were relatively stable and overall achievement is meeting or exceeding the state standard in each subject area. However, data inquiry revealed a downward trend, a performance challenge in the area of overall math growth. While our overall median growth score for writing was 54, we are only “approaching” in “students needing to catch up in writing.” Further, the percentage of 2011 3rd graders who were proficient or advanced in writing was only 59% (significantly less than other years). In terms of student survey data about school climate, we noted success on the overall climate results and \that we achieved climate goals on questions 2,7, and 40 (which speak to how students feel about school and the relationship with adults), but we also identified a challenge pattern in the data in regard to how students treat each other. Additional discussion (including a parent coffee about student achievement with about 60 Mesa parents) and further inquiry resulted in the narrative below.

In regard to the downward trend in overall math growth, our root cause analysis protocol refined our large list of potential root causes to the following two: 1) A lack of vertical articulation across grade levels in approach to math instruction (prioritizing the performance indicators, instructional methods). For example, while all teachers use the Curriculum Essentials Document to plan instruction, different grade levels choose to emphasize certain indicators more than others (the implemented curriculum vs. the intended), which can lead to inconsistency in instruction through the years. 2) A lack of agreement and articulation about the determination of proficient and advanced proficient work from students in regard to performance indicators.

These two root causes are related to two of the essential four questions in the standards-based teaching cycle: 1) What do we want students to know and be able to do? 2) How will we know when our students have learned it/mastered it?

In regard to the performance challenge related to growth of students needing to “catch up” in writing as paired with a concern about the overall writing performance of the 2011 Mesa 3rd graders, our root cause analysis protocol refined our large list of potential root causes to the following two: 1) A need for greater emphasis on basic paragraphing, particularly in the short-constructed response items of the CSAP (per item analysis and review of sub-content performance) 2) Related to root cause #1, a need for students to include multiple details to support ideas in both the short-constructed responses items and the extended response items on the CSAP (per item analysis).

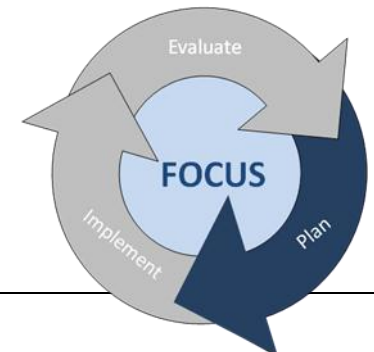
In regard to the performance challenge related to student responses on two survey questions (#19 I have not been bullied at school this year #28 I have not heard students threaten to hurt someone/take their things), our root cause analysis protocol refined our large list of potential root causes to the following two: 1) A lack of systemic emphasis on the bully-proofing curriculum during classroom community meetings (curriculum referenced vs. taught explicitly) 2) A need for better communication and response regarding incidents on the playground

Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will 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).





For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/anda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M				
		W	59% of our 3 rd graders in 2011 were proficient or advanced (41% of our 3 rd graders were not proficient).	70% of 4 th graders (same cohort of students) will be proficient or advanced on 2012 writing CSAP.	80% of 5 th graders (same cohort of students) will be proficient or advanced on 2013 writing CSAP.	In house writing samples/assessments on common rubric aligned with CSAP performance frameworks: September 2011, January 2012, May 2012

							Strategy #3 A continued emphasis on individual student writing goals, as discussed explicitly in student writing conferences.				
		S									
	AYP (Overall and for each disaggregated groups)	R									
		M									
Academic Growth	Median Student Growth Percentile	R									
		M	<p>The overall school growth scores in math have trended downward over the last three years:</p> <table style="margin-left: 40px;"> <tr> <td>2009</td> <td>55</td> </tr> <tr> <td>2010</td> <td>48</td> </tr> <tr> <td>2011</td> <td>40</td> </tr> </table>	2009	55	2010	48	2011	40	The overall school growth score in math will be 50 or greater.	The overall school growth score in math will be 55 or greater.
2009	55										
2010	48										
2011	40										

							Add-Vantage Math trained (multiple strategies within one). Some of this work could also lead to the selection of new materials or other unknown next steps.
		W					
		R					
		M					
Academic Growth Gaps	Median Student Growth Percentile	W	Data from CDE reveals that for students who need to catch up (N = 21), the growth score for those students was 49. The target is 55.	The growth score for “students needing to catch up” will be 60 or better.	The growth score for “students needing to catch up” will be 60 or better.	In house writing samples/assessment on common rubric aligned with CSAP performance frameworks: September 2011, January 2012, May 2012	Strategy #1 More time and emphasis on paragraphing and the inclusion of more details in student writing (not a cost to style nor voice) in all appropriate grades. This also requires more timely feedback to students (potential more use of parent volunteers to confer with students) Strategy #2 More time and emphasis on writing in general in 4 th grade this year (in addition to strategy #1). Meaning, in addition to daily writing workshop in the 4 th grade classrooms, the 3 rd

						rotation of the social studies and science wheel will feature more emphasis on writing (whether in a poetry unit or other integrated approach). Strategy #3 A continued emphasis on individual student writing goals, as discussed explicitly in student writing conferences.
Post Secondary & Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					
School Climate	BVSD School Climate Survey	The percentage of favorable responses on questions 19 (I have not been bullied) and 28 (I have not heard students threaten to hurt someone/take things) are at 65% and 51% respectively--- not good enough	The percentage of favorable responses on questions 19 (I have not been bullied) and 28 (I have not heard students threaten to hurt someone/take things) will be 75% and 65% (or better) respectively	The percentage of favorable responses on questions 19 (I have not been bullied) and 28 (I have not heard students threaten to hurt someone/take things) will maintain at 75% and 65% (or better) respectively	A student climate survey (for formative and diagnostic purposes) will be administered in October, 2011	Strategy #1 Explicit teaching of the <i>Bully Proofing Your School</i> curriculum in all classrooms Strategy #2 A formative assessment-style survey of students in October to further identify and address specific issues Strategy #3 Each grade level classroom may be asked to submit

						a plan of how to address and improve upon areas identified in questions 19 and 28.
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Action Planning Form

Directions: Identify the major improvement strategy(s) 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1 -Applies to both achievement performance priority challenge and growth gap priority challenges!:** More time and emphasis on paragraphing and the inclusion of more details in student writing (not a cost to style nor voice) in all appropriate grades. This includes the development of individual student writing goals. This also includes more time and emphasis on writing in general in 4th grade this year. **Root Cause(s) Addressed:** Root Cause #1 A need for greater emphasis on basic paragraphing, particular in the short-constructed response items of the CSAP (per item analysis and review of sub-content performance)
Root Cause #2 Related to root cause #1, a need for greater emphasis on students including multiple details to support ideas in both the short-constructed responses items and the extended response items on the CSAP

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement 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)
Review of CSAP/TCAP rubrics and sample items to clarify what is expected from students on CSAP/TCAP	September 2011	Mesa Community Committee to be followed by distribution to grade level teams (2 nd – 5 th in particular)	CDE website (5 documents total)	September 2011 Community Committee meeting	Complete
Assignment of writing that requires paragraphing, inclusion of sufficient details, and subsequent feedback and repeated practice for individual students.	On-going	3 rd – 5 th grade teachers	Student work, Carl Anderson's <i>Conferring</i> book, The Colorado Writing Project, Some reference to <i>Step Up To Writing</i>	Weekly	In progress
Development and monitoring of individual student writing goals.	On-going	All K-5 grade level teachers	Student work, Carl Anderson's <i>Conferring</i> book, The Colorado Writing Project	Weekly	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although are completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2 **Applies to growth priority performance challenge: With the support of the BVSD math department, math will be the one focus of weekly teacher collaboration time. We have already done work to identify priorities in the curriculum, to develop common definitions of proficiency, to develop common assessments, and to differentiate professional development to ensure that all teachers are Add-Vantage Math trained (multiple strategies within one). Some of this work could also lead to the selection of new materials or other unknown next steps.

Root Cause(s) Addressed: 1) A lack of vertical articulation across grade levels in approach to math instruction (prioritizing the performance indicators, instructional methods) 2) A lack of agreement and articulation about the determination of proficient and advanced proficient work from students in regard to performance indicators

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

- School Plan under State Accountability
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 School Improvement 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)
Complete data inquiry and needs assessment to identify content and processes of collaboration time (devoted to vertical articulation toward instructional improvement and greater student achievement)	September 2011	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-BVSD Math Coach	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	September 2011	Complete
Develop a common rubric to identify and delineate proficient student work and advanced student work in math	September 2011	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-BVSD Math Coach	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	September 2011	Complete
Identify the high priority/most important performance indicator in each grade level's math curriculum— establish a strand in K-5 math instruction	September 2011	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	September 2011	Complete

		BVSD Math Coach			
Develop and administer a common formative assessment aligned with the most important performance indicator, use that for vertical articulation conversations and instructional design	September 2011 and on-going	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-BVSD Math Coach	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	September 2011 and on-going	In progress
Establish common language in math and instruction and math conversation	September 2011 and on-going	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-BVSD Math Coach	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	September 2011 and on-going	In progress
Provide differentiated professional development in the implementation of Add-Vantage Math	October 2011 and on-going	Mesa Collaboration Planning Team, Mesa grade level teachers, Jackie Weber-BVSD Director of Math, David Woodward-BVSD Math Coach	BVSD Math Department, Add-Vantage math materials, BVSD Math Department resources	October 2011 and on-going	Not begun

Major Improvement Strategy #3Applies to climate priority performance challenge and other improvement strategies in this area are subsets of the following:** Explicit teaching of the *Bully Proofing Your School* curriculum in all classrooms

Root Cause(s) Addressed: 1) A lack of systemic emphasis on the bully-proofing curriculum during classroom community meetings (curriculum referenced vs. taught explicitly) 2) A need for better communication and response regarding incidents on the playground

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement 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)
Development and administration of a student climate survey to use formatively to address areas and topics of concern for students.	October 2011	All grade level teachers, principal, school counselor	None needed	October 2011	Not begun
All grade level teachers must submit an action plan to articulate the way in which the <i>Bully Proofing Your School</i> curriculum will be delivered through classroom community lessons, with an emphasis on the priority challenge.	October 2011 and on-going	All grade level teachers, principal, school counselor	<i>Bully Proofing Your School</i>	October 2011 and on-going	Not begun
Development and implementation of a peer mediator program, utilizing 5 th graders at Mesa	September 2011 and on-going	5 th grade teachers, school counselor	<i>Peer Mediation in the Elementary School</i>	September 2011 and on-going	In progress

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)