

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

Organization Code: 0180
Official 2014 SPF: 3-Year

District Name: ADAMS-ARAPAHOE 28J School Code: 6728 School Name: PARIS ELEMENTARY 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.*

- **Academic Achievement::** There is a significant drop in the percentage of students scoring proficient and advanced in Reading, Writing, and Math and proficiency rates are well below State and District averages. The Equity Leadership Team decided on a focus on writing as it will increase proficiency in all areas. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content as well as practice their writing skills. This is a skill that they need in school and for life so that is why this is a priority performance challenge.
- **Academic Growth::** The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math. The median growth percentile has declined, especially in math for the last 3 years. Math is also the area where there is the largest gap between the median growth percentile and the adequate growth percentile. Because we are not growing at an adequate rate, and we are losing proficiency, we have identified math as a priority challenge. By focusing on the growth in math, we will not only see an increase in the growth percentile, but we will also increase achievement.
- **Academic Growth Gaps::** The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened for all subgroups. Our priority challenge around growth gaps is in reading, writing, and math specifically for students with disabilities. Students with disabilities are the only subgroup in which we do not meet standards. There is also a very large gap between the median growth percentile and adequate growth percentile for that subgroup. Although our catch up students are approaching standards in growth, it is a significant amount of students and there is also a significant gap between the median growth percentile and the adequate growth percentile. It is essential that all students read at a proficient level to be successful, and we have students who are not making the growth needed to be proficient readers so that is why growth gaps in reading for students with disabilities and catch up students is a priority challenge.

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.*

- **Consistency of Implementation:** There is a lack of consistency in implementation of first best instruction and culturally responsive instructional practices, formative assessments, and monitoring of goals.
- **Systems and structures:** There is a lack of clear systems and structures to support academic and social/emotional needs of our student.
- **Rigor and Engagement:** There is a lack of student engagement and rigor across all grade levels.
- **Differentiation for staff:** There are inconsistent systems and structures to support the differentiated needs of staff which affects staff mobility and the sustainability of structures that support student achievement and growth.
- **Differentiation:** Differentiation is not consistent in all classrooms for all students.
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- **English Language Learners:** Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners.
- **Consistent implementation for groups:** There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

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.*

- **Innovation Status:** If we collaborate with our School Design Team to create an Innovation plan that will increase our understanding of our students' diverse backgrounds and create a culturally responsive community, then we will engage all learners and accelerate achievement and growth in all areas.
- **Integrated literacy across content:** If we provide opportunities for students to read and write across the content areas and hold students accountable for grade level writing standards in all grade levels, then students will increase in proficiency in all content areas and especially in writing.
- **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

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
 Other:
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program
 School

School Contact Information

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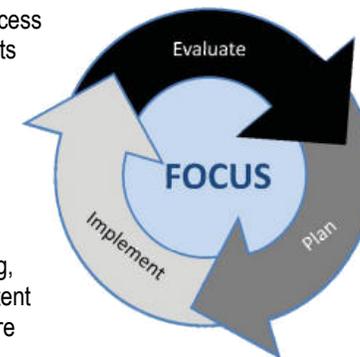
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Additional Information about the School

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?	Paris Elementary recently received the Tiered Improvement Grant from CDE. We will begin implementing the grant in January.
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?	Paris Elementary will not participate in an SST or Expediated Review as we had an instructional audit in the 2014-15 school year.
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.	In the Spring of 2015, RMC completed an instructional audit. The results were used to plan for the 2015-2016 school year as well as apply for the Tiered Improvement Grant of which we were not awarded. Additionally, Mass Insight conducted a School Readiness Assessment for use with our Innovation Application.

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

Paris Elementary School serves a population of 435 students in grades K-5 and 27 students in our preschool program in the northwest quadrant of the Aurora Public School District. We are a neighborhood school serving a global student body with a unique boundary area of only 12 blocks and 6 of those blocks do not have any students living in them. Our global student population is one of the many assets of Paris. As of October count 2015-2016, we serve 100% of our students Free lunch through the Community Eligibility Program. Our student population is 69.4% English language learners, 1.2% Native American, 2.8% Asian, 18.77% Black, 71.3% Hispanic, 2.3% White, 1.0% Native Hawaiian, and 3.5% two or more races. Just over 6% of our students receive special education services. We receive Title I funding from the District, and have been identified as a Title I Focus School. Given that our overall SPF performance rating is Priority Improvement, we are a part of the Aurora Public Schools ACTION Zone and will be applying for Innovation Status through the State process. Recently, we were awarded a Tiered Improvement Grant which will support our innovation application and implementation.

In July 2014, the school district selected a new principal as part of the Paris Elementary Priority Improvement process. In addition to these staff changes there were 18 staff members from 2013-2014 who did not return for the 2014-2015 school year. During the 2014-15 school year significant changes were made to improve the climate and culture of Paris, make necessary staffing changes, and put in place a hiring process using a research based screening tool to increase our staff stability. Additionally, the District supported efforts for retention of Paris staff and while the method of providing additional pay through a step increase was not allowed to continue, the stability increased considerably with only 2 desired staff members not staying at Paris. One moved into a coaching position in the District and the other moved out of state. This ability to maintain desired staff is vital to the success of our young scholars.

In addition to maintaining more of our teaching staff, we were able to fill positions that went unfilled last year as well as realign our budget to the priorities determined through stakeholder input. The positions we filled include our Teaching Partner and our English Language Acquisition Teacher Leader. Positions added due to budget realignment include a TOSA, Behavior Specialist, a full time general education social worker, an additional kindergarten teacher and with the support of the Differentiated Support Structure through the

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APS Leadership Team, we secured a Community Coordinator. Our Paris Team is a group of dedicated learners working toward the goals of Ensuring a Safe and Welcoming Environment, Creating a Positive School Community, and Raising All Students' Achievement.

UIP DEVELOPMENT PROCESS

In June, the Paris Equity Leadership Team held a retreat and reviewed our goals and action steps as well as established priorities for the 2015-16 school year. We determined that our goals would remain the same for the upcoming school year and we would use the information from the RMC audit to continue focusing on first best instruction with Equity being the foundation. In August, the new administrative team began working to create the roles and responsibilities for each member that would allow the most support for students, teachers, and families. We shared this with the whole staff during our opening days this year along with clear expectations for routines, procedures, and the introduction of Restorative Justice practices that will change the way we think about discipline and relationships with students.

In August, teachers began reviewing last year's data available to them and setting goals for a consistent and on-going monitoring system using school-wide assessments in reading, writing, and math. Last year, one of our challenges was a systematic way of gathering and using data to drive instruction. This year, scheduled Data Team meetings will be facilitated by the instructional coaches every 6 weeks. PLCs will be supported by both coaches and administrators, and the assessments will be used across the school. The Equity Leadership Team (ELT) expanded this year to include classified team members as well as our TOSA Behavior Specialist. Each ELT member is responsible for communicating and gathering feedback from a different group of staff members. The Coaching Team facilitated a whole staff Root-Cause Analysis, then the ELT reviewed the stated root causes putting them in themes and then establishing the deepest level of cause for the growth and achievement data. This year, we included our Equity consultant, Dr. Stembridge on our discussion and then the ELT members shared out the root causes with the staff. Additionally, at the September Paris Accountability Council meeting, we reviewed the requirements for being a Title I school and also asked for feedback on our continued goals. Using every parent interaction, due to our small number of attendees representing parents at the PAC meetings, we also gathered feedback on what parents needed and our continued goals and changes at the September Parent Coffee with the Principal. Finally, the staff engaged in discussion of values and re-wrote our mission statement to include our theme for the ACTION Zone and to help drive our Major Improvement Strategies. Feedback on our new mission was gathered from parents in November and we are happy to share our new mission statement: Paris is committed to being an equitable community where all students collaborate to reach their potential through the power of innovation and culturally responsive teaching and become international leaders, risk takers and critical thinkers who follow their dreams.

As we continue working with Mass Insight to develop our Innovation Plan, the ELT will gather feedback from all staff on our action plan and the Paris Accountability Council will gather input from parents.

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 Growth

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Prior Year Target:
Performance on Target:

Academic Achievement Reflection

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Reading: Grades 3-5 proficient in TCAP: 3rd: 40% 4th: 47% 5th: 40% Kindergarten: 40% at grade level on DRA2 Grade 1: 40% at grade level on DRA2 Grade 2: 40% at grade level on DRA2</p> <p>Writing: Grades 3-5 proficient on TCAP: 3rd: 30% 4th: 42% 5th: 32%</p> <p>Math: Grades 3-5 proficient on TCAP: 3rd: 36% 4th: 61% 5th: 46%</p>	<p>Reading Grades 3-5 proficient on TCAP: 3rd: 13% (Not Met, -27%) 4th: 25% (Not Met, -22%) 5th: 19% (Not Met, -21%)</p> <p>Kindergarten DRA2: 23% (No, -17%) 1st Grade DRA 2: 13% (No, -27%) 2nd Grade DRA 2: 20% (No, -20%)</p> <p>Writing: Grades 3-5 Proficient on TCAP: 3rd: 14% (Not Met, -22%) 4th: 15% (Not Met, -46%) 5th: 21% (Not Met, -25%)</p> <p>Math: Grades 3-5 Proficient on TCAP: 3rd: 26% (Not Met, -10%) 4th: 41% (Not Met, -20%) 5th: 18% (Not Met, -28%)</p>	<p>Due to turnover of administration and a large number of certified staff, we were not able to evaluate the progress made based on last year's UIP and implementation to the depth we would have liked. Based on an examination of last year's UIP, interviews from the staff who remained at Paris, and what we have observed this far, we have noticed the following issues.</p> <ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and

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			<p>growth.</p> <ul style="list-style-type: none"> • Differentiation is not consistent in all classrooms for all students. • Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners. • There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.
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Academic Growth Reflection

<p>Academic Growth</p>	<p><u>READING:</u> Using TCAP growth data, the percentage of our students that need to “catching up” will be at 50% median growth percentile</p> <p><u>Writing:</u> Using TCAP growth data, the percentage of our students that need to “catching up” will be at 65% median growth percentile</p> <p><u>Math:</u> Using TCAP growth data, the percentage of our students needing to “catching up” will be at 50% median growth percentile</p>	<p><u>READING:</u> Students “Catching Up” = 16% (Not Met, -34%)</p> <p><u>Writing:</u> Students “Catching Up” = 40% (Not Met, -25%)</p> <p><u>Math:</u> Students “Catching Up” = 37% (Not Met, -13%)</p>	<ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and growth. • Differentiation is not consistent in all classrooms for all students.
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Academic Growth Gaps Reflection

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	<p>READING: Using TCAP growth data, the percentage of our students that need to "catching up" will be at 50% median growth percentile</p> <p>Writing: Using TCAP growth data, the percentage of our students that need to "catching up" will be at 65% median growth percentile</p> <p>Math: Using TCAP growth data, the percentage of our students needing to "catching up" will be</p>	<p>READING: Students "Catching Up" = 16% (Not Met, -34%)</p> <p>Writing: Students "Catching Up" = 40% (Not Met, -25%)</p> <p>Math: Students "Catching Up" = 37% (Not Met, -13%)</p>	<ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and

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3. Current Performance

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

Reflection

Grade	Acuity Literacy Assessment	Score (0-100%)	Range 1 & 2 (lowest)	Range 3 & 4 (highest)	Scaled Score (0-700)
3 rd	Writing and Language – Constructed Response	14%	97%	3%	
3 rd	Reading - Online	17%	100%	0%	386
4 th	Writing and Language – Constructed Response	13%	100%	0%	
4 th	Reading - Online	24%	97%	3%	417
5 th	Writing and Language – Constructed Response	13%	98%	2%	
5 th	Reading - Online	26%	95%	5%	428

Grade	Acuity Math Assessment	Score (0-100%)	Range 1 & 2 (lowest)	Range 3 & 4 (highest)	Scaled Score (0-700)
3 rd	Math – Constructed Response	21%	100%	0%	
3 rd	Math - Online	31%	96%	4%	349
4 th	Math – Constructed Response	8%	98%	2%	
4 th	Math - Online	29%	97%	3%	397
5 th	Math – Constructed Response	14%	100%	0%	
5 th	Math - Online	22%	100%	0%	406

DRA2 Scores for Kindergarten through 5th Grade

	Percent of Students At or Above Grade Level		
	2013	2014	2015
Kindergarten	19%	23%	23%
1st Grade	24%	13%	13%
2nd Grade	11%	20%	20%
3rd Grade	33%	20%	20%
4th Grade	18%	31%	31%
5th Grade	37%	26%	26%

First Quarter BAS/Reading levels

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	Q1 Percent of Students At or Above Grade Level
1 st Grade	4%
2 nd Grade	21%
3 rd Grade	18%
4 th Grade	24%
5 th Grade	16%

Report Card grades for Math

	Q1 Percent of Students At or Above Grade Level
1 st Grade	39%
2 nd Grade	7%

Based on 3 Year SPF & CMAS	2015	Percentile
Science CMAS	5% SC/DC	
Social Studies CMAS	0% SC/DC	

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.

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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Academic Achievement: There is a significant drop in the percentage of students scoring proficient and advanced in Reading, Writing, and Math and proficiency rates are well below State and District averages. The Equity Leadership Team decided on a focus on writing as it will increase proficiency in all areas. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content as well as practice their writing skills. This is a skill that they need in school and for life so that is why this is a priority performance challenge.

→ **Consistency of Implementation:** There is a lack of consistency in implementation of first best instruction and culturally responsive instructional practices, formative assessments, and monitoring of goals.

Systems and structures: There is a lack of clear systems and structures to support academic and social/emotional needs of our student.

Differentiation for staff: There are inconsistent systems and structures to support the differentiated needs of staff which affects staff mobility and the sustainability of structures that support student achievement and growth.

Academic Growth: The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math. The median growth percentile has declined, especially in math for the last 3 years. Math is also the area where there is the largest gap between the median growth percentile and the adequate growth percentile. Because we are not growing at an adequate rate, and we are losing proficiency, we have identified math as a priority challenge. By focusing on the growth in math, we will not only see an increase in the growth percentile, but we will also increase achievement.

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Academic Growth Gaps: The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened for all subgroups. Our priority challenge around growth gaps is in reading, writing, and math specifically for students with disabilities. Students with disabilities are the only subgroup in which we do not meet standards. There is also a very large gap between the median growth percentile and adequate growth percentile for that subgroup. Although our catch up students are approaching standards in growth, it is a significant amount of students and there is also a significant gap between the median growth percentile and the

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Reflection on Priority Performance Challenges

Academic Achievement:

1. There is a significant drop in the percentage of students scoring proficient and advanced in Reading, Writing, and Math and proficiency rates are well below State and District averages. The Equity Leadership Team decided on a focus on writing as it will increase proficiency in all areas. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content as well as practice their writing skills. This is a skill that they need in school and for life so that is why this is a priority performance challenge.

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1. The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math. The median growth percentile has declined, especially in math for the last 3 years. Math is also the area where there is the largest gap between the median growth percentile and the adequate growth percentile. Because we are not growing at an adequate rate, and we are losing proficiency, we have identified math as a priority challenge. By focusing on the growth in math, we will not only see an increase in the growth percentile, but we will also increase achievement.

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Reflection on Root Cause

In addition to these overarching root causes, it is clear we need to address the lack of growth of our at-risk subgroups. Addressing the universal causes above will facilitate the growth of our at-risk subgroups, but it must be acknowledged that those subgroups will need specific supports targeted to their learning needs. As a result, the following root causes were developed based on our analysis of the struggles of our at-risk groups.

Since our performance is below the District and State averages in all content areas, we found our root causes for all content areas had a trend. It was determined that an overall belief system of instruction and student rigor and engagement for Paris had not been established throughout the school. This year, to verify our root causes, our ELT gathered information from the staff, our Paris Accountability council gathered information from parents and reviewing our data during datat days and ongoing formative assessments.

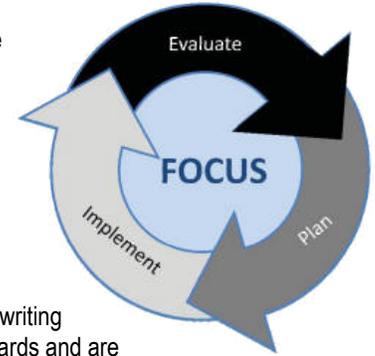
Given our data, and root cause analysis, we believe our three improvement strategies chosen to address our priority performance challenges will show significant improvement in both growth and academic achievement in all content areas. Our plan addresses our challenges with a majority of new teaching staff and administrative team creating and implementing clear systems and structures, and a focus on collaborative planning to learn and implement the Colorado Academic standards through effective instructional strategies.

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		R
Priority Performance Challenge		Academic Achievement:
Annual Performance Targets	2015-2016	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15th percentile of all schools in reading
	2016-2017	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 20th percentile of all schools in reading
Interim Measures		Acuity for 3-5 Body of evidence, including BAS, running records and PALS

Subject		M
Priority Performance Challenge		Academic Achievement:
Annual Performance Targets	2015-2016	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15th percentile of all schools in math.
	2016-2017	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 20th percentile of all schools in math.

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Interim Measures		Acuity for 3-5 Body of evidence including end of unit assessments, CLP assessments
Subject		W
Priority Performance Challenge		Academic Achievement:
Annual Performance Targets	2015-2016	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15th percentile of all schools in writing.
	2016-2017	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 17th percentile of all schools in writing.
Interim Measures		On-demand writing using the Writing Pathways learning progressions and rubrics.

Academic Growth

Subject		R
Priority Performance Challenge		Academic Growth:
Annual Performance Targets	2015-2016	55th percentile overall MGP
	2016-2017	65th percentile overall MGP
Interim Measures		Acuity for 3-5 Body of evidence including end of unit assessments, CLP assessments

Subject		M
Priority Performance Challenge		Academic Growth:
Annual Performance Targets	2015-2016	55th percentile overall MGP on TCAP
	2016-2017	65th percentile overall MGP on TCAP
Interim Measures		Acuity for 3-5 Body of evidence including end of unit assessments, CLP assessments

Subject		W
Priority Performance Challenge		Academic Growth:
Annual Performance Targets	2015-2016	55th percentile overall MGP
	2016-2017	65th percentile overall MGP
Interim Measures		On-demand writing using the Writing Pathways learning progressions and rubrics.

School Code: 6728

School Name: PARIS ELEMENTARY SCHOOL

Academic Growth Gaps

Subject		R
Priority Performance Challenge		Academic Growth Gaps:
Annual Performance Targets	2015-2016	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP
	2016-2017	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP
Interim Measures		Acuity for 3-5 Body of evidence, including BAS, running records and PALS

Subject		M
Priority Performance Challenge		Academic Growth Gaps:
Annual Performance Targets	2015-2016	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP
	2016-2017	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP
Interim Measures		Acuity for 3-5 Body of evidence including end of unit assessments, CLP assessments

Subject		W
Priority Performance Challenge		Academic Growth Gaps:
Annual Performance Targets	2015-2016	Students with disabilities 65 AGP
	2016-2017	Students with disabilities 65 AGP
Interim Measures		On-demand writing using the Writing Pathways learning progressions and rubrics.

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: Innovation Status

If we collaborate with our School Design Team to create an Innovation plan that will increase our understanding of our students' diverse backgrounds and create a culturally responsive community, then we will engage all learners and accelerate achievement and growth in all areas.

Root Cause(s) Addressed:

- Consistency of Implementation
- Differentiation for staff
- Systems and structures

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 - Jan. 2016	<p>Paris Design Team Planning</p> <p>Description: The Paris Design Team is meeting weekly with Mass Insight to brainstorm, learn about other innovations school models, and plan for our school design.</p> <p>Implementation Benchmarks:</p> <table border="0"> <thead> <tr> <th>Week</th> <th>Design Phase/ Work Bucket</th> <th>Key Dates</th> <th>Activity</th> <th>Purpose</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>10/19-10/23</td> <td>Prepare and Understand</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10/21 and 10/23</td> <td>SRA -</td> <td></td> <td>Gather stakeholder input and understand school strengths and areas of need</td> <td></td> <td>MIE conducts</td> </tr> <tr> <td>10/26-10/30</td> <td>Prepare and Understand</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10/27</td> <td>SDT Scope and Sequence Planning -</td> <td></td> <td>Map out school design process</td> <td></td> <td></td> </tr> </tbody> </table>	Week	Design Phase/ Work Bucket	Key Dates	Activity	Purpose	Notes	10/19-10/23	Prepare and Understand					10/21 and 10/23	SRA -		Gather stakeholder input and understand school strengths and areas of need		MIE conducts	10/26-10/30	Prepare and Understand					10/27	SDT Scope and Sequence Planning -		Map out school design process		
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School Name: PARIS ELEMENTARY SCHOOL

Stakeholder Engagement

By 10/30 School Design Survey for Parents and Community - Gather school design priority input

11/2-11/6 Prepare and Understand

11/3 SDT/ILT kick off meeting - Build off of root cause statements and priority challenges from UIP process

- Share school design process, timeline
- Team building related to design process
- Develop SDT working norms Provide independent study

Stakeholder Engagement

By 11/6 Survey stakeholders on design priorities - Gather stakeholder input on design priorities

Stakeholder Engagement

11/6 Share SRA final report findings with school staff - SDT reads full report and identifies prioritized areas of need for next SDT

11/9-11/13

Prepare and Understand 11/10 SDT work session + open brainstorm to full staff - Refine need statements

- Independent study share out
- Initiate Brainstorming

Stakeholder Engagement School community update

- SDT provides an update on school design progress

11/16-11/20 Stakeholder Engagement Family and community communication update - Share school design process and Action Zone process

Brainstorming/Prototyping

11/17 SDT work session - Continue subgroup brainstorming

- Refine and narrow down brainstorm list to identify ideas to prototype, pros and cons of possibilities. Generate prototype list.
- Begin fleshing out ideas

11/23-11/27 Stakeholder Engagement School Community Update - SDT provides an update on school design progress

Prototyping 11/23 SDT work session - SDT sub groups work on prototype details and consider implementation needs

- Invite experts to advise on prototypes and begin to identify policy barriers for waivers

11/30-12/4 Stakeholder Engagement Family and community member update meeting/event - Provide design update to parents and gather feedback Stakeholder Engagement

11/24- 11/30 School community feedback rounds

- Staff members offer feedback to draft prototypes

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School Name: PARIS ELEMENTARY SCHOOL

Prototyping

12/1 SDT work session (extended session?) - Invite experts to advise on prototypes and begin to identify policy barriers for waivers

- Establish list of waivers needed
- Begin revising prototypes with feedback

12/7-12/11 Refine and Document

By 12/8 Application writer writes narrative for prototypes Refine and Document

12/8 SDT work session - SDT works with application writer to further develop prototype narrative for innovation application

Stakeholder Engagement

12/8- 12/11 School community feedback rounds - Staff members offer feedback

12/14-12/18 Refine and Document

By 12/15 Application writer revises narrative with feedback and completes full innovation draft Refine and Document

12/15 SDT work session (full day?) - SDT reviews full innovation application narrative and provides feedback to writer

Stakeholder Engagement

12/17-18 School community feedback rounds - SDT shares innovation application narrative sections with school community for feedback

Stakeholder Engagement Family and Community Update - Share school design progress and updates

Test and Revise

12/18 SDT shares final draft with ZAC and ZDT - SDT representatives (and writer) present innovations to ZDT and ZAC

WINTER RECESS

12/21-12/25 Test and Revise ZDT and ZAC review applications and provide feedback

12/28-1/1 Test and Revise

1/4 – 1/8 Refine and Document

1/5 SDT work session - SDT reviews ZAC and ZDT feedback and revises models based on feedback

Stakeholder Engagement School community update - Share changes made to innovation application and gather feedback

Stakeholder Engagement Family and community update - Share changes made to innovation application and gather feedback

1/11 -1/15 Refine and Document

1/12 SDT work session - SDT drafts letter describing process and community engagement efforts Stakeholder Engagement

By 1/15 Gather statements of support from staff, leadership, ILT, families, community

	<ul style="list-style-type: none"> - Final application requirement: statements of support for the new design <li style="padding-left: 20px;">Refine and Document 1/15 Writer compiles all application components and submits final version to leaders ready for local board submission - Prepare package for submission 1/18 – 1/22 Application submission 1/19 Submit final application to local school board <p>Resources: Mass Insight</p> <p>Key Personnel: Paris Design Team</p> <p>Status: In Progress</p>
Aug. 2015 - May. 2016	<p>Professional Development</p> <p>Description: Professional Development in equitable practices with Dr. Yemi Stembridge will enable teachers to build stronger classroom practices and deeper relationships with students creating a more successful teaching experience.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> -10 site visits by Dr. Stembridge will each provide action steps and assessments. - 4 EPR day/half day learning with Dr. Stembridge -Fewer office referrals as we become more culturally responsive measured on a monthly basis -4 Instructional rounds with Focus classroom teachers and visiting teachers from other APS schools <p>Resources: District funded</p>

Key Personnel:

Dr. Yemi Stembridge
Focus classroom teachers
teaching partner/coaches

Status:

In Progress

Major Improvement Strategy: Integrated literacy across content

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

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	
Jul. 2015 - May. 2016	<p>Professional Development</p> <p>Description: Professional Development in best instructional practices including systems for shared reading, guided reading, independent reading, formative assessments, and engagement in literacy including 6 days per year per grade level for Data Discussions and PLC collaboration facilitated by Teaching Partner/Coach.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> -Learning Walk Feedback Records will indicate growth in indicators of the balanced reading program -Monthly learning walks with Admin/coaches to monitor -6 Coach and team agendas and notes from data/planning days (approx. every 8 weeks) -Weekly PLC/Team plans and goals <p>Resources:</p> <ul style="list-style-type: none"> District EPR days In building professional learning \$500.00 for professional books \$9,000.00 sub release for each grade level 6 times per year

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School Name: PARIS ELEMENTARY SCHOOL

	<p>Key Personnel: Teaching partner, coach, ELA teacher leader, Principal, Assistant Principal, district math instructional coordinator, consultant</p> <p>Status: In Progress</p>
Aug. 2015 - May. 2016	<p>Publishing Center</p> <p>Description: Create a school publishing center to “Publish” student writing across content that is run by community and parent volunteers to empower students and build relationships between staff and parents</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> -teachers introduce publishing in classroom to demonstrate ideas and expectations -secure volunteers to run publishing center -train volunteers -quarterly student writing across content that is published – class books and individual writing <p>Resources: \$700 for materials</p> <p>Key Personnel: Staff coordinator Community volunteer</p> <p>Status: In Progress</p>

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

Root Cause(s) Addressed:
Consistency of Implementation
Rigor and Engagement
Systems and structures
Consistent implementation for groups
English Language Learners

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 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>

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School Name: PARIS ELEMENTARY SCHOOL

	<p>Status: In Progress</p>
<p>Aug. 2015 - Feb. 2016</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</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

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)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	Section III: Data Narrative and Section IV: Action Plan	<i>See data narrative pages:</i>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	Section IV: Action Plan	<p>Insert Major Improvement Strategy from UIP. Add additional strategies as needed. <i>Major Improvement Strategy 1:</i> If we collaborate with our School Design Team to create an innovation plan that will increase our understanding of our students' diverse backgrounds and create a culturally responsive community, then we will engage all learners and accelerate achievement and growth in all areas.</p> <p>Note: We will add additional MIS as we develop our Innovation Plan.</p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	Section III: Data Narrative and Section IV: Action Plan	
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	Section III: Data Narrative and Section IV: Action Plan	<p>*We collaborate with Aurora Mental Health to provide site based therapy to our students as well as classes for our parents in a variety of topics. Additionally, HEARTS training was provided to staff voluntarily in order to support our teachers in working with students in trauma.</p> <p>PassageWorks is offering courses in SMART for teachers so that teachers can learn self-care which</p>

		<p>has been a need established in our retention interviews and outside audits.</p> <p>Goldbug, Inc. donated several pallets of items such as socks, leggings, and other accessories for young children which gave our parents the opportunity to "shop" their youngest children.</p> <p>Additionally, Grace Community Church and The Children's Hospital provided backpacks and school supplies to our students. Grace Community Church also provided many families with Thanksgiving Dinner.</p> <p>*Our Paris Accountability Council (PAC) and Parent Teacher Team (PTT) collaborate to provide input on our school goals as well as determine, based on school goals, how to use funds raised to support the achievement of these goals. Last Spring we conducted parent forums and sent surveys to parents to determine monthly workshop topics such as supporting students in literacy at home, what ELD block is and how it helps our ELLS, Positive Behavior Intervention Support and Restorative Justice, Adult ESL classes, and Parenting with Love and Logic.</p> <p>In addition, ReSolutionaries is providing 14 hours of parenting classes using Restorative Practices.</p> <p>*Our Community Corps Liaisons partnered with Walmart to provide healthy snacks and drinks for our parent workshops. They have planned and facilitated workshops alongside our Post Workforce Readiness Instructional Consultant, collaborated with organizations such as Toys for Tots to provide needed items for families as well as presents for the holidays. Our Community Corps Liaisons are an integral part of our PBiS and RISE and are a part of our Attendance Team.</p> <p>*We are in the process of hiring a Community Coordinator to support increased and more meaningful parent and community engagement.</p>
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Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>*We collaborate with Aurora Mental Health to provide site based therapy to our students as well as classes for our parents in a variety of topics. Additionally, HEARTS training was provided to staff voluntarily in order to support our teachers in working with students in trauma.</p> <p>PassageWorks is offering courses in SMART for teachers so that teachers can learn self-care which has been a need established in our retention interviews and outside audits.</p> <p>Goldbug, Inc. donated several pallets of items such as socks, leggings, and other accessories for young children which gave our parents the opportunity to "shop" their youngest children.</p> <p>Additionally, Grace Community Church and The Children’s Hospital provided backpacks and school supplies to our students. Grace Community Church also provided many families with Thanksgiving Dinner.</p> <p>*Our Paris Accountability Council (PAC) and Parent Teacher Team (PTT) collaborate to provide input on our school goals as well as determine, based on school goals, how to use funds raised to support the achievement of these goals. Last Spring we conducted parent forums and sent surveys to parents to determine monthly workshop topics such as supporting students in literacy at home, what ELD block is and how it helps our ELLS, Positive Behavior Intervention Support and Restorative Justice, Adult ESL classes, and Parenting with Love and Logic.</p> <p>In addition, ReSolutionaries is providing 14 hours of parenting classes using Restorative Practices.</p> <p>*Our Community Corps Liaisons partnered with Walmart to provide healthy snacks and drinks for our parent workshops. They have planned and facilitated workshops alongside our Post Workforce Readiness Instructional Consultant, collaborated with organizations such as Toys for Tots to provide needed items for families as well as presents for the holidays. Our Community Corps Liaisons are an integral part of our PBiS and RISE and are a part of our Attendance Team.</p> <p>*We are in the process of hiring a Community Coordinator to support increased and more meaningful parent and community engagement.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment</p>	<p>Section III: Data Narrative and Section IV: Action</p>	<p>Teachers collect data from multiple sources to inform instruction. Teachers make informal observations about student strengths and needs, based on lesson-level standards and</p>

<p>and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Plan</p>	<p>objectives that allow them to make immediate adjustments to instruction within a lesson. Formative data is regularly collected that illuminate student strengths and challenges, to allow for differentiation of instruction, as well as to monitor individual growth. Paris uses the following assessments: PALS, Acuity, CBM, BAS, Running Records, Kathy Richardson assessments, Place Value Interview, and End of Unit Math Assessments, and On-Demand Writing.</p> <p>* Staff reviewed the Spring data at the beginning of the year and teams established SMART Goals in writing. All grade level teams had Data Days every 6 weeks. Half of these were in literacy and math and half focused on literacy. These Data Days were facilitated by Teaching Partners and/or District Level Content personnel. All teams, including specials and special education, had a PLC facilitator who facilitated weekly collaborations using the Teaching/Learning Cycle and our Teaching Partners and administrators each attended these meetings to support the process and gain information on what professional development is needed. Rich Smith provided training in the PLC process to the administrative team, our new TOSA Instructional Support. Additionally, Rich Smith provided a half day of professional development to the admin and coaching staff to increase the use of data to provide targeted feedback to teachers and support planning based on data and standards for the remainder of the year.</p> <p>* Teams used a PLC template to capture SMART Goals and the data then filed these in our shared drive so all had access to the goals and results. The Equity Leadership Team had additional data digs into Reading as well as TELL data then shared this out with their communication groups and got feedback for improvement.</p> <p>*In order to display our data, we have a Paris Data Room on a Google sheet that everyone can access. This data is updated quarterly.</p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>English Language Development: To address the needs of English Language Learners, a 40 minute block of time is devoted to teaching students the language necessary to become proficient in English. Students are grouped by language level. Instruction is provided by an endorsed or certificated teacher and focuses on functions, grammatical structures, vocabulary, and application/fluency, following the scope and sequence of language skills.</p> <p>Our MTSS Team holds meetings twice a month for teachers to bring questions and student issues to light in order to gain ideas for support. Teachers monitor the new methods for Tier II interventions for 6 weeks then re-examine the data to determine next steps. If Tier III interventions are necessary, these are also monitored and reported to the team. Student data is kept in Enrich so that the interventions follow the student.</p> <p>*Intervention programs in our building include: LLI, Lexia, two reading interventionists, a reading tutor, and a volunteer who is CLIP and GR plus trained.</p>

		<p>Elementary building response: In accordance with the READ Act, all students K-2 students are assessed using an interim assessment to determine if students are at grade level. For students who are below the threshold, the interim assessment is administered again, 30 days after the initial administration. If the student is still below the threshold at the second testing, the school administers a diagnostic assessment to diagnose the exact skills the student is struggling with. This information is used to create an individual plan for the student to accelerate his/her reading growth. Students are continually progress monitored using an interim assessment. Reading interventions provided to students include: LLI, Lexia, two reading interventionists, a reading tutor, and a volunteer who is CLIP and GR plus trained.</p> <p>Priority Improvement or Turnaround status response: Students who scored unsatisfactory or partially proficient on state assessments are identified the spring before the next school year as eligible for Supplemental Educational Services. The SES program targets students who are below grade level and need after school, in home or online tutoring, delivered by our TIG plan.</p>
<p>Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>See Parent Compact for specific details on parent and community engagement.</p> <p>We have planned the following Parent Engagement Activities:</p> <p>*Math Night, Literacy Night, Cultural Night, Parent Workshops on Adult ESL, Post-Workforce Readiness including communication and preparing now for college, Parenting with Love and Logic, Parenting with Restorative Justice, nutrition classes and we add more as the parents indicate needs.</p>
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Many APS students attend a preschool class in an APS elementary school, making for a relatively seamless transition from early childhood programs to the elementary. Preschool students are able to visit the kindergarten classrooms to gain familiarity with the program, staff and routines.</p> <p>The APS Early Childhood Education Department sends home letters at the end of each school year to preschool families. The letter provides the families with information regarding enrollment of their preschooler in kindergarten and the child's designated elementary school regard boundaries. The ECE department, in partnership with community organizations, hosts "Getting Ready for Kindergarten Workshop" for preschool</p>

		<p>families at various locations across the district. During this workshop, parents are informed about the transition from preschool programs to elementary programs and how best to help their students adapt to the new program.</p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p>Every APS school is trained by the Division of Finance in financial practices and budget management. The department provides custom reports that allow schools to monitor funds and expenditures, in real-time, by category and source. The district and its schools are committed to leveraging resources to accelerate learning for every student, every day. In addition to the resources listed in the Action Plan section of the UIP, Title I funds are used in coordination with other ESEA funds to support job-embedded coaching for teachers, including best practices for ELD (Title II, Part A; Title III).</p>