

**Colorado's Unified Improvement Plan for Schools for 2013-14**

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1400** School Name: **CENTENNIAL ECE-8 SCHOOL** SPF Year: **3 Year**

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

| Performance Indicators               | Measures/ Metrics  | 2012-13 Federal and State Expectations |   |        | 2012-13 School Results |                                |        | Meets Expectations?  |   |
|--------------------------------------|--|--|---|--------|------------------------|--------------------------------|--------|--|---|
|                                      |  | Elem                                   | MS                                      | HS     | Elem                   | MS                             | HS     |  |   |
| <b>Academic Achievement (Status)</b> | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura<br><b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science<br><b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data   | R                                      | 72.05%                                  | 71.35% | -                      | 45.64%                         | 48.97% | Overall Rating for Academic Achievement:<br><b>Does Not Meet</b><br><br>* Consult your School Performance Framework for the ratings for each content area at each level. |   |
|                                      |  | M                                      | 70.11%                                  | 51.63% | -                      | 46.33%                         | 28.05% |  |   |
|                                      |  | W                                      | 54.84%                                  | 58.34% | -                      | 35.92%                         | 34.48% |  |   |
|                                      |  | S                                      | 45.36%                                  | 48.72% | -                      | 17.82%                         | 25.69% |  |   |
| <b>Academic Growth</b>               | Median Growth Percentile<br><b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency.<br><b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50. |  | Median Adequate Growth Percentile (AGP) |        |                        | Median Growth Percentile (MGP) |        |  | Overall Rating for Academic Growth:<br><b>Approaching</b><br><br>* Consult your School Performance Framework for the ratings for each content area at each level. |
|                                      |  |  | Elem                                    | MS     | HS                     | Elem                           | MS     | HS   |   |
|                                      |  | R                                      | 44                                      | 52     | -                      | 30                             | 48     | -  |   |
|                                      |  | M                                      | 60                                      | 86     | -                      | 32                             | 45     | -  |   |
|                                      |  | W                                      | 50                                      | 71     | -                      | 32                             | 49     | -  |   |
| ELP                                  | -  | -                                      | -                                       | 54     | 68                     | -                              |        |  |   |

**Student Performance Measures for State and Federal Accountability (cont.)**

| Performance Indicators                         | Measures/ Metrics   | 2012-13 Federal and State Expectations   | 2012-13 School Results  | Meets Expectations?   |  |
|--|---|--|---|---|--|
| <b>Academic Growth Gaps</b>                    | <p><b>Median Growth Percentile</b><br/> <b>Description:</b> Growth for reading, writing and math by disaggregated groups.<br/> <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p> | See your School Performance Framework 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 (ELLs) and students below proficient. | See your School Performance Framework for listing of median growth by each disaggregated group.   | <p>Overall Rating for Growth Gaps:<br/> <span style="color: blue;">Does Not Meet</span></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> |  |
| <b>Postsecondary &amp; Workforce Readiness</b> | <p><b>Graduation Rate</b><br/> <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>   | At 80% or above  | <p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>   | -   | <p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p> |
|  | <p><b>Disaggregated Graduation Rate</b><br/> <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>   | At 80% or above for each disaggregated group   | See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs. | -   |  |
|  | <p><b>Dropout Rate</b><br/> <b>Expectation:</b> At or below state average overall.</p>  | -  | -   | -   |  |
|  | <p><b>Mean Colorado ACT Composite Score</b><br/> <b>Expectation:</b> At or above state average.</p>   | -  | -   | -   |  |

**Accountability Status and Requirements for Improvement Plan**

|  |                   |  |
|--|-------------------|--|
| <b>Denver Public Schools<br/>Summary of School<br/>Plan Timeline</b> | October 16, 2013  | All schools must upload their UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>  |
|  | December 13, 2014 | All schools must upload their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>  |
|  | January 6, 2014   | UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.   |
|  | April 9, 2014     | All schools must submit their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a> for public viewing at <a href="http://www.schoolview.org">www.schoolview.org</a> |

| Program                                    | Identification Process   | Identification for School            | Directions for Completing Improvement Plan   |
|--|--|--------------------------------------|--|
| <b>State Accountability</b>                |  |                                      |  |
| Plan Type Assignment                       |  |                                      |  |
| <b>ESEA and Grant Accountability</b>       |  |                                      |  |
| 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. | Identified as a Title I Focus School | In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included 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 TIG grant and does not need to meet those additional requirements.  |
| Colorado Graduation Pathways Program (CGP) | 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.                   | Not a CGP Funded School              | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.   |

**Section II: Improvement Plan Information**

**Additional Information about the School**

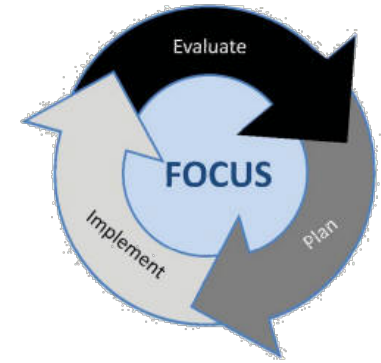
| Comprehensive Review and Selected Grant History  |  |  |
|--|--|--|
| Related Grant Awards   | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?  | Centennial has been awarded a School Improvement Support (SIS) grant through the Colorado Department of Education. This grant was awarded in the spring of 2013 for implementation during the 2013-14 school year. |
| School Support Team or Expedited Review  | Has (or will) the school participated in an SST or Expedited Review? If so, 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. | No   |
| 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 checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)<br><input type="checkbox"/> Other: _____ |  |  |
| School Contact Information (Additional contacts may be added, if needed)   |  |  |
| 1  | Name and Title   | Laura Munro, Principal   |
|  | Email  | <a href="mailto:Laura_munro@dpsk12.org">Laura_munro@dpsk12.org</a>   |
|  | Phone  | 720-424-8904   |
|  | Mailing Address  | 4665 Raleigh Street, Denver CO 80212   |
| 2  | Name and Title   | Sharon Jones, Principal Resident   |
|  | Email  | <a href="mailto:Sharon_jones@dpsk12.org">Sharon_jones@dpsk12.org</a>   |
|  | Phone  | 720-424-8900   |
|  | Mailing Address  | 4665 Raleigh Street, Denver CO 80212   |

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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 the Unified Improvement Planning Handbook.



**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.

**Data Narrative for School**

|   |  |   |   |   |
|---|--|---|---|---|
| <p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p> | <p><b>Review Current Performance:</b> Review the SPF 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p> | <p><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p> |
|---|--|---|---|---|

**Narrative:**  
Centennial, A School for Expeditionary Learning, is an inclusive school that fosters each child’s sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility. There are approximately 450 students currently enrolled at Centennial, grades ECE-5 and 7-8. Here is a breakdown of the demographics of Centennial’s student population.

- 77% Hispanic
- 81% Free/Reduced Lunch
- 16% Special Education
- 19% English Language Learner (Centennial currently serves a K-5 self-contained special education program)

In December of the 2012-13 school year the Denver Public Schools Board of Education voted to have Centennial become Redesign. This vote meant that leadership at Centennial had full flexibility for hiring/staffing decisions and instructional programming for the 2013-14 school year. During January 2013 all staff that were interested in working at Centennial for the 2013-14 school

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year would be required to apply for a position. Interviews for staff who submitted letters of interest took place in January. Of the approximately 25 existing staff who interviewed for positions, 7 were hired for the 2013-14 school year. All vacant positions were filled during the spring, DPS hiring season. Simultaneous to this process, school leadership worked with the Collaborative School Committee and community members to identify instructional programming that met the needs of the school's student population. After numerous Collaborative School Committee meetings, and open forum community planning meetings Centennial formed a partnership with Expeditionary Learning. During the spring semester Centennial leadership also worked with an outside consultant to write an Innovation Plan to present to the Board of Education. In June 2013 the DPS Board of Education approved Centennial, A School for Expeditionary Learning's Innovation Plan.

Once all Centennial staff were hired, the Teacher Leader and Instructional Leadership teams were identified and formed. Beginning in June 2013 the Instructional Leadership Team began meeting to review student achievement data and to plan for the 2013-14 school year alongside our Expeditionary Learning School Designer. The Principal Resident and a teacher leader also attended a 3-day Leadership Cohort Institute where they wrote the 1<sup>st</sup> draft of the school's EL Work Plan. The Work Plan identified two main goals for the school – one focused on academic achievement and one focused on school conditions.

The work goals drafted state:

- Students will consistently use learning targets and habits of scholarship to take responsibility for their learning and create high quality work.
- Implement Crew systems and structures for knowing students well in service of fostering character development, academic learning and relationship building.

These work plan goals align with the following Expeditionary Learning Core Practices:

- #20: Using Student Engaged Assessment to Create a Culture of Engagement and Achievement
- #21: Using Assessment for Learning Strategies on a Daily Basis
- #26: Fostering Character
- #27: Establishing Structures for Knowing Students Well

During the August DPS Green Days Centennial staff were introduced to a high-level view of school-wide student achievement data. On August 28 the Instructional Leadership Team met with the school's Data Assessment Partner to review the School Performance Framework and corresponding achievement data. This meeting provided the Instructional Leadership Team an opportunity to dig deeply into the source data behind the school's SPF and to think about connections to the EL Work Plan and the goals, major improvement strategies that needed to be drafted for the Unified Improvement Plan.

On September 30 Centennial had the first Collaborative School Committee (CSC) meeting. The following topics were addressed at this CSC meeting and presented in written format to CSC members in a document entitled, "UIP Cheat Sheet."

- Centennial's School Performance Framework (SPF) and corresponding source data- *Accredited on Probation, Red on the DPS SPF Stoplight.*

#### **UIP draft data trend statements**

##### Reading Achievement and Growth

- The overall % of students scoring P/A has steadily declined across all grade levels from 2010-11 to 2012-13. The % P/A in 2013 for elementary (45.64%) is well below the State expectation of 72.05%. The % P/A in 2013 for middle school (48.97%) is well below the State expectation of 71.35%.
- The overall MGP for reading has remained relatively flat since 2010-11. The 2013 MGP for elementary reading, 30, is well below the State expectation of 44.

##### Writing Achievement and Growth

- The overall % P/A on TCAP writing has generally declined across all grade levels from 2010-11 to 2012-13. The % P/A on elementary writing TCAP, 35.92%, was well below the State expectation of 54.85%. The % P/A on middle school writing TCAP, 35.92%, was well below the State expectation of 58.34%.

##### Math Achievement and Growth

- The overall % P/A on math TCAP has steadily declined since 2010-11. The % P/A on elementary math TCAP, 46.33%, is well below the State expectation of 54.84%. The %

P/A on middle school math TCAP, 28.05%, is well below the State expectation of 51.63%.

- The overall MGP for math has declined quite significantly in most grade levels since 2010-11. The MGP has gone up in only grade level, 8<sup>th</sup>, since 2010-11. Math MGP has been trending down from 2010-11 to 2012-13 school year.

#### **UIP draft priority performance challenges**

- There is pervasive low achievement and growth across all content areas, all grade levels and all subgroups.
- The gaps between adequate growth and actual growth for all sub groups is quite large indicating that the problem is systemic in nature.

#### **UIP draft Root Causes -**

1. We do not set high expectations and model behaviors that foster mutual respect, integrity, accountability and commitment.
2. Teachers have not been provided sufficient support with transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning objectives and ensures differentiation.
3. We have not developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.
4. Staff has not been provided consistent professional development on the components of Response to Intervention (RtI) their role in the system, and what instruction looks like across all three tiers.
5. We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
6. We have not fostered close relationships with parents and the community to help advocate for the school.

#### **UIP Major Improvement Strategies –**

1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.
2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.
3. Utilize structures, systems and processes to allow relationship building, academic progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.
4. Engage Centennial families in our school community and the overall education of their students in order to support their success both at home and in school

#### **Notable Action Steps:**

- EL Work Goal: Students will consistently use learning targets and habits of scholarship to take responsibility for their learning and create high quality work.
- Centennial instructional coaching initiative
- Implement DPS Math Fellows Tutoring program
- Implement weekly 45-minute PLC Meetings for each grade level team ECE-8
- Implement DDI cycle and process school-wide
- EL Work Goal: Implement Crew systems and structures for knowing students well in service of fostering character development, academic learning and relationship building.
- Implement No Nonsense Nurturing (NNN) school-wide
- One-way communication- Implement a structure for informative events or strategies.
- Two way communication- Implement a structure for small group conversations.
- Social Integrating Activities- Implement a structure for social events focusing on the DPS core values: Students First, Integrity, Equity, Collaboration, Accountability and Fun.
- Volunteer Program- Form partnership with Metro Volunteers to implement the School Partner Program and increase participation of parents and community members in an effort to support our school on a daily basis.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year<br>(Targets set in last year's plan)  | Performance in 2012-13? 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<br>(Status) | <b>Reading</b><br><b>Elementary: 64%</b><br><b>Middle School: 68%</b> | Target not met.<br>Actual reading performance for Centennial, all grades aggregated was 43%<br>Elementary was 42%<br>Middle School was 42%   | Achievement targets were not met. As noted in the Data Narrative, there has been a change in the vast majority of the school staff and the implementation of a new instructional program. This major change makes stating an accurate reflection on why targets were not met difficult. |
|                                  | <b>Math</b><br><b>Elementary: 66%</b><br><b>Middle School: 42%</b>    | Target not met.<br>Actual math performance for Centennial, all grades aggregated, was 32%.<br>Elementary was 39%<br>Middle School was 23%    | See above   |
|                                  | <b>Writing</b><br><b>Elementary: 51%</b><br><b>Middle School: 50%</b> | Target not met.<br>Actual writing performance for Centennial, all grades aggregated, was 30%.<br>Elementary was 30%<br>Middle School was 29% | See above   |
|                                  | <b>Science:</b>   | Actual science performance for Centennial, grades 5 and 8 aggregate was 19%.<br>Elementary was 8%<br>Middle School was 30%                   | See above   |
| Academic Growth                  | <b>Reading</b>  | Target not met.  | Growth targets were not met. As noted in the Data   |

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| Performance Indicators | Targets for 2012-13 school year<br>(Targets set in last year's plan)   | Performance in 2012-13? Was the target met? How close was the school to meeting the target?  | Brief reflection on why previous targets were met or not met.  |
|------------------------|--|--|--|
|                        | 44 MGP   | Actual Reading MGP was 36.   | Narrative, there has been a change in the majority of the school staff and implementation of a new instructional program. This major change makes stating an accurate reflection on what growth targets were not met difficult.  |
|                        | <b>Math</b><br>76 MGP  | Target not met.<br>Actual Math MGP was 33.   | See above  |
|                        | <b>Writing</b><br>63 MGP   | Target not met.<br>Actual writing MGP was 38.  | See above  |
|                        | <b>ELP</b><br>50 MGP   | Target surpassed. The actual MGP for English Language Learners as measured by ACCESS was 65.   | This is the one area where the growth target was met. Centennial is a school with 1.5 teachers dedicated to support English language instruction. This instructional support happened both in the classroom and in a pull-out structure.   |
| Academic Growth Gaps   | The target for each subgroup (ELL, Minority, FRL, SPED) in each content area (reading, writing, and math) was 65 MGP | <p>ELL results:<br/>                     Reading = 41 MGP. Missed target by 24.<br/>                     Writing = 47 MGP. Missed target by 18.<br/>                     Math = 53 MGP. Missed target by 12.</p> <p>FRL results:<br/>                     Reading = 36 MGP. Missed target by 29.<br/>                     Writing = 40 MGP. Missed target by 25.<br/>                     Math = 54 MGP. Missed target by 11.</p> <p>Minority results:<br/>                     Reading = 36 MGP. Missed target by 29.<br/>                     Writing = 40 MGP. Missed target by 25.<br/>                     Math = 53 MGP. Missed target by 12.</p> <p>SPED results:<br/>                     Reading = 19 MGP. Missed target by 46.</p> | Academic growth gap targets were not met. As noted in the Data Narrative, there has been a change in the majority of the school staff and implementation of a new instructional program. This major change makes stating an accurate reflection on what growth targets were not met difficult. |

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| Performance Indicators                 | Targets for 2012-13 school year<br>(Targets set in last year's plan) | Performance in 2012-13? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|--|--|---|---|
|  |  | Writing = 27 MGP. Missed target by 38.<br>Math = 43 MGP. Missed target by 22.               |   |
|  |  |   |   |
|  |  |   |   |
| Postsecondary &<br>Workforce Readiness |  |   |   |
|  |  |   |   |

**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 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. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. 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<br>(3 years of past state and local data)   | Priority Performance Challenges | Root Causes |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
|----------------------------------|---|---------------------------------|-------------|---------|---------|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|--|--|
| Academic Achievement<br>(Status) | <p><b>Reading</b> TCAP Proficiency:</p> <table border="1" data-bbox="415 703 842 1057"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>59%</td> <td>54%</td> <td>56%</td> </tr> <tr> <td>4</td> <td>48%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>5</td> <td>48%</td> <td>39%</td> <td>34%</td> </tr> <tr> <td>6</td> <td>48%</td> <td>47%</td> <td>44%</td> </tr> <tr> <td>7</td> <td>51%</td> <td>46%</td> <td>41%</td> </tr> <tr> <td>8</td> <td>77%</td> <td>46%</td> <td>41%</td> </tr> </tbody> </table> <p><b>Reading Trend statement:</b><br/>The overall % of students scoring P/A has steadily declined across all grade levels from 2010-11 to 2012-13. The % P/A in 2013 for elementary (45.64%) is well below the State expectation of 72.05%. The % P/A in 2013 for middle school (48.97%) is well below the State expectation of 71.35%.</p> |                                 | 2010-11     | 2011-12 | 2012-13 | 3 | 59% | 54% | 56% | 4 | 48% | 38% | 38% | 5 | 48% | 39% | 34% | 6 | 48% | 47% | 44% | 7 | 51% | 46% | 41% | 8 | 77% | 46% | 41% | Across all grades, especially 4 <sup>th</sup> -8 <sup>th</sup> , there is pervasive low achievement. | <ul style="list-style-type: none"> <li>We do not set high expectations and model behaviors that foster mutual respect, integrity, accountability and commitment.</li> <li>Teachers have not been provided sufficient support with transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards based learning objectives and ensures differentiation.</li> <li>We have not developed the knowledge and skill of every teacher to</li> </ul> |
|                                  | 2010-11   | 2011-12                         | 2012-13     |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 3                                | 59%   | 54%                             | 56%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 4                                | 48%   | 38%                             | 38%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 5                                | 48%   | 39%                             | 34%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 6                                | 48%   | 47%                             | 44%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 7                                | 51%   | 46%                             | 41%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |
| 8                                | 77%   | 46%                             | 41%         |         |         |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |     |  |  |

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

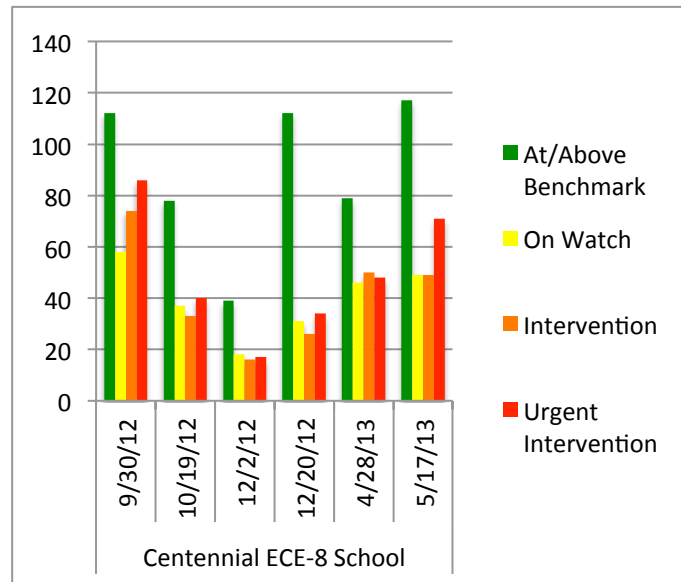
Priority Performance Challenges

Root Causes

**3 Year DRA2 Data by Grade Level:**

| % At or Above Per DRA2 |         |         |         |
|------------------------|---------|---------|---------|
|                        | 2010-11 | 2011-12 | 2012-13 |
| 1                      | 68%     | 77%     | 61%     |
| 2                      | 61%     | 56%     | 68%     |
| 3                      | 51%     | 63%     | 47%     |
| 4                      | 61%     | 73%     | 48%     |
| 5                      | 70%     | 82%     | 78%     |

**STAR K-8 Aggregate Reading Data 2012-13 School Year:**



- collaboratively review and analyze and respond to data on a consistent basis.
- Staff has not been provided consistent professional development on the components of Response to Intervention (RtI) the role in the system, and what instruction looks like across all three tiers.
  - We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
  - We have not fostered close relationships with parents and the community to help advocate for the school.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

| Test Date | At/Above | On Watch | Intervention | Urgent Intervention |
|-----------|----------|----------|--------------|---------------------|
| 9/30/12   | 112      | 58       | 74           | 86                  |
| 10/19/12  | 78       | 37       | 33           | 40                  |
| 12/2/12   | 39       | 18       | 16           | 17                  |
| 12/20/12  | 112      | 31       | 26           | 34                  |
| 4/28/13   | 79       | 46       | 50           | 48                  |
| 5/17/13   | 117      | 49       | 49           | 71                  |

**STAR Proficiency vs TCAP Proficiency 2012-13**

| Grade | TCAP<br>% U/PP | TCAP<br>% P/A | STAR<br>% At/Above |
|-------|----------------|---------------|--------------------|
| 3     | 40%            | 60%           | 64%                |
| 4     | 51%            | 49%           | 53%                |
| 5     | 66%            | 34%           | 27%                |
| 6     | 70%            | 30%           | 21%                |
| 7     | 59%            | 41%           | 28%                |
| 8     | 62%            | 31%           | 24%                |

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

**Writing** TCAP Proficiency:

|          | 2010-11 | 2011-12 | 2012-13 |
|----------|---------|---------|---------|
| <b>3</b> | 47%     | 33%     | 36%     |
| <b>4</b> | 38%     | 35%     | 27%     |
| <b>5</b> | 45%     | 32%     | 30%     |
| <b>6</b> | 45%     | 30%     | 25%     |
| <b>7</b> | 39%     | 48%     | 37%     |
| <b>8</b> | 33%     | 32%     | 26%     |

**Writing Trend statement:**

The overall % P/A on TCAP writing has generally declined across all grade levels from 2010-11 to 2012-13. The % P/A on elementary writing TCAP (35.92%) was well below the state expectation of 54.85%. The % P/A on middle school writing TCAP (35.92%) was well below the State expectation of 58.34%.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

**Math** TCAP Proficiency:

|          | 2010-11 | 2011-12 | 2013-14 |
|----------|---------|---------|---------|
| <b>3</b> | 60%     | 56%     | 52%     |
| <b>4</b> | 52%     | 52%     | 39%     |
| <b>5</b> | 53%     | 37%     | 28%     |
| <b>6</b> | 45%     | 35%     | 27%     |
| <b>7</b> | 25%     | 27%     | 18%     |
| <b>8</b> | 29%     | 26%     | 26%     |

**Math Trend statement:**

The over all % P/A on math TCAP has steadily declined since 2010-11. The % P/A on elementary math TCAP (46.33%) is well below the State expectation of 54.84%. The % P/A on middle school math TCAP (28.05%) is well below the State expectation of 51.63%.

**Overall ACCESS Results for 2012-13 for Centennial:**

Total Students Tested: 83

| Entering (L1) | Emerging (L2) | Developing (L3) | Expanding (L4) | Bridging (L5) | Reaching (L6) |
|---------------|---------------|-----------------|----------------|---------------|---------------|
| 2.4%<br>(2)   | 8.4%<br>(7)   | 26.5%<br>(22)   | 32.5%<br>(27)  | 20.5%<br>(17) | 9.6%<br>(8)   |

**Overall ACCESS Results for 2012-13 for Denver Public Schools:**

| Entering (L1) | Emerging (L2) | Developing (L3) | Expanding (L4) | Bridging (L5) | Reaching (L6) |
|---------------|---------------|-----------------|----------------|---------------|---------------|
|               |               |                 |                |               |               |

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL







| Performance Indicators | Description of Notable Trends<br>(3 years of past state and local data)  | Priority Performance Challenges | Root Causes   |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
|------------------------|--|---------------------------------|---|---------|---------|---|----|----|----|---|----|----|----|---|----|----|----|---|----|------|----|---|----|------|----|--|
|                        |  |                                 | <p>role in the system, and what instruction looks like across all three tiers.</p> <ul style="list-style-type: none"> <li>We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families</li> <li>We have not fostered close relationships with parents and the community to help advocate for the school.</li> </ul> |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
|                        | <p><b>Writing MGP:</b></p> <table border="1"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>23</td> <td>44</td> <td>23</td> </tr> <tr> <td>5</td> <td>48</td> <td>30</td> <td>33</td> </tr> <tr> <td>6</td> <td>62</td> <td>38</td> <td>38</td> </tr> <tr> <td>7</td> <td>54</td> <td>44.5</td> <td>64</td> </tr> <tr> <td>8</td> <td>55</td> <td>52.5</td> <td>47</td> </tr> </tbody> </table> |                                 | 2010-11   | 2011-12 | 2012-13 | 4 | 23 | 44 | 23 | 5 | 48 | 30 | 33 | 6 | 62 | 38 | 38 | 7 | 54 | 44.5 | 64 | 8 | 55 | 52.5 | 47 |  |
|                        | 2010-11  | 2011-12                         | 2012-13   |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
| 4                      | 23   | 44                              | 23  |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
| 5                      | 48   | 30                              | 33  |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
| 6                      | 62   | 38                              | 38  |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
| 7                      | 54   | 44.5                            | 64  |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |
| 8                      | 55   | 52.5                            | 47  |         |         |   |    |    |    |   |    |    |    |   |    |    |    |   |    |      |    |   |    |      |    |  |

| Performance Indicators | Description of Notable Trends<br>(3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|------------------------|---|---------------------------------|-------------|
|------------------------|---|---------------------------------|-------------|

| Performance Indicators | <p><b>Trend Statement for Writing:</b></p> <p>The writing MGP has stayed relatively flat across most grade levels since 2011. Fourth grade had a significant drop in MGP from 2012 to 2013, canceling out gains that were made between 2011 and 2012. Seventh grade saw an increase, bringing the MGP above where it was in 2010-11.</p>  |         |         |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
|------------------------|---|---------|---------|--|---------|---------|---------|---|----|------|----|---|----|----|----|---|----|----|------|---|----|----|----|---|
|                        | <p><b>Math MGP:</b></p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2010-11</th> <th>2011-12</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>30</td> <td>33.5</td> <td>26</td> </tr> <tr> <td>5</td> <td>64</td> <td>18</td> <td>22</td> </tr> <tr> <td>6</td> <td>46</td> <td>34</td> <td>34.5</td> </tr> <tr> <td>7</td> <td>61</td> <td>27</td> <td>38</td> </tr> <tr> <td>8</td> <td>64</td> <td>46.5</td> <td style="background-color: #c6e0b4;">51</td> </tr> </tbody> </table> <p><b>Trend Statement for Math:</b></p> <p>The math MGP has declined quite significantly in several grade levels since 2010-11. The MGP has gone up in only one grade level, 8<sup>th</sup>, since 2010-11. Math MGP has been trending down from 2010-11 to 2012-13 school year.</p> |         |         |  | 2010-11 | 2011-12 | 2013-14 | 4 | 30 | 33.5 | 26 | 5 | 64 | 18 | 22 | 6 | 46 | 34 | 34.5 | 7 | 61 | 27 | 38 | 8 |
|                        | 2010-11   | 2011-12 | 2013-14 |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
| 4                      | 30  | 33.5    | 26      |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
| 5                      | 64  | 18      | 22      |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
| 6                      | 46  | 34      | 34.5    |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
| 7                      | 61  | 27      | 38      |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |
| 8                      | 64  | 46.5    | 51      |  |         |         |         |   |    |      |    |   |    |    |    |   |    |    |      |   |    |    |    |   |

|                      |                                       |     |           |     |     |           |     |     |           |     |   |   |     |
|----------------------|---------------------------------------|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|---|---|-----|
| Academic Growth Gaps | <b>ELL - GROWTH GAPS (MGP VS AGP)</b> |     |           |     |     |           |     |     |           |     | There is pervasive low growth across all grade levels, all content areas and all subgroups. | <ul style="list-style-type: none"> <li>We do not set high expectations and model behaviors that foster mutual respect, integrity, accountability and</li> </ul> |     |
|                      |                                       |     | 2010-2011 |     |     | 2011-2012 |     |     | 2012-2013 |     |   |   |     |
|                      |                                       |     | MGP       | AGP | Gap | MGP       | AGP | Gap | MGP       | AGP |   |   | Gap |
|                      | Reading                               | ELL | 45        | 43  | +2  | 38        | 54  | -16 | 43        | 52  |   |   | -9  |
|                      | Non-                                  | 49  | 46        | +3  | 41  | 43        | -2  | 34  | 53        | -19 |   |   |     |

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

|   |         |           |         |     |           |         |     |           |         |      |
|---|---------|-----------|---------|-----|-----------|---------|-----|-----------|---------|------|
|   | ELL     |           |         |     |           |         |     |           |         |      |
| Writing   | ELL     | 53        | 52      | +1  | 44        | 66      | -22 | 43        | 60      | -17  |
|   | Non-ELL | 52        | 56      | -4  | 39        | 62      | -23 | 38        | 67      | -29  |
| Math  | ELL     | 60        | 67      | -7  | 25        | 72      | -47 | 38        | 78      | -40  |
|   | Non-ELL | 54        | 70      | -16 | 33        | 77      | -44 | 32        | 83      | -51  |
| <b>ELL - GROWTH GAPS (MGP VS REFERENCE GROUP)</b>   |         |           |         |     |           |         |     |           |         |      |
|   |         | 2010-2011 |         |     | 2011-2012 |         |     | 2012-2013 |         |      |
|   |         | ELL       | Non-ELL | Gap | ELL       | Non-ELL | Gap | ELL       | Non-ELL | Gap  |
| Reading   |         | 45        | 49      | -5  | 38        | 41      | -3  | 42.5      | 34      | +7.5 |
| Writing   |         | 53        | 52      | +1  | 44        | 39      | +5  | 43        | 38      | +5   |
| Math  |         | 60        | 54      | +6  | 25        | 33      | -6  | 38        | 32      | +6   |
| <p><b>Trend statement(s) for ELL Gap:</b> Since the 2010-11 school year the ELLs at Centennial have typically outperformed their non-ELL peers in all content areas. The exception to this has been in math and reading during the 2011-12 school year.</p> |         |           |         |     |           |         |     |           |         |      |
| <b>FRL - GROWTH GAPS (MGP VS AGP)</b>   |         |           |         |     |           |         |     |           |         |      |
|   |         | 2010-2011 |         |     | 2011-2012 |         |     | 2012-2013 |         |      |
|   |         | MGP       | AGP     | Gap | MGP       | AGP     | Gap | MGP       | AGP     | Gap  |
| Reading   | FRL     | 45        | 50      | -5  | 41        | 49      | -8  | 37        | 56      | -19  |
|   | Non-FRL | 52        | 35      | 18  | 41        | 26      | 15  | 34        | 40      | -6   |
| Writing   | FRL     | 51        | 58      | -7  | 41        | 66      | -25 | 38        | 71      | -33  |
|   | Non-FRL | 54        | 49      | 5   | 37        | 52      | -14 | 41        | 51      | -10  |

- commitment.
- Teachers have not been provided sufficient support with transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards based learning objectives and ensures differentiation.
- We have not developed the knowledge and skill of every teacher to collaboratively review, analyze and respond to data on a consistent basis.
- Staff has not been provided consistent professional development on the components of Response to Intervention (RtI) and the role in the system, and what instructional looks like across all three tiers.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

|   |              |                  |         |      |                  |         |      |                  |         |      |
|---|--------------|------------------|---------|------|------------------|---------|------|------------------|---------|------|
| Math  | FRL          | 52               | 71      | -19  | 31               | 79      | -48  | 30               | 84      | -54  |
|   | Non-FRL      | 65               | 60      | -5   | 27               | 53      | -25  | 52               | 60      | -7   |
| <b>FRL - GROWTH GAPS (MGP VS REFERENCE GROUP)</b>   |              |                  |         |      |                  |         |      |                  |         |      |
|   |              | <b>2010-2011</b> |         |      | <b>2011-2012</b> |         |      | <b>2012-2013</b> |         |      |
|   |              | FRL              | Non-FRL | Gap  | FRL              | Non-FRL | Gap  | FRL              | Non-FRL | Gap  |
| Reading   |              | 45               | 52      | -7   | 40.5             | 40.5    | 0    | 36.5             | 34      | +1.5 |
| Writing   |              | 51               | 53.5    | -2.5 | 41               | 37      | +4   | 38               | 41      | -3   |
| Math  |              | 52               | 65      | -13  | 30.5             | 27      | +1.5 | 30               | 52      | -22  |
| <p><b>Trend Statement(s) for FRL gap:</b> Since 2010-11 the gap between FRL and non-FRL students at Centennial has fluctuated. In 2011-12 the gap between these two groups was closing as the FRL students outperformed their non-FRL peers in MGP, but gaps opened up again during the 2012-13 school year. Gains made in 2011-12 were lost.</p> |              |                  |         |      |                  |         |      |                  |         |      |
| <b>Minority - GROWTH GAPS (MGP VS AGP)</b>  |              |                  |         |      |                  |         |      |                  |         |      |
|   |              | <b>2010-2011</b> |         |      | <b>2011-2012</b> |         |      | <b>2012-2013</b> |         |      |
|   |              | MGP              | AGP     | Gap  | MGP              | AGP     | Gap  | MGP              | AGP     | Gap  |
| Reading   | Minority     | 45               | 47      | -2   | 40               | 44      | -4   | 35               | 53      | -18  |
|   | Non-Minority | 52               | 37      | 15   | 50               | 44      | 6    | 46               | 50      | -4   |
| Writing   | Minority     | 53               | 57      | -4   | 42               | 65      | -22  | 39               | 67      | -28  |
|   | Non-Minority | 51               | 49      | 2    | 28               | 56      | -28  | 37               | 57      | -20  |
| Math  | Minority     | 54               | 72      | -18  | 31               | 78      | -47  | 31               | 83      | -52  |
|   | Non-Minority | 58               | 61      | -3   | 28               | 70      | -42  | 53               | 61      | -7   |

- We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
- We have not fostered close relationships with parents and the community to help advocate for the school.

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

| <b>Minority - GROWTH GAPS (MGP VS REFERENCE GROUP)</b>   |          |           |         |     |           |         |      |           |         |       |
|--|----------|-----------|---------|-----|-----------|---------|------|-----------|---------|-------|
|  |          | 2010-2011 |         |     | 2011-2012 |         |      | 2012-2013 |         |       |
|  |          | Min       | Non-Min | Gap | Min       | Non-Min | Gap  | Min       | Non-Min | Gap   |
| Reading  |          | 45        | 53      | -8  | 40        | 50      | -10  | 35        | 45.5    | -10.5 |
| Writing  |          | 51        | 56      | -5  | 41.5      | 39      | -1.5 | 39        | 37      | +2    |
| Math   |          | 52        | 61      | -9  | 30        | 34      | -4   | 30.5      | 53      | -22.5 |
| <p><b>Trend Statement(s) for Minority Gaps:</b> Since the 2010-11 school year there has been a gap between Minority and non-minority students' MGP in all content areas. The exception to this is for writing during the 2012-13 school year when minority students had MGP 2 points higher than their non-minority peers. Since 2010-11, the gap between these two groups has not closed.</p> |          |           |         |     |           |         |      |           |         |       |
| <b>SPED - GROWTH GAPS (MGP VS AGP)</b>   |          |           |         |     |           |         |      |           |         |       |
|  |          | 2010-2011 |         |     | 2011-2012 |         |      | 2012-2013 |         |       |
|  |          | MGP       | AGP     | Gap | MGP       | AGP     | Gap  | MGP       | AGP     | Gap   |
| Reading  | SPED     | 30        | 81      | -51 | 42        | 83      | -41  | 37        | 86      | -49   |
|  | Non-SPED | 51        | 42      | 9   | 40        | 40      | 0    | 36        | 45      | -9    |
| Writing  | SPED     | 25        | 83      | -58 | 30        | 89      | -59  | 32        | 92      | -60   |
|  | Non-SPED | 53        | 53      | 0   | 43        | 59      | -16  | 41        | 56      | -15   |
| Math   | SPED     | 40        | 90      | -50 | 27        | 91      | -64  | 21        | 97      | -76   |
|  | Non-SPED | 58        | 67      | -9  | 33        | 72      | -39  | 35        | 75      | -20   |
| <b>SPED- GROWTH GAPS (MGP VS REFERENCE GROUP)</b>  |          |           |         |     |           |         |      |           |         |       |
|  |          | 2010-2011 |         |     | 2011-2012 |         |      | 2012-2013 |         |       |
|  |          | SPED      | Non-    | Gap | SPED      | Non-    | Gap  | SPED      | Non-    | Gap   |

School Code: 1400

School Name: CENTENNIAL ECE-8 SCHOOL

| Performance Indicators   | Description of Notable Trends<br>(3 years of past state and local data) |      |      |      |    |      |     |      |      |       | Priority Performance Challenges | Root Causes |
|--|---|------|------|------|----|------|-----|------|------|-------|---------------------------------|-------------|
|  |   |      | SPED |      |    | SPED |     |      | SPED |       |                                 |             |
|  | Reading   | 29.5 | 44   | -5.5 | 42 | 45   | -3  | 37   | 44   | -7    |                                 |             |
|  | Writing   | 25   | 43   | -18  | 30 | 44   | -14 | 31.5 | 45   | -12.5 |                                 |             |
|  | Math  | 40   | 43   | -3   | 27 | 44   | -17 | 21   | 43   | -22   |                                 |             |
| <p><b>Trend Statement(s) for SPED Gaps:</b> Since 2010-11 there has been a continuous significant gap between SPED and non-SPED students' MGP at Centennial. The gap is greater in the area of math and writing, especially since the 2011-12 school year.</p> |   |      |      |      |    |      |     |      |      |       |                                 |             |
| Postsecondary & Workforce Readiness  |   |      |      |      |    |      |     |      |      |       |                                 |             |
|  |   |      |      |      |    |      |     |      |      |       |                                 |             |

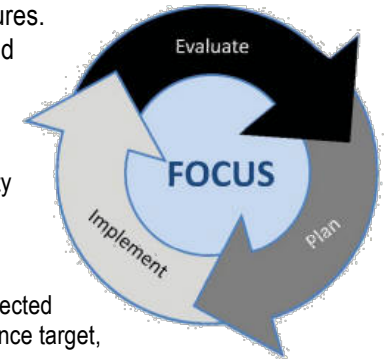
## Section IV: Action Plan(s)

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. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for 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 are not met; targets should also be connected to prioritized performance challenges. 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.





School Target Setting Form

| Performance Indicators        | Measures/ Metrics                          | Priority Performance Challenges | Annual Performance Targets   |                                       | Interim Measures for 2013-14          | Major Improvement Strategy  |   |
|-------------------------------|--|---------------------------------|--|---------------------------------------|---------------------------------------|---|---|
|                               |  |                                 | 2013-14  | 2014-15                               |                                       |   |   |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R                               | There is pervasive low achievement across all content areas, all grade levels and all subgroups. | Elementary: 70%<br>Middle School: 73% | Elementary: 76%<br>Middle School: 78% | <ul style="list-style-type: none"> <li>Assess K-5 students with STAR Early Literacy or STAR Reading</li> <li>Assess Kindergarten students and students in grades 1-5 in identified CBLA cohort 3x year with DRA2.</li> <li>Administer DRA2 progress monitoring assessments to identified students in CBLA cohort.</li> <li>Assess 7-8 students with Scholastic Reading Inventory (SRI) 2x year, or 3x year if identified as in CBLA cohort.</li> <li>Students identified as needing Tier III reading intervention will be assessed with AIMS Web progress monitoring tools.</li> <li>Grade level created common assessments.</li> </ul> | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</li> </ol> |
|                               |  | M                               | There is pervasive low achievement across all content areas, all grade levels and all subgroups. | Elementary: 71%<br>Middle School: 46% | Elementary: 77%<br>Middle School: 50% | <ul style="list-style-type: none"> <li>Assess students grades K-1 with Academy 360 CCSS Math Task assessment 3x year.</li> <li>Assess students K-8 with District Interim math assessments 3x year.</li> <li>Assess students in grades 2-8 with Scholastic Math Inventory (SMI) up to 5x a year.</li> <li>Beginning in grades 4 and</li> </ul>   | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to actively progress</li> </ol>   |

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|          |               |   |  |                                       |                                       |  |   |
|----------|---------------|---|--|---------------------------------------|---------------------------------------|--|---|
|          |               |   |  |                                       |                                       | 5, collect weekly Exit Tickets in general education classroom connected to Every Day Math units of study and Expeditionary Learning Targets aligned to CCSS.                                     | monitoring students' growth toward proficiency through data analysis and data driven instructional practices.   |
|          |               | W | There is pervasive low achievement across all content areas, all grade levels and all subgroups. | Elementary: 54%<br>Middle School: 55% | Elementary: 58%<br>Middle School: 60% | <ul style="list-style-type: none"> <li>Daily Exit Tickets for students in grades 4 and 8 during daily 45-minute math tutoring block.</li> <li>Grade level created common assessments.</li> </ul> | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</li> </ol> |
|          |               | S | There is pervasive low achievement across all content areas, all grade levels and all subgroups. | Elementary: 49%<br>Middle School: 42% | Elementary: 57%<br>Middle School: 47% |  |   |
| Academic | Median Growth | R | There is pervasive low growth across all   | 65 MGP                                | 70 MGP                                | <ul style="list-style-type: none"> <li>Assess K-5 students with STAR Early Literacy or</li> </ul>  | 1. Utilize strategic instructional systems,   |

|        |                                 |  |   |        |        |   |  |
|--------|---------------------------------|--|---|--------|--------|---|--|
| Growth | Percentile (TCAP/CSAP & ACCESS) |  | content areas, all grade levels and all subgroups.  |        |        | <p>STAR Reading</p> <ul style="list-style-type: none"> <li>Assess Kindergarten students and students in grades 1-5 in identified CBLA cohort 3x year with DRA2.</li> <li>Administer DRA2 progress monitoring assessments to identified students in CBLA cohort.</li> <li>Assess 7-8 students with Scholastic Reading Inventory (SRI) 2x year, or 3x year if identified as in CBLA cohort.</li> <li>Students identified as needing Tier III reading intervention will be assessed with AIMS Web progress monitoring tools.</li> <li>Grade level created common assessments.</li> </ul> | <p>structures and processes to support increased growth and achievement in reading, writing and math.</p> <p>2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</p>   |
|        |                                 |  | There is pervasive low growth across all content areas, all grade levels and all subgroups. | 65 MGP | 70 MGP | <ul style="list-style-type: none"> <li>Assess students grades K-1 with Academy 360 CCSS Math Task assessment 3x year.</li> <li>Assess students K-8 with District Interim math assessments 3x year.</li> <li>Assess students in grades 2-8 with Scholastic Math Inventory (SMI) up to 5x a year.</li> <li>Beginning in grades 4 and 5, collect weekly Exit Tickets in general education classroom connected to Every Day Math units of study and Expeditionary Learning Targets aligned to CCSS.</li> </ul>  | <p>1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</p> <p>2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</p> |

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|                      |                          |     |   |        |        |   |   |
|----------------------|--------------------------|-----|---|--------|--------|---|---|
|                      |                          |     |   |        |        | <ul style="list-style-type: none"> <li>Daily Exit Tickets for students in grades 4 and 8 during daily 45-minute math tutoring block.</li> <li>Grade level created common assessments.</li> </ul>  |   |
|                      |                          | W   | There is pervasive low growth across all content areas, all grade levels and all subgroups. | 65 MGP | 70 MGP | <ul style="list-style-type: none"> <li>Assess students in grades 2-8 with District writing assessment 3x year, and students in grades K-1 2x year.</li> <li>At minimum, collect student-writing samples on a monthly basis from Expeditionary Learning grade level units to be scored against writing rubric aligned with PARCC.</li> </ul> | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</li> </ol> |
|                      |                          | ELP | <i>This is the one area where we met our target.</i>  | 70 MGP | 75 MGP | <ul style="list-style-type: none"> <li>Administer Mondo Publishing Oral Language Reading Assessment to students in grades K-5 2x year.</li> </ul>   |   |
| Academic Growth Gaps | Median Growth Percentile | R   | There is pervasive low growth across all content areas, all grade levels and all subgroups. | 65 MGP | 70 MGP | <ul style="list-style-type: none"> <li>Assess K-5 students with STAR Early Literacy or STAR Reading</li> <li>Assess Kindergarten students and students in grades 1-5 in identified CBLA cohort 3x year with DRA2.</li> <li>Administer DRA2 progress monitoring assessments to identified students in CBLA</li> </ul>                        | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to</li> </ol>   |

|  |  |   |   |        |        |  |   |
|--|--|---|---|--------|--------|--|---|
|  |  |   |   |        |        | <ul style="list-style-type: none"> <li>cohort.</li> <li>Assess 7-8 students with Scholastic Reading Inventory (SRI) 2x year, or 3x year if identified as in CBLA cohort.</li> <li>Students identified as needing Tier III reading intervention will be assessed with AIMS Web progress monitoring tools.</li> <li>Grade level created common assessments.</li> </ul>   | actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.   |
|  |  | M | There is pervasive low growth across all content areas, all grade levels and all subgroups. | 65 MGP | 70 MGP | <ul style="list-style-type: none"> <li>Assess students grades K-1 with Academy 360 CCSS Math Task assessment 3x year.</li> <li>Assess students K-8 with District Interim math assessments 3x year.</li> <li>Assess students in grades 2-8 with Scholastic Math Inventory (SMI) up to 5x a year.</li> <li>Beginning in grades 4 and 5, collect weekly Exit Tickets in general education classroom connected to Every Day Math units of study and Expeditionary Learning Targets aligned to CCSS.</li> <li>Daily Exit Tickets for students in grades 4 and 8 during daily 45-minute math tutoring block.</li> <li>Grade level created common assessments.</li> </ul> | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.</li> <li>Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</li> </ol> |
|  |  | W | There is pervasive low growth across all  | 65 MGP | 70 MGP | <ul style="list-style-type: none"> <li>Assess students in grades 2-8 with District writing</li> </ul>  | <ol style="list-style-type: none"> <li>Utilize strategic instructional systems,</li> </ol>  |

|                                     |                         |  |  |  |  |  |  |
|-------------------------------------|-------------------------|--|--|--|--|--|--|
|                                     |                         |  | content areas, all grade levels and all subgroups. |  |  | assessment 3x year, and students in grades K-1 2x year. <ul style="list-style-type: none"> <li>• At minimum, collect student-writing samples on a monthly basis from Expeditionary Learning grade level units to be scored against writing rubric aligned with PARCC.</li> </ul> | structures and processes to support increased growth and achievement in reading, writing and math. <ol style="list-style-type: none"> <li>2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.</li> </ol> |
| Postsecondary & Workforce Readiness | Graduation Rate         |  |  |  |  |  |  |
|                                     | Disaggregated Grad Rate |  |  |  |  |  |  |
|                                     | Dropout Rate            |  |  |  |  |  |  |
|                                     | Mean CO ACT             |  |  |  |  |  |  |

**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. 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. 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:**

**Instruction and Instructional Systems:** Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.

*[Connected to Expeditionary Learning Work Plan Goal #1: Students will consistently use learning targets and habits of scholarship to take responsibility for their learning and create high quality work.]*

**Root Cause(s) Addressed:**

- We do not set high expectations and model behaviors that foster mutual respect, integrity, accountability and commitment.
- Teachers have not been provided sufficient support with transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards based learning objectives and ensures differentiation.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline                      |   | Key Personnel*                    | Resources<br>(Amount and Source: federal, state, and/or local)                           | Implementation Benchmarks  | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------|---|-----------------------------------|--|--|--|
|   | 2013-14                       | 2014-15   |                                   |  |  |  |
| Expeditionary Learning 101 2-Day Institute                              | July 2013                     | July 2014 for new staff to Centennial only      | 25 Identified teachers            | No costs associated with 2013-14 Budget<br>Paid for with GF \$ from 2012-13 General Fund |  | Completed  |
| Direct Service Days from Expeditionary Learning                         | 40 Days<br>July- June 2013-14 | # of Days TBD when MOU is created<br>July- June | EL School Designer<br>Whole Staff | EL 2013-14 MOU<br>\$1,300/day x 40= \$52,000<br>General Fund                             | <ul style="list-style-type: none"> <li>• Walkthrough form created for Student-Engaged Assessment strategies</li> <li>• PD connected to student engaged assessment</li> </ul> | In Progress  |

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|  |                        |  |  |   |  |             |
|--|------------------------|--|--|---|--|-------------|
|  |                        | 2014-15  |  |   | <ul style="list-style-type: none"> <li>• Protocols and/or structures created for effective grade-level team meetings</li> <li>• Coaching schedule developed to provide 1:1/group coaching to staff on creation and use of learning targets</li> </ul>  |             |
| Bi-monthly Expeditionary Learning specific whole-staff professional development  | Aug-June<br>2x/month   | August-May<br># of days<br>TBD when MOU is created | EL School Designer<br>Whole Staff  | School Designer costs included in EL 2013-14 MOU<br>General Fund \$ | <ul style="list-style-type: none"> <li>• Walkthrough Criteria identified and tools created</li> <li>• Teacher feedback, commitments from PD Exit Tickets</li> <li>• DPS Teacher Effectiveness Framework data</li> <li>• Parent Survey data</li> </ul>  | In Progress |
| Centennial Instructional Coaching Initiative <ul style="list-style-type: none"> <li>• Bi-monthly coaching team meetings to discuss:               <ul style="list-style-type: none"> <li>○ Coaching assignments/caseloads</li> <li>○ Instructional coaching cycles</li> <li>○ NNN coaching cycles</li> <li>○ Professional development needs based on evaluation of coaching action plans</li> </ul> </li> </ul> <p><i>*This action steps specifically addresses our PPC related to academic growth gaps.</i></p> | Bi-monthly<br>all year | Bi-monthly<br>all year                             | School Leadership,<br>EL School Designer,<br>Teacher Effectiveness Coaches (TEC) | School Designer costs included in EL 2013-14 MOU<br>General Fund \$ | <ul style="list-style-type: none"> <li>• Pre/post instructional coaching cycle surveys</li> <li>• Individual coaching action plans</li> <li>• Coaching schedule</li> <li>• Teacher Effectiveness data (LEAP)</li> <li>• Student academic achievement data (growth and proficiency)</li> <li>• Student Perception Survey (SPS)</li> </ul> | In progress |



|  |   |   |  |  |  |                  |
|--|---|---|--|--|--|------------------|
| <p>Professional development for ECE-2 and 3-5 teachers on Mondo Publishing Bookshop reading resources and assessment toolkit</p> <p>This professional development will support implementation of:</p> <ul style="list-style-type: none"> <li>• Oral Language Reading</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Phonics</li> </ul> | <p>2 Days Total</p> <p>October<br/>November</p> |   | <p>Principal K-2 teachers</p> <p>3-5 teachers</p> <p>TECs</p> <p>Special Ed teachers</p> | <p>No Cost- Days are unused days from 2012-13 SY MOU</p>           | <ul style="list-style-type: none"> <li>• Mondo Oral Language Assessment data</li> <li>• Daily literacy schedules will be developed to ensure time for Oral Language Reading, whole group shared reading and small group guided reading K-5 and K-2 will also have daily time for phonics.</li> </ul> | <p>Completed</p> |
| <p>Expeditionary Learning Site Seminars</p> <ul style="list-style-type: none"> <li>• Student Engaged Assessment</li> </ul>   | <p>November 2013</p>                            | <p>TBD based on creation of MOU with EL</p> | <p>5 Identified staff</p>  | <p>EL 2013-14 MOU<br/>\$400/ea x 5= \$2,000<br/>General Fund</p>   | <ul style="list-style-type: none"> <li>• Teacher-led professional development for colleagues</li> <li>• Teacher-led PLCs</li> <li>• Walkthrough tools created/data gathered demonstrating practices learned are being implemented</li> <li>• Teacher/student survey data</li> </ul>                  | <p>Not Begun</p> |
| <p>3-Day Expeditionary Learning Institute</p> <ul style="list-style-type: none"> <li>• Reading and Writing Grounded in Evidence</li> </ul>   | <p>January 2014</p>                             | <p>TBD based on creation of MOU with EL</p> | <p>3 Identified classroom teachers</p>   | <p>EL 2013-14 MOU<br/>\$800/ea x 3= \$2,400<br/>General Fund</p>   | <ul style="list-style-type: none"> <li>• Walkthrough tools created/data gathered demonstrating practices learned are being implemented</li> <li>• Teacher effectiveness data (LEAP)</li> <li>• Student achievement data/growth data</li> </ul>   | <p>Not Begun</p> |
| <p>5-Day National Expeditionary Learning Conference</p>  | <p>July 2014</p>                                | <p>TBD based on creation of MOU with</p>    | <p>2 Identified classroom teachers</p>   | <p>EL 2013-14 MOU<br/>\$1,500/ea x 2= \$3,000<br/>General Fund</p> |  | <p>Not Begun</p> |

|  |                 | EL         |  |   |   |             |
|--|-----------------|------------|--|---|---|-------------|
| Great Habits, Great Readers Professional Learning Conference   | November 21, 22 | NA         | Principal<br>Teacher Effectiveness Coaches (2)<br>Kindergarten Teacher<br>3 <sup>rd</sup> Grade Teacher<br>4 <sup>th</sup> /5 <sup>th</sup> Grade Teachers (2) | SIS Grant Funds<br>\$9,000+ travel and hotel fees | <ul style="list-style-type: none"> <li>Walkthrough tools created/data gathered demonstrating practices being learned and implemented in the rooms of the teachers who attended the PD</li> <li>Teacher effectiveness data (LEAP) for Masterful Content Knowledge for teachers who participated in PD</li> <li>Small group book study formed</li> <li>Student achievement/growth data in reading as measured by STAR and DRA2</li> </ul> | In progress |
| Implement DPS Math Fellow Program <ul style="list-style-type: none"> <li>Daily, 45-minute math tutoring for students in grades 4, 5 and 8</li> </ul> | SY 2013-14      | SY 2014-15 | Math Fellows Coordinator<br>5 Math Fellows   | No cost associated                                | <ul style="list-style-type: none"> <li>Growth on the Scholastic Math Inventory (SMI)</li> <li>DPS Math Interim assessments</li> <li>Math TCAP</li> </ul>  | In progress |
| Participate in the National Center for Time and Learning Time Collaborative work   | SY 2013-14      | SY 2014-15 | Instructional Leadership Team<br>PE teacher<br>ECE teacher   | No cost associated                                | <ul style="list-style-type: none"> <li>Plan for Extended Learning Opportunities at Centennial developed and presented to NTLC/Legacy Foundation/DPS April, 2014</li> <li>2014-15 School Year master schedule reflects at minimum 1300 additional contact hours for students</li> </ul>  | In progress |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | <ul style="list-style-type: none"><li>• Community Outreach meeting agendas</li><li>• CSC meeting agendas</li></ul> |  |
|--|--|--|--|--|--|--|

\* 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:**

**Professional Learning Communities:** Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.

• **Root Cause(s) Addressed:**

- We do not set high expectations and model behaviors that foster mutual respect, integrity, accountability and commitment.
- We have not developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy                             | Timeline       |             | Key Personnel*                           | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------|-------------|--|--|---|--|
|   | 2013-14        | 2014-15     |  |  |   |  |
| Expeditionary Learning 3-day Leadership Team Institute  | Summer 2013    | Summer 2014 | Principal<br>Resident<br>Teacher Leaders | EL 2013-14 MOU<br>\$800/ea x 2= \$1,600<br>General Fund        | <ul style="list-style-type: none"> <li>• Instructional Leadership Team structure identified</li> <li>• Expeditionary Learning Work Plan drafted</li> </ul>  | Completed  |
| Identify Instructional Leadership Team (ILT) and Teacher Leader Team                                | Spring 2013    | Spring 2014 | Principal<br>Principal<br>Resident       | None needed  | <ul style="list-style-type: none"> <li>• ILT and TL members identified</li> </ul>   | Completed  |
| Attend 2-day CDE Sponsored workshop on Data Driven Instruction facilitated by Paul Bambrick-Santoyo | September 2013 | N/A         | Instructional Leadership Team Members    | None needed  | <ul style="list-style-type: none"> <li>• School-wide DDI professional development planned and scheduled</li> <li>• Teacher Analysis and Planning tool template</li> <li>• 6-week Instructional Plan template</li> </ul> | Completed  |
| Weekly 45-minute PLC meetings every Wednesday during grade level teams' planning time focusing on:  | August-June    | August-June | Principal<br>Principal<br>Resident       | None needed  | <ul style="list-style-type: none"> <li>• PLC Observation Rubric developed by the West Denver Network</li> </ul>   | In progress  |

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|  |  |  |  |             |  |  |
|--|--|--|--|-------------|--|--|
| <ul style="list-style-type: none"> <li>• Analysis of formative/summative and progress monitoring data</li> <li>• Analysis of student work, exit slips, do-now's</li> <li>• Identification of effective instructional strategies to support re-teaching, acceleration</li> <li>• Development of common assessments</li> <li>• Identification of resources needed</li> </ul> |  |  | TECs<br>Teachers   |             |  |  |
| Whole staff PD re: Introduction to Data Driven Instruction (DDI) and Response to Intervention model  | September 25, 2013<br>October 15, 2013 | Summer Green Days 2014-15<br>Days throughout the school year TBD | Principal<br>Principal Resident<br>Teacher Effectiveness Coaches<br>Intervention Coordinator | None needed | <ul style="list-style-type: none"> <li>• Data Analysis Forms</li> <li>• 6-week Instructional Plans per content area per teacher</li> </ul> | PD Completed<br>6-week Instruction plans and Data Analysis forms in progress |

\* 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:**

**Instruction and Instructional Systems-** Utilize structures, systems and processes to allow relationship building, academic progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.

**[Expeditionary Learning Work Plan Goal: Implement Crew systems and structures for knowing students well in service of fostering character development, academic learning and relationship building.]**

**Root Cause(s) Addressed:**

- Staff has not been provided consistent professional development on the components of Response to Intervention (Rtl) their role in the system, and what instruction looks like across all three tiers.
- We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline                     |   | Key Personnel*  | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|------------------------------|---|---|--|---|--|
|   | 2013-14                      | 2014-15   |   |  |   |  |
| Utilize looping and/or multi-aged classroom structure                   | Plan assignments summer 2013 | Plan assignments summer 2014 if revisions need to be made | Principal<br>Principal Resident<br>Grade level teachers | None   | <ul style="list-style-type: none"> <li>• Following grade level structures are implemented for the 2013-14 SY:                             <ul style="list-style-type: none"> <li>○ Kindergarten/1<sup>st</sup> grade Loop</li> <li>○ 2<sup>nd</sup>/3<sup>rd</sup> grade loop</li> <li>○ 4<sup>th</sup>/5<sup>th</sup> grade multi-aged classrooms</li> </ul> </li> </ul> | Completed for 13-14 SY   |
| Crew in Expeditionary Learning Schools 3-day Institute                  | April 2013                   | TBD based on creation of MOU with EL                      | Principal,<br>Principal Resident, 2 Teachers            | EL 2013-14 MOU<br>\$800/ea x 4= \$3,200<br>General Fund        | <ul style="list-style-type: none"> <li>• Crew Plan developed</li> <li>• Mastered schedule developed with school-wide Crew time identified</li> <li>• Crew Committee Formed</li> </ul>   | Completed  |
| Leadership Team Retreat re: Crew  | June 2013                    | June/July 2014  | Principal,<br>Principal                                 | None   |   | Completed  |

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|   |                        |                        |  |   |  |             |
|---|------------------------|------------------------|--|---|--|-------------|
|   |                        |                        | Resident,<br>EL School<br>Designer,<br>Instructional<br>Leadership<br>Team   |   |  |             |
| Full-day, whole staff professional development on Culture and Character (EL Core Practices) | August Green Days 2013 | August Green Days 2014 | EL School Designer, Whole Staff  | School Designer costs included in EL 2013-14 MOU<br>General Fund \$                             | <ul style="list-style-type: none"> <li>• Habits of Scholarship Approved</li> </ul>   | Completed   |
| Crew Committee developed to create Long Term Crew Targets and school-wide Crew Curriculum   | Fall 2013              | Fall 2014              | EL School Designer, Crew Committee <ul style="list-style-type: none"> <li>• Susan Calkin (K)</li> <li>• Lisa VanDerAa (1)</li> <li>• Fran Taffer (2)</li> <li>• Amy Marsco (4/5)</li> <li>• Tiffany Baczek (MS)</li> </ul> | General Fund \$ <ul style="list-style-type: none"> <li>• Extra Duty Pay for teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Long Term Learning Targets identified</li> <li>• Crew Lesson plans developed for different grade bands K-2, 3-5, 7-8</li> <li>• Morning Meeting lesson plans developed</li> </ul> | In progress |
|   |                        |                        |  |   |  |             |
|   |                        |                        |  |   |  |             |

\* 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 #4:**

**Parent Engagement-** Engage Centennial families in our school community and the overall education of their students in order to support their success both at home and in school

• **Root Cause(s) Addressed:**

- We have not been able to create rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
- We have not fostered close relationships with parents and the community to help advocate for the school.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline              |            | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-----------------------|------------|--|--|---------------------------|--|
|   | 2013-14               | 2014-15    |  |  |                           |  |
| Hire School Family Liaison  | Fall 2013             | -          | Principal<br>Principal Resident  | General Fund \$  | Employee hired            | In progress  |
| <b>Communication- (one way)</b> - Implement a structure for informative events or strategies. (From the school to the all school parents) | Late fall/Winter 2013 | 2014-15 SY | Principal<br>Principal Resident<br>Family Liaison<br>Family Night Committee<br>21 <sup>st</sup> Century Grant<br>Neighborhood Center<br>Director |  |                           | In progress  |
| <b>Communication- (two ways)</b> - Implement a structure for small groups conversations. (Between the school                              | Late fall/Winter 2013 | SY 2014-15 | Family Liaison<br>Principal  |  |                           | In progress  |

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|   |                       |            |   |             |   |             |
|---|-----------------------|------------|---|-------------|---|-------------|
| administrators to the small group of school parents)  |                       |            | Principal Resident  |             |   |             |
| <b>Communication- Social-Integrating Activities</b> - Implement a structure for social events focusing on the DPS core values- Students First, Integrity, Equity, Collaboration, Accountability and Fun. (From the school for all school families (parents and students), staff, and community. | Late fall/winter 2013 | SY 2014-15 | Family Liaison<br>Principal<br>Principal Resident   |             |   | In progress |
| <b>Volunteer Program:</b> Form partnership with Metro Volunteers to increase participation of parents, and community members in an effort to support our school on a daily basis  | SY 2013-14            | SY 2014-5  | Principal<br>Principal Resident<br>Metro Volunteer staff<br>DPS staff from district<br>Volunteer office<br>Identified parents<br>Family Liaison<br>Classroom teachers | \$ from PTA | <ul style="list-style-type: none"> <li>• Partnership with Metro Volunteers solidified</li> <li>• School Service Program (SSP) in place</li> <li>• Volunteer Coordinator identified</li> <li>• Advisory Board formed</li> <li>• Increase in number of parent/community volunteers working at Centennial</li> <li>• Volunteer orientations established with attendance sheets collected</li> <li>• School Service Report drafted and finalized</li> </ul> | In progress |
| <b>Education Activities</b> - Have a structure for parent workshops, family nights, continuing education classes, college campus visit, conferences, etc.   | Late fall/Winter 2013 | SY 2014-15 | Family Liaison<br>Principal<br>Principal Resident<br>Family Night Committee   |             | <ul style="list-style-type: none"> <li>• Family nights, workshops, classes, etc. planned and put on school calendar</li> <li>• College campus tours scheduled</li> <li>• P/T conference scheduled and</li> </ul>  | In progress |

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|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
|  |  |  | 21 <sup>st</sup> Century<br>Grant<br>Neighborhood<br>Center<br>Director<br>Classroom<br>teachers<br>MS<br>Counselor |  | communicated<br>• P/T conference logs and<br>schedules collected |  |
|  |  |  |   |  |  |  |

\* 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)

**Required For Schools or Districts with a Turnaround Plan under State Accountability**

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: [http://www.cde.state.co.us/uip/UIP\\_TrainingAndSupport\\_Resources.asp](http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp)). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

| Description of State Accountability Requirements   | Recommended Location in UIP  | Description of Requirement   |
|--|--|--|
| <p><b>Turnaround Plan Options.</b> Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p> | <p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p> | <p><input type="checkbox"/> <b>Turnaround Partner.</b> A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.</p> <p><b>Provide name of Turnaround Partner:</b> _____</p> <p><input checked="" type="checkbox"/> <b>School/District Management.</b> The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. (West Denver Network)</p> <p><input checked="" type="checkbox"/> <b>Innovation School.</b> School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input checked="" type="checkbox"/> <b>School/District Management Contract.</b> A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.</p> <p><b>Provide name of Management Contractor:</b> <u>Expeditionary Learning</u></p> <p><input type="checkbox"/> <b>Charter Conversion.</b> (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> <b>Restructure Charter.</b> (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> <b>School Closure.</b></p> <p><input checked="" type="checkbox"/> <b>Other.*</b> Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model"). Turnaround redesign Dec. 2012 – new staff hired Jan/Feb 2013 for fall.</p> |

*\*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*