

Colorado's Unified Improvement Plan for Schools for 2016-17

District Code: 0880

District Name: [Denver Public Schools](#)

School Code: 230

School Name: [Edison](#)

Official 2016 SPF:

Executive Summary

Edison Elementary - Context

Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 550 students, grades ECE-5th. Edison houses a magnet program for students identified as Highly Gifted and Talented, as well as, a special education center program for students with Autism. Edison's population consists of 30% of students who receive Free/Reduced Lunch and 32% of student who are Hispanic and 61% of students who are White. Additionally, 4% of Edison's students speak a language other than English at home, 8% receive special education support and 13% receive gifted and talented services.

In 2016, the percentage of students who scored Meets/ Exceeds Expectations in ELA PARCC was 53% compared to DPS of 37% and math was 49.4% compared to DPS 29%. Additionally, though Edison continues to have gaps in the number of minority students scoring in the meeting/exceeds category compared to white students, Edison's minority students are outperforming DPS's minority students.

Major Improvement Strategies

If we...

- Teachers will implement a collaborative, professional learning community, which ensures **differentiated and rigorous instruction in reading** through the writing of standards aligned, scaffolded text dependent questions/responses that translate into text based discussion and writing.
- Teachers will implement a collaborative, professional learning community, which ensures **differentiated and rigorous instruction in math by strategically planning for prompting and requiring students to share, discuss, and critique each other's thinking both orally and through writing.**
- Teachers will actively engage students and parents to support a growth mindset culture and student voice, choice and motivation to learn, based on research from Carol Sweck (Mindset) and Allison Zmuda (Personalized Learning).

Root Causes

Then we will address...

- Teachers need to use formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math.
- Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.
- Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing.
- Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets.

Priority Performance Challenges

Then we will change current trends for students.

- White students are performing better than Hispanic students as seen in the PARCC ELA data in 2015 and 2016 (White: 2015-68%, 2016- 68% Meets/Exceeds; Hispanic: 2015- 30%, 2016-29% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.
- White students are performing better than Hispanic students as seen in the PARCC math data in 2015 and 2016 (White: 2015-56%, 2016- 63% Meets/Exceeds; Hispanic: 2015- 26%, 2016-27% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.
- 4th and 5th grade students' growth is moderate as seen in the PARCC ELA MGP in 2016 (MGP: 44). This is a notable trend because the MGP is below the expected score of 50.
- 4th and 5th grade students' growth is moderate as seen in the PARCC Math MGP in 2016 (MGP: 43). This is a notable trend because the MGP is below the expected score of 50

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. In the table below, copy paste from the Excel document from DPS with pre-populated responses. 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 28, 2015	(Schools on Priority Improvement or Turnaround) An optional submission for review is available on October 28, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	October 28, 2016- January 6, 2017	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to DPS for review between October 28, 2016 and January 6, 2017 through Tracker or the UIP online system.
	April 12, 2017	(All Schools) The UIP is due to DPS for public posting on April 12, 2017 through Tracker or the UIP online system. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Criteria	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall 2016 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	NOT APPLICABLE Plan Type: Year:	Schools assigned a Priority Improvement or Turnaround plan type based on the 2016 SPF must submit the plan to CDE for review on January 6, 2017. Parents must be notified of the plan type, UIP process, and public hearing with the local board. Parent involvement strategies must be included in the action plan. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements are included in the Quality Criteria document. More information about Priority Improvement and Turnaround requirements can be found in the Priority Improvement and Turnaround Supplement http://www.cde.state.co.us/accountability/accountabilitysupplement-0
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Serves K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming .
Student Course Taking Analysis	All Schools and Districts must complete this analysis.	All schools	School must review and reflect on disparities of disaggregated groups within the school course offerings. Schools may use the CDE Course Taking Report or analyze their own course participation data.
ESEA and Grant Accountability			
State Assessment Participation	Schools with less than 95% student participation in one or more content area, disaggregated group(s), or overall on the 2016 SPF.	NOT APPLICABLE Did meet 95% student participation in all areas	Per the 2016 waiver approval with the USDE, schools not meeting state assessment participation requirements must address why participation expectations were not met, including what strategies will be put in to place as a result. Note that specialized requirements are included for Title I in the Quality Criteria document.
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.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not Awarded a current Diagnostic and Planning Grant	This school does not receive a current TIG award and does not need to meet those additional requirements
Early Pathways Grant	Title I competitive grant that includes funding and support for accountability clock pathway exploration and planning.	Not awarded Pathways Grant	This school does not receive an Early Pathways Grant award and does not need to meet those additional requirements

School Code: [230]

School Name: [Edison]

Section II: Improvement Plan Information

Additional Information about the School

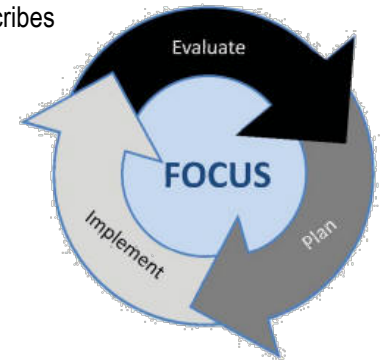
Improvement Plan Information

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Sally Whitelock Principal	
	Email	Sarah_Whitelock@dpsk12.org	
	Phone	720-424-7782	
	Mailing Address	3350 Quitman St. Denver, CO 80212	
2	Name and Title	Joan Wieser Assistant Principal	
	Email	Joan_Wieser@dpsk12.org	
	Phone	720-424-7786	
	Mailing Address	3350 Quitman St. Denver CO 80212	

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.



Data Narrative for School

Brief Description

Directions: Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process. This summary will be prepopulated in the school’s executive summary.

Brief Description:

Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 550 students, grades ECE-5th. Edison houses a magnet program for students identified as Highly Gifted and Talented, as well as a special education center program for students with Autism. Edison’s population consists of 30% of students who receive Free/Reduced Lunch, 32% of student who are Hispanic and 61% of students who are White. Additionally, 4% of Edison’s students speak a language other than English at home, 8% receive special education support and 13% receive gifted and talented services. Edison uses ANet, STAR Reading, STAR Math, AimsWeb and PARCC to evaluate and monitor progress of student learning. Edison uses a viable curriculum to support rigor of CCSS through Engage New York (Eureka) for math, Benchmark Advantage for K-2 reading, Expeditionary Learning for 3rd-5th grade reading, Writing Alive and tracks for science. Edison has a strong, stable educational staff with 30/35 educators having more than 5 years of experience and over half of the teaching staff having over 10 years of experience. Edison is proud of its Positive Behavior Intervention Supports (PBIS) systems which includes character education, bully proofing, trimester awards, and morning meetings. Lastly, Edison’s parent involvement is an asset to our school with a very involved PTA, opportunities for volunteering within the school, and engaging community events.

In order to identify priority needs at Edison, the entire teaching staff analyzed the current demographic, perceptual and achievement data for the school, including data available on the whole child dashboard. The teachers identified current strengths and growth areas in the data. Teachers then identified the priority needs and brainstormed possible root causes for these needs. After narrowing the root causes, the School Leadership Team and Collaborative School Committee reviewed the school data and narrowed the priority needs and root causes to those that seem to be most important for the students at Edison. Lastly, the school principal and assistant principal did classroom observations to determine if the priority needs and root causes were apparent.

Current Performance

Directions: Review the State SPF, District SPF, and local data. Document any areas where the school did not at least meet state/ federal expectations .At a minimum:

- Address areas where expectations were not met or areas where you would like to improve
- Provide a description of the magnitude of challenges

Some additional resources that may be helpful include: Section I, the [Performance Frameworks](#), the [DISH](#) and the [School Dashboard](#). Consulting local data is also very important to this section.

Current Performance and Synthesis of Data:

Based on the analysis of the school data, Edison’s teachers celebrated the reasonably high levels of achievement status in the school. Edison demonstrated growth in the percent of students who were meeting/exceeding expectations in math according to PARCC testing. The percent of student demonstrating meeting/exceeding expectations on ELA PARCC is flat. Edison is also proud that the percent of students demonstrating grade level reading skills and math skills has increased every year for the last 5 years according to STAR reading and STAR math. Edison’s teachers are concerned about the gaps between the percentage of Hispanic students scoring Meeting/Exceeding compared to the percentage of White students.

SPF:

- In 2014, Edison was in the “Meets Expectations” rating on the DPS School Performance Framework which included being rated “Meets Expectations” for Achievement Status and “Approaching Expectations” for Achievement Growth. Additionally in 2014, Edison met expectations for state requirements for Academic Achievement in reading, writing and math; Academic Growth was “Meets Expectations” for reading and writing and “Approaching” for math; and Edison was rated “Approaching” for Growth Gaps.
- In 2016, on the Denver Public Schools SPF, Edison scored in the Accredited On Watch category. Specifically, Edison scored Approaching on Growth, Meets Expectations on Status, and Approaching on Engagement.

PARCC/CMAS

- Edison met the minimum requirement of at least 95% of students taking the PARCC/CMAS assessments in both 2015 and 2016.

ELA:

- In 2015, 55.4% of 3rd-5th graders scored Meets/Exceeds Expectations in English Language Arts on PARCC. 42.9% of 3rd graders were Meeting/Exceeding; 65.3% of 4th graders were Meeting/Exceeding; 59.0% of 5th graders were Meeting/Exceeding. Additionally, only 8.7% of all students were Not Meeting Expectations in ELA.
- In 2016, 53.6% of 3rd-5th graders scored Meets/Exceeds Expectations in English Language Arts on PARCC compared to DPS 37%. 51.2% of 3rd graders were Meeting/Exceeding; 58.1% of 4th graders were Meeting/Exceeding; 51.3% of 5th graders were Exceeding/Meeting. Additionally, only 10.9% of all students were Not Meeting Expectations in ELA.

Math:

- In 2015, 46.3% of 3rd-5th graders scored Meets/Exceeds Expectations in math on PARCC. 50% of 3rd graders were Meeting/Exceeding; 47.4% of 4th graders were Meeting/Exceeding; 41.5% of 5th graders were Meeting/Exceeding. Additionally, only 10.3% of all students were Not Meeting Expectations in Math.
- In 2016, 49.4% of 3rd-5th graders scored Meets/Exceeds Expectations in mathematics on PARCC compared to DPS 29%. 56.1% of 3rd graders were Meeting/Exceeding; 48.8% of 4th graders were Meeting/Exceeding; 43.2% of 5th graders were Meeting/Exceeding. Additionally, only 11.2% of students were Not Meeting Expectations in math.

Science:

- In 2015, 50.6% of 5th grade students were at Strong/Distinguished Command on the science assessment.
- In 2016, 48.8% of 5th grade students were at Strong/Distinguished Command on the science assessment.

Gaps:

- In 2016, the percentage of students who were Hispanic who scored Meets/ Exceeds Expectations in ELA (29%) and math (28%) was significantly lower than the percentage of students who were White who scored Meets/Exceeds Expectations in ELA (65%) and math (59%).
- In 2016, the percentage of students who received Free/Reduced Lunch who scored Meets/ Exceeds Expectations in ELA (26%) and math (24%) was significantly lower than the percentage of students who did not receive Free/Reduced Lunch who scored Meets/Exceeds Expectations in ELA (63%) and math (56%).

STAR (READ Act)

- In 2015, 82% of all 1st – 5th grade students were at or above the 40th percentile on the STAR Reading assessment. Additionally, 88% of all 1st-5th grade students were at/above grade level on the DRA2 assessment.
- In 2016, 78% of all 1st-5th grade students were at or above the 50th percentile on the STAR Reading assessment. Additionally, 86% of all 1st-5th grade students were at/above grade level on the DRA2 assessment.

In addition to reviewing the SPF, PARCC data and STAR reading data, the teachers, SLT and CSC reviewed the school's ANet data for math and literacy, the DRA2 (Developmental Reading Assessment) and STAR math data which showed continued increases in the percent of students performing in the proficient range.

Edison's growth data showed moderate growth. Edison's teachers are concerned that the PARCC Median Growth Percentile (MGP) for both reading and math are below the expected growth of 50. Though 4th grade reading MGP was a strength at 56, the 5th grade MGP was a significant concern at 33. Additionally, there is a gap between Hispanic students (MGP 39.5) and White students (MGP: 45) in reading MGP which is a concern. There is no difference between the MGP of White and Hispanic students in math on PARCC, which is a strength.

PARCC

- In 2016, the overall PARCC MGP in both ELA and Math (ELA 44 and Math 43) was lower than the minimal expected growth of 50.
- In 2016, in reading on the PARCC, the 4th grade MGP was 56 and the 5th grade MGP was 33.
- In 2016, in math on the PARCC, the 4th grade MGP was 45 and the 5th grade MGP was 42.
- In 2016, the Median Growth Percentile (MGP) for Hispanic students in ELA (ELA 39.5 and Math 46) was lower than the MGP for White students in ELA (ELA 45 and Math 45).

STAR Growth (READ Act)

- In 2015, according to STAR growth data, 67.21% of students in the Below Grade Level or Significantly Below Grade Level categories improved a performance level
- In 2016, according to STAR growth data, 51.90% of students in the Below Grade Level or Significantly Below Grade Level improved a performance level

Course Taking Analysis

In order to address some of the concerns with achievement gaps between students who are Hispanic and students who are White, as well as address the needs of all students who are performing in the Not Meeting and Partially Meeting categories, Edison has implemented a master schedule which prioritizes interventions. Additionally, Edison monitors the progress of all students through data teams. In order to address data concerns, Edison:

- Has implemented a systematic RTI system in which all students who are significantly below grade level receive 1 hour of intervention in reading or math or both daily.
- Uses a systematic data team process to monitor all students, especially students who are below grade level, and set targets, goals and action steps to address each students' academic needs.
- Has implemented a strong PBIS system which encourages prosocial behavior and celebrates achievements.
- Has provided professional development on and implemented Kagan Cooperative Learning.
- Is piloting, with DPS's Imaginarium, a personalized learning design project.
- Is implementing the Home Visit program.

Progress Monitoring of Prior Year's Performance Targets

Directions: Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? 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)	<p>The percentage of students scoring Meets or Exceeds on the PARCC Literacy Assessment will be 60%.</p> <p>The percentage of students scoring Meets or Exceeds on the PARCC Math Assessment will be 50%.</p>	<p>The target was not met.</p> <ul style="list-style-type: none"> • ELA 53.6% • Math 43.2% 	<p>Edison set high goals for increases in achievement status and growth for our students.</p> <p>In reading, though we were intentional and strategic in providing a rigorous curriculum in both reading with text-dependent questions, as well as interventions for all students below grade level, achievement did not increase as hoped. Edison implemented new reading curriculum in 4th and 5th grade which likely impacted achievement growth as teachers were learning a new curriculum and students were learning new skills. Though we did not have achievement gains in 4th and 5th grade, we did have gains in K-3rd grade and higher MGP (growth) in 4th grade which shows that we are on the right track with our improvement efforts.</p> <p>In math, though we did not reach our achievement targets, we did have an increase in the % of students who were meeting/exceeding expectations. Edison adopted a new math curriculum in grades 1-5 which likely impacted achievement growth as teachers were learning the new curriculum and students were learning new skills/content. We believe that our focus on student engagement, growth mindset, and rigorous math instruction will result in increased achievement and growth.</p>
Academic Achievement (Status) – Disaggregated Groups	<p>The percentage of Hispanic students scoring meets or Exceeds on Literacy PARCC will 41%.</p> <p>The percentage of Hispanic students scoring meets or Exceeds on Math PARCC will 35%.</p>	<p>The target was not met.</p> <ul style="list-style-type: none"> • ELA 32% • Math 28% 	
Academic Growth	<p>The MGP for literacy PARCC will above 50.</p> <p>The MGP for math PARCC will above 50.</p>	<p>The target was not met.</p> <ul style="list-style-type: none"> • ELA 44 • Math 43 	
Academic Growth – Disaggregated Groups			
Postsecondary & Workforce Readiness			
Student Graduation Completion Plan (For Designated Graduation Districts)			

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
English Language Development and Attainment			
Other			

Trend Analysis

Directions: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend, the measure/metric, specific data (e.g., percentages), content area, student population and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. Only those trend statements that are marked as 'notable trend' will populate in the data narrative. It is wise to keep track of the data source for future updates. Trend analysis resources are available at the UIP Target Setting Tools page and through the DISH and the School Dashboard.

Per Indicator:

Trend Statement(s), which include: Measure/metric, content area, magnitude, student population, specific data, data source

Trend direction

Whether it is a notable trend - Y/N

For Example:

"Middle school students are on a slight decline in reading as seen in NWEA MAP data between 2013 and 2015 (2013 = 50.4%; 2014 = 49.8%; 2015 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: NWEA MAP)"

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
Academic Achievement (Status)	<p>Literacy</p> <ul style="list-style-type: none"> 3rd-5th grade students are performing well as seen in PARCC ELA data in 2016 with 53.6% of 3rd-5th graders scoring Meets/Exceeds Expectations compared to DPS's 37%. This is a notable trend because Edison has 16% more students at Meeting/Exceeding Expectations than DPS. 3rd- 5th grade students are on a slight decline or flat as seen in PARCC ELA between 2015 and 2016 (2015- 55.4% Meets/Exceeds, 2016- 53.6% Meets/Exceeds). This is not a notable trend because the data is pretty flat and above state expectations. 3rd grade students are on a rise as seen in PARCC ELA between 2015 and 2016 (2015-42.9% Meets/Exceeds, 2016-51.2% Meets/Exceeds). This is a notable trend because of the 9% increase in percent of students Meeting/Exceeding expectations. 4th grade students are on a decline as seen in PARCC ELA between 2015 and 2016 (2015 – 65.3% Meets/Exceeds, 2016 – 58.1% Meets/Exceeds). This is a notable trend because of the 7% decrease in percent of students Meeting/Exceeding expectations 5th grade students are on a decline as seen in PARCC in ELA in (2015 – 59%, 2016- 51.3% Meets/Exceeds). This is a notable trend because of

School Code: [230]

School Name: [Edison]

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
	<p>the 7% decrease in percent of students Meeting/Exceeding expectations.</p> <ul style="list-style-type: none"> 1st-5th grade students are on a rise as seen in STAR Reading (% above grade level) between 2012 and 2015 (2012: 73%, 2013: 73%, 2014: 76%, 2015: 81%, 2016: 78%). This is a notable trend because of the 5 years of increases in percent of students at/above grade level. <p>Math:</p> <ul style="list-style-type: none"> 3rd-5th grade students are performing well as seen in PARCC math data in 2016 with 49.4% of 3rd-5th graders scoring Meets/Exceeds Expectations compared to DPS's 29%. This is a notable trend because Edison has 20% more students at Meeting/Exceeding than DPS. 3rd-5th grade students are on a slight rise in PARCC Math between 2015 and 2016 (2015- 46.3% Meets/Exceeds, 2016- 53.6% Meets/Exceeds). This is a notable trend because Edison had a 7% gain in percent of students meeting/exceeding expectations. 3rd grade students are on a rise as seen in PARCC math between 2015 and 2016 (2015-50% Meets/Exceeds, 2016-56% Meets/Exceeds). This is a notable trend because of the 6% increase in percent of students Meeting/Exceeding expectations. 4th grade students are on a rise as seen in PARCC math between 2015 and 2016 (2015 – 47.5% Meets/Exceeds, 2016 – 48.8% Meets/Exceeds). This is a not a notable trend because of the 1% increase in percent of students Meeting/Exceeding expectations 5th grade students are on a rise as seen in PARCC in math in (2015 – 41.5%, 2016- 43.2% Meets/Exceeds). This is a not a notable trend because of the 1.5% increase in percent of students Meeting/Exceeding expectations. 1st-5th grade students are on a rise as seen in STAR Math (% above grade level) between 2012 and 2015 (2012: 72%, 2013: 75%, 2014: 72%, 2015: 85%, 2016: 81%). This is a notable trend because of the 5 years of increases in percent of students at/above grade level
<p>Academic Achievement (Status) – Disaggregated Groups</p>	<p>Literacy</p> <ul style="list-style-type: none"> White students are performing better than Hispanic students as seen in the PARCC ELA data in 2015 and 2016 (White: 2015-69%, 2016- 65% Meets/Exceeds; Hispanic: 2015- 36%, 2016-32% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students. Students who do not receive Free/Reduced Lunch are performing better than students who do receive Freed/Reduced Lunch as seen in the PARCC ELA data in 2015 and 2016 (Non-FRL: 2015- 69%, 2016- 63% Meets/Exceeds, FRL: 2015- 33%, 2016-26% Meets/Exceeds). This is a notable trend because of the significant gap between non-FRL and FRL students. Hispanic students at Edison are performing better than Hispanic students in DPS as seen in the PARCC ELA data in 2015 and 2016 (Edison: 2015- 36%, 2016 – 32% Meets/Exceeds; DPS: 2015 – 28%, 2016-27% Meets/Exceeds). This is a notable trend because Edison has 5-8% more Hispanic students performing Exceeds/Meets. <p>Math</p> <ul style="list-style-type: none"> White students are performing better than Hispanic students as seen in the PARCC math data in 2015 and 2016 (White: 2015-63%, 2016- 59% Meets/Exceeds; Hispanic: 2015- 30%, 2016-28% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students. Students who do not receive Free/Reduced Lunch are performing better than students who do receive Freed/Reduced Lunch as seen in the PARCC math data in 2015 and 2016 (Non-FRL:2015- 64%, 2016- 56% Meets/Exceeds, FRL: 2015- 26%, 2016-24% Meets/Exceeds). This is a

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
	<p>notable trend because of the significant gap between non-FRL and FRL students.</p> <ul style="list-style-type: none"> Hispanic students at Edison are performing better than Hispanic students in DPS as seen in the PARCC math data in 2015 and 2016 (Edison: 2015- 30%, 2016 – 28% Meets/Exceeds; DPS: 2015 – 21%, 2016-19% Meets/Exceeds). This is a notable trend because Edison has 9% more Hispanic students performing Exceeds/Meets.
Academic Growth	<ul style="list-style-type: none"> 4th and 5th grade students' growth is moderate as seen in the PARCC ELA MGP in 2016 (MGP: 44). This is a notable trend because the MGP is below the expected score of 50. 4th and 5th grade students' growth is moderate as seen in the PARCC Math MGP in 2016 (MGP: 43). This is a notable trend because the MGP is below the expected score of 50.
Academic Growth – Disaggregated Groups	<ul style="list-style-type: none"> White 4th and 5th grade students grew more than Hispanic students as seen in the PARCC ELA MGP in 2016 (White: 45, Hispanic: 39.5). This is a notable trend because there is a gap between the growth of White and Hispanic students. White 4th and 5th grade students' growth was equivalent to the growth of Hispanic students as seen in the PARCC Math MGP in 2016 (White: 43, Hispanic: 43). This is not a notable trend because there is no gap between the growth of White and Hispanic students.
Postsecondary & Workforce Readiness	
Course Taking Analysis	
Other	

Priority Performance Challenges and Root Causes

Directions: Based upon your analysis of notable trends, select a limited number (no more than three or four) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

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. This can be included in the "reflection" box. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge Name	Priority Performance Challenge Description	Root Cause Name (associated with this Performance Challenge)	Root Cause Description
Academic Status Gaps Literacy	White students are performing better than Hispanic students as seen in the PARCC ELA data in 2015 and 2016 (White: 2015-68%, 2016- 68% Meets/Exceeds; Hispanic: 2015- 30%, 2016-29% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.	Formative Assessment and Differentiation Rigorous Text-Dependent Questions Cooperative Learning and Growth Mindset	Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math. Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing. Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets
Academic Status Gaps Math	White students are performing better than Hispanic students as seen in the PARCC math data in 2015 and 2016 (White: 2015-56%, 2016- 63% Meets/Exceeds; Hispanic: 2015- 26%, 2016-27% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.	Formative Assessment and Differentiation Mathematical Tasks Cooperative Learning and Growth Mindset	Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math. Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning. Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets

Priority Performance Challenge Name	Priority Performance Challenge Description	Root Cause Name (associated with this Performance Challenge)	Root Cause Description
MGP ELA	4 th and 5 th grade students' growth is moderate as seen in the PARCC ELA MGP in 2016 (MGP: 44). This is a notable trend because the MGP is below the expected score of 50.	Formative Assessment and Differentiation Rigorous Text-Dependent Questions Cooperative Learning and Growth Mindset	Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math. Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing. Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets
MGP Math	4 th and 5 th grade students' growth is moderate as seen in the PARCC Math MGP in 2016 (MGP: 43). This is a notable trend because the MGP is below the expected score of 50.	Formative Assessment and Differentiation Mathematical Tasks Cooperative Learning and Growth Mindset	Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math. Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning. Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets

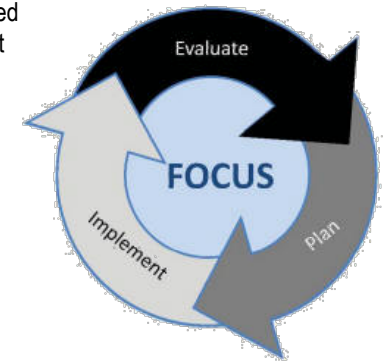
Priority Performance Challenge Name (from above)	Associated Root Cause and Rationale for prioritization of this Performance Challenge; Verification and Validation Process
Academic Status Gaps Literacy	The data we used to inform our root cause analysis included our school culture rubric, whole child school report, empathy data from our personalized learning interviews, classroom observations, STAR Reading data and ANet data. From this data, we found that teachers, students, and parents believed that some students do not feel challenged and/or engaged during the school day. This data also revealed that, though teachers differentiate, they do not always do so with a growth mindset and in a rigorous manner ensuring grade level expectations.

Priority Performance Challenge Name (from above)	Associated Root Cause and Rationale for prioritization of this Performance Challenge; Verification and Validation Process
Academic Status Gaps Math	The data we used to inform our root cause analysis included our school culture rubric, whole child school report, empathy data from our personalized learning interviews, classroom observations, STAR Math data and ANet data. From this data, we found that teachers, students, and parents believed that some students do not feel challenged and/or engaged during the school day. This data also revealed that, though teachers differentiate, they do not always do so with a growth mindset and in a rigorous manner ensuring grade level expectations. Lastly, we found that students did not have enough opportunities to explain their mathematical reasoning.
MGP ELA	The data we used to inform our root cause analysis included our school culture rubric, whole child school report, empathy data from our personalized learning interviews, classroom observations, STAR Reading data and ANet data. From this data, we found that teachers, students, and parents believed that some students do not feel challenged and/or engaged during the school day. This data also revealed that, though teachers differentiate, they do not always do so with a growth mindset and in a rigorous manner ensuring grade level expectations.
MGP Math	The data we used to inform our root cause analysis included our school culture rubric, whole child school report, empathy data from our personalized learning interviews, classroom observations, STAR Math data and ANet data. From this data, we found that teachers, students, and parents believed that some students do not feel challenged and/or engaged during the school day. This data also revealed that, though teachers differentiate, they do not always do so with a growth mindset and in a rigorous manner ensuring grade level expectations. Lastly, we found that students did not have enough opportunities to explain their mathematical reasoning.

Section IV: Action Plan(s)

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness unless provided you by your district. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

School Target Setting Form



School Code: [230]

School Name: [Edison]

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2016-17	
			2016-17	2017-18		
Academic Achievement (Status)	CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA				
		READ				
		M				
Academic Achievement – Disaggregated Groups		S				
		ELA	White students are performing better than Hispanic students as seen in the PARCC ELA data in 2015 and 2016 (White: 2015-68%, 2016- 68% Meets/Exceeds; Hispanic: 2015- 30%, 2016-29% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.	34% of 3 rd -5 th grade Hispanic students will score meets or exceeds expectations on ELA PARCC in 2017.	39% of 3 rd -5 th grade Hispanic students will score meets or exceeds expectations on ELA PARCC in 2018.	ANet will be administered 3 times per year. STAR Reading will be administered 4 times per year with a goal of 65% of Hispanic 3 rd -5 th graders above the 50 th percentile and 50% of Hispanic 3 rd -5 th graders above the 75 th percentile
		READ				STAR Reading will be administered 4 times per year with a goal of 85% of all 1 st -5 th graders above the 50 th percentile and 60% of all 1 st -5 th graders above the 75 th percentile
		M	White students are performing better than Hispanic students as seen in the PARCC math data in 2015 and 2016 (White: 2015-56%, 2016- 63% Meets/Exceeds; Hispanic: 2015- 26%, 2016-27% Meets/Exceeds). This is a notable trend because of the significant gap between White and Hispanic students.	33 % of 3 rd -5 th grade Hispanic students will score meets or exceeds expectations on math PARCC in 2017.	38% of 3 rd -5 th grade students will score meets or exceeds expectations on math PARCC in 2018.	ANet will be administered 3 times per year. STAR Math will be administered 4 times per year with a goal of 65% of Hispanic 3 rd -5 th graders above the 50 th percentile and 50% of Hispanic 3 rd -5 th graders above the 75 th percentile
		S				
		ELP				
Academic Growth		ELA	4 th and 5 th grade students' growth is moderate as seen in the PARCC ELA MGP in 2016 (MGP: 44). This is a notable trend because the MGP is below the	MPG for ELA will be 50 or higher.	MPG for ELA will be 52 or higher.	ANet will be administered 3 times per year. STAR Reading will be administered 4 times per year with a goal of 55% of 3 rd -5 th graders above

Academic Growth – Disaggregated Groups	Median Growth Percentile (CMAS PARCC), local measures		expected score of 50.			50 SGP.
		M	4 th and 5 th grade students' growth is moderate as seen in the PARCC Math MGP in 2016 (MGP: 43). This is a notable trend because the MGP is below the expected score of 50.	MGP for Math will be 50 or higher.	MGP for Math will be 52 or higher.	ANet will be administered 3 times per year. STAR Math will be administered 4 times per year with a goal of 55% of 3 rd -5 th graders above 50 SGP.
		READ				
		ELA				
		Math				
		ELP				
Participation Rates	Participation measures					
Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Matriculation Rate					
	Other PWR Measures					
Other	Other Measures					

Action Planning Form for 2016-17 and 2017-18

Directions: Identify the major improvement strategy(s) for 2016-2017 and 2017-2018 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Major Improvement Strategy Implement a collaborative, professional learning community, which ensures **differentiated and rigorous instruction in reading** through the writing of standards aligned, scaffolded text dependent questions/responses that translate into text based discussion and writing.

What will success look like?

- Teachers will participate in PD regarding text-dependent questions and rigor in reading and writing.
- Teachers will write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text—based discussion and writing – all driving toward key understandings in the text.
- Teachers will ensure that text is at an appropriate text complexity, difficulty during core and guided reading.
- Students will be reading, participating in rigorous discussions about text, and writing in response to text.

Root Cause(s) Addressed:

- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math.
- Teachers need to strategically plan for text-dependent questions and engage students in rigorous, text-based discussions and writing.
- Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets

Action Steps

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Professional development for reading	Teachers will improve their pedagogical knowledge in reading instruction, text complexity, scaffolded text-dependent questions, written responses and use of formative assessment. <ul style="list-style-type: none"> • K-2nd grade teachers will be trained in the Benchmark curriculum. • 3rd-5th grade teachers will be trained in the Expeditionary Learning curriculum. • In August and January, all teachers will participate in a full day of professional development on text-dependent questions, written responses to reading, and close reading. • Monthly, ECE-3rd grade teachers will participate in half-days of literacy professional development and collaborative planning. 	Team Leads Teacher Leaders Teachers School Leaders	Sept 2016 and Jan 2017	2016-2017	District funds for curriculum and subs General Funds for PD resources and subs Resources for TDQ's, text complexity, close reading.	In Progress
Planning with viable curriculum in reading	During Wednesday PD, all classroom teachers will intentionally plan for whole group reading instruction using the core curriculum as a resource, complex text, and focusing on text-dependent questions and written responses.	Teachers, Teacher Leaders Team Leads	Summer 2016-May 2017	2016-2017	District funds for new literacy curriculum and PD.	In Progress

School Code: [230]

School Name: [Edison]

	<ul style="list-style-type: none"> • K-2nd grade teachers will strategically plan for rigorous whole group instruction with complex text using Benchmark curriculum. • 3rd-5th grade teachers will strategically plan for rigorous whole group instruction with complex text using Expeditionary Learning curriculum. <p>All classroom/intervention teachers will write detailed, rigorous lesson plans for guided reading and core reading, which include formative assessments and culturally relevant and diverse text. Teachers will receive feedback from Team Leads or school leaders on lesson plans until lesson plans demonstrate effective strategies and formative assessments.</p> <p>All classroom teachers will administer and analyze the SLO or ANet assessments and STAR reading assessments three times during the school year. After assessment, all classroom teachers will plan for a re-teach week and differentiation. Team Leads and school leaders will give teachers feedback on reteach plans and instruction.</p> <p>Weekly, during data team meetings, teachers will collaboratively analyze assessment data, disaggregate data by instructional needs and ethnicity in order to intentionally focus on students who are below grade level/Hispanic. Teachers will develop SMART goals and differentiation action plans for small groups of students. Teachers will practice important strategies with colleagues.</p>	School Leaders			<p>District and general funds for collaborative planning days.</p> <p>Fundraising funds for new guided reading books</p>	
Observations and Feedback	Team Lead coaches and School Leaders will conduct weekly observations for all teachers at Edison and provide specific, actionable feedback.	Team Leads School Leaders	Sept 2016 – April 2017	2016-2017	General Funds	In Progress

Implementation Benchmarks –

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Professional development for reading Planning with viable	Growth in LEAP Indicators – I2 (rigor) and I6	According to observations and coaching cycles, all teachers will grow at least 1 proficiency level or average a 5 or 6 by Spring 2017 in indicators I2 and I6. The Instructional Leadership Team will review progress toward	All teachers AP, Principal, Team Leads	LEAP	2016-2017	In Progress

curriculum in reading	(differentiation)	this goal 3x between October 2016 and May 2017.				
Observations and Feedback						

Action Planning Form for 2016-17 and 2017-18

Directions: Identify the major improvement strategy(s) for 2016-2017 and 2017-2018 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Major Improvement Strategy 2: Implement a collaborative, professional learning community, which ensures **differentiated and rigorous instruction in math by strategically planning for prompting and requiring students to share, discuss, critique each other's thinking both orally and through writing in math.**

What will success look like? Content Focus

- Teachers will participate in PD in order to improve their understanding of coherence within grade-level standards while meeting the rigor of the standard.
- Teachers will participate in PD in order to improve their understanding of ways to prompt and require students to share, discuss, and critique each other's thinking both orally and through writing.
- Teachers will collaboratively plan for math instruction, strategically planning for rigorous task, student collaboration orally and in writing, and multiple solutions.
- Students will be completing math coherence/instructional tasks, orally and in writing explaining their thinking, using multiple solutions in math.

Root Cause(s) Addressed:

- Teachers need to use of formative assessments to guide differentiated instruction and ensure that students master learning targets based on CCSS in literacy and math.
- Teachers need to strategically plan for high quality mathematical tasks that engage students in mathematical thinking and reasoning.
- Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets

Action Steps

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Professional Development for math	Teachers will improve their pedagogical knowledge in math instruction, including: use of formative assessment, coherence tasks, planning for prompting and student collaboration/critiquing. All classroom and intervention teachers will receive professional development on EngageNY (Eureka) math and how to plan intentionally for coherence and student discourse orally and in writing in math.	Team Leads Teacher Leaders Teachers School Leaders	August 2016 and January 2017	2016-2017	District fund for PD	In progress
Planning with viable curriculum in math	Classroom and intervention teachers will use the CCSS and EngageNY (Eureka) math curriculum, along with formative assessments, to plan for	Teachers, Teacher Leaders	Aug 2016 – May 2017	2016-2017	District and school funds for	In Progress

	<p>rigorous, differentiated math instruction.</p> <p>All classroom/intervention teachers will write detailed, rigorous lesson plans for math, embedding math tasks and engaging mathematical thinking to allow students to grapple with mathematical tasks, discuss mathematical reasoning, and critique each other's thinking. Teachers will receive feedback from Team Leads or school leaders on lesson plans until lesson plans demonstrate effective strategies and formative assessments.</p> <p>All classroom teachers will administer and analyze the SLO or ANet assessments and STAR math assessments three times during the school year. After assessment, all classroom teachers will plan for a re-teach week and differentiation. Team Leads and school leaders will give teachers feedback on reteach plans and instruction.</p> <p>Weekly, during data team meetings, teachers will collaboratively analyze assessment data disaggregate data by instructional needs and ethnicity in order to intentionally focus on students who are below grade level/Hispanic. Teachers will develop SMART goals and differentiation action plans for small groups of students. Teachers will practice important strategies with colleagues.</p>	School Leaders			curriculum	
Observation/ Feedback	Team Lead coaches and School Leaders will conduct weekly observations for all teachers at Edison and provide specific, actionable feedback.	Team Leads School Leaders Teachers	Sept 2016-May 2017	2016-2017	None	In Progress

Implementation Benchmarks

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Professional Development for math Planning with viable curriculum in math	Growth in LEAP Indicators – I2 (rigor) and I6 (differentiation)	<p>According to observations and coaching cycles, all teachers will grow at least 1 proficiency level or average a 5 or 6 by Spring 2017 in indicators I2 and I6.</p> <p>The Instructional Leadership Team will review progress toward this goal 3x between October 2016 and May 2017.</p>	Teachers, AP, Principal, Team Leads	LEAP	2016-2017	In progress

School Code: [230]

School Name: [Edison]

Observation/Feedback						
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Action Planning Form for 2016-17 and 2017-18

Directions: Identify the major improvement strategy(s) for 2016-2017 and 2017-2018 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Major Improvement Strategy 3: Teachers will actively engage students and parents to support a growth mindset culture and student voice, choice and motivation to learn, based on research from Carol Sweck (Mindset) and Allison Zmuda (Personalized Learning).

What will success look like?

- Edison staff will use a Growth mindset within the classroom and across the school, through language and classroom environment, to engage all students as motivated learners.
- Edison staff will engage parents as active participants in their child(rens) learning through communication and parent involvement.
- Teachers will consistently use Kagan Cooperative learning to actively engage students in learning.
- Teachers will build an understanding of personalized learning as use is as a tool to increase student engagement and motivation as learners.

Root Cause(s) Addressed:

- Teachers need to actively engage and motivate all students in learning through cooperative learning and a growth mindset to meet learning targets

Action Steps

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Growth Mindset PDU	<p>All teachers will receive PD to improve their understanding of growth mindset and use these strategies to increase student motivation and success in school.</p> <p>ECE-2nd grade, intervention and specials teachers will participate in Edison's book study PDU on Growth Mindset. Teachers will read the book: <i>Mindset: The new psychology of success</i> and <i>Mindsets in the Classroom</i> to improve their knowledge of growth mindset and participate in monthly book study discussions.</p> <p>All teachers will hold classroom meetings either daily or weekly to develop a positive classroom culture and engage students in a growth mindset.</p> <p>During monthly school-wide character education assemblies (First Fridays), school leaders and teachers leaders will teach students about Growth Mindset and prosocial behaviors.</p>	<p>Team Leads</p> <p>Teacher Leaders</p> <p>Teachers</p> <p>School Leaders</p>	Sept 2016 – May 2017	2016-2107	General funds for Books for Book study.	In progress

School Code: [230]

School Name: [Edison]

	All 1 st -5 th grade students will receive bully-proofing curriculum from the school psychologist 6 times during the school year.					
Personalized Learning PDU	<p>3rd-5th grade teachers will participate in Edison's book study PDU on Personalized learning. Teachers will read the book <i>Personalized Learning to improve their knowledge of personalized learning</i>. Teachers will participate in monthly book study conversations and use these strategies to increase student engagement, motivation, and choice.</p> <p>3rd-5th grade teachers will develop a 'wicked problem' and 'design plan' as a means of implementing personalized learning more effectively in classrooms.</p> <p>3rd-5th grade teachers will begin implementation of personalized learning strategies in their classrooms and monitor for success. Teachers will receive feedback from school leaders and Imaginarium staff.</p>	3 rd -5 th grade teachers Team Lead School Leaders	Aug 2016- May 2017	2016-2107	Imaginarium funds to support PD and resources	In progress
Cooperative Learning	<p>All new teachers will attend a Kagan conference and use Kagan Cooperative Learning and other student collaboration techniques to actively engage students in learning growth.</p> <p>Team Lead coaches and School Leaders will conduct weekly observations for all teachers at Edison and provide specific, actionable feedback to teachers regarding student collaboration and critical thinking.</p>	Team Leads Teachers School Leaders	Sept 2016- May 2017	2016-17	General funds for conferences	In progress
Parent Engagement	<p>All teachers will receive training on the Home Visit program. Teachers will begin doing home visits on a voluntary basis (teachers and parents) beginning in September.</p> <p>All classroom teachers will send home 'welcome letters' to all students in August 2016.</p> <p>100% of classroom teachers will have one positive, personal contact (home visit, 1-1 meeting, email, letter/survey or phone call) with every child's parent by Oct 1 and another one between Jan-March.</p> <p>Edison and Edison's PTA will provide 3 parent education classes during the school year.</p>	Teachers School Leaders PTA Parents	Sept 2016- May 2017	2016-2107	Home Visit funds for PD and payment for teachers PTA resources	In Progress

Implementation Benchmarks

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Growth Mindset PDU Personalized Learning PDU Cooperative Learning Parent Engagement	School Culture Rubric Growth in LEAP Indicators – LE2 (student leadership) and l8 (collaboration)	According to the School culture rubric which will be completed three times per year by the School Engagement and Equity committee, the school will improve in student engagement, motivation and positive culture. According to observations and coaching cycles, all teachers will grow at least 1 proficiency level or average a 5 or 6 by Spring 2017 in indicators LE2 and l8. The Instructional Leadership Team will review progress toward this goal 3x between October 2016 and May 2017.	Teachers, Team Leads School Leaders	General Funds for the Mindset book	2016-2017	In progress

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I 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.*