

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

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 1948 School Name: CRAWFORD ELEMENTARY SCHOOL
 Official 2014 SPF: 1-Year

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 Across Content Areas:** Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).
- **Use of Standards Based Teaching and Learning Cycle in Math:** Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).
- **The 5 Components of Reading:** Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.

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.*

- **Building an Understanding Proficiency:** As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.
- **Rigor of Standards:** Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate their learning at the application level.
- **Developing Understanding of the 5 Components of Reading:** We lack a consistent understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.

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.*

- **Writing Across the Content Areas:** If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade, then students will increase in proficiency in all content areas and especially in writing.
- **Standards Based Teaching and Learning Cycle in Math:** If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor students' understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.
- **Five Components of Reading:** If we understand all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.
- **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

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

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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

Additional Information about the School

Comprehensive Review and Selected Grant History

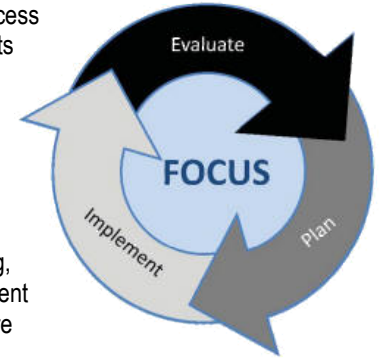
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis.



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

Crawford Elementary is a large elementary school located in the heart in old Aurora. We serve approximately 675 students in preschool through 5th grade. There are 2 sections of preschool, 6 sections of kindergarten, 5 sections of first, second, third and fifth grade and 4 sections of 4th grade. We are a school that is highly impacted by poverty and second language learners which include a diverse refugee population. One thing that is unique about Crawford Elementary is the fact that approximately twenty-five percent of our student population are refugees. This presents a distinct challenge for our school as we strive to support helping our refugee students adapt to life in the United States and address the social, emotional and academic needs. They bring many different languages and cultures to our school community. Ninety percent of our students qualify for free and reduced lunch and 74% of our students speak English as their second language. Our demographics are as follows: 60% Hispanic, 22% Asian, 14% Black, 4% White, 2% Multiple Races and less than 2% Native American. There are over 30 countries represented at our school. We have a 75% stability rate at Crawford with our student population.

UIP DEVELOPMENT PROCESS

Developing our unified improvement plan has involved our staff as well as our families. The Leadership Team at Crawford Elementary has taken the main lead in developing the UIP. That team consists of representation from the primary grades, intermediate grades, special education and ELA. The work of the leadership team has been shared with all Crawford Elementary staff for their input. The team collaboratively considered 3 years of data related to the academic performance standards. This data was also shared with all staff and families. The data included TCAP results, TCAP growth data, TCAP growth gap data, DRA2 data for kindergarten through 5th grade, ACCESS data and our district administered assessments. The team examined, analyzed and wrote statements based on the data to determine trends to show where we are making growth and where we are struggling. Our data and school improvement strategies were shared with families in October 2015. They were welcome to give their input on how they thought Crawford should move forward. Families will also be involved in the UIP process through Family Involvement Activities, Parent Classes and Quarterly Accountability Meetings.

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: Reading Goals:

Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool	80%
Kindergarten	59%
1st Grade	65%
2nd Grade	45%
3rd Grade	45%
4th Grade	35%
5th Grade	45%

Math:

Students scoring strong or distinguished command will increase to the 30th percentile on CMAS PARCC Math

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool	80%
Kindergarten	80%
1st Grade	75%
2nd Grade	60%
3rd Grade	62%
4th Grade	61%
5th Grade	55%

Writing:

Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA

Based on a body of evidence, students will score proficient or advanced as follows:

Preschool	80%
Kindergarten	75%
1st Grade	70%
2nd Grade	45%
3rd Grade	35%
4th Grade	35%
5th Grade	35%

Performance on Target: Reading: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 53%, 1st Grade 31%, 2nd Grade 27%, 3rd Grade 45%, 4th Grade 39% and 5th Grade 40%.

Math: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 61%, 1st Grade 41%, 2nd Grade 36%, 3rd Grade 34%, 4th Grade 42% and 5th Grade 33%.

Writing: Based on a body of evidence, students scored proficient/advanced as follows: Kindergarten 54%, 1st Grade 21%, 2nd Grade 16%, 3rd Grade 28%, 4th Grade 29% and 5th Grade 22%.

Academic Growth

Prior Year Target: The median growth percentile in math will be at the 70th percentile

Performance on Target: Because of the change in assessments, growth could not be measured.

Academic Growth Gaps

Prior Year Target: Our median growth percentile will increase to the 55th percentile.

Performance on Target: Because of the change in assessments, growth could not be measured.

Academic Achievement Reflection

With the exception of 3rd Grade reading, we did not make our goals in any of the areas. We set rigorous goals last year, however, they were not attainable based on the growth students needed to make in order to show proficiency around the grade level standards. Our staff are making significant changes to their instruction and students are growing in their learning, but it is not yet demonstrated in the proficiency scores.

3. Current Performance

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

Reflection

Academic Achievement: Crawford did not meet any of the targets for reading, writing, math or science; however, all areas increased in proficiency.

	2012	2013	2014
Reading TCAP	28.23% Proficient/Advanced	28.3% Proficient/Advanced	29.15% Proficient/Advanced
Writing TCAP	20.16% Proficient/Advanced	19.3% Proficient/Advanced	25.63% Proficient/Advanced
Math TCAP	34.35% Proficient/Advanced	34.94% Proficient/Advanced	48.44% Proficient/Advanced

Local Reading Data as measured by DRA2:

	2013	2014	2015
K	28%	59%	53%
1st	41%	31%	31%
2nd	45%	35%	27%
3rd	34%	31%	45%
4th	24%	44%	39%
5th	17%	43%	40%

Local Writing Data as measured by a Body of Evidence:

	2015	GOAL
K	54%	75%
1st	21%	70%
2nd	16%	45%
3rd	28%	35%
4th	29%	35%
5th	22%	35%

Local Math Data as measured by a Body of Evidence:

	2015	GOAL
K	61%	80%
1st	41%	75%
2nd	36%	60%
3rd	34%	62%
4th	42%	61%
5th	33%	55%

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Academic Growth: Crawford Elementary met standards in overall academic growth for writing, math and English Language Proficiency. In reading we were approaching.

	2014 Growth Percentile
Reading TCAP	48
Writing TCAP	60
Math TCAP	56
English Language Proficiency (ACCESS)	46

Academic Growth Gaps: Crawford Elementary met standards overall and for every subgroup in writing and math. In reading we were approaching standards. All subgroups were approaching.

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)

- Academic Achievement: When looking at different data sources for Crawford Elementary, our performance has been inconsistent since 2008 but what has been clear is the fact that students are performing at levels below the state average. From 2011-2013, Crawford Elementary has experienced an overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math. Based on the 2014 TCAP scores, Crawford reversed the trend and increased overall proficiency for the last 4 years in every content area for every grade level. However, Crawford still has performed below the state average. Writing has been the area where students have performed the lowest over the last 3 years. Because of this, writing needs to be a focus.

Academic Growth

- Academic Growth: From 2011-2013, our students' growth percentile has been below the 50th percentile with the exception of 2012 Writing. During this time the growth percentile in reading and writing was steadily increasing until a dip in 2013; however, the growth percentile in math steadily decreased in that timeframe. In 2014, the median growth percentile increased in every area, but the largest increase was in math. Based on this information, math will continue to be a focus for growth. This is due to the fact that students showed progress with this focus, and we want to maintain the growth which will also increase math proficiency

Academic Growth Gaps

- In all other content areas, we met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component. In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the

comprehension component as well as strengthen our core instruction to be standards based.

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.

Priority Performance Challenge	→	Root Cause
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Writing Across Content Areas: Although Crawford students' TCAP writing data were up in 2014, we continue to lag behind the district (8 to 15 percentage points) and the state (25 percentage points).

→ Building an Understanding Proficiency: As a staff we have inconsistent understandings of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and we lack an understanding of how to effectively teach and develop students as writers through all content areas.

Use of Standards Based Teaching and Learning Cycle in Math: Although Crawford's MGP increased from 43 to 60 in Math (2013 to 2014), we have not met the adequate growth percentile (69).

→ Rigor of Standards: Our instruction and assessments have not consistently reflected the rigor and language of the standards so students have not had opportunities to demonstrate their learning at the application level.

The 5 Components of Reading: Students' catch-up MGP in Reading went up 8 points since 2013, however growth gaps are still a concern, with our MGP of 48 and the adequate growth percentile of 74.

→ Developing Understanding of the 5 Components of Reading: We lack a consistent understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component.

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Reflection on Priority Performance Challenges

ACHIEVEMENT: For the last 3 years, writing is the area where our students have scored the lowest out of the content areas. Leadership team identified the root cause as our staff have not developed a common understanding of what proficiency in writing looks like preschool through 5th grade in relation to grade level standards, and have not developed an understanding of how to teach writing both in the writing blocks and in other content areas.

GROWTH: From 2011-2013, the growth percentile decreased in math, and math had the largest gap between the median growth percentile and median adequate growth percentile. After focusing on math during the 2013-2014 school year, our overall math growth percentile increased to 60. We accounted for the growth by planning and facilitating standards based lessons in math as well as monitoring students' understandings of the standards consistently. After maintaining this focus during the 2014-2015 school year, we need to shift our instruction to supports students' in applying their math understandings to continue to meet the higher cognitive demands of the standards in order to continue to grow in math. Our ACCESS data shows the total median growth percentile decreasing since 2013. We need to accelerate the achievement of our second language learners by making sure that we build their language skills across all content areas.

GROWTH GAPS: In all other content areas, we met standards for growth gaps. In reading, all subgroups were approaching. There was a large gap between the medial growth percentile and the adequate growth percentile for Catch Up students. The root cause identified was that we do not have an understanding of how to explicitly and systematically teach all the components of reading in order to diagnose and teach to identified needs in each component. In 2013-2014, we began to learn about the 5 components of reading and focused specifically on phonological awareness and phonics because these components were not taught explicitly during Tier 1 instruction. This work continued into 2014-2015. For the 2015-2016 school year, we will begin work around the comprehension component as well as strengthen our core instruction to be standards based.

Reflection on Root Cause

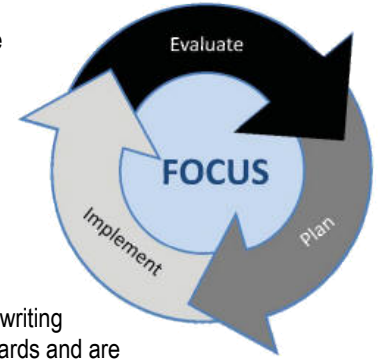
These root causes were developed by the leadership team which include representation from administration, ELA, Special Education, classrooms, specials, etc.

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 Across Content Areas	
Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA Grade Percent P/A on a body of evidence Preschool 75% Kindergarten 55% 1st Grade 35% 2nd Grade 35% 3rd Grade 25% 4th Grade 33% 5th Grade 30%
	2016-2017	Students scoring strong or distinguished command will increase to the 35th percentile on CMAS PARCC ELA Percent P/A on a body of evidence

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	Preschool 80% Kindergarten 75% 1st Grade 55% 2nd Grade 45% 3rd Grade 45% 4th Grade 45% 5th Grade 45%
Interim Measures	-Quarterly Writing Tasks -Readable Writing Task for grades 3-5 every other week -Writing Matrices -Acuity

Academic Growth

Subject	M	
Priority Performance Challenge	Use of Standards Based Teaching and Learning Cycle in Math	
Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 30th percentile on CMAS PARCC Math Grade Percent P/A on a body of evidence Preschool 75% Kindergarten 62% 1st Grade 45% 2nd Grade 45% 3rd Grade 41% 4th Grade 51% 5th Grade 45%
	2016-2017	Students scoring strong or distinguished command will increase to the 40th percentile on CMAS PARCC Math Grade Percent P/A on a body of evidence Preschool 80% Kindergarten 70% 1st Grade 55% 2nd Grade 55%

	3rd Grade 51%
	4th Grade 61%
	5th Grade 55%
Interim Measures	-Common Formative Assessments for Math Application Tasks -K-2 Math Screeners -Math Assessment Matrices -Acuity

Academic Growth Gaps

Subject	R	
Priority Performance Challenge	The 5 Components of Reading	
Annual Performance Targets	2015-2016	Students scoring strong or distinguished command will increase to the 25th percentile on CMAS PARCC ELA Percent P/A on a body of evidence Preschool 75% Kindergarten 55% 1st Grade 40% 2nd Grade 40% 3rd Grade 40% 4th Grade 41% 5th Grade 40%
	2016-2017	Students scoring strong or distinguished command will increase to the 35th percentile on CMAS PARCC ELA Percent P/A on a body of evidence Preschool 80% Kindergarten 75% 1st Grade 55% 2nd Grade 50% 3rd Grade 50% 4th Grade 50% 5th Grade 50%
Interim Measures	-PASI (Phonological Awareness Screening Inventory from 95% Group)	

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	<ul style="list-style-type: none">-PSI (Phonics Screening Inventory from 95% Group)-PALS-BAS-Common Formative Assessment for Comprehension-Acuity
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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: Writing Across the Content Areas

If we provide opportunities for students to write across the content areas and hold students accountable for grade level writing standards preschool through 5th grade, then students will increase in proficiency in all content areas and especially in writing.

Root Cause(s) Addressed:

Building an Understanding Proficiency

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	
Aug. 2015 - May. 2017	<p>Unpacking Standards</p> <p>Description: Teachers will continue to unpack writing standards to clearly understand what students need to know and be able to do in writing through all content areas on a quarterly basis.</p> <p>Implementation Benchmarks:</p> <p>Staff Action Grade levels will unpack standards in writing by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know.</p> <p>Student Result Students will be able to articulate what they need to know and be able to do.</p>

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	<p>Resources: CCSS Standards TIG funding - additional planning</p> <p>Key Personnel: Teaching Partner, Literacy Teacher Leader</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Assessment Matrices</p> <p>Description: Teachers will revise and utilize assessment matrices to monitor students' learning around standards in writing in all content areas on a quarterly basis.</p> <p>Implementation Benchmarks:</p> <p>Staff Action: Grade levels will create an assessment matrix for writing each quarter that reflects the power standards. Teachers will utilize these matrices to monitor students' learning against these standards. They will be turned into the principal and assistant principal quarterly so they can monitor student learning and look for grade level trends.</p> <p>Student Result: Students will be able to articulate whether or not they are meeting the learning target and why. They will be provided support if they are not meeting the target.</p> <p>Resources: CCSS Standards and Appendices Lucy Caulkins Units of Study TIG Funds for additional planning</p>

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	<p>Key Personnel: Teaching Partner, Literacy Teacher Leader</p> <p>Status: In Progress</p>
Aug. 2016 - May. 2017	<p>Effectively Teaching Writing</p> <p>Description: Teachers will learn how to effectively teach standards based writing lessons</p> <p>Implementation Benchmarks:</p> <p>Staff Actions: Teachers will plan and facilitate a standards-based lesson that contains effective components such as learning targets, demonstration, guided practice, independent practice, checks for understanding, and formative assessments.</p> <p>Student Result: Students will articulate the learning, practice the learning and articulate whether they met the target and why.</p> <p>Resources: Lucy Caulkins Units of Study Step Up to Writing CCSS Standards and Appendices</p> <p>Key Personnel: Teaching Partner, Literacy Teacher Leader</p> <p>Status: Not Started</p>

<p>Aug. 2015 - May. 2017</p>	<p>Exemplars</p> <p>Description: Teachers will communicate proficiency through the use of exemplars.</p> <p>Implementation Benchmarks: Staff Action: Teachers will unpack pieces of writing to identify what students need to know and be able to do to be proficient at writing around specific genres. Teacher will share these exemplars with students so they can eventually use these to self-assess their writing and identify what they need to do to be proficient. Student Result: Students will utilize exemplars to help them understand what they need to know and do to be proficient.</p> <p>Resources: Common Core Standards and Appendices, Lucy Caulkins Units of Study</p> <p>Key Personnel: Teaching Partner, Literacy Teacher Leader</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>"Stair Step" Model</p> <p>Description: Teachers will provide a "stair step" model to help students understand the steps needed to demonstration proficiency in writing so student can self-assess their writing and set goals.</p> <p>Implementation Benchmarks: Staff Action: Teachers will create a stair step model that demonstrates the progression of learning by looking at grade level standards and standards below/above their grade level. Teachers will communicate these to students. Student Result: Students will utilize the stair step model to self-assess their writing and set goals.</p>

	<p>Resources: Common Core standards and appendices, Lucy Caulkins Units of Study</p> <p>Key Personnel: Teaching Partner, Literacy Teacher Leader</p> <p>Status: In Progress</p>
Jan. 2016 - May. 2017	<p>Quarterly Written Response to Literature</p> <p>Description: Implement a quarterly school wide written response to literature that will be analyzed using a common writing rubric.</p> <p>Implementation Benchmarks: Staff Action: Teachers will administer a quarterly written response to literature preschool through 5th grade. These writing prompts will be graded collaboratively in grade level teams using a common rubric. Proficient examples will be shared vertically to see the progression of learning. Student Result: Each classroom will perform at a level to meet their end of the year writing goal. With the support of the teacher, students will begin to be able to articulate their proficiency level that they achieved and why. Students will also begin articulate their next steps with support.</p> <p>Resources: Common Core Standards and Appendices</p> <p>Key Personnel: Principal, Teaching Partner</p>

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	<p>Status: Not Started</p>
<p>Aug. 2015 - May. 2017</p>	<p>Daily Opportunities to Write Across Content Areas</p> <p>Description: Teachers will provide students with daily opportunities to respond to their learning in reading, math and science through writing.</p> <p>Implementation Benchmarks: Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in reading, math and science. Students will be held accountable for established school wide writing expectations. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves. Student Result: Students will respond to their learning in reading, math and science through writing on a daily basis.</p> <p>Resources: Common Core Standards</p> <p>Key Personnel: Principal</p> <p>Status: In Progress</p>
<p>Jan. 2016 -</p>	<p>Responding to Literature in Writing</p> <p>Description: Teachers will provide opportunities for students to do a respond to literature through writing once a week. These responses will be graded using a common rubric</p> <p>Implementation Benchmarks:</p>

	<p>Staff Action: Teachers will plan for students to respond to their reading once a week through a writing response. Teachers will grade these using a common rubric and provide students will feedback.</p> <p>Student Result: Students will respond to their reading once a week through a writing response. With the support of the teacher, students will articulate their strengths and next steps.</p> <p>Resources: Common Core Standards and Appendices R.A.C.E. rubric</p> <p>Key Personnel: Principal, Teaching Partner, Teacher Leaders</p> <p>Status: Not Started</p>
Nov. 2015 - May. 2017	<p>Developing Second Language Learners</p> <p>Description: Teachers will develop their understanding of second language learners, specifically what students should know and be able to do at their given language level determined by WIDA rubric and can do descriptors.</p> <p>Implementation Benchmarks: Staff Action: Teachers will utilize what they know about their students' language to differentiate how students engage in the lesson and express their learning.</p> <p>Student Result: Students will be able to access and express learning through supports provided.</p> <p>Resources: WIDA rubric, Can Do Descriptors</p> <p>Key Personnel:</p>

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	<p>Principal, ELA teacher leaders</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Habits of Discussion</p> <p>Description: Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively.</p> <p>Implementation Benchmarks: Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions. Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions.</p> <p>Resources: Great Habits, Great Readers book</p> <p>Key Personnel: Principal, Assistant Principal, ELA teacher leaders</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Observation and Feedback</p> <p>Description: Principal, Assistant Principal and coaches will utilize an observation and feedback tool from RELAY.</p> <p>Implementation Benchmarks:</p>

	<p>Staff Action: Teachers will receive frequent feedback identifying a single action step that they can implement immediately into their instruction.</p> <p>Student Result: Students will engage in quality lessons.</p> <p>Resources: 6 Step Process for Feedback TIG</p> <p>Key Personnel: Principal, Assistant Principal, Teaching Partner, Teacher Leaders, Interventionists</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Culturally Responsive Practices</p> <p>Description: Teachers will integrate the themes of culturally responsive education into their lesson planning.</p> <p>Implementation Benchmarks: Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning. Student Action: Student engagement will increase in lessons.</p> <p>Resources:</p> <p>Key Personnel: Principal, Assistant Principal</p> <p>Status:</p>

	In Progress
Aug. 2015 - May. 2017	<p>Family Involvement</p> <p>Description: Informal families of how they can support learning at home</p> <p>Implementation Benchmarks: Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home. Student Result: Students will engage in activities at home that will support them with grad level concepts.</p> <p>Resources: Title One Family Engagement</p> <p>Key Personnel: Principal, Assistant Principal, Family Liaison, Community Corp</p> <p>Status: In Progress</p>
Aug. 2016 - May. 2017	<p>Effective Writing Conferences</p> <p>Description: Teachers will implement effective writing conferences with students to discuss the students' strengths in relation to standards as well as their next steps in order to help them develop as a writer.</p> <p>Implementation Benchmarks: Staff Action: Teachers will develop their understandings of effective writing conferences and implement them into their instruction. They will utilize these conferences to help students understand their strengths and next steps in relation to the standards. They will meet with students at least once every 2 weeks.</p>

Student Result: Students will be able to articulate their strengths and next steps in writing after conferencing with their teacher.

Resources:

Lucy Caulkins Unit of Study
Common Core Standards and Appendices

Key Personnel:

Principal, Assistant Principal, Teacher Leaders, Teaching Partner

Status:

Not Started

Major Improvement Strategy: Standards Based Teaching and Learning Cycle in Math

If we utilize the standards based teaching and learning cycle to identify, facilitate and monitor students' understanding of the math standards at an application level, then the growth percentile as well as proficiency will increase.

Root Cause(s) Addressed:

Rigor of Standards

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

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

Action Steps	
Aug. 2015 - May. 2017	<p>Habits of Discussion</p> <p>Description: Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively.</p> <p>Implementation Benchmarks: Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions. Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions.</p> <p>Resources: Great Habits, Great Readers</p> <p>Key Personnel: Principal, Assistant Principal, ELA Teacher Leaders</p>

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	<p>Status: In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p>Math Unit Planning</p> <p>Description: Teachers will revise math unit plans on a quarterly basis to ensure they are aligned to standards, paced accurately and include ways to assess students' understanding through common formative assessments and assessment matrices</p> <p>Implementation Benchmarks: Staff Action: Teachers will meet to revise math unit plans. They will review the standards to be sure they are unpacked. They will make sure that there is good pacing of the standards. They will review and revise common formative assessments and assessment matrices. Student Result: Students will be able to articulate what they need to know and be able to do. They will also demonstrate their understandings on common formative assessments and assessment matrices.</p> <p>Resources: Common Core Standards TIG</p> <p>Key Personnel: Grade Level Teams, Math Teacher Leaders</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Unpacking Math Standards</p> <p>Description: Teachers will unpack standards in each math lesson that they are planning in order to have a clear understanding of what students need to know and be able to do. They will pay close attention to what standards look like at an application level.</p> <p>Implementation Benchmarks:</p>

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	<p>Staff Action: Grade levels will unpack standards in each math lesson by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know. They will determine what concepts students should know and what skills they will need to demonstrate proficiency at an application level. They will also articulate the depth of knowledge of the standard.</p> <p>Student Result: Students will be able to articulate what they need to know and be able to do.</p> <p>Resources: Common Core Standards TIG</p> <p>Key Personnel: Grade Level Teams, Math Teacher Leaders, Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Math Assessment Matrices</p> <p>Description: Teachers will revise and utilize assessment matrices to monitor students' learning around the standards in math</p> <p>Implementation Benchmarks: Staff Action: Grade levels will create an assessment matrix for each math unit that reflects the standards in that unit. Teachers will utilize these matrices to monitor students' learning against those standards. They will be turned into the principal and assistant principal will review them so they can monitor student learning and look for grade level trends.</p> <p>Student Result: Students will be able to articulate whether or not they are meeting the standard (learning target) and why. They will be provided support if they are not meeting the target.</p> <p>Resources:</p>

	<p>Common Core Standards, TIG</p> <p>Key Personnel: Teachers, Math Teacher Leaders, Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Common Formative Assessment</p> <p>Description: Teachers will create common formative math assessments at the application level.</p> <p>Implementation Benchmarks: Staff Action: Teachers will create common formative assessments for each standard in each math unit. These assessments will include proficiency scales to determine where students are in relation to the standard in order to know the progression of learning and plan for next steps. Each classroom will perform at a level to meet their end of the year math goal on each formative assessment.</p> <p>Student Result: Students will be able to articulate whether or not they met the learning target and why.</p> <p>Resources: Common Core Standards and Appendices, PARCC and Smarter Balance Sample Items</p> <p>Key Personnel: Math Teacher Leaders, Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Writing in Math</p>

	<p>Description: Teachers will provide students with daily opportunities to respond to their learning in math through writing using a common rubric</p> <p>Implementation Benchmarks: Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in math. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves. Student Result: Students will respond to their learning in math through writing on a daily basis.</p> <p>Resources:</p> <p>Key Personnel: Teachers, Assistant Principal, Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Collaborative Planning of Standards Based Lessons</p> <p>Description: Teacher will collaboratively plan standard based lessons that include evidence based strategies utilizing the standards based teaching and learning cycle.</p> <p>Implementation Benchmarks: Staff Action Teachers will meet in math PLCs to plan one standards based math application lesson that contains all the effective lesson components and checks for understandings/formative assessment. Teachers will then debrief the lesson looking at student data. They will then utilize that information to plan interventions or enrichment around the standard before planning another lesson. Student Result: Students will be able to articulate the learning in the lesson, practice that learning and articulate whether or not they met the target and why. Students will also engage in intervention or enrichment activities connected to the standard.</p> <p>Resources:</p>

	<p>Common Core Standards and Appendices</p> <p>Key Personnel: Teachers, Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Nov. 2015 - May. 2017</p>	<p>Supporting Second Language Learners in Math</p> <p>Description: Teachers will develop their understanding of second language learners, specifically what students should know and be able to do at their given language level determined by WIDA rubric and can do descriptors.</p> <p>Implementation Benchmarks: Staff Action: Teachers will utilize what they know about their students' language to differentiate how students engage in the lesson and express their learning.</p> <p>Student Result: Students will be able to access and express learning through supports provided.</p> <p>Resources: WIDA Rubric, Can Do descriptors</p> <p>Key Personnel: ELA teacher leaders, Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Math Intervention and Enrichment</p>

	<p>Description: Teachers will collaboratively look at students work in relation to standards and plan interventions or enrichment opportunities for students who did not meet or who were proficient on the standards/learning trajectories.</p> <p>Implementation Benchmarks: Staff Action: Teachers will utilize their data from common formative assessment, Acuity and K-2 math screeners to identify students' strengths and next steps in order to plan effective intervention and enrichment opportunities. Student Result: Students will engage in activities to accelerate their learning based on their data.</p> <p>Resources: Common Formative Assessments, Acuity, K-2 BVSD Math Screeners</p> <p>Key Personnel: Principal, Assistant Principal, Math Teacher leaders, Interventionists</p> <p>Status: In Progress</p>
Dec. 2015 - May. 2017	<p>Math CCLs</p> <p>Description: Teachers will engage in CCLs (Collaborative Coaching and Learning) opportunities that engage them in the standards based teaching and learning cycle.</p> <p>Implementation Benchmarks: Staff Action: Teachers will engage in CCLs once a semester. Teachers will collaboratively plan a standards based application lesson that utilizes the effective lesson components and checks for understandings/formative assessment. Teachers will then teach the lesson and observe each other. After the lesson, teachers will reflect on the student work and the lesson to reflect on changes that they would make in future lessons. Student Result: Students will be able to articulate the learning in the lesson, practice that learning and articulate whether or not they met the target and why.</p>

	<p>Resources: Common Core Standards and Appendices TIG</p> <p>Key Personnel: Teachers, Math Teacher Leaders, Principal</p> <p>Status: Not Started</p>
Sep. 2015 - May. 2017	<p>Math Screeners</p> <p>Description: Teachers will utilize BVSD Math Screeners and ForeFront Math to assess students' understandings of number sense and plan for instruction based on this data.</p> <p>Implementation Benchmarks: Staff Action: Teachers will administer math screeners in the fall, winter and spring to assess students' understandings of number sense. Teachers will engage in professional develop to learn how to plan effective intervention and enrichment.</p> <p>Resources: BVSD Math Screeners, Forefront Math</p> <p>Key Personnel: Assistant Principal, Interventionists, Math Teacher Leaders</p> <p>Status: In Progress</p>
Aug. 2015 - May. 2017	<p>Culturally Responsive Practices</p>

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	<p>Description: Teachers will integrate the themes of culturally responsive education in their lesson planning.</p> <p>Implementation Benchmarks: Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning. Student Action: Student engagement will increase in lessons.</p> <p>Resources:</p> <p>Key Personnel: Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Family Involvement</p> <p>Description: Inform families on how they can support learning at home</p> <p>Implementation Benchmarks: Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home. Student Result: Students will engage in activities at home that will support them with grad level concepts.</p> <p>Resources: Title One Family Engagement</p>

Key Personnel:

Principal, Assistant Principal, Family Liaison, Community Corp

Status:

In Progress

Major Improvement Strategy: Five Components of Reading

If we understand all the components of reading and how to teach and assess students' needs around these, then the growth percentile for our students with disabilities and catch up students will increase.

Root Cause(s) Addressed:

Developing Understanding of the 5 Components of Reading

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	
Aug. 2016 - May. 2017	<p>Unpacking Reading Standards</p> <p>Description: Teachers will unpack reading standards to clearly understand what students need to know and be able to do in reading.</p> <p>Implementation Benchmarks: Staff Action: Grade levels will unpack standards in reading by identifying the verb in the standard to determine what students need to do and by identifying the noun in the standard to determine what students need to know. Student Result: Students will be able to articulate what they need to know and be able to do.</p> <p>Resources: Common Core Standards and Appendices</p> <p>Key Personnel: Principal, Teaching Partner, Literacy teacher leaders</p> <p>Status:</p>

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	Not Started
Aug. 2016 - May. 2017	<p>Assessment Matrices</p> <p>Description: Teachers will create and utilize assessment matrices to monitor students' learning around the standards in reading.</p> <p>Implementation Benchmarks: Staff Action: Grade levels will create an assessment matrix for reading each quarter that reflects the standards. Teachers will utilize these matrices to monitor students' learning against these standards. They will be turned into the principal and assistant principal so they can monitor student learning and grade level trends. Student Result: Students will be able to articulate whether or not they are meeting the learning target and why. They will be provided support if they are not meeting the target.</p> <p>Resources: Common Core standards and appendices</p> <p>Key Personnel: Principal, Teaching Partner, Literacy Teacher Leaders</p> <p>Status: Not Started</p>
Aug. 2015 - May. 2017	<p>Responding to Learning in Writing</p> <p>Description: Teachers will provide students with daily opportunities to respond to their learning in reading through writing.</p> <p>Implementation Benchmarks: Staff Action: Teachers will provide ways for students to respond to their learning through writing. They will provide daily opportunities in reading. This writing may or may not be formally assessed. The principal and assistant principal will monitor for these opportunities on their roves.</p>

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	<p>Student Result: Students will respond to their learning in reading through writing on a daily basis.</p> <p>Resources:</p> <p>Key Personnel: Teachers</p> <p>Status: In Progress</p>
<p>Jan. 2016 - May. 2017</p>	<p>Responding to Literature in Writing</p> <p>Description: Teachers will provide opportunities for students to do a respond to literature through writing once a week. These responses will be graded using a common rubric</p> <p>Implementation Benchmarks: Staff Action: Teachers will plan for students to respond to their reading once a week through a writing response. Teachers will grade these using a common rubric and provide students will feedback. Student Result: Students will respond to their reading once a week through a writing response. With the support of the teacher, students will articulate their strengths and next steps.</p> <p>Resources: Common Core Standards and Appendices R.A.C.E. rubric</p> <p>Key Personnel: Principal, Teaching Partner, Teacher Leaders</p> <p>Status:</p>

	Not Started
Aug. 2015 - Aug. 2015	<p>Reading Assessment Schedule</p> <p>Description: Develop a year-long, school-wide Reading Assessment Schedule for K-5 teachers</p> <p>Implementation Benchmarks: Staff Action: 100% of teachers will administer the assessments outlined in the schedule in order to monitor student learning in Tier 1, Tier 2, and Tier 3 instruction. Student Result: Students will receive targeted instruction based on the lowest deficit skills identified in the assessment.</p> <p>Resources: BAS, Word Analysis tasks, PALS, DIBELS, PASI, PSI</p> <p>Key Personnel: Assistant Principal, Interventionists, Teaching Partner, Literacy Teacher Leaders</p> <p>Status: Complete</p>
Aug. 2015 - May. 2017	<p>Administration and Analysis of Reading Assessments</p> <p>Description: Teachers will administer and analyze diagnostic reading assessments given to all students according to the Crawford Reading Assessment Schedule.</p> <p>Implementation Benchmarks: Staff Action: 100% of teachers will administer diagnostic reading assessments to all students according to the assessment schedule. Student Result: Students will receive targeted instruction around their lowest deficit skills</p>

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	<p>Resources: TIG BAS, DIBELS, PSI, PASI, PALS, Word Analysis Tasks</p> <p>Key Personnel: Teachers, Teaching Partner, Interventionists</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Reading Data Analysis Meetings</p> <p>Description: K-5 Teachers will meet approximately every 25 instructional days to utilize student data (BAS, Word Analysis tasks, PALS, DIBELS, PASI, PSI) to plan targeted interventions and enrichment opportunities</p> <p>Implementation Benchmarks: Staff Action: 100% of teachers in K-5 will participate in these meetings. Intervention and enrichment plans will be planned and implemented every 25 instructional days. Student Result: Students will increase their reading ability and comprehension through targeted interventions and enrichment.</p> <p>Resources: TIG BAS, PALS, DIBELS, Word Analysis Tasks, PASI, PSI</p> <p>Key Personnel: Teachers, Teaching Partner, Interventionists, Principal, Assistant Principal</p> <p>Status: In Progress</p>

<p>Aug. 2015 - May. 2017</p>	<p>Intervention and Enrichment Opportunities During the School Day</p> <p>Description: Teachers will provide focused interventions and enrichment for students based on their lowest deficit skill during a specified intervention time.</p> <p>Implementation Benchmarks: Staff Action: Teachers will provide focused intervention or enrichment for students based on their lowest deficit skills. This will occur in Kindergarten through 3rd grade for 20-30 minutes a day, 4 days a week. Student Result: Students will engage in an intervention or enrichment lesson that will accelerate their learning and address their lowest deficit skill.</p> <p>Resources: TIG, LLI, 95% group resources</p> <p>Key Personnel: Teachers, Interventionists, Teaching Partner</p> <p>Status: In Progress</p>
<p>Sep. 2015 - May. 2017</p>	<p>After School Reading Intervention</p> <p>Description: Teachers will provide focused intervention for identified students based on their lowest deficit skill through extended learning opportunities after school.</p> <p>Implementation Benchmarks: Staff Action: Teachers will provide focused intervention for identified students based on their lowest deficit skill. This will occur in 6 weeks session for 3 days a week for 45 minutes. There will be at least 3 sessions. Student Result: Identified students will engage in an intervention lesson that will accelerate their learning and address their lowest deficit</p>

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	<p>skill.</p> <p>Resources: TIG, LLI, 95% group resources</p> <p>Key Personnel: Teachers, Interventionists</p> <p>Status: In Progress</p>
Aug. 2015 - May. 2016	<p>Professional Learning for Comprehension Intervention Resource</p> <p>Description: Grades 3-5 Teachers will attend three ½ -day workshops with the 95% Group consultant to learn how to implement a comprehension resource for intervention.</p> <p>Implementation Benchmarks: Staff Action: All 3-5 Teachers will implement supplementary materials to support their instruction around comprehension. Student Result: Students will increase their understandings of phonological awareness and phonics concepts.</p> <p>Resources: TIG, 95% Group Resources</p> <p>Key Personnel: Principal, Assistant Principal, Teacher, Teaching Partner, Inteventionists</p> <p>Status: In Progress</p>
	<p>Habits of Discussion</p>

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<p>Aug. 2015 - May. 2017</p>	<p>Description: Teachers will learn how to utilize Habit of Discussion to support all students in engaging in classroom discussion behaviorally, affectively and cognitively.</p> <p>Implementation Benchmarks: Staff Action: Teachers will define what expectations will look like for Learning to Share and Learning to Build habit. They will also identify teacher prompts both verbal and non-verbal as well as the ideal student actions. Student Result: Students will utilize expectations for learning to share and learning to build when engaging in classroom discussions.</p> <p>Resources: Great Habits, Great Readers</p> <p>Key Personnel: Principal, Assistant Principal, ELA teacher leaders</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Observation and Feedback</p> <p>Description: Principal, Assistant Principal and coaches will utilize an observation and feedback tool from RELAY.</p> <p>Implementation Benchmarks: Staff Action: Teachers will receive frequent feedback identifying a single action step that they can implement immediately into their instruction. Student Result: Students will engage in quality lessons.</p> <p>Resources:</p>

	<p>TIG</p> <p>6 Step Process for Feedback</p> <p>Key Personnel: Principal, Assistant Principal, Teaching Partner, Teacher Leaders, Interventionists</p> <p>Status: In Progress</p>
<p>Sep. 2015 - May. 2017</p>	<p>Close Reading</p> <p>Description: Grades 3-5 Teachers will implement close reading into their reading instruction and across content areas.</p> <p>Implementation Benchmarks: Staff Action: Teachers will plan and facilitate close reading lessons that are standards based. These lesson will include thoughtful text selection and text dependent questions. Common formative assessments will be utilized to assess students' understandings from the close reading lesson. Student Result: Students will engage in close reading lessons that help them to more deeply understand text.</p> <p>Resources: A Closer Look at Close Reading Common Core Standards and Appendices</p> <p>Key Personnel: Principal, Teaching Partner, ELA Literacy Teacher Leader</p> <p>Status: In Progress</p>
<p>Sep. 2015 - May. 2017</p>	<p>Guided Reading</p>

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	<p>Description: First and second grade teachers will engage in professional learning around guided reading.</p> <p>Implementation Benchmarks:</p> <p>Resources: TIG</p> <p>Key Personnel: Assistant Principal, Interventionists</p> <p>Status: In Progress</p>
May. 2016 - Sep. 2016	<p>Oral Language and Vocabulary Scope and Sequence</p> <p>Description: Literacy Leadership Team will participate in a book study to develop a scope and sequence for oral language and vocabulary instruction and assessment</p> <p>Implementation Benchmarks: Staff Action: Administration and coaches will deepen their understandings of instruction and formative assessment in the areas of oral language development and vocabulary. Student Action: Students will increase their overall reading proficiency, specifically in the area of comprehension. Overall ACCESS scores will increase.</p> <p>Resources: TIG</p>

	<p>Key Personnel: Principal, Assistant Principal, Teaching Partner, Teacher Leaders and Interventionists</p> <p>Status: Not Started</p>
<p>Aug. 2016 - May. 2017</p>	<p>Explicit, Systematic and Sequential Instruction for Vocabulary and Oral Language</p> <p>Description: Teachers will implement an explicit, systematic and sequential instructional routine targeting vocabulary and oral language.</p> <p>Implementation Benchmarks: Staff Action: Teachers will identify Tier 2 and Tier 3 vocabulary words that align with units of instruction and grade level expectations. Teachers will implement a daily vocabulary instructional routine. Teachers will deepen their understandings of oral language development. Student Action: Students will increase their overall reading proficiency, specifically in the area of comprehension. Overall ACCESS scores will increase.</p> <p>Resources: TIG</p> <p>Key Personnel: Principal, Assistant Principal, Teacher Leaders, Teaching Partner, Inteventionists</p> <p>Status: Not Started</p>
<p>Aug. 2015 - May. 2017</p>	<p>Culturally Responsive Practices</p> <p>Description: Teachers will integrate the themes of culturally responsive education into their lesson planning.</p>

	<p>Implementation Benchmarks: Staff Action: Teacher will develop their understandings of the 6 themes of culturally responsive education. They will learn what these look like in their instruction and integrate them into their planning. Student Action: Student engagement will increase in lessons.</p> <p>Resources:</p> <p>Key Personnel: Principal, Assistant Principal</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Family Involvement</p> <p>Description: Inform families on how they can support learning at home.</p> <p>Implementation Benchmarks: Staff Action: The goals of the school will be communicated to families. Families will learn about ways that they can support these goals at home. Student Result: Students will engage in activities at home that will support them with grad level concepts.</p> <p>Resources: Title One Family Engagement</p> <p>Key Personnel: Principal, Assistant Principal, Family Liaison, Community Corp</p> <p>Status:</p>

In Progress

Major Improvement Strategy: School Redesign
Full school redesign resulting in ACTION Zone Innovation Plan

Root Cause(s) Addressed:

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	
Aug. 2015 - Feb. 2016	<p>School Design Team</p> <p>Description: Development of school-based team to engage in collaborative design process resulting in 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>
Aug. 2015 - Feb. 2016	<p>Community Engagement</p>

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	<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>
Aug. 2015 - Feb. 2016	<p>Writing of the Innovation Plan</p> <p>Description: Written Innovation Plan</p> <p>Implementation Benchmarks: Weekly Status Check meetings to monitor progress and quality of Innovation Plan</p> <p>Resources: District funds, TIG</p> <p>Key Personnel: Writer, Administrative Team, School Design Team, Zone Design Team, Mass Insight Education Consultants</p>

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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)