

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: **0220** District Name: **Archuleta County 50 JT** School Code: **6652** School Name: **Pagosa Springs Elementary School (E)**

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	71.6	72	66.5	72.4	Meets	
		Math	70.9	70.1	70.2	72.2	Meets	
		Writing	53.5	54.8	52.6	53.8	Approaching	
		Science	47.5	45.4	N/A	N/A	N/A	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava
						Math	Not ava	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	31	45/55	Median SGP: 51		Meets	
		Math	51	45/55	Median SGP: 61		Exceeds	
	Writing	40	45/55	Median SGP: 48		Meets		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: [Rating]
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		[%]		[Rating]
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	[Rating]
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	[Rating]
		19	20	[#]	[#]	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
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.	N/A

Improvement Plan Information

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

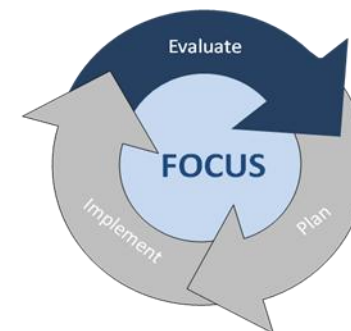
- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kate Lister Principal
	Email	klister@pagosa.k12.co.us
	Phone	(970) 264-2229 ext.324
	Mailing Address	P. O. Box 1498 Pagosa Springs, CO 81147
2	Name and Title	Butch Madrid Dean of Students
	Email	bmadrid@pagosa.k12.co.us
	Phone	(970) 264-2229

	Mailing Address	P. O. Box 1498 Pagosa Springs, CO 81147
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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. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Based on the trend data from 2008, 09, 10, in reading and math academic achievement, PSES has shown positive trends over time. Writing is approaching in achievement	Provide teacher professional development of Write Tools. Develop School wide writing SMART goals.	Inconsistent Professional Development and lack of guaranteed curriculum.
Academic Growth	Reading and writing meet academic growth while math exceeded growth expectations.	Continue to collaborate in grade level PLC's and progress monitor growth to ensure students stay on their growth trend	PLC collaboration has strengthened teacher instruction in reading. The RtI process focuses on students in need to better ensure their growth. We have had a Math specialist teach math to all students at each grade level. This has allowed the teacher to refine their math instruction delivery and preparation of each lesson. Unfortunately, due to financial issues we are no longer

		line.	able to provide a math teacher at each grade level.
Academic Growth Gaps	In reading, our ELL population did not meet growth expectations.	Professional development, SIOP training, for all classroom teachers	Lack of vocabulary development and oral language. Lack of professional development for all staff.
	In writing, our free/reduced lunch, ELL and students in need of catch up growth were approaching growth expectations.	Professional development, Write Tools and vertical articulation on grade level expectations.	Lack of guaranteed curriculum and correct calibration of sequence of skills from each grade level. Lack of time and intensity.
Post Secondary Readiness			

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

<p>Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is?</p>		<p>Verification of Root Cause: What evidence do you have for your conclusions?</p>
<p>Narrative:</p> <p><u>Background:</u></p> <p>Pagosa Springs Elementary School is a K-4 school, defined by a staff with clear understandings of direct instruction, using guaranteed curriculum in Reading and Math, while collaborating weekly with grade level Professional Learning Communities. Great effort has been focused on using data to guide instruction and the Response to Intervention process. Staff uses data and a body of evidence to determine instructional needs at the; school wide, grade level wide and down to the individual level. For the past 4 years, PSES was able to provide a math specialist at each grade level. This provided intensified and focused math instruction and allowed the homeroom teachers planning time. Unfortunately, due to budget reductions, the 5 math positions were eliminated. This school year, 2010-2011, PSES will revert to the traditional math instruction format of having each homeroom teacher deliver math curriculum. Over the past 5 years, our ELL population has doubled in size. Serving this sub population is a relatively new challenge for our staff.</p> <p><u>Trend Analysis & Priority Need:</u></p> <p>In all tested academic areas, Pagosa Springs Elementary School has shown a positive trend over time. Writing remains to be the academic area with the lowest percentage of students performing at <i>Proficient & Advanced</i>. Although our overall writing growth data meets the state's expectations, our free/reduced lunch, ELL and students in need of catch up did not meet expected growth.</p> <p>In reading growth, our ELL population did not meet the state expectation.</p> <p>Math has exceeded the state expectations in growth. We have been fortunate to have a math specialist at each grade level for the past 4 years. With the elimination of these positions, we are supporting homeroom teachers with professional development to assist in keeping our student's' excellent math growth trend.</p> <p><u>Root Cause Analysis:</u></p> <p><u>Writing Growth</u></p> <p>Although Writing <u>growth</u> in many areas meets the state expectation, it continues to be an area of concern in the sub populations of free/reduced, ELL and students in need of catch up growth. We've also missed the <u>achievement</u> target due to low numbers of students meeting proficient and advanced for the following reasons:</p> <ul style="list-style-type: none"> • Lack of staff wide professional development 				

- Lack of guaranteed curriculum. Writing has been taught inconsistently. Each grade level has collaborated on instruction to meet the standards however we've lacked vertical articulation in order to ensure proper calibration of skills and eliminate instructional gaps
- Lack of progress monitoring to track students' growth

Reading Growth Gap for ELL students

- Lack of staffing allocations
- Lack of classroom teacher professional development

Verification of Root Cause:

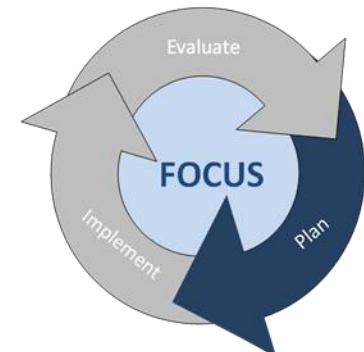
Strong evidence exists to support the above root causes based on historical performance of grade level teams that have implemented plans that address similar root causes. Providing professional development for teachers will assist in refining instruction to better meet ELL learners in daily classroom reading instruction. Likewise, professional development in writing will provide staff with a guaranteed, evidenced based skill set that is calibrated for each grade level.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R				
		M	Maintain positive growth in math with the change in staffing.		Implementation of Math Review	Professional Development –Five Easy Steps to a Balanced Math Program
		W	Maintain positive growth trend line over time while having a higher percentage of students scoring proficient and advanced than the rest of the state. Students at PSES will have a combined average of 54% at proficient and advanced on the CSAP writing assessment.	Maintain positive growth trend line over time while having a higher percentage of students scoring proficient and advanced than the rest of the state. Students at PSES will have a combined average of 56% at proficient and advanced on the CSAP writing assessment.	Monitor academic writing achievement three times a year using NWEA. Quarterly, teachers will use common assessments to monitor achievement and AIMS web progress monitoring probes.	Professional development using Write Tools. Vertical articulation to align expectations.
		S				
	AYP (Overall and for each disaggregated groups)	R				
		M				
Academic Growth	Median Student Growth Percentile	R				
		M				
		W				
Academic	Median Student	R	English Language Learners at PSES will have an average of	English Language Learners will continue to have an average	Growth will be monitored three times a	Professional development, SIOP

Growth Gaps	Growth Percentile		61% growth in reading.	growth of 62% in reading.	year using NWEA, quarterly using Common assessments and DIBELs progress monitoring probes.	training for all staff, ELL staff member added to increase direct evidence-based instruction. Before/after school instruction will be offered through Title I ARRA funds.
		M				
		W	All sub groups; Free/reduced lunch, minority, students with disabilities, ELL students, and students in need of catch up growth, will meet the state average.	Growth will be monitored three times a year using NWEA, quarterly using Common Assessments and AIMS Web progress monitoring probes.	Professional development, Write tools will be provided. Teachers will collaborate with grade level PLCs and vertical PLC's. SMART goals, common assessment and rubrics will be created at each grade level.	
Post Secondary & Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

- Major Improvement Strategy #1:** Professional development using Write Tools. Grade level and vertical articulation meetings to calibrate expectations and create SMART goals. Progress Monitoring with AIMS Web probes. **Root Cause(s) Addressed:** Lack of staff wide professional development with evidenced-based curriculum while aligning K-4 expectations.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Write Tools training for 2-4 grade staff	Feb. 2011	Write Tools trainer and 2-4 grade staff	Title I Professional Development funds \$4,289 Title I ARRA \$1,920	<ul style="list-style-type: none"> Feb.2011 training Bi-monthly Walk throughs
Grade level PLC meetings to analyze student data and create SMART goals.	<u>Springs 2010</u> Teachers meet bi-monthly to collaborate on writing.	All Kindergarten through Fourth Grade staff and principal	N/A	<ul style="list-style-type: none"> Quarterly Common Assessments AIMs Web Probes: Every 6 weeks NWEA Fall, Winter, Spring Benchmarks
Grade level representatives meet with SMART	Spring 2010,	Building	N/A	<ul style="list-style-type: none"> Quarterly Common

goals to address proper skill calibration and instructional gaps.	Fall 2010, Winter 2011, Spring 2011	Leadership Team consisting of representation from each grade level and principal		Assessments <ul style="list-style-type: none"> NWEA Fall, Winter, Spring Benchmarks
Principal will progress monitor all fourth grade students every 6 weeks and analyze data with grade level staff.	Fall 2010-Spring 2011	Principal, District Psych, Fourth grade teachers	N/A	Beginning September 2010 and continuing every 6 weeks.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: To support ELL students in reading and writing, we will increase (1/2 FTE) ELL teacher, provide evidence-based (SIOP) professional development and purchase the *Writing for Learning* curriculum. **Root Cause(s) Addressed** Lack of staffing allocations and lack of classroom teacher professional development

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Hire an additional half-time ELL teacher to serve the growing population	September 2010	Maria Gallegos	General Fund \$25,000	September 2010 Mrs. Gallegos begins part-time
SIOP Model Professional Development- District Leaders and ELL Teachers	October 2010	Principal, ELL teachers	General Fund in cooperation with BOCES \$240	October 2010 SIOP Training
SIOP Model Professional Development	April 2011	All K-4 staff	N/A	April 25, 2011

Major Improvement Strategy #3: Provide Math Professional Development for K-4 staff to support student achievement and growth and additional time and intensity of math instruction. **Root Cause (s) Addressed:** Change in staff allocations from Grade Level Math Specialist to traditional classroom teachers teaching math curriculum.

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks

Houghton-Mifflin curriculum training for K-4 staff	April 2010	H-M trainer All staff	Substitutes provided by general Fund	<ul style="list-style-type: none"> September 2010 Begin instruction Bi-monthly PLC grade level team meeting allow teachers to collaborate on H-M instructional lesson planning.
Professional Development of Five Easy Steps to a Balanced Math Program	October 2010	Trainer	Title I Funds \$49,716.64	<ul style="list-style-type: none"> Two day training Walk-throughs/feedback Bi-monthly PLC grade level team meeting allow teachers to collaborate on Math Review techniques and lessons Follow up coaching from trainer in January 2011
Continue to provide professional development and coaching with Rachel Syrja, Leadership and Learning Center, for all math teachers through Math Review and Five Easy Steps to a Balanced Math Program.	October 19-22, 2010 n January 18-21 and April 18-21, 2011	Trainer, Principal, math teachers	Title I Funds \$49,716.64	<ul style="list-style-type: none"> Review principal walk throughs Review feedback from Rachel Syrja
After school Math Tutoring	November 2010	2 Teachers	Title II A ARRA Funds	November begin tutoring program