

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

Organization Code: **0470** District Name: **ST VRAIN VALLEY** School Code: **5368** School Name: **LYONS MIDDLE SCHOOL**

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 School View (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 | M | Combined |
| 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 | 71.4% | 71.4% | 80.8% | 81.6% | Meets | |
| | | Math | 52.5% | 51.6% | 72.7% | 72.8% | Meets | |
| | | Writing | 57.8% | 58.3% | 67.4%] | 72.3% | Meets | |
| | | Science | 48.0% | 48.7% | 67.2% | 68.5% | Meets | |
| | 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: 18 | | | % of targets met by School: 100% | | Reading | YES |
| | | | | | | Math | YES | |
| 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 | Reading | Median Adequate SGP | Median SGP | Median SGP: 54 | Meets | | |
| | | | 18 | 45/55 | | | | |
| | | Math | 49 | 45/55 | Median SGP: 60 | Exceeds | | |
| | Writing | 38 | 45/55 | Median SGP: 60 | Exceeds | Exceeds | | |

* 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. | | Meets | Meets |
| Post Secondary Readiness | <p>Graduation Rate Expectation: 80% or above</p> | 80% or above | | N/A | | N/A | |
| | <p>Dropout Rate Expectation: At or below State average</p> | 1-year 3.6% | 3-years 3.9% | 1-year N/A | 3-years N/A | N/A | |
| | <p>Mean ACT Composite Score Expectation: At or above State average</p> | 1-year 20 | 3-years 20.1 | 1-year N/A | 3-years N/A | N/A | |

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) | Performance | The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the School View Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan. |
| ESEA Accountability | | | |
| School Improvement or Corrective Action (Title I) | Title I school missed same AYP target(s) for at least two consecutive years** | n/a | Not identified for Improvement under Title I. |

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 |
| | Has the school received a School Improvement grant? When was the grant awarded? | <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | | |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | | |

Improvement Plan Information

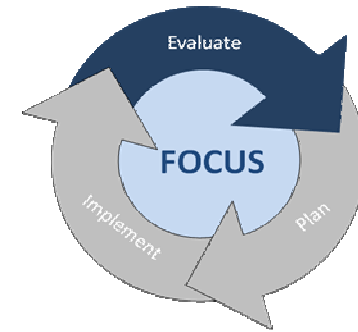
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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 | Greg Winger, Principal |
| | Email | Winger_greg@stvrain.k12.co.us |
| | Phone | 720-494-3841 |
| | Mailing Address | 100 S. 2 nd Ave, Lyons, CO |
| 2 | Name and Title | Dan Schlesinger, Assistant Principal |
| | Email | Schlesinger_dan@stvrain.k12.co.us |
| | Phone | 720-494-3842 |
| | Mailing Address | 100 S. 2 nd Ave, Lyons, CO |

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) | R | Reading 81.6% Proficient/Advanced | n/a | n/a |
| | M | Math 72.8% Proficient/Advanced. | Persistent gaps for students in this subgroup | Lack of consistent interventions related to calculations and math applications for students who need to catch up. |
| | W | Writing 72.4% Proficient/Advanced | n/a | |
| Academic Growth | R | Reading Median SGP: 54 | n/a | n/a |
| | M | Math Median SGP: 60 | n/a | n/a |
| | W | Writing Median SGP: 60 | n/a | n/a |
| Academic Growth Gaps | R | Adequate growth in all categories except students who need to catch up have median growth of only 44 percentile but need 64 percentile growth to be proficient . | Persistent growth gaps identified for catch up students | Lack of consistent intentional reading interventions / teaching strategies for low performing readers for 6 th - 8 th . |

| | | | | |
|--------------------------|---|--|-----|-----|
| | M | Adequate growth in all categories. | n/a | n/a |
| | W | Adequate growth in all categories except students needing to catch up. | n/a | n/a |
| Post Secondary Readiness | | n/a | n/a | n/a |
| | | n/a | n/a | n/a |

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> <ol style="list-style-type: none"> 1. Academic growth in reading, math, and writing is meeting state expectations and is trending positively. Subgroups in FRL, IEP, and ELL are not large enough to be recorded in CSAP data. 2. In academic growth gaps, students needing catching to up are an identified subgroup in reading who are not making expected academic progress. <p>Academic Achievement Status</p> <p>The data identifies a lack of academic achievement in students needing catching to up in 6th-8th in reading. There is a need for higher expectations and targeted interventions for students needing catching to up in reading. CSAP data driven dialogue at professional learning days among English departments produced root causes for these priority needs. After much data review and subsequent discussion, the English departments defined lack of timed reading prompts and lack of intentional reading interventions for low performing students as areas needing improvement.</p> <p>Academic Growth Gaps</p> <p>The review of academic growth data identifies a trend in students needing catching to up in 6th-8th in reading as having inadequate growth to reach proficiency. These reading students had 44% percentile but need 64% percentile. Even though students who need catching up are already making more than one year's growth this will need to be increased to a higher percentile to reach proficiency.</p> <p>Root Causes:</p> <p>The lack of consistent and intentional reading interventions/teaching strategies for this student subgroup was identified as a root cause along with the reading achievement being lower than expected.</p> <p>Summary</p> | | | | |

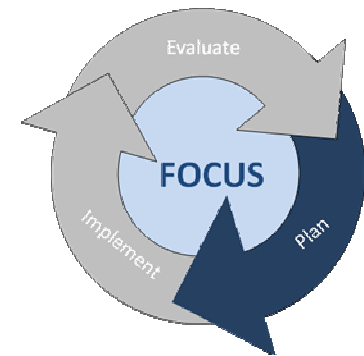
- Students needing to catch up in 6th-8th math and writing are identified for teachers.
- English and math departments implement specific interventions based on CSAP data to improve areas of weakness for these students.
- Math department improves vertical alignment on specific standards.
- Continue school wide targeted interventions for all low performing students such as peer tutoring and in school homework program.
- Continue school interventions for specific low performing students such as following ILPs, READ 180 program, and student placement in math exploratory classes.

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 | By the end of the 2010-2011 school year, 83% of the students will score proficient or advanced in reading. | By the end of the 2010-2012 school year, 85% of the students will score proficient or advanced in reading. | Teachers will assess reading levels using SRI, Galileo, and timed reading prompt 3 times a year. | Analyze and adjust curriculums and interventions based on reading data. |
| | | M | n/a | n/a | n/a | n/a |
| | | W | n/a | n/a | n/a | n/a |
| | | S | n/a | n/a | n/a | n/a |
| | AYP (Overall and for each disaggregated groups) | R | n/a | n/a | n/a | n/a |
| | | M | n/a | n/a | n/a | n/a |
| Academic Growth | Median Student Growth Percentile | R | n/a | n/a | n/a | n/a |
| | | M | n/a | n/a | n/a | n/a |
| | | W | n/a | n/a | n/a | n/a |
| Academic Growth Gaps | Median Student Growth Percentile | R | By the end of the 2010-2011 school year, students who need to catch up will increase scores by 5 percentile. | By the end of the 2010-2012 school year, students who need to catch up will increase scores by 10 percentile. | n/a Teachers will assess reading levels using SRI, Galileo, and timed reading prompt 3 times a year. | Analyze and adjust curriculums and interventions based on reading data. |
| | | M | n/a | n/a | n/a | n/a |
| | | W | n/a | n/a | n/a | n/a |
| Post Secondary & _____ | Graduation Rate | n/a | n/a | n/a | n/a | |
| | Dropout Rate | n/a | n/a | n/a | n/a | |

| | | | | | |
|---------------------|----------|-----|-----|-----|-----|
| Workforce Readiness | Mean ACT | n/a | n/a | n/a | n/a |
|---------------------|----------|-----|-----|-----|-----|

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: Analyze and adjust reading curriculums and interventions based on reading data **Root Cause(s) Addressed:** Lack of consistent and intentional interventions reading prompts and lack of intentional reading interventions for low performing students as areas needing improvement.

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 school wide 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 |
|---|--------------------------------|----------------------------------|--|---|
| Provide time for teachers to analyze and adjust reading curriculum and interventions based on reading data during PLC dates 12/1/10, 4/6/11, 5/4/11 and continuing in 2011-12 | Dec 2010-June 2012 | Admin / MS , HS English teachers | PLC, Prof Development | Teachers create goal sheets based on data from SRI and timed reading prompts |
| Implement 3 timed reading prompts a year | Oct 2010, Jan 2011, April 2011 | Admin | Boosters \$ for sub time to grade level teachers | Group grading to identify student reading weaknesses |
| Professional development for teacher in reading interventions for struggling learners. | Aug 2011 – 2012 | Principal Leadership Team | Principal Leadership Team Professional Development | Daily principal walk through will verify reading interventions are being implemented. |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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

Major Improvement Strategy #2: _____ Root Cause(s) Addressed: _____

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 school wide 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 |
|---|----------|---------------|--|---------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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 school wide 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 |
|---|----------|---------------|--|---------------------------|
| | | | | |
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| | | | | |