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Mandatory
FORM # SED-210
EDAC APPROVED
Approved 7/26/2011 for 2011-2012

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

Organization Code: 0180 **District Name:** ADAMS-ARAPAHOE 28i **School Code:** 3471 **School Name:** GLOBAL VILLAGE ACADEMY **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 data reported for state accountability results the SPF results (1-year or 3-year) for which the school is accountable. 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?
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.		E	M	H	E	M	H	Overall Rating for Academic Achievement: Approaching * Consult your SPF for the ratings for each content area at each level.
		Reading	72.0%	71.4%	72.2%	59.9%	61.8%	N/A	
		Math	70.1%	51.6%	30.5%	53.3%	26.7%	N/A	
		Writing	54.8%	58.3%	49.6%	42.5%	42.9%	N/A	
		Science	45.4%	48.7%	50.0%	32.7%	21.6%	N/A	
	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:	E	M	H	Overall percent of targets met by School: E	M	H	
			34	24	N/A	97%	88%	N/A	
									Reading: E YES, M YES, H N/A; Math: E NO, M NO, H N/A
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.
			E	M	H	E	M	H	
		Reading	41	44	N/A	46	56	N/A	
		Math	57	81	N/A	37	43	N/A	
		Writing	48	64	N/A	48	56	N/A	

* 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.

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 * Consult your SPF for the ratings for each content area at each level.

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School		Directions for completing improvement plan
State Accountability				
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement		Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement 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 available in UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be 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.**	E	N/A	Not identified for Improvement under Title I.
		M	N/A	Not identified for Improvement under Title I.
		H	N/A	Not identified for Improvement under Title I.

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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? If yes, indicate the type of Title I program NO	☐ Targeted Assistance ☐ Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. NO	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded? NO	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When? No	
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. Yes September, 2011	Kathryn Lindholm- Leary, Ph.D., San Jose State Evaluator

Improvement Plan Information,

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

X 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	Cindy Lunsford, Principal 3-8th Grades
	Email	clunsford@globalvillageacademy.org
	Phone	(720)248-4242
	Mailing Address	16401 E. Alameda, Aurora, CO 80017
2	Name and Title	Kathy Duran, Principal K-2 Grades
	Email	kduran@globalvillageacademy.org
	Phone	(303)309-6656

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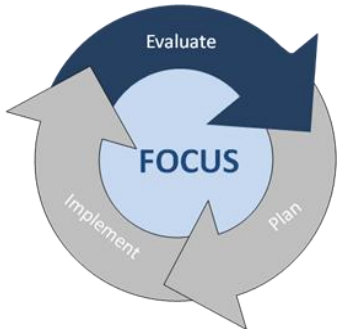
	Mailing Address	16401 E. Alameda Rd, Aurora, CO 80017

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.

<table>
<tr><th>Performance Indicators</th><th>Targets for 2010-11 school year
(Targets set in last year's plan)</th><th>Target met? How close was school in meeting the target?</th></tr>
<tr><td rowspan="2">Academic Achievement (Status)</td><td>AYP: Approaching: 46.4% 100%AYP
E: 97% (out of 34)
M: 88 % (out of 24)
2009-2010 Target</td><td>Meets
<table>
<tr><td>Elementary</td><td>Reading Yes</td><td>Math No</td></tr>
<tr><td>Middle School</td><td>Reading Yes</td><td>Math No</td></tr>
</table>
At the elementary level, Global Village Academy met all targets in the 2010-2011 school year. Overall AYP was met. At the middle school level for sixth and seventh grades, GVA met 18 of the 20 targets. AYP was met in reading but not in math.</td></tr>
<tr><td>% of P/A is above the 50th %</td><td>
<table>
<tr><td></td><td>Elem.</td><td>M.S.</td></tr>
<tr><td>Reading</td><td>59.9%</td><td>61.8</td></tr>
<tr><td>Writing</td><td>42.5%</td><td>42.9%</td></tr>
<tr><td>Math</td><td>53.3%</td><td>26.7%</td></tr>
</table></td></tr>
</table>

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?
		Science: 32.7% / 21.6% GVA did not meet targets in Writing, Science, and Middle School Math.
Academic Growth	Student Growth Percentile between 45 and 54	Elementary / Middle School Reading: 46 / 56 Math: 37 / 43 Writing: 48 / 56 Middle School students did not meet growth in math. Middle School students almost met growth in writing and met growth in reading. Elementary students showed growth in both reading and writing. Elementary students did not meet adequate growth in math.
		Individual growth percentiles indicated overall that students had slightly higher growth in Math and writing over reading. Our reading scores have progressed in past years. It is more difficult to demonstrate "high growth" numbers with students who already are proficient and advanced.
Academic Growth Gaps	2010 U,PP/,P,Adv. % / 2011 Asian: 25/72 / 23/75 Black: 48/50 / 39/59 Hispanic: 51/48 / 46/54 Hwn/PI: * / 50/50 White: 27/73 / 28/72 Multiple: * / 0/100 Free Lunch: 46/53 / 47/52*	Overall rating for growth gaps is Approaching. Students who are Free Lunch eligible, SPED students, and most ethnic subgroups did meet the expected 50 or more P and Adv. Scores. However, they did not achieve P and Adv. Scores as did the Asian, white and even Reduced Lunch students attained. • * = 0 students • ** Both enrollment and SPED numbers significantly increased with the 2010-11 school year. When making the same comparisons with gender in Math, males scored significantly higher than females. Females took the lead in writing scores

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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?
	Reduced Lunch	29/67	23/73	as well.
	SPEC. LD	100/0	90/10**	
	ELL-FEP	3/97	8/92	
	ELL-LEP	74/26	66/33	
	ELL-NEP	83/17 no score	92/8 no score	
	Females	40/59	37/63	
	Males	40/58	40/59	
Post Secondary Readiness	N/A			

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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)	The percentage of students scoring U or PP in Mathematics on CSAP overall is too high. Although GVA made AYP, the percentage numbers demonstrate gaps between subgroups that must be addressed.	Students who are females, Free Lunch, and/or Hispanic have the highest gap. Free Lunch students have the largest gap of subgroups.	There is a lack of consistent, targeted, assessment and progress monitoring in the identification and intervention provided for students. There is a gap between the Scope/Sequence of Singapore Math and standards when state testing occurs.
Academic Growth	Although GVA made AYP, the percentage numbers demonstrate gaps between subgroups that must be addressed.	There is a need to add resources and PD to grow teachers. Although GVA made AYP, the percentage numbers demonstrate gaps between subgroups that must be addressed.	The large number of new students enrolled each year creates a need to provide the background support for these students to orient them with the math curriculum. The professional development for mathematics has not caught up with the addition of new mathematics teachers each year for the past 3 years at every grade level. With growth and enrollment across the school, teachers must be added to support our increasing student population.

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Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	Change in CSAP Math		

Grade Level	Year	Median Growth Percentile	District Growth Percentile	% Catch-Up	% Keep-Up	% Move-Up
4th Graders in 2010/11						
	2011	54	51	0	65%	--
	2010	75	51	50%	80%	
	2009	54	52			
5th Graders in 2010/11						
	2011	20	50	--	19%	0%
	2010	40	61			
	2009	27	57			
6th Graders in 2010/11						
	2011	43	51	4%	--	--
	2010	33	57			
7th Graders in 2010/11						
	2011	45	43	0%	--	--
	2010	46	47	8%		
8th Graders in 2010/11						
	2011	42	49	4%	--	--

Academic Growth Gaps			
Post Secondary Readiness			

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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

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?

Root Cause Analysis: Why do we think our school's performance is what it is? How did we determine that?

Verification of Root Cause: What evidence do we have for our conclusions?

Narrative:

Trend Analysis and Priority Needs

Multiple stakeholders, including certified staff, the GVA leadership team, the curriculum committee, the SAC team, and the GVA Board of Directors considered three years of data related to academic performance trends. Those data included not only state CSAP results, but also interim assessments (MAPS).

ACADEMIC ACHIEVEMENT:

CSAP

When analyzing the 3 Year CSAP data, GVA Elementary students (Grades 3-5) are approaching the performance indicators for academic achievement in all content areas:

	Rating	Number of Students	% Proficient/Advanced	School's Percentile
Reading	Approaching	451	59.9%	25
Mathematics	Approaching	451	53.3%	19
Writing	Approaching	452	32.7%	26

Middle School performance indicators

	Rating	Number of Students	% Proficient/Advanced	School's Percentile
Reading	Approaching	191	61.8%	29
Mathematics	Does Not Meet	191	26.7%	11
Writing	Approaching	191	42.9%	21

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We examined overall trend data for the past three years. The data paints the following picture of GVA Elementary (3-5) and Middle School(6-8):

- 59.9% of elementary students in reading, 53.3% in math, and 32.7% in writing mastered the state standards.
- 61.8% of Middle School students in reading, 26.7% in math, and 42.9% in writing mastered the state standards.
- If we look at trend data from 2008 forward, it is clear that GVA data continues to be impacted by growing enrollment.
- Three year trend data indicates that there is a gap in achievement between girls and boys, Free lunch students, and students with IEPs in the area of math achievement.

AYP:
Both GVA's Elementary and Middle School did not meet AYP in math for 2011. Specifically, the disaggregated data demonstrates that Free Lunch, students with IEPs, and girls in math are lagging behind in growth.

GVA must address the fact that we are challenged to meet the needs of all subgroup populations while in an enrollment growth pattern.

ACADEMIC GROWTH
GVA's Elementary is not meeting performance indicators in mathematics. Elementary students are meeting performance indicators for reading and writing.

	Rating	Number	Median Growth Percentile	Median Adequate Growth
Reading	Meets	257	46	41
Mathematics	Does Not Meet	259	37	57
Writing	Meets	258	48	48

GVA's Middle School is approaching mastery of performance indicators in mathematics and meeting performance indicators for reading and writing.

	Rating	Number	Median Growth Percentile	Median Adequate Growth
Reading	Meets	184	56	44
Mathematics	Approaching	184	43	81
Writing	Meets	184	56	64

Alpine did not meet the performance indicators in math in the area of growth because the grade 5 growth percentile was only 20% (the grade 4 growth percentile was 550. GVA must implement consistent and targeted instruction and interventions to ensure students make growth in math for the current 6th graders.

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ACADEMIC GROWTH GAPS

GVA did not meet the performance indicators for Academic Growth Gaps in the area of mathematics.

Elementary:

	Rating	Number	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile
Free/Reduced Lunch Eligible	Does Not Meet	100	32	61
Minority students	Does Not Meet	188	35	59
Students with Disabilities	Approaching	20	49	86
English language learners	Does Not Meet	110	34	62

Middle School:

	Rating	Number	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile
Free/Reduced Lunch Eligible	Approaching	103	42	81
Minority students	Approaching	146	44	81
Students with Disabilities	Does Not Meet	20	39	99
English language learners	Approaching	104	43	84

The growth gap issue points to concerns about the consistent implementation of Tier I instruction, and specific and targeted interventions for students with different needs.

Root Cause Analysis

The staff, Leadership team, and Board of Directors, engaged in multiple collaborative work sessions around root cause analysis. Our work focused on mathematics data. We did not make AYP in our Elementary or Middle School in the area of math. The following subgroups did not make adequate growth: minority students, students with disabilities, English Language Learners, and students who are eligible for free lunch.

Our analysis led us to identify the following root causes:

1. There is a lack of consistent assessments for the early and ongoing identification of students who are not mastering academic standards.
2. There is a lack of implementation of interventions and progress monitoring to ensure that students are making progress.
3. There is a lack of effective targeted instruction being used to ensure students are making progress.

Verification of Root Causes

As we looked at the trend data, we worked to answer two different questions:

- Why is our overall achievement data declining in mathematics?
- Why do we continue to have significant differences in growth and achievement within subgroups of students?

Our data analysis and collaborative discussions resulted in us verifying a number of causes.

Why is our overall achievement data declining in mathematics?

As a language immersion K-8 school, we face the challenge of creating alignment between our mathematics curriculum and state standards. We face the challenges of significant increases in enrollment by over 500 students in the last three years. Increased enrollment has impacted our teaching staff, with many new teachers added in the past three years. GVA's immersion program requires native/ near native speakers to teach core subjects including math. Many of our teachers come from an international background and require familiarization with GVA curriculum and

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Colorado standards. We have not had a math intervention program schoolwide. We are planning to implement a strong program that will focus on intervention and progress monitoring.

Why do we continue to have significant differences in growth and achievement within subgroups of students?
At GVA, we have growing numbers of students who fall into specific subgroup categories. This has resulted in a need for more differentiation and with support for interventions for those students who struggle or who come to GVA with different learning needs. The purpose was to create an infrastructure that would support a significant overhaul in our ability to address the following:

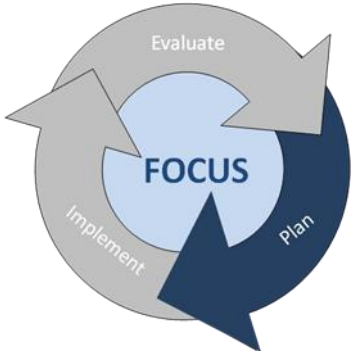
The early and ongoing identification of students who are not mastering academic standards.

The lack of systematic processes for remediation, including both implementation of interventions and progress monitoring to ensure that the interventions are working.

The Action Steps section of the plan identifies a number of specific measures we will take to address the needs of our students who are not mastering state standards, taking into account issues like poverty and second language learning and their potential effects on student achievement.

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/danda/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.

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Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2011-12	Annual Performance Targets 2012-13	Interim Measures for 2011-12	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Grade 6 students	The state target for schools is 94.54% PP and above on CSAP. GVA is at 91% PP or above in Reading. GVA has set our goal to align with the state for all subgroups at 94%.		MAPS testing is used at all grade levels to measure performance 3 times during the school year. NWEA RIT growth scores in September, January, and May. DIBELS	
		M	Females, SPED, ELL across grade levels	Currently 81% of students are scoring PP or above. Target is 85% PP or above.		MAPS	
		W	Grade 6, 7 students	91% of students are scoring PP or above. Target is 95% PP or above.		MAPS, schoolwide writing prompts	
		S	All 5, 8 grades	56% of students are scoring PP or above in 8th grade. 64% of students scored PP or above in 5th grade. Target is 70% for both grades.		Curriculum/ Standards based assessment	
	AYP (Overall and for each	R	Students with Disabilities	29% of students on IEPs were PP or above. Target is 50%.		MAPS, DIBELS	

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	disaggregated groups)	M	Free Lunch, Minority, Students with Disabilities, Females	Meet AYP for all subgroups in math.		MAPS	
Academic Growth	Median Student Growth Percentile	R				MAPS	
		M				MAPS	
		W				MAPS, schoolwide writing prompts	
Academic Growth Gaps	Median Student Growth Percentile	R				MAPS	
		M		By the end of the 2011-12 school year, the median growth percentile for the students designated as F/R lunch, Minority students, Students with disabilities will match or exceed the subgroup median adequate growth percentile. All subgroup numbers will increase at GVA.		MAPS, Kathy Richardson Assessments	Support learning needs of students, especially those represented in achievement and growth gaps by providing rigorous instruction, interventions, and progress monitoring. Introduce Study Island at grades 3-8 to support standards based learning at school and at home. Support teachers new to curriculum with PD
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Dropout Rate						
	Mean ACT						

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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: Support learning needs of students, especially those represented in achievement and growth gaps by providing standards-based rigorous instruction, interventions, and consistent progress monitoring.
Root Cause(s) Addressed: There is a lack of implementation of interventions and progress monitoring to ensure students are making necessary gains in math.

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

X 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)
Implement collaborative meeting time to include support to teaching staff for RtI process. As staff needs change due to more sophisticated levels of understanding of the process, so will the use of collaborative time to best meet those needs.	August 2011-May 2012	Principals, RtI Leadership team (SPED, ESL, Deans of Students), Team Leaders	Professional Development (PLC time) continues to take place weekly, create common plan time for collaboration on interventions and analysis of data.	Calendar demonstrating regularly scheduled collaborative time for RtI process. Documentation of participation at weekly PLC meetings.	In Progress
Pilot the use of one corrective math program in grades 3-8.	September 2011-May 2012	Principals, Leadership team, Certified staff	Acquire corrective math program upon board approval, implement with fidelity and allow time for staff training on the use of the program for practice and progress monitoring. Budgeted school funds will cover the purchase.	Schedule screening dates, collect data and use to determine ongoing needs of students for further intervention.	Board approval-completed. Acquisition in progress. Implementation not begun.
Tracking of data to ensure that the RtI process and interventions are increasing student achievement.	August 2011-May 2012	Principal, RtI Leadership team,	Alpine Achievement database and progress	Review of data for gap analysis showing that	In progress

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		Certified staff	monitoring tools	monitored students show progress that will allow them to meet targets set by school.	
Use Curriculum based assessments consistently as a grade level team. Compare results and plan instruction based on student needs.	August 2011-may 2012	Principals, Certified staff	Singapore Math assessments	Utilize tests 3 times per year across all grade levels.	In progress.

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

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Major Improvement Strategy #2: Implement consistent assessments for the early and ongoing identification of students who are not mastering academic standards.
Root Cause(s) Addressed: There is a lack of consistent assessment and targeted instruction for the early and ongoing identification of students who are not making progress in math.

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

X 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)
Determine if there are gaps in scope and sequence of Singapore Math at each grade level for students new to GVA (those who have not previously used our math curriculum)	October 2011-May 2012	Principals, Certified Staff	Math curriculum guides, Singapore math training	Teacher training in Singapore Math and in immersion methods that will allow for high quality instruction in the target language. Identify intervention study groups for students with gaps.	In progress
Implement with fidelity Kathy Richardson assessments	August 2011-May 2012	Principals, certified staff	Kathy Richardson assessments	Teachers identify and submit lists of students needing additional support, progress monitoring	In progress
Provide Professional Development regarding interventions and progress monitoring tools.	August 2011-May 2012	Principals, certified staff	Kathy Richardson, Singapore math, Study Island	Document by creating a schedule of when training occurs.	In progress
Form study groups to alleviate any gaps for students.	September 2011-May 2012	Principals, certified staff	Study Island, Singapore Math curriculum, web based practice	Monitor study groups utilizing progress monitoring tools to check for growth each month.	In progress

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Major Improvement Strategy #3: Support the learning needs of students through effective, targeted instruction.
Root Cause(s) Addressed: There is a lack of effective targeted instruction being used to ensure students are making adequate growth in the area of math.

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

X 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)
Implement quality immersion strategies that allow students to learn both the target language and math terms and concepts for grades 3-6.	August 2011-May 2012	Principals, Immersion staff	Professional Development provided by immersion experts and math coaches	Calendar demonstrating regularly scheduled immersion math training, Principal walkthroughs to monitor use of quality instructional strategies	In progress
For grades 7-8 use ESL strategies to help second language learners comprehend math terms and concepts in English.	August 2011-May 2012	Principals, Middle school math staff, ESL teachers	ELD training, mentoring	Calendar demonstrating scheduled math/ ELD trainings for middle school, Principal walkthroughs to monitor use of quality instructional strategies	In progress
Use math journals to allow students to write and explain their thinking about math terms and concepts.	October 2011-May 2012	Principals, Math teachers	Professional development around use of interactive notetaking, writing about math, journaling	Calendar demonstrating scheduled PD on use of math journals. Principal walkthroughs to monitor use of journaling as a strategy.	In progress.

Section V: Appendices

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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)