

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **1550** District Name: **POUDRE R-1** School Code: **5068** School Name: **LESHER MIDDLE SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

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.*

Lesher meets federal, state, and local expectations in all performance indicators with the exception of growth gaps. Therefore, Lesher's priority performance challenge is improving academic growth gaps in **reading, writing, and math** for Students Needing to Catch Up, FRL Eligible, Minority Students, English Learners, and especially Students with Disabilities.

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.*

Curriculum: Teachers' need to improve their understanding of the new Colo. Academic Standards (CAS) grade level expectations, Common Core State Standards (CCSS), and Colorado English Language Proficiency Standards (CELPs) to create more aligned formative assessments to enhance classroom instructional decisions and improve summative assessment results. PSD has little to no remedial writing and math curriculum materials to give intensive support to students not scoring proficient, especially students with disabilities and English Language Learners. Teachers have to create their own materials which may not be aligned well with CAS, CCSS, and CELPS in addition to their full time teaching load. *READ 180* has been on and off model for 5 years prior to 2015-16 due to a variety of factors, and the *Inside* curriculum was just implemented in 2012-13.

Instruction: Limited time (students are a captive audience for only 6 hours of daily instruction) for teachers to identify and implement research-based strategies (i.e. 6 Traits, Step Up to Writing, Springboard, *READ 180*, Discovery, International Baccalaureate Middle Years Program (IBMYP), etc.), differentiate to multiple ability levels, and implement a Multi-Tiered System of Supports (MTSS) with clearly defined interventions and enrichment in rigorous classroom environments.

Grading: Inconsistent yet improved teacher practice regarding how IBMYP grades are determined across 8 subject areas, and reported out.

Progress Monitoring: Inconsistent yet improved interim progress monitoring with feedback loop and subsequent targeted instruction for students not making expected progress.

Professional Development: We need more targeted, professional development on reading/math/writing instruction, progress monitoring, and intervention. All teachers need to serve as literacy and math teachers even though they may not have been historically trained in literacy or math.

Student Demographics: Some enter Lesher having experienced childhood trauma, years of below grade level performance, negative dispositions toward learning, lack ownership in their work and behavior, with limited skills, background knowledge, and academic vocabulary.

Parent Support: Some parents struggle to support their children at school and/or at home due to homelessness, poverty, lack of medical care, single-parent households, and job insecurity.

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.*

As an International Baccalaureate World School Lesher takes a whole child approach to implementing the 3 Major Improvement Strategies outlined in this School Unified Improvement Plan (Improve **growth gaps** for the subgroup categories of **students with disabilities, English Learning (EL) students, and catch up** across English, Mathematics, Science, and Social Studies subject areas and improve **writing** across all 8 subject areas.) by focusing on relationships and high expectations with high support as the keys to producing excellence and equity in student experiences and outcomes.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

Section II: Improvement Plan Information

Additional Information about the School

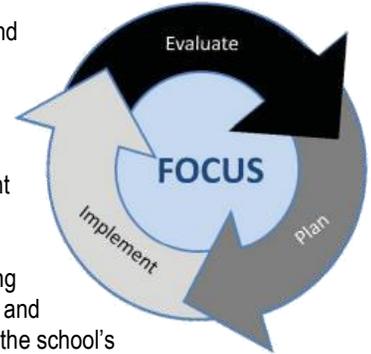
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Not Applicable (NA)
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Not Applicable (NA)
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Tom Dodd, Principal & School Accountability Committee (SAC) Co-chair
	Email	tdodd@psdschools.org
	Phone	970-472-3810
	Mailing Address	Leshar Middle School- an IB World School, 1400 Stover Street, Fort Collins, CO 80524
2	Name and Title	Grace Kim, Parent & School Accountability Committee (SAC) Co-chair
	Email	gracekim@excite.com
	Phone	970-416-8720
	Mailing Address	2831 Virginia Dale Dr., Fort Collins, CO 80521

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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. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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.</p>	<p>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.</p>	<p>Root Cause Analysis: 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 strategy(s) is encouraged.</p>
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Narrative:
Leshar was 1 of 4 middle schools statewide and 1 of 116 in the nation to receive a **2014-17 Colorado Schools to Watch Award** from the Colorado Association of Middle Level Education (CAMLE) through the National Forum to Accelerate Middle Grades Reform, 1 of 3 schools statewide and 1 of 48 in the nation to receive a **2014 Green Ribbon Schools Award** from the US Dept. of Education (USDE), and was 1 of 10 secondary schools nationwide recognized as a **2012 MetLife-National Association of Secondary School Principals (NASSP) Breakthrough School**. We received these three awards at national ceremonies and/or conferences in Washington, DC and Tampa, FL. In addition, principal Tom Dodd was interviewed as 1 of 3 finalists for the CASSP/NASSP Colorado Middle Level

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Principal of the Year Award in 2015. We view these recognitions as validations of our staff's collective efforts to create outstanding learning opportunities and outcomes for our students.

Demographic Data

Leshar Middle School, in its 56th year, is the most diverse middle school of the 12 public options in Poudre School District (PSD). Our 768 students in grades 6-8, with a mobility rate of 14%, are represented as follows: 48% male, 52% female, and 33% minority (3% Asian, 28% Hispanic, and 2% as African-American, Native, or "Other"). 45% of our students are identified as Free/Reduced Lunch Eligible, 25% as English Language Learners (LEP, FEP, & Monitored), 8% as Students with Disabilities, and 28% as Gifted and Talented. Our students speak 17 different native languages, and matriculate to Leshar from approximately 25 different elementary schools (5 neighborhood feeder elementaries, 7 IB or bilingual programmatic feeder elementaries, and a variety of other in and out of district public/charter, and private schools). Leshar's 94% attendance rate annually exceeds the state.

School Processes Data

Leshar has been an International Baccalaureate Middle Years Program (IBMYP) school since 2001-02, and completed an evaluation on 2/28/11 (which occurs every 5 years) assessing Leshar's delivery of the IBMYP in regards to philosophy, organization, and curriculum. Leshar also functions as a Professional Learning Community (PLC) focusing on Learning, Collaborative Culture, Results, and Providing Timely, Relevant Information by regularly reflecting on our PLC "Big Four:" What is it we want students to learn?, How do we know when they've learned it?, What do we do when they don't learn?, and What do we do when they've already learned it? through monthly PLC Wednesday meeting schedule 1st Wednesday- leadership team meeting (dept. heads and grade level team leads), 2nd Wednesday- department meetings, 3rd Wednesday- faculty meeting, and 4th Wednesday- faculty work session. All Leshar teachers are highly qualified in their subject areas with 32 of 46 teachers holding Master's Degrees and an average of 10 years of education experience.

This School Unified Improvement Plan (SUIP) is created with input from our faculty, leadership team (dept. heads and grade level team leaders), and School Accountability Committee (SAC) made up of approx. 12 parents (including our SAC Co-chair and District Advisory Board- DAB representative), a community member (non-parent or staff member), a teacher, and the principal who met quarterly during 2015-16. It was also presented to Leshar's Viking Volunteers (Parent-Teacher Organization) made up of approximately 10 parents who met monthly during the year.

Perception Data (School Climate & Community)

- Student enrollment (approximately 55% neighborhood and 45% School Choice) has been stable at approx. 760 each of the past 6 years, and will be again in 2015-16 with a student wait list for the 8th year in a row. School Choice applications numbered well over 200 for 2015-16, our building is at its enrollment capacity with 3 part-time teachers, or 1.85 FTE, teaching off carts in other teachers' classrooms while they're on planning.
- Annually over 400 families attend Leshar's Back-to-School Night in Sept., over 600 attend our Nordic Fest community celebration in Oct., over 400 attend our Open House/Curriculum Fair in January, and 90%+ attend our Student-led Conferences over 4 evenings every October and March.
- We host quarterly pep rallies and dances, and a weekly spirit Thor's Day (Thursday)!
- Very positive feedback from the statewide anonymous TELL Colorado Survey taken by over 69% of our staff in February and March 2013 showing Leshar above all Colorado, PSD, and Colorado middle school averages in 92 of the 97 questions! Of the 5 questions where Leshar was below the PSD average, 4 of them were between .5 and 1.9% (right at the average and still above Colorado and Colorado middle schools). Leshar was about 20% above PSD's averages (and much more above the state) in 18 questions. These include honoring teachers' time, technology, facilities, resources and the overall physical environment, managing student conduct building wide, teacher and school leadership, and professional development!

On which indicators is the school trending positively?

MAP and TCAP Academic Achievement

- MAP achievement regularly exceeds NWEA national norms in reading and math grades 6 – 8!

- MAP growth regularly exceeds NWEA national growth norms in reading and math in grades 6 - 8!
- MAP achievement and growth data trending along a similar trajectory for 2016!
- TCAP results exceeded Colorado state averages for proficient/advanced (P/A) from 2011-14 in all tested subjects (reading, writing, math, science)!
- TCAP achievement and growth results compare favorably with other 12 public and charter middle school options in PSD!
- 2011-14 attendance rate was 95%+ and 2011-14 TCAP participation rate was 99%+ in reading, math, writing, and science!
- High TCAP math growth since 2010 (math is highest growth subject area of the 3 overall)!
- We made AYP via performance (34 out of 34 AYP targets) and participation in 2010 without needing safe harbor or matched safe harbor!

Academic Contests & Extensions

- Two teams placed 1st and 6th in the state out of 24 in the Colorado Middle School Science Bowl at Front Range Community College in February 2015, with winning team invited by the US Dept. of Energy to the National Science Bowl Championship in Washington, DC all-expenses paid!
- Two teams placed 1st and 10th in the state out of 24 in the Colorado Middle School Science Bowl at Front Range Community College in February 2014, with winning team invited by the US Dept. of Energy to the National Science Bowl Championship in Washington, DC all-expenses paid!
- Back-to-back Northern Colorado MathCounts Champions in 2015 & 2016 and invited to state (1 8th grader won state and qualified for nationals)!
- Our students test their problem solving ability at the University of Northern Colorado Math Contest every fall!
- Over 100 students enrolled in Science Olympiad grades 6, 7, and 8 annually!
- Our Technology Student Association (40 students) attends the TSA state competition every February at the Denver Tech Center Marriott!
- Leshar came in 2nd in the Colorado Scholastic State Chess Championship in the K – 8 section in February 2015!
- 8th grade girl represented Leshar at the Wasson Inventors Fair in February 2014 and won \$100 (no places awarded just money)!
- Numerous winners of the CSU MLK, Jr. Essay/Poetry Contest every January!
- United Nations Essay Contest: 3rd place Leshar 8th grader (won \$50), Honorable Mention Leshar 8th grader (won \$10)!
- We sponsor 2 writing contests annually, a Scary Story Contest in Oct. (original short story) and a Poetry Contest in April!
- Lego Robotics Teams compete at Colorado School of Mines regional tournament every November!
- Only PSD middle school to host the American Mathematics Competition 8 (AMC 8) every November!
- Annual summer cultural immersion trips to Europe (i.e. France, Germany, etc.) and a Spanish speaking country (i.e. Costa Rica)!
- Geography Bee every January with our winner competing in district Geo Bee in February!
- Spelling Bee every January with winner competing in district Spelling Bee in February!
- CSU's Little Shop of Physics visits Leshar for a day every spring!
- 1 of 2 PSD middle schools with a forensics/debate team registered with the National Junior Forensics League!
- Annual 6th grade Night at the Museum every January celebrating learning and public speaking via a 6th grade research effort on a famous person!
- Annual 6th, 7th, and 8th Grade Inquiry Nights every February and March with students thanking their community mentors and presenting inquiry projects to parents and staff (music composition, weaving, digital photography, custom bike construction, computer programming, pinhole cameras, etc.)!

Arts

- 20 students selected for district honor band & 18 students selected for district honor orchestra in 2016 (highest in PSD)!
- Harmonic Minors Chamber Choir 1 of 4 middle school music groups in state invited to perform at the Colorado Music Educators Association (CMEA) Conference January 2012 and 2015 at the Broadmoor Hotel in Cheyenne Mountain!
- Chamber Orchestra 1 of 3 middle school music groups in state invited to perform at the Colorado Music Educators Association (CMEA) Conference January 2014 at the Broadmoor Hotel in Cheyenne Mountain!
- 32 students selected for district honor choir in 2015 (highest in PSD schools almost every year)!

- Exemplary student artwork annually recognized at the PSD SuperArt Exhibit every January and Scholastic Art Awards of CO in Denver every February, and the Designs & Images Art Show every April!
- Art classes complete Empty Bowls fundraiser thru Larimer County Food Bank and Knitting Hats for Chemotherapy Patients!

Athletics & Activities

- 7th grade girls volleyball undefeated PSD Champions in 2016!
- 7th-8th coed wrestling PSD Champions in 2016 & placed 3rd out of 9 in 2012, 2013, and 2014 and 2nd in 2015!
- 3 Lesher students were recognized by CHAMP (CHaracter in Athletics Make it a Priority) with CAM (Character Athlete of the Month) awards for demonstrating academic excellence, outstanding character, and being a positive role model on their athletic teams 2014 and 2015!
- 8th grade coed football team finished 8-1 and were PSD champions in 2014!
- 7th grade boys basketball team finished 7-1 and was PSD champions in 2014!
- 6th-8th grade girls cross country team finished 2nd in PSD out of 9 in 2013!
- 7th-8th grade girls softball finished 3rd in PSD out of 9 in 2013!
- 7th grade coed football team finished 8-0 and were PSD champions in 2013!
- 8th grade boys basketball team finished 8-3 and in PSD runners up in 2013!
- 7th and 8th grade boys basketball teams each placed 3rd place in PSD out of 9 (7th 6-2, 8th 5-3) in 2012!
- 7th-8th grade girls softball regularly has over 60 participants!
- 7th-8th grade coed tennis had over 60 participants and finished 3rd in 2011, 2nd in 2012, 3rd in 2013, and 2nd in 2014 in PSD!
- 12 out of 14 7th and 8th grade athletic teams in 2012-13 had win/loss records of .500 or above!
- Approx. 40% of Lesher students participate in such activities as Chess Club, Drama Club, KLIB News Channel, LEGO Robotics, MATHCOUNTS, National Jr. Honor Society, Odyssey of the Mind, Science Olympiad, Where Everybody Belongs (WEB), Technology Student Assoc. (TSA), and Forensics/Debate Club during the year!

Community Service

- About 70 staff members, 760 students, 1,500 family members, and our community donate over \$12,000 annually in household items, clothes, gifts, and gift cards to give to 20 feeder elementary families during the holiday season as part of our 4th annual Adopt-a-Family community service project!
- Student-run recycling/composting program diverts approx. 65+% of trash from local landfill annually (leads all PSD schools)!
- Annual Cans Around the Oval food drive at CSU every October!
- Annual volunteer participation in the Fort Collins Symphony Guild's Musical Zoo every February!
- Top middle school in Larimer County Food Bank's Turkey Round Up every November!
- Trick or Treat for UNICEF annual fundraiser in November!
- World language classes annually organize a stuffed animal drive and sing Christmas carols for the elderly at nearby Spring Creek Healthcare!
- All students complete community service hours annually (i.e. shoe and coat drives, decorating bags for Meals on Wheels, etc.)!

Student & Staff Recognitions

- Approx. 100 students inducted into the Lesher chapter of the National Junior Honor Society annually!
- 30 students (10 per grade) recognized monthly and 270 annually by the faculty for modeling the 10 IB Learner profile attributes!
- Approximately 500 students or 66% of student body recognized quarterly on our blue and gold principal's honor roll for high academic achievement!
- One 6th, 7th, and 8th grade student selected as Lesher's Rotary Students of the Month each November!
- One 8th grade student selected as our Masonic Lodge Outstanding Student every March!
- One 8th grade boy and girl selected for our Outstanding Viking/Viqueen Award every May (Lesher's highest honor)!

- One teacher selected as Lesher's Rotary Teacher of the Month every December!

Staff Professional Development

- 6th – 8th grade teacher technology training (Digital Innovator Program, Netbooks, SMARTBoards, Document Cameras, Google Docs, and Blackboard).
- Staff Professional Development (PD) opportunities occur at our opening faculty in-service, quarterly collaborative days, and PLC Wednesday afternoons (weekly Weds. each month): IBMYP Assessment with Lou Marchesano 2014-15, National Association for Gifted Children (NAGC) Conference 2012, New Teacher Academy meetings, Differentiation Book Study for CSU Credit- Heacox's *Making Differentiation a Habit*, Standards-based Grading Book Study for CSU Credit- Wormeli's *Fair is Not Always Equal*, Collaborative Days Guest Speaker- Dr. Wendy Leader of the National Association for Gifted Children (NAGC), ManageBac- planning, assessment & reporting for the MYP, New Colo. Academic Standards Transition- Kate Canine presentation to Leadership Team 10/5/11, Quarterly IBARMS Luncheon Mtgs. Denver, IBARMS MYP ELL Symposium Summit in County 10/13/11, IBARMS Fall Symposium (MYP Assessment) Denver West High School 11/5/11, PEBC Metacognitive Thinking Strategies 11/28/11, NASSP National Conference 2012, 2013, & 2014, IB Conference of the Americas in Quintana Roo, Mexico 7/12-15/12, Required PSD Online Trainings (Blood-Borne Pathogens, Child Abuse Reporting, Sexual Harassment), and 60+ teachers have attended subject specific IBMYP category 1, 2, or 3 training (from 1-3 days) over the past 8 years, Discovery, and subject area specific conf. attendance.
- Staff revisits our mission and vision statements a minimum of every 5 years.

Why do you think the school is getting these results (possible positive trend root causes)?

- Grade level core teams (6, 7, 8) meet twice per week (Mondays and Thursdays) for 30 minutes to discuss student achievement, behavior, and curriculum.
- Grade level core teams work with two asst. principals using student performance data through our building MTSS process to place students in quarterly Extended Learning Opportunities (ELO) targeting student growth and achievement through interventions, support, and enrichment.
- Middle school configuration with grade level (6th, 7th, & 8th) and encore teams with 80 minutes of daily common planning time and common students (increased horizontal conversations about supporting students).
- 80 minutes math daily grades 6-8.
- Eliminated our lowest 7th grade math track (CMP2) in 2012 and 8th grade math track (CMP3) in 2013.
- Implemented the WEB (Where Everyone Belongs) program to facilitate effective student transitions from elementary to middle school.
- Maintain strong ties to our local PSD and worldwide IB communities.
- Teachers are committed to examining their beliefs/actions to be better educators, caretakers of their students, and deliverers of the IBMYP as evidence by their year-long work to complete a self-study before our evaluation in 2015-16.

On which indicators is the school trending negatively?

- Historically underachieving subgroup populations, i.e. Free/Reduced Lunch Eligible, Minority Students, Students w/ Disabilities, English Learners, and Students Needing to Catch Up underperforming in Achievement (%P/A) and Growth and Growth Gaps (MGP).
- Flat TCAP growth in 2012 - 2014.
- TCAP writing slightly below state growth avg..
- 1-11% of students per grade per subject scored unsatisfactory on the TCAP.

Why do you think the school is getting these results (possible negative trend root causes)?

- MAP data is used to predict TCAP performance, however, MAP data cannot be disaggregated by subgroup populations making it difficult to formatively assess those groups' performance throughout the year and plan in-the-moment instructional adjustments.
- Lack of alignment between instructional practices (i.e. 6 Traits, Step Up to Writing, Springboard, IBMYP assessment criteria, TCAP/CDE rubrics, etc.) and grading, insufficient time for practice and the MTSS process.
- Lack of available proven remedial curriculum materials (writing & algebra), limited ongoing district level curriculum training, limited support creating formative

and summative assessments, and lack of vertical articulation.

- Students with limited background knowledge, and academic vocabulary not involved in assessing their own learning, lack of relevancy, insufficient home-school connection (parents don't know how to support their children at school).

Does this differ by any disaggregated subgroups? By grade level? By gender?

- Based on 1 year School Performance Framework (SPF) data (2014), Leshar "met" state growth gap expectations in Reading in 3 subgroups (FRL, minority, ELs), was "approaching" in 1 (catch up) and "did not meet" in 1 (students with disabilities).
- Based on 1 year SPF data (2014), Leshar was "approaching" state growth gap expectations in Math and Writing for all subgroups except students with disabilities (did not meet).
- Based on 3 year SPF data (2012-14), Leshar "met" state growth gap expectations in Reading for 2 subgroups (minority and ELs), was "approaching" in 2 (FRL and catch up), and "did not meet" in 1 (students with disabilities).
- Based on 3 year SPF data (2012-14), Leshar was "approaching" state growth gap expectations in Math for all subgroups except students with disabilities (did not meet).
- Based on 3 year SPF data (2012-14), Leshar was "approaching" state growth gap expectations in Writing for all 5 subgroups.
- Females outperform males 7 out of 9 times in the 3 tested TCAP subjects from 2012-14 in terms of aggregate MGP.

Why do you think the school is getting these results (possible disaggregated root causes)?

- Leshar's demographics have shifted, i.e. more GT identified students, and more Free/Reduced Lunch Eligible students.
- We have limited curriculum resources for support and interventions (Multi-tiered System of Support- MTSS).
- We need to differentiate to a range of student abilities in what amounts to only a 6 hour instructional day (without lunch and passing periods).
- We've purchased additional paraprofessionals at building expense to improve our integrated services support-to-student ratio for 3 years.

What evidence is there for our conclusions?

These conclusions are corroborated by key data sources posted on CDE's SchoolView website, Measures of Academic Progress (MAP) achievement and growth data, Inside Gains Assessment and Scholastic Reading Inventory (SRI) data, responses gathered in our TELL Colorado Survey every two years, formative and summative classroom assessments, and administrator, classroom teacher and staff observations.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 Achievement (Status)	2014 % proficient/advanced: Reading: 80+% Math: 75+% Writing: 70+%	2015 TCAP to CMAS/PARCC comparison chart (percentile rank): 2014 to 2015 Reading: 76 77 Math: 82 79 Writing: 74 77	Due to the state assessment transition it is impossible to compare Lesher's 2014 with 2015 performance results. Our academic achievement has remained consistent with slight ticks up or down depending on the subject area & grade level.
Academic Growth	Reading, Math, Writing & ELP 55+ Median Growth Percentile	This can't be answered due to the assessment transition. Growth percentiles were not calculated.	Our assessment participation rate continues to meet the 95% threshold annually.
Academic Growth Gaps	Reading, Math, Writing & ELP 55+ Median Growth Percentile	This can't be answered due to the assessment transition. Growth percentiles were not calculated.	Our performance targets in the 3 performance indicators of academic achievement, academic growth, and academic growth gaps will always be ambitious.
Postsecondary & Workforce Readiness	NA	NA	
	NA	NA	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Lesher’s student achievement in all 4 2015 CMAS/PARCC tested subject areas (ELA, Math, Science and Social Studies) were consistent with Lesher’s previous TCAP results in comparable tested subject areas, and consistent with past comparisons to other middle schools across Colorado.</p> <p style="text-align: center;">2012 - 2013 - 2014</p> <p>Reading 6 79% - 86% - 79%</p> <p>Reading 7 70% - 78% - 79%</p> <p>Reading 8 73% - 76% - 77%</p> <p>Math 6 78% - 75% - 69%</p> <p>Math 7 63% - 73% - 67%</p> <p>Math 8 67% - 62% - 67%</p> <p>Writing 6 71% - 68% - 67%</p> <p>Writing 7 68% - 72% - 71%</p> <p>Writing 8 64% - 63% - 65%</p> <p>Science 8 58% - 62% - NA</p> <p><u>(Note:</u> these longitudinal data do not represent matched cohorts across each subject area, i.e. the same group of students each year).</p>	<p>NA – Lesher has historically and continues to meet the state expectation for academic achievement in reading, math, writing, and science.</p>	<p>NA</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	<p>Lesher met state growth expectations in Reading, Math, and Writing, and exceeded in English Language Proficiency (ACCESS). Based on 3 years (2012-2014) of CDE School Growth Summary data our Median Growth Percentile has been above or below the state (50):</p> <p>Math (2012- 54, 2013- 50, 2014- 49) Reading (2012- 42, 2013- 51, 2014- 48) Writing (2012- 48, 2013- 45, 2014- 46)</p> <p>Lesher has no academic growth percentiles for 2015 CMAS/PARCC tested subject areas due to the state assessment transition.</p>	<p>NA – Lesher has historically and continues to meet the state expectation for academic growth in reading, math, and writing.</p>	<p>NA</p>
Academic Growth Gaps	<p>Lesher does not have academic growth gap data for 2015 due to the state assessment transition. However, in 2014 Lesher met state growth gap expectations in reading for FRL Eligible, Minority Students and English Learners, was approaching for Students Needing to Catch Up, and did not meet for Students w/ Disabilities. Lesher was approaching state growth gap expectations in math for FRL Eligible, Minority Students, English Learners, and Students Needing to Catch Up and did not meet for Students w/ Disabilities. Lesher was approaching state growth gap expectations in writing for FRL Eligible, Minority Students, English Learners, and Students Needing to Catch Up and did</p>	<p>#1 – Lesher’s academic growth gaps in ELA and math, especially for Students w/ Disabilities, continue to be our #1 priority performance challenge.</p>	<p>Curriculum: Teachers’ need to improve their understanding of the new Colo. Academic Standards (CAS) grade level expectations, Common Core State Standards (CCSS), and Colorado English Language Proficiency Standards (CELPS) to create more aligned formative assessments to enhance classroom instructional decisions and improve summative assessment results. PSD has little to no remedial writing and math curriculum materials to give intensive support to students not scoring proficient, especially students with disabilities and English Language Learners. Teachers have to create their own materials which may not be aligned well with CAS, CCSS, and CELPS in addition to their full time teaching load. <i>READ 180</i> has been on and</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	not meet for Students w/ Disabilities.		<p>off model for 5 years prior to 2015-16 due to a variety of factors, and the <i>Inside</i> curriculum was just implemented in 2012-13.</p> <p>Instruction: Limited time (students are a captive audience for only 6 hours of daily instruction) for teachers to identify and implement research-based strategies (i.e. 6 Traits, Step Up to Writing, Springboard, <i>READ</i> 180, Discovery, International Baccalaureate Middle Years Program (IBMYP), etc.), differentiate to multiple ability levels, and implement a Multi-Tiered System of Supports (MTSS) with clearly defined interventions and enrichment in rigorous classroom environments.</p> <p>Grading: Inconsistent yet improved teacher practice regarding how IBMYP grades are determined across 8 subject areas, and reported out.</p> <p>Progress Monitoring: Inconsistent yet improved interim progress monitoring with feedback loop and subsequent targeted instruction for students not making expected progress.</p> <p>Professional Development: We need more targeted, professional development on reading/math/writing instruction, progress monitoring, and intervention. All teachers need to serve as literacy and math teachers even though they may not have been historically trained in literacy or math.</p> <p>Student Demographics: Some enter Lesher having experienced childhood trauma, years of below grade level performance, negative dispositions toward learning, lack ownership in</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			\ their work and behavior, with limited skills, \ background knowledge, and academic \ vocabulary. \ Parent Support: Some parents struggle to \ support their children at school and/or at home \ due to homelessness, poverty, lack of medical \ care, single-parent households, and job insecurity.
Postsecondary & Workforce Readiness	NA	NA	NA
	NA	NA	NA

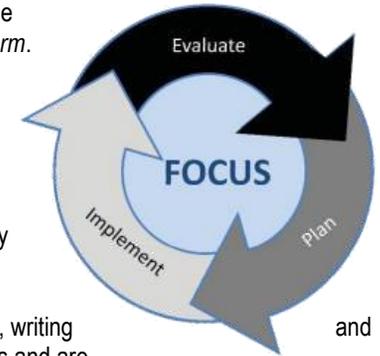
Section IV: Action Plan(s)

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*.

School Target Setting Form

Directions: Complete the worksheet below. 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). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. 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. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	NA	70+%	80+ (percentile rank)	NA
		READ	NA	80+%		NA
		M	NA	75+%	80+ (percentile rank)	NA
		S	NA	NA	80+ (percentile rank)	NA
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	NA	55+ Median Growth Percentile	55+ Median Growth Percentile	NA
		M	NA	55+ Median Growth Percentile	55+ Median Growth Percentile	NA
		ELP	NA	55+ Median Growth Percentile	55+ Median Growth Percentile	NA
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	#1	55+ Median Growth Percentile	55+ Median Growth Percentile	<p>MAP: Assessed fall & spring to show target growth of 3 or more points from previous score as compared to NWEA's national normative data.</p> <p>Inside Gains Assessment and the software component of the READ 180 curriculum also serve as interim measures to monitor reading growth.</p>

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		M				<p>Internal Writing Rubrics (i.e. short answer): Each student scores 5/8 by end of semester 2.</p> <p>Common Unit Assessments developed by English (Lang. & Lit.) dept.</p>	
			#1	55+ Median Growth Percentile	55+ Median Growth Percentile	<p>MAP: Assessed fall & spring to show target growth of 3 or more points from previous score as compared to NWEA's national normative data.</p> <p>Student Data Conversations: Minimum of quarterly.</p> <p>Math's Mates: Exams & progress reports every 4 weeks.</p> <p>Common Unit Assessments: Developed by math dept.</p>	Major Improvement Strategy #1 and #2.
Postsecondary & Workforce Readiness	Graduation Rate		NA	NA	NA	NA	NA
	Disag. Grad Rate		NA	NA	NA	NA	NA
	Dropout Rate		NA	NA	NA	NA	NA
	Mean CO ACT		NA	NA	NA	NA	NA
	Other PWR Measures		NA	NA	NA	NA	NA

Action Planning Form for 2015-16 and 2016-17

Directions: 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. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement periodic six-week progress monitoring for feedback and targeted instruction in reading, math, and writing to help teachers improve growth gaps for the subgroup category of **STUDENTS WITH DISABILITIES** and **CATCH UP**.

Root Cause(s) Addressed: All of the root causes identified above under Academic Growth Gaps in Worksheet #2: Data Analysis (curriculum, instruction, grading, progress monitoring, professional development, demographics, and parent support).

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
1) Integrated services teachers will work with building administrators and our PSD integrated services coordinator to review Least Restrictive Environment (LRE) data with the goal of including 73% (currently 70%) of students with disabilities in the LRE (general ed. classrooms) at least 80% of the time in support of PSD UIP strategy #2 Multi-tiered System of Supports (MTSS).	√	√	4 integrated services teachers, 3 building principals, MTSS team, and PSD integrated services coordinator Kara Harbison.	Common planning time for integrated services teachers and itinerant staff to hold bi-monthly staffing team meetings.	Review of Leshar's LRE data and follow up conversations regarding service plans throughout 2016-17 via regularly scheduled student IEP and team staffing meetings with the goal of including 73% (currently 70%) of students with disabilities in the LRE (general ed. classrooms) at least 80% of the time in support of PSD UIP strategy #2 Multi-tiered System of Supports	Data review will be ongoing in 2016-17.

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					(MTSS).	
2) Continue a co-teaching integrated services book study taught by PSD Integrated Services Coach Erin Coy to help our integrated services teachers better serve their students in the general education classroom and enhance all of our teachers' professional practice.	√	√	All faculty.	Funds to purchase books.	Dedicate August and fall 2016 collaboration days as needed to this professional development effort to help our integrated services teachers better serve their students in the general education classroom and enhance all of our teachers' professional practice.	Continue in fall 2016.
3) Using SRI, TCAP/CMAS, and MAP data along with students with disabilities' IEP goals integrated services teachers will co-teach grades 6-8 English and/or math classes, provide support in the general ed. classrooms, re-teach during the Extended learning Opportunity (ELO) period to expose students to grade level material, or provide small group pull out reading, writing , and math instruction using multisensory intervention programs (Language!, <i>READ 180/Inside Striving Readers</i> classes, Wilson, or Lexia) in support of PSD UIP strategy #2 Multi-tiered System of Supports (MTSS).	√	√	Integrated services dept. & MTSS team.	SRI, TCAP/CMAS, MAP data, IEP goals, etc.	Progress monitoring by integrated services teachers, and reporting out at the bi-monthly integrated services staffing team meetings on gold day Fridays.	Ongoing.
4) 3 of 4 integrated services teachers (not including self-contained ILS teacher) will be assigned to a grade level team and service student IEPs multi-categorically (rather than multi-grade by disability) to improve progress monitoring, and	NA	√	3 integrated services teachers	Master schedule accommodations to attend common planning meetings.	Build master schedule in spring 2016, and begin grade level team support in fall 2016 to improve progress monitoring, and collaboration and communication between integrated services and	Continue in 2016-17.

collaboration and communication between integrated services and general education teachers.					general education teachers.	
5) Provide accommodations for students with disabilities on all local, state, and national assessments.	√	√	All faculty.	Time to identify and modify all assessments to provide the necessary accommodations.	Identifying and modifying assessments for accommodations will be ongoing in 2016-17.	Continue in 2016-17.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Implement systematic and scaffolded English Language Development instruction for **ENGLISH LEARNING (EL) STUDENTS** and **CATCH UP** across English, Mathematics, Science, and Social Studies subject areas aligned with the IBMYP and PSD 5 Dimensions+ Standards-Based Teaching and Learning Framework to create a learning system compliant with expectations of the English Language Proficiency Act (ELPA) and the Colorado English Language Proficiency (CELP) standards for instructional practice, professional development, and educator effectiveness.

Root Cause(s) Addressed: All of the root causes identified above under Academic Growth Gaps in Worksheet #2: Data Analysis (curriculum, instruction, grading, progress monitoring, professional development, demographics, and parent support).

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
1) Adopt E.L. Achieve-Constructed Meaning framework providing explicit instruction to support English learners in gaining analytical language and processes necessary for CAS performance tasks in (6th/7th grades) English, Mathematics, Science, and Social Studies courses.	√	√	EL Achieve Team: English, Math Science, Soc. Studies, ELA Teachers	Funds for all professional development contracted with EL Achieve via Federal Programs Department- English Language Acquisition.	Ongoing development, implementation and observation of <i>Constructing Meaning</i> lessons in classrooms by participating teachers and administrators.	Continue in 2016-17.
2) English Language Acquisition (ELA) teacher and English, Math, Science, and Social Studies content level teachers collaborate to support English learners in grade-level performance tasks and vocabulary development (8th grade).	√	√	All teachers of EL students and ELA teacher	Monthly ELA meetings w/ grade levels or departments to collaborate about performance tasks.	Monthly meeting agendas along with formative and summative student performance content assessments.	Continue in 2016-17.
3) Continue providing targeted English Language Development	√	√	ELA teacher	Subscriptions to eInside Assessment/Resource	English Language Gains progress monitoring	Began in 2014-15 and continue in 2016-17.

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(ELD- Inside) intervention classes for all ELs during 80 minutes every other day during the encore/elective block.				subscriptions for all students in the ELD-Inside classes.	assessment. Selection/Unit assessments	
4) Implement strategic classroom assignment/cluster grouping of ELs across ALL sections of English, Math, Science, and Social Studies classes using ACCESS data to determine groupings (move from two-track to a one-track dual language model).	√	√	Administrative team, counselors, ELA Teacher, content area teachers of ELs	ACCESS data and Levels of Support data. Time for team to schedule students. Classroom teacher monitoring and input.	Review scheduling and adjust class rosters in August 2015, before students arrive.	Begin heterogeneous scheduling in 2015-16 and continue in 2016-17.
5) Develop a monitoring system for EL student performance in ALL classes in order to communicate with families and provide opportunities for additional support to students.	NA	√	All staff and family liaison	Student Performance Survey Structured after school support?	Grade-checks and teacher survey every 3 weeks to initiate the process.	Begin in 2016-17.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Implement effective tier 1, 2, and 3 (MTSS) standards-based **WRITING** instruction aligned with the IBMYP and PSD 5 Dimensions+ Standards-Based Teaching and Learning Framework across all 8 subject areas to create a learning system with aligned expectations for instructional practice, professional development, and educator effectiveness.

Root Cause(s) Addressed: All of the root causes identified above under Academic Growth Gaps in Worksheet #2: Data Analysis (curriculum, instruction, grading, progress monitoring, professional development, demographics, and parent support).

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
1) Initiate a beginning of the year writing pre-assessment for all students assessed by teachers using table grading aligned to MYP criteria and our short answer rubric.	NA	√	All faculty	Time to create writing pre-assessment, teach teachers how to table grade effectively, and do the grading.	TBD	Begin in 2016-17.
2) Contract with Public Education & Business Coalition (PEBC) or another like organization to deliver yearlong professional development in writing.	NA	√	PEBC or other contracted staff.	Funds for contracted professional development.	TBD	Considering for 2016-17.
3) Adopt a building wide writing framework such as Step Up to Writing using common writing strategies and language taught across all subject areas (i.e. topic sentences/thesis statement, short answer/paragraph/extended response, narrative and expository writing diagrams, SOAPStone etc.) with required writing assignments in all classes.	NA	√	All faculty. English (Language and literature) dept., or contracted professional dev. Staff.	Release time for English dept., or funds for contracted professional development. Collaboration day and PLC Weds. faculty meeting time.	Initial training during a collaboration day(s) and check-ins at monthly PLC Wednesday dept. & faculty meetings.	Considering for 2016-17.

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4) Revise writing rubrics for summary, expository, persuasive, and narrative writing to consistently assess writing across the English dept. aligning the new CCSS & CAS with the IB Middle Years Program English (Language and Literature) levels of achievement.	√	√	Language & literature (English) dept.	PSD Mill Levy Standards-based Learning Funds Grant from the Curriculum and Instruction Dept. to pay English teachers their hourly rate to do this work outside of the school day.	Writing rubrics will be updated periodically during the school year.	Ongoing.
5) Using writing pre-assessment, and TCAP/CMAS/PARCC writing data place lower achieving students in Extended learning Opportunity (ELO) classes , i.e. writing support, graphic novels, etc. for additional help per PSD UIP strategy #2 Multi-tiered System of Supports (MTSS).	√	√	Language and literature (English) dept. & MTSS team.	Writing pre-assessment, TCAP/CMAS/PARCC data, & classroom assessment. Time for teachers to create materials due to limited remedial writing curriculum materials available.	End of each quarter will determine placement of students in ELOs for following quarter per discussions in team & dept. meetings.	Ongoing.
6) Recognize and encourage outstanding student writing through cafeteria writing displays and a year-end “writing recognition.”	NA	√	English (Language and literature) dept. & Volunteer Writing Coordinator Marty Marsh	Funds for supplies and refreshments for yearlong writing celebrations.	Quarters 1-4 collect student work from different subject areas and plan celebratory displays and events.	Considering for 2016-17.
7) Volunteer Writing Coordinator Marty Marsh will work with English (Language and Literature) teachers to submit student writing samples to writing/spelling contests to recognize exemplary student work, and encourage a culture of academic excellence.	√	√	Volunteer Writing Coordinator Marty Marsh & English (Language and Literature) dept.	Classroom time.	January – CSU MLK, Jr. Essay/Poetry Contest February – PSD Spelling Bee March – United Nations Essay Contest April – Leshar National Poetry Month Contest Sept. – Rocky Mtn. PBS Story Makers Contest (for GT students)	Ongoing.

					Oct. – Leshar Scary Story Contest (original short story) Oct. – Fort Collins Reads Annual Essay Contest	
8) Implement Interactive Notebooks (Developmental Workbooks/Process Journals) in all subjects, grades 6-8, with a common format. Students will self-evaluate regularly to gradually release responsibility to them, enhance their organizational skills, and encourage student ownership of learning.	√	√	All faculty	PLC Weds. dept. meeting time.	Grade level and encore teams and depts. will share interactive notebooks during common planning time and PLC Weds. dept. meetings to maintain common formats. Students will self-evaluate regularly using a rubric to gradually release responsibility to them, enhance their organizational skills, and encourage student ownership of learning.	Ongoing.
9) Implement IB assessment practice to specifically measure students' level of achievement on all 4 criteria in all 8 subject areas aligned with the CAS and CCSS. Develop templates for all IB criteria that can be easily modified for task specific indicators.	√	√	All faculty	PSD Mill Levy Standards-based Learning Funds Grant from the PSD Curriculum and Instruction Dept. to pay teachers to write task-specific rubrics.	All teachers will transition toward IB grading during 2014-15 with school wide pilot in 2015-16.	Continue communicating student performance via 0-8 IB MYP scores and quarterly reports in 2016-17.
10) All teachers will implement the web-based ManageBac program to improve planning, assessment, and reporting of the MYP to support content knowledge.	√	√	IB Coordinator and all faculty	Collaboration day time with funds to purchase substitutes for teachers to work together by department.	All teachers to have at least 2 units for each course taught uploaded into <i>ManageBac</i> .	Ongoing. Unit revisions to continue in 2016-17 in preparation for IB MYP verification visit in fall 2016.
11) Peer observations of two teachers (1 content and 1 non-content) using the 5Ds+ Teaching and Learning framework during the school year and reflect on how	√	√	All faculty	Time for planning and a post-observation conference, and substitutes for class coverage.	Teachers will share peer observations afterward at monthly PLC Wednesday faculty meetings using the 5Ds+ Teaching and	Sporadic implementation in 2015-16. Will prioritize in 2016-17.

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writing, reading, and math is taught across all contents.					Learning Framework.	
12) All staff will read the book Mindset to nurture the moral imperative that every student is capable of high levels of learning.	√	√	All faculty	Funds to purchase books.	Read the book to nurture the moral imperative in all staff members that every student is capable of high levels of learning.	Books have been purchased and given to each new staff member. All staff will have read the book by the end of 2016-17.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*