

Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0180
Official 2014 SPF: 1-Year

District Name: ADAMS-ARAPAHOE 28J School Code: 0914 School Name: BOSTON K-8 SCHOOL

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.*

- **Writing Academic Achievement:** Over the past five years Boston K8 writing scores have consistently been lower than the state and district average in all grades and in most identified groups. Scores are consistently 30 plus points below the state average and 15 plus points below the district average.
- **Reading Academic Achievement:** Over the past five years Boston K8 reading scores have consistently been lower than the state and district average in all grades and in most identified groups. Scores are consistently at least 15 point below the district and 38 points below the state average.
- **Mathematics Academic Achievement:** Over the past five years Boston K8 math scores have consistently decreased and have been lower than the state and district average in all grades and in most identified groups. Scores are consistently 8-13 points below the state average and 28-33 points below the district average. This is a negative trend that does not maintain what students have gained, but decreases what they have learned from year to year.

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.*

- **Instructional System:** Instructional System - Boston does not yet have an instructional system that allows for deep planning, that is standards based, vertically aligned, culturally responsive, and data driven.
- **Responsive Systems of Support:** Boston does not yet have a data driven responsive tiered system of support for students.
- **Embedded Professional Development:** Boston does not yet have an aligned system of job embedded Professional development support for teachers.
- **Family Engagement:** Boston does not yet have a systematic, culturally relevant family engagement strategy.
- **Social Emotional Needs:** Boston does not yet have a strategic support system that addresses the social and emotional needs of our diverse population.
- **a0BF00000rChOt:**
- **Whole child/ whole family:** Students have needs outside of academics and also students and families have basic living needs that need to be addressed in order to clear the way for learning.
- **Language Framework:** Boston does not yet have an effective, embedded building wide language development framework.

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.*

- **Full school re-design resulting in ACTION Zone Innovation Plan:** Full school re-design of systems, structures and practices resulting in ACTION Zone Innovation Plan

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- **Professional Learning:** Teachers actively participate in Data Driven Instructional practices in Professional Learning Communities and Professional Development.
- **Observational Feedback:** Teachers are observed frequently and receive feedback to support the improvement of their instruction.

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

Section II: Improvement Plan Information

Improvement Plan Information

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

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

School Contact Information

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Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes, Boston k8 received the School Improvement Support Grant (SIS). This grant was awarded in May 2015 with the application towards the 2015-16 school year.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	Boston has not participated in SST or Expedited Review.

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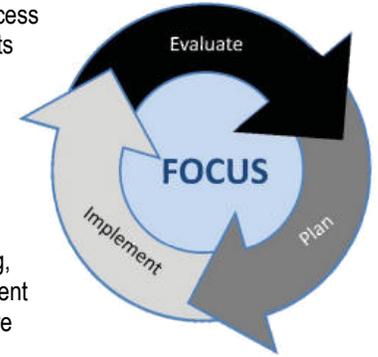
External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

The school partnered with RMC who conducted an instructional audit December 2014. In addition a School Readiness Assessment was conducted by Mass Insight Education in preparation for innovation work the fall of 2015.

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.



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.

1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Description: SCHOOL CONTEXT

Boston K8 has undergone multiple changes in administration and structures. A new Principal and Assistant Principal were hired in July of 2015. In addition 16 new staff members were hired. New structures around instructional observation and feedback were implemented along with consistent cultural expectations in the school. New expectations and structures were established focused on writing and data driven instruction in writing.

Boston K-8 is a Title 1 school in year 4 of the state accountability clock with Priority Improvement Status due to persistent low achievement. It is located in the northwest quadrant of Aurora. Boston K-8 is a diverse school that serves students in grades K-8 with a current enrollment of 410 students. Our demographics include 0.4% Nat. Am., 14.6% Asian, 14.6% Black, 62.3% Hispanic, and 5.1% White. 86.6% of our students are on Free or Reduced price lunch. 76.7% of our students are limited English speakers. Boston K8 has a mobility rate of 33%.

UIP DEVELOPMENT PROCESS

Boston K8’s core committee collaborating on the Unified Improvement Plan is the school’s Instructional Leadership Team (ILT). This team consist of representatives from the primary, intermediate, secondary grade levels, and instructional coaches/interventionists. This team worked to present data and seek out input from all stakeholders. Initially the team presented data and potential strategies to the instructional staff at Boston. The data analyzed included previous TCAP trends, ACCESS scores, DRA2, district assessments, RMC Instructional Audit and TELL survey. Areas of highest leverage were identified as culture, data driven instruction, and teacher feedback systems. Input was solicited from staff members. The ILT went back and conducted a root cause analysis and made sure the improvement strategies aligned with the root causes. These were again presented to the staff, CSC, PTO and the parents in the monthly Parent Meeting. Final strategies were shared with all staff through the weekly Staff Newsletter and with parents. With so many new ideas and changes, it was imperative to revisit and redesign the schools vision and values. The school staff came together and spend half a day creating our school wide values and vision. Vision: Boston is a unified, global community of lifelong learners, who strive for excellence and compassion for self, each other, and our world. To actualize this vision, the staff and community embarked on strategically developing an innovation plan for Boston’s future that encompasses the vision and results in effective academic systems and structures to improve

student achievement.

2. Prior Year Targets

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

Academic Achievement (Status)

Prior Year Target: Please see targets for Reading, Writing and Math listed below.

Performance on Target: Performance targets were determined by TCAP scores. TCAP was not given in the 2014-15 school year.

The academic achievement targets were not met as described above because our teachers/staff do not understand the Common Core Standards and the standards are not vertically/horizontally aligned. We did not fully address the priority improvement challenges nor did we implement the identified major improvement strategies with fidelity.

Academic Growth

Prior Year Target: Academic Growth Goals

TCAP MATH Median Growth Percentiles Goals

Grade	2012 %P/A	2013 %P/A	2014 %P/A	2014-15 Target
4	24	29	31	66
5	42	50	42	66
6	69	67	43	89
7	47	48	48	89
8	53	33	41	89

TCAP Reading Median Growth Percentiles Goals

By the end of 2014-15, 79% of Unsat/PP students will make adequate growth in order to begin catching up in the area of reading.

Performance on Target: Performance targets were determined by TCAP scores. TCAP was not given in the 2014-15 school year.

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Academic Growth Gaps

Prior Year Target: There were not Academic Growth Gaps goals identified in last year's UIP because of the state assessment transition.

Performance on Target: No academic growth gaps were identified.

Academic Achievement Reflection

Overall, academic achievement at Boston K8 has not been strong. Boston K8 does not have TCAP data for 2015 from the state assessment as the state is going through an assessment transition.

READING DATA

Grade	Target 2014-15
Kinder	70%
1st	60%
2nd	55%
3rd	56%
4th	50%
5th	46%
6th	60%
7th	55%
8th	50%

WRITING DATA

Grade	Target 2014-15
Kinder	70%
1st	60%
2nd	55%
3rd	46%
4th	46%
5th	50%
6th	49%
7th	46%
8th	46%

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MATH DATA

Grade	Target 2014-15
Kinder	70%
1st	60%
2nd	55%
3rd	50%
4th	63%
5th	63%
6th	49%
7th	46%
8th	45%

Academic Growth Reflection

Overall, academic growth at Boston K8 has not been strong building-wide. Boston K8 does not have TCAP data for 2015 from the state assessment as the state is going through an assessment transition.

3. Current Performance

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

Reflection

2015 PARCC

Language Arts

Grade	N	Dist m/e	Boston m/e	not yet	partial	Approach	met	exceeds
3	53	18.4%	3.8%	45.3%	28.3%	22.6%	3.8%	0%
4	46	20.6%	8.7%	47.8%	26.1%	17.4%	8.7%	0%
5	50	18.8%	0%	60%	30%	10%	0%	0%
6	42	18.9%	16.7%	33.3%	33.3%	16.7%	16.7%	0%
7	45	21%	13.3%	37.8%	31.1%	17.8%	13.3%	0%
8	50	25%	10%	38%	26%	26%	10%	0%

2015 PARCC

Mathematics

Grade	N	Dist m/e	Boston m/e	not yet	partial	Approach	met	exceeds
3	52	15.5%	5.8%	34.6%	46.2%	13.5%	5.8%	0%
4	46	12.2%	0%	43.5%	39.1%	17.4%	0%	0%
5	49	11.2%	2.0%	53.1%	28.6%	16.3%	2.0%	0%
6	42	12.4%	2.4%	35.7%	45.2%	16.7%	2.4%	0%
7	46	13.2%	4.3%	32.6%	34.8%	28.3%	4.3%	0%
8	50	6.8%	2.0%	28%	44%	26%	2.0%	0%

CMASS	Sci	Sci	Social Std	Social Std
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	2013/14	2014/15	2013/14	2014/15
Elementary	5.9%	0%	0%	0%
Middle School	0%	0%	0%	8.1%

Local Data:

Benchmark Assessment System (BAS) Reading Level Test

Baseline Sept. 2015

Percent at Grade Level

1st	11.5%
2nd	10.4%
3rd	31.8%
4th	20.4%
5th	7.3%

WIDA	Achievement		Median Growth percentile (state 60 for elementary and 58 for middle school)	
	2012/13	2014/15	2013/14	2014/15
Elementary	18.9%	6.4%	34	36
Middle School	4.2%	3.2%	45	53

2014 SPF

Academic Achievement	Boston did not meet state expectations	earned 25% of the pointed out of point eligible
Academic Growth	Boston is approaching in meeting the state expectations	earned 39% of points
Academic Growth Gaps	Boston is approaching in meeting the state expectaions	earned 41.7% of points

Overall earning 36.4 points out of 100. To be considered Turnaround a school needs to be below 37 points. Boston scored below.
Boston did meet the 95% participation rate

SPF Plan Type

Entering Priority Improvement year 4

SPF % points earned

	2010	2011	2012	2013	2014
Overall		46.7	38.8	46.7	46.1
Elementary	53.2		27.4	40.5	42.8

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Middle School 53.2 51.3 52.9 49.5

TCAP Measurement Metrics

Math - Boston declined in 2008-09, was static for three years, declined in 2012-13 and remained static in 2013-14 the an average of 30% of students proficient or advanced.

Reading - Boston has seen very little change in 5 years with students at an average of 33% proficient or advanced.

Writing - Boston saw very little change between 2008 and 2012. In 2013/14 scores declined by 4 points resulting in an average of 16.4% of students proficient or advanced.

4. Trend Analysis
Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Academic Achievement (Status)

- Writing
- Overall writing proficiency scores at Boston K8 have been between 15-20% lower than Aurora Public Schools and 34-39% lower than the state over the past three years as measured by TCAP/CSAP (2012 = 20.7% P+A; 2013 = 22.3% P+ A; 2014 = 15.6% P+ A). This is a notable trend because it has consistently been well below the district and state average. According to the PARCC 2015 data, Boston scored between 0-16% at grade level on Language Arts.
- Reading --- Overall reading proficiency scores at Boston K8 have been 15% lower than Aurora Public Schools and 38% lower than the state over the past three years as measured by TCAP/CSAP (2012 = 34% P+A; 2013 = 32% P+ A; 2014 = 32% P+ A). This is a notable trend because it has consistently been well below the district and state average (source Schoolview Data Center). According to the PARCC 2015 data, Boston scored between 0-16% at grade level on Language Arts.
- Mathematics --- Overall math proficiency scores at Boston K8 have been consistently decreasing, and between 8-14% lower than Aurora Public Schools and 28-33% lower than the state over the past three years as measured by TCAP/CSAP (2012 = 33.8% P+A; 2013 = 29.6% P+ A; 2014 = 27% P+ A). This is a notable trend because it has consistently been well below the district and state average and it has consistently decreased over the past 3 years (source Schoolview Data Center). According to the PARCC 2015 data, Boston scored between 0-6% at grade level in Mathematics.

Priority Performance Challenges and Root Cause Analysis
Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

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Priority Performance Challenge	Root Cause
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Writing Academic Achievement: Over the past five years Boston K8 writing scores have consistently been lower than the state and district average in all grades and in most identified groups. Scores are consistently 30 plus points below the state average and 15 plus points below the district average.

- ⇒ Instructional System: Instructional System - Boston does not yet have an instructional system that allows for deep planning, that is standards based, vertically aligned, culturally responsive, and data driven.
- ⇒ Responsive Systems of Support: Boston does not yet have a data driven responsive tiered system of support for students.
- ⇒ Embedded Professional Development: Boston does not yet have an aligned system of job embedded Professional development support for teachers.
- ⇒ Family Engagement: Boston does not yet have a systematic, culturally relevant family engagement strategy.
- ⇒ Social Emotional Needs: Boston does not yet have a strategic support system that addresses the social and emotional needs of our diverse population.
- ⇒ Language Framework: Boston does not yet have an effective, embedded building wide language development framework.

Reading Academic Achievement: Over the past five years Boston K8 reading scores have consistently been lower than the state and district average in all grades and in most identified groups. Scores are consistently at least 15 point below the district and 38 points below the state average.

- ⇒ Instructional System: Instructional System - Boston does not yet have an instructional system that allows for deep planning, that is standards based, vertically aligned, culturally responsive, and data driven.
- ⇒ Responsive Systems of Support: Boston does not yet have a data driven responsive tiered system of support for students.
- ⇒ Embedded Professional Development: Boston does not yet have an aligned system of job embedded Professional development support for teachers.
- ⇒ Family Engagement: Boston does not yet have a systematic, culturally relevant family engagement strategy.

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Mathematics Academic Achievement: Over the past five years Boston K8 math scores have consistently decreased and have been lower than the state and district average in all grades and in most identified groups. Scores are consistently 8-13 points below the state average and 28-33 points below the district average. This is a negative trend that does not maintain what students have gained, but decreases what they have learned from year to year.



Social Emotional Needs: Boston does not yet have a strategic support system that addresses the social and emotional needs of our diverse population.

Language Framework: Boston does not yet have an effective, embedded building wide language development framework.

Instructional System: Instructional System - Boston does not yet have an instructional system that allows for deep planning, that is standards based, vertically aligned, culturally responsive, and data driven.

Responsive Systems of Support: Boston does not yet have a data driven responsive tiered system of support for students.

Embedded Professional Development: Boston does not yet have an aligned system of job embedded Professional development support for teachers.

Family Engagement: Boston does not yet have a systematic, culturally relevant family engagement strategy.

Social Emotional Needs: Boston does not yet have a strategic support system that addresses the social and emotional needs of our diverse population.

Language Framework: Boston does not yet have an effective, embedded building wide language development framework.

Reflection on Priority Performance Challenges

Writing, reading and math are the fundamentals of what students need to be successful. Boston K8 students have been scoring poorly in all of these areas across

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the board. In writing, the scores have been 30 points or more below the state average. In reading, the scores have been 38 points or more below the state average. In math, the scores have been 28 points or more below the state average. It is important to get the fundamentals established in order to address the many other challenges our children face. When these skills are addressed school-wide, it will impact all of the other subjects and also several of the other gaps of achievement. It is important to notice that these areas are significant to all other aspects of education and require strong consistent structures supported school-wide. These consistencies in structures and systems have not been addressed consistently over the past several years.

Reflection on Root Cause

Due to Boston's persistently low achievement and growth, the identified root causes are consistently across all content areas and grade levels. Below captures the root cause verification.

Root Cause - subcauses	Questions	Specifics	Verification
Boston does not yet have an effective, embedded building wide language development framework. English language supports and development/supports for newcomers.	How do we address students' language development holistically and embed them school-wide?	ELD Block Strong ELD materials Time to plan collaboratively for ELD block to relate materials	lack of effectiveness of ELD block. Limited plan time. Lack of materials.
Boston does not yet have a standard based data driven instructional culture of performance. Unfamiliarity of academic standards.	How might we provide professional learning in such a way that teachers have a deep understanding and experience with the standards?	Teacher Lesson Plans Professional Learning experiences	All school survey requested professional learning focused on standards and assessments.
Boston does not yet have a data driven responsive tiered system of support for	How might we ensure consistency and alignment across all grade levels between	multiple programs used throughout the	All school survey requesting alignment of resources. TELL survey having

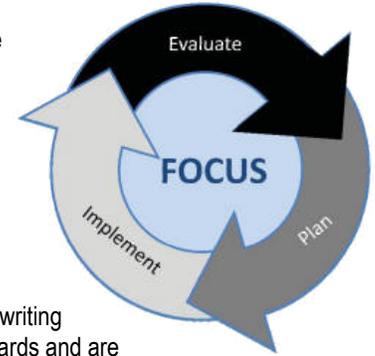
students Changing resources/lack of alignment of resources.	what we teach and how we teach to ensure we have a system that builds and sufficiently prepares students for high school and life?	school. Interventions not consistently used across the school.	teachers feel like they are pulled in multiple directions with no focus.
Boston does not yet have a standard based data driven instructional culture of performance. System of instruction that builds	How might we ensure consistency and alignment across all grade levels between what we teach and how we teach to ensure we have a system that builds and sufficiently prepares students for high school and life?	multiple programs used throughout the school. Interventions not consistently used across the school.	All school survey requesting alignment of resources. TELL survey having teachers feel like they are pulled in multiple directions with no focus.
Boston does not yet have a strategic support system that addresses the social and emotional needs of our diverse population. Supporting the whole child and family.	How might we structure the school culture and learning experiences to foster strong character traits that our students will need to be successful in life. How might we support students and families who experience non-academic needs to clear the way for learning?	Student culture. Students and families lacking food, shelter, etc. Not consistently in character traits taught throughout the school.	TELL survey regarding a lack of a positive school culture. All staff survey in which staff said families were not getting enough support in basic living needs and students in character development. Counselor survey, staff indicated they wanted more specific mental health supports for students and families.

1. Summary/Conclusion

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*.

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). 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.

School Target Setting Form

Academic Achievement (Status)

Subject		W
Priority Performance Challenge		Writing Academic Achievement
Annual Performance Targets	2015-2016	CMASS and PARCC 15%tile
	2016-2017	20th%tile
Interim Measures		Acuity, Local data: On Demand Writing Assessments

Subject		R
Priority Performance Challenge		Reading Academic Achievement
Annual Performance Targets	2015-2016	15%tile
	2016-2017	20th%tile

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Interim Measures		Acuity, Local Data: BAS
Subject		M
Priority Performance Challenge		Mathematics Academic Achievement
Annual Performance Targets	2015-2016	15th%tile
	2016-2017	20th%tile
Interim Measures		Acuity, Local Data: Unit Assessments

Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Full school re-design resulting in ACTION Zone Innovation Plan
Full school re-design of systems, structures and practices resulting in ACTION Zone Innovation Plan

Root Cause(s) Addressed:
Instructional System
Responsive Systems of Support
Embedded Professional Development
Social Emotional Needs
Language Framework

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Sep. 2015 - Sep. 2015	<p>School-Wide Behavior Expectations</p> <p>Description: Staff collaboratively develop school-wide expectations that support a positive environment for staff and students. The staff will practice teaching these expectations and hold each other accountable for their implementation.</p> <p>Implementation Benchmarks: Aug. - Staff determines highest levers of culture impact within the school expectations and collaboratively creates clear expectations. Staff model expectations and how to teach these expectations to students. Sept - School Culture Committee creates a systematic way to recognize students who practice school-wide expectations. Dec - School Culture Committee refines systems of celebrations and motivators for positive student behavior.</p>

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	<p>Dec - Admin Team creates a School Culture Walk Through and shares with Committees to refine behaviors and supports for second semester.</p> <p>May - Admin Team creates a school-wide survey with help of Student Leaders to redesign and refine procedures for 2015-16.</p> <p>Resources: P20 District Support</p> <p>Key Personnel: Committee Members & Leaders Student Leaders Admin Team</p> <p>Status: In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p>School Design Team</p> <p>Description: Development of school-based team to engage in collaborative design process resulting in full school redesign of systems, structures and practices</p> <p>Implementation Benchmarks: Weekly Status Check meetings to monitor progress and quality of School Design Team efforts</p> <p>Resources: District funds, TIG</p> <p>Key Personnel: Administrative Team, Teachers, Staff, Community members, District Leaders, Mass Insight Education Consultants</p>

	<p>Status: In Progress</p>
<p>Aug. 2015 -</p>	<p>Parent Involvement</p> <p>Description: The Community Team will calendar and design an event a month and parent meeting that is aimed at increasing family participation.</p> <p>Implementation Benchmarks: Calendar at least one event per month that involves families coming to the school. Involve staff participation in events Involve clubs, etc in running the events Calendar at least one parent meeting a month. Develop a system of communication that addresses the different communication methods and languages needed Monthly Newsletter sent to parents both physically and electronically (in multiple languages) Flyers advertising events in multiple languages, these are handed out in Friday Folders and taken to identified housed. Weekly phone dialer of events happening Develop a tracking system of when families participate in school events. Establishing a PTO that meets monthly</p> <p>Resources: Translation services Interpreter services</p> <p>Key Personnel: Family Liaison Community Corps Administrative Team</p> <p>Status:</p>

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<p>Aug. 2015 - Feb. 2016</p>	<p>In Progress</p> <p>Community Engagement</p> <p>Description: School-based strategy to engage all community stakeholders in redesign efforts, including input and feedback</p> <p>Implementation Benchmarks: Weekly Status Check meetings to monitor progress and impact of Community Engagement strategy.</p> <p>Resources: District funds, TIG</p> <p>Key Personnel: Administrative Team, district Communications Team, Mass Insight Education Consultants</p> <p>Status: In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p>Writing of the Innovation Plan</p> <p>Description: Written Innovation Plan development by School Design Team with regular reviews and feedback from ACTION Zone Design Team members</p> <p>Implementation Benchmarks: Weekly Status Check meetings to monitor progress and quality of Innovation Plan.</p> <p>Resources: District funds, TIG</p>

Key Personnel:

Writer, Administrative Team, School Design Team, Zone Design Team, Mass Insight Education Consultants

Status:

In Progress

Major Improvement Strategy: Professional Learning

Teachers actively participate in Data Driven Instructional practices in Professional Learning Communities and Professional Development.

Root Cause(s) Addressed:

Instructional System
Responsive Systems of Support
Embedded Professional Development

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

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

Action Steps	
Oct. 2015 - Oct. 2015	<p>Data Driven Instruction in Writing</p> <p>Description: Teachers actively participate in grade level Professional Learning Communities once a week. These meetings are focused on Data Driven Instruction using The Teachers College Writing Units of Study rubrics and On Demand writing assessments.</p> <p>Each grade level is provided with a literacy coach through a teaching partner or teacher leader. This individual participates in grade level planning and facilitates the analysis of student work.</p> <p>Implementation Benchmarks: Teachers will conduct a deep study of these units through their PLCs, Late Start Wednesday Professional Development, and District lead professional development once a month.</p> <p>Teachers assessed all students (grades K-4, and selected classes and students in grades 5-8) as a baseline on their On Demand Writing Unit of Study in October for one specific genre of writing. Three to Four times throughout the year students will be reassessed on the specific genre chosen as baseline data.</p>

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	<p>Several On Demand Writing assessments will be administered on four different genre throughout the year as mini benchmarks.</p> <p>These On Demand Writings build the foundations of the student work that will be reviewed and analyzed by teachers during their PLC and inform their instruction and student intervention.</p> <p>Resources: The Teachers College Writing Units of Study District Professional Development Observation Feedback</p> <p>Key Personnel: Teaching Partner Administrators</p> <p>Status: In Progress</p>
<p>Oct. 2015 - Jan. 2016</p>	<p>Reading Supports</p> <p>Description: Teachers use a variety of reading assessments to inform their instruction in guided reading groups, whole group lessons, and small group interventions.</p> <p>Implementation Benchmarks: Teachers administer the following assessment to assess students' literacy understandings.</p> <p>All students grades K-5 are baseline assessed using the BAS and at the end of each quarter. All students grades K-3 are assessed using PALS three times during the year. These two assessment determine guided reading group placement and instruction. Reading groups are analyzed and reviewed every quarter to determine reading group assignments and to</p>

	<p>maximize student learning.</p> <p>At the beginning of the year, all K-4 grade students participate in a 95% screener (phonological awareness and phonics.)</p> <p>Students are assessed every 5-6 weeks and placed into 20 minute targeted intervention groups based on their progress. These decisions are made collaboratively after analyzing student data.</p> <p>All students grades 3-8 are assessed using Acuity 4 times at year (Sept, Nov, Feb, May).</p> <p>These assessments are analyzed against the reading learning targets within grade levels and also provides information that is used to align all of the above assessment learning.</p> <p>Resources: District training for new teachers on Guided Reading Groups Observation Feedback</p> <p>Key Personnel: Teachers Teaching Partner Administration</p> <p>Status: In Progress</p>
<p>Sep. 2015 - Sep. 2015</p>	<p>Data Drive Instruction in Mathematics</p> <p>Description: Teachers use standards based teaching and the learning cycle to identify, facilitate and monitor power standards in math. They plan lessons and administer formative assessment to assess students' understandings of the standards.</p> <p>Each grade level is provided with a math support coach through a teaching partner or teacher leader. This individual works together with the grade level team to support math planning, development of targeted skill based centers/stations, and facilitates the analysis of student work.</p> <p>Implementation Benchmarks:</p>

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Unit pretest are given at the beginning of each unit and then teachers ascertain the key elements that will be included in the lessons. As a grade level work collaboratively with a teaching partner and/or teacher leader to identify students' understandings. Daily learning targets are set based on this information and daily informal assessments are created.

Acuity is given and analyzed to grades 3-8, four times throughout the year (Sept, Dec, Feb, May).

Resources:

Observation Feedback Team

Key Personnel:

Teachers

Teacher Partners

Administrations

Status:

In Progress

Major Improvement Strategy: Observational Feedback

Teachers are observed frequently and receive feedback to support the improvement of their instruction.

Root Cause(s) Addressed:

Embedded Professional Development

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

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

Action Steps

Sep. 2015 - Sep. 2015

Schedule Observation Feedback

Description:

Observation Feedback sessions are conducted with individual teachers on a regular basis focused on frequent, bite sized action steps identifying the highest lever of feedback that is differentiated for individual teachers.

Implementation Benchmarks:

Aug - Train Observation Feedback (OF) Team on using 6 point template

Meet weekly with the OF Team to review progress of teachers, refine action steps and analyze any building wide or individual needed supports

Sept - pair up teachers with an OF Team member

Sept - start weekly observation feedback meetings with struggling teachers and biweekly meetings with non-struggling teachers.

Quarterly - review the pairing of OF Team members and teachers to determine if any changes need to be made.

Dec - analyze the effectiveness of the OF Team through a teacher survey and refine practice based on the feedback.

Resources:

Relay Observation Feedback Template

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Key Personnel:

Observation Feedback Team

Administration

Teaching partners

Teacher leaders

Status:

In Progress

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 Schools Operating a Schoolwide Program (Optional)