

**Colorado's Unified Improvement Plan for Schools for 2012-13**

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1846 School Name: COLUMBINE ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 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 2011-12. 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 as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % P+A in reading, writing, math and science <b>Expectation:</b> %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	72.05%	-	-	39.76%	-	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	40.06%	-	-	
		W	54.84%	-	-	30.54%	-	-	
		S	45.36%	-	-	11.63%	-	-	
<b>Academic Growth</b>	Median Student Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency <b>Expectation:</b> If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	54	-	-	40	-	-	
		M	70	-	-	47	-	-	
		W	64	-	-	47	-	-	
ELP	45	-	-	43	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Post Secondary/ Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the most recent 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 style="text-align: center;">- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks 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 English Language Learners.	-	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
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, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

**Improvement Plan Information**

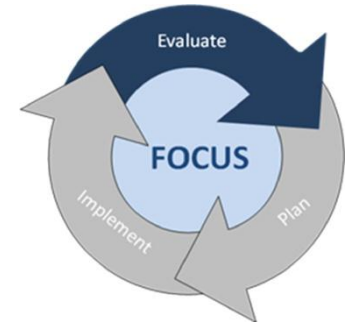
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability    
  Title IA (Targeted Assistance or Schoolwide)    
  Title I Focus School    
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant    
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Elizabeth Yates, Principal
	Email	elizabeth_yates@dpsk12.org
	Phone	720 424-8510
	Mailing Address	2540 E 29 <sup>th</sup> Avenue Denver, CO 80205
2	Name and Title	Jennifer Shank, Administrative Assistant
	Email	jennifer_shank@dpsk12.org
	Phone	720 424-8510
	Mailing Address	2540 E 29 <sup>th</sup> Avenue Denver, CO 80205

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2011-12 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 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or higher in elementary CSAP writing will be 33.	The percentage of students scoring proficient or higher in elementary CSAP writing was 17. We missed our target by 16 points.	We decided that we were going to do more meaningful writing. Professional development was theory based and not practical.
	The percentage of students scoring proficient or higher in middle school CSAP writing will be 68.	The percentage of students scoring proficient or higher in middle school CSAP writing was 48. We missed our target by 20.	Teachers didn't necessarily collaborate with writing.
Academic Growth	Our median growth percentile in writing will be 55.	Our median growth percentile in writing was 31. We missed our target by 14.	Teachers felt that students needed foundational reading skills before jumping into writing.
			Teachers didn't have the necessary tools to modify professional development to meet the needs of their students. Focus on what is working, what is not, and how to adjust. Progress monitoring.
Academic Growth Gaps	The median growth percentile for our male students in writing will be 55.	The median growth percentile for our male students in writing was 30. We missed our target by 25 points.	Small group intervention would be beneficial.
Post Secondary Readiness	N/A		Vertical expectations/alignment to help teachers understand the needs of the next grade. Clear expectations as a staff and understand what that means to our students.  Communication systems between classroom teachers and support staff to ensure connections. Need for language development and writing becomes more challenging when students lack vocabulary. (Perhaps we need to narrow our focus in writing).

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
			Fidelity to writing.  Progress monitoring throughout the year to ensure we are addressing what we said we would do.

**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 (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
<p>Academic Achievement (Status)</p>	<div style="text-align: center;"> <p><b>Status - Overall</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44</td> <td>42</td> <td>42</td> <td>40</td> <td>31</td> </tr> <tr> <td>Writing</td> <td>30</td> <td>38</td> <td>31</td> <td>37</td> <td>18</td> </tr> <tr> <td>Math</td> <td>45</td> <td>38</td> <td>47</td> <td>46</td> <td>17</td> </tr> <tr> <td>Science</td> <td>3</td> <td>23</td> <td>20</td> <td>7</td> <td>0</td> </tr> </tbody> </table> </div> <p>The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 72.</p> <p>The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 54.</p> <p>The percentage of our students scoring proficient and advanced on the math CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 71.</p>		2008	2009	2010	2011	2012	Reading	44	42	42	40	31	Writing	30	38	31	37	18	Math	45	38	47	46	17	Science	3	23	20	7	0	<p>The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP decreased by 13 points between 2008 and 2012 (44, 42, 42, 40, 31) with our most recent score falling 40 points below state expectations.</p>	<ul style="list-style-type: none"> <li>~ We lack the knowledge of how to teach guided reading to meet the needs of students reading at a variety of levels.</li> <li>~ We lack systems and structures to effectively manage classroom behavior in order to instruct successfully.</li> </ul>
	2008	2009	2010	2011	2012																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has decreased from 2008-2012 and is below the state's expectation of 54.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Reading Status - Subgroup</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>14</td> <td>27</td> <td>27</td> <td>15</td> <td>28</td> </tr> <tr> <td>Non-ELL</td> <td>45</td> <td>38</td> <td>39</td> <td>40</td> <td>29</td> </tr> <tr> <td>FRL</td> <td>42</td> <td>40</td> <td>39</td> <td>39</td> <td>28</td> </tr> <tr> <td>Non-FRL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td>5</td> <td>11</td> <td>11</td> <td>6</td> <td>4</td> </tr> </tbody> </table> </div> <p>The percentage of our English Language Learners scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 72.</p> <p>The percentages of our Non-English Language Learners, Free and Reduced Lunch students and Special Education students scoring proficient and advanced on the reading CSAP/TCAP have decreased from 2008-2012 and are below the state's expectation of 72.</p>		2008	2009	2010	2011	2012	ELL	14	27	27	15	28	Non-ELL	45	38	39	40	29	FRL	42	40	39	39	28	Non-FRL						SPED	5	11	11	6	4		
	2008	2009	2010	2011	2012																																		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;"><b>Science Status - Subgroup</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-ELL</td> <td>5</td> <td>20</td> <td>11</td> <td>11</td> <td>0</td> </tr> <tr> <td>FRL</td> <td>0</td> <td>23</td> <td>20</td> <td>4</td> <td>0</td> </tr> <tr> <td>Non-FRL</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SPED</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The percentage of our Non- English Language Learners and Free and Reduced Lunch students scoring proficient and advanced on the science CSAP/TCAP have decreased from 2009-2012 and are below the state's expectation of 45.</p>		2008	2009	2010	2011	2012	ELL						Non-ELL	5	20	11	11	0	FRL	0	23	20	4	0	Non-FRL						SPED							
	2008	2009	2010	2011	2012																																		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
	<p>and are below the state's median of 50.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>CELA Growth Overall</b></p> <table border="1" style="margin: 5px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>CELA</td> <td>35</td> <td>58</td> <td>38.5</td> <td>40</td> </tr> </tbody> </table> </div> <p>The overall median growth percentile for students on the CELA has increased and decreased from 2009-2012 and is below the adequate growth percentile of 45.</p>		2009	2010	2011	2012	CELA	35	58	38.5	40		
	2009	2010	2011	2012									
CELA	35	58	38.5	40									

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																													
Academic Growth Gaps	<p style="text-align: center;"><b>Reading Growth - Ethnicity</b></p> <table border="1" data-bbox="436 630 884 716"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>53</td> <td>43</td> <td>43</td> <td>29.5</td> <td>26</td> </tr> <tr> <td>Hispanic</td> <td>48</td> <td>44.5</td> <td>44</td> <td>34</td> <td>54</td> </tr> </tbody> </table> <p>The median growth percentile for our Black students on the reading CSAP/TCAP has decreased from 2008 to 2012 and is below the state's median of 50.</p> <p>The median growth percentile for our Hispanic students on the reading CSAP/TCAP has remained stable from 2008 to 2012 and is currently above the state's median of 50.</p>		2008	2009	2010	2011	2012	Black	53	43	43	29.5	26	Hispanic	48	44.5	44	34	54	<p>The median growth percentile for our English Language Learners on the reading TCAP/CSAP has increased and decreased from 2008-2012 (45, 46, 49, 39, 58.5) with four of five scores below the state's median of 50.</p>	<p>We lack strategies in ELL instruction to decrease the growth gap for ELL learners.</p>											
		2008	2009	2010	2011	2012																										
Black	53	43	43	29.5	26																											
Hispanic	48	44.5	44	34	54																											
<p style="text-align: center;"><b>Reading Growth - Subgroups</b></p> <table border="1" data-bbox="436 1279 884 1425"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>45</td> <td>46</td> <td>49</td> <td>39</td> <td>58.5</td> </tr> <tr> <td>Non-ELL</td> <td>53</td> <td>41</td> <td>43</td> <td>31</td> <td>29.5</td> </tr> <tr> <td>FRL</td> <td>49</td> <td>44</td> <td>44.5</td> <td>32</td> <td>32</td> </tr> <tr> <td>SPED</td> <td>55</td> <td>60</td> <td>59.5</td> <td>46</td> <td>65</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	ELL	45	46	49	39	58.5	Non-ELL	53	41	43	31	29.5	FRL	49	44	44.5	32	32	SPED	55	60	59.5	46	65		
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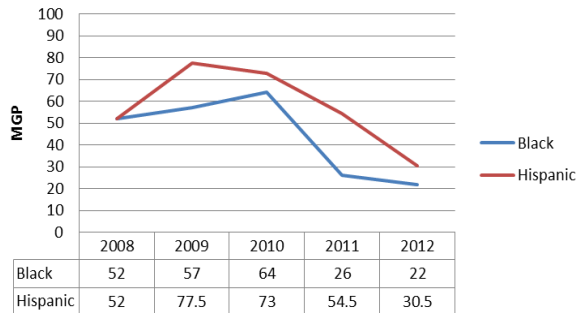
Performance Indicators

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

Priority Performance Challenges

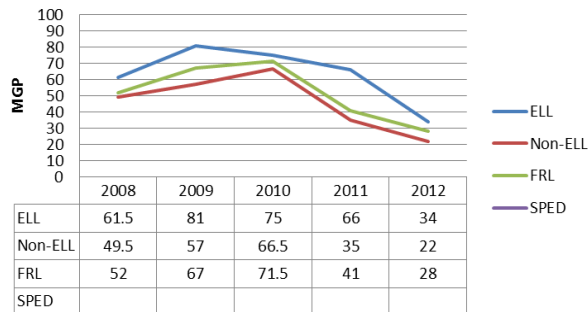
Root Causes

**Math Growth - Ethnicity**



The median growth percentiles for our Black and Hispanic students on the math CSAP/TCAP have decreased from 2008 to 2012 and are currently below the state's median of 50.

**Math Growth - Subgroups**



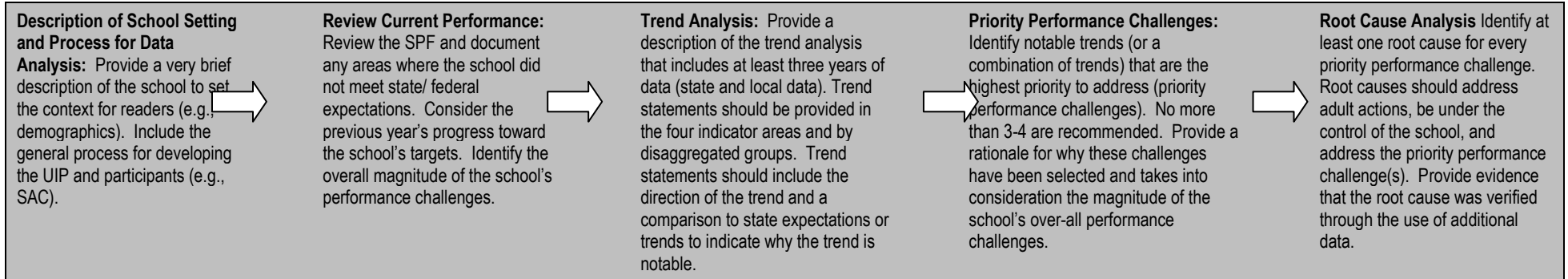
The median growth percentiles for our English Language Learners, Non- English Language Learners and Free and Reduced Lunch students on the math CSAP/TCAP have decreased from 2008 to 2012 and are below the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	N/A		

**Data Narrative for School**

**Directions:** Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

**Data Narrative for School**



**Narrative:**

**Description of School and Process for Data Analysis**

*(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)*

Columbine Elementary School is located in the North City Park neighborhood of Denver. The school serves students from ECE age 3 to sixth grade.

According to the Basic School Data Snapshot enrollment has decreased at Columbine from a high of 312 in 2006 to the current enrollment of 288. The data also shows that about 91% of our population receives a free or reduced lunch. The population of Columbine is comprised of 93% minority students equally divided between African American and Hispanic students. Columbine's 3 year, 2008-2012, academic achievement data trends show that students' scores on CSAP/TCAP have decreased in reading, writing and math. All subgroups (ELL, non-ELL, FRL, non-FRL, SPED) have also decreased in academic achievement on CSAP/TCAP in the last three years. The median growth percentile (MGP) for Columbine in 2008 was above the 50<sup>th</sup> percentile overall in reading, writing, and math. The MGP has decreased to the 41<sup>st</sup> percentile in reading, the 31<sup>st</sup> percentile in writing, and the 29<sup>th</sup> percentile in math. The DPS School Performance Framework (SPF) from 2011-2012 indicates that Columbine Elementary is Accredited On Probation (red status). On the 2011-2012 SPF, the school earned only 36 out of 146 possible points.

To develop the current UIP the entire Columbine staff and School Leadership Team (SLT) met on a weekly basis from from August 21, 2012 to September 10, 2012 to discuss, and analyze the data trends from the CSAP/TCAP data from 2008 to 2012. The entire staff is composed of three ECE teachers, two kindergarten teachers, two 1<sup>st</sup> grade teachers, one 2<sup>nd</sup> grade teacher, one 3<sup>rd</sup> grade teacher, one 4<sup>th</sup> grade teacher, one 5<sup>th</sup> grade teacher, one 6<sup>th</sup> grade teacher, three special education teachers, a teacher effectiveness coach, two English language development teachers, administrative assistant, and the principal. The SLT includes a representative from first grade, fourth grade, fifth grade, teacher

effectiveness coach, administrative assistant, and the principal. The following protocol was used to create a data driven dialogue for staff members:

1. Predict: What will our data tell us?
2. Explore and Observe: What will our data actually say?
3. Explain: Why do we have these results?
4. Take Action: What will we do next based on our actions?

The SLT identified the priority performance challenges by analyzing the data in academic achievement, growth, and growth gaps. The SLT used the REAL criteria to narrow the focus to academic achievement and growth in reading and to close the growth gap for English language Learners (ELLs). The entire staff then generated explanations of why Columbine was not increasing in status and growth in reading, and not closing the growth gap for our ELLs. The SLT then looked at the staff's explanations, and then narrowed the root cause down to one explanation using a "why" protocol. The action plan is based on improving the following:

1. In order to increase the percentage of students scoring proficient or advanced on TCAP at Columbine Elementary, teachers will increase their knowledge of teaching reading, specifically guided reading.
2. In order to increase the growth of every student in reading at Columbine Elementary, teachers will increase their knowledge of the systems and structures to implement all the components of the readers' workshop.
3. In order to close the growth gap in reading of ELLs at Columbine Elementary, teachers will increase their knowledge of ELL strategies.

We met with "Together Colorado" to study the "continuum of impact on student achievement for family engagement strategies" and have developed a comprehensive plan for involving parents with school decision making and strategic ways to support their children academically. We are using Title I funds to pay for the affiliate membership which is approximately \$800.

### **Review Current Performance**

On August 21, 2012, our staff convened to review last year's targets. Our results are as follows:

We did not meet expectations in status, and we were approaching in growth and growth gaps.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of students scoring proficient or higher in elementary CSAP writing will be 33.	The percentage of students scoring proficient or higher in elementary CSAP writing was 17. We missed our target by 16 points.	We decided that we were going to do more meaningful writing. Professional development was theory based and not practical.  Teachers didn't necessarily collaborate with writing.  Teachers felt that students needed foundational reading skills before jumping into writing.
	The percentage of students scoring proficient or higher in middle school CSAP writing will be 68.	The percentage of students scoring proficient or higher in middle school CSAP writing was 48. We missed our target by 20.	
Academic Growth	Our median growth percentile in writing will be 55.	Our median growth percentile in writing was 31. We missed our target by 14.	Teachers didn't have the necessary tools to modify pd to meet the needs of their students. Focus on what is working, what is not, and how to adjust. Progress monitoring.
Academic Growth Gaps	The median growth percentile for our male students in writing will be 55.	The median growth percentile for our male students in writing was 30. We missed our target by 25 points.	Small group intervention would be beneficial.
Post Secondary Readiness	N/A		Vertical expectations/alignment to help teachers understand the needs of the next grade. Clear expectations as a staff and understand what that means to our students.  Communication systems between classroom teachers and support staff to ensure connections. Need for language development and writing becomes more challenging when students lack vocabulary. (Perhaps we need to narrow our focus in writing).

**Trends****Analysis**

On August 21, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted some of the following trends (see trends column for all trends):

- The median growth percentile for our African American students has decreased from 2008-2012 and has been under the state's median 4 of the last 5 years.
- The percentage of third graders who scored proficient and higher in reading has had a steady decline since 2010 and is currently 40 points below state expectations.
- The percentage of fifth graders who scored proficient and higher in reading has dropped from 42% in 2009 to 23% in 2012 and is 40 points below state expectations.
- The median growth percentile for our Hispanic students in math has steadily decreased from 2009-2012 and is currently 20 points below the state's median.
- The median growth percentile for our black students in writing has decreased each year from 2009 to 2012 and is 19 points below the state's median.
- The percentage of third grader who scored proficient or above in writing has decreased each year from 2009 to 2012 with just 8% of third graders scoring proficient or higher in 2012.

**Priority Performance Challenges**

On August 30, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. Although writing was our lowest area overall, we felt that we could leverage reading to improve across all content areas due to instructional needs as well as available resources.

	Reading				Writing				Math				Science			
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend
Overall	31	→	40.5	↓	18	→	31	↓	17	↓	28.5	↓	0	↓		
Grade K																
Grade 1																
Grade 2																
Grade 3	29	↓			8	↓			18	↓						
Grade 4	19	↓	28	→	10	↓	26.5	↓	6	↓	13	↓				
Grade 5	23	→	30	↓	19	incon	26	↓	15	↓	33	↓	0	↓		
Grade 6	62	incon			48	↓			33	↓						
Grade 7																
Grade 8																
Asian/Pacific Islander																
Black	29		26	↓	22		31	↓	14		22	↓				
Hispanic	37		54	→	16		32.5	incon	22		30.5	↓				
White																
Male	29	↓			19	→			18	→			0	↓		
Female	33	↓			17	→			17	↓						
FRL	28	↓	32	↓	16	incon	33	↓	16	↓	28	↓	0	↓		
Non-FRL																
ELL	28	→	58.5	↑	11	↓	36	incon	19	↓	34	↓	0	↓		
Exited ELL																
Non-ELL	29	↓	29.5	↓	19	incon	31	incon	14	↓	22	↓	0	↓		
SPED	4	↓	38	incon	7	→	37	↓	3	→	36	incon				
Non-SPED	39	↓	40.5	↓	22	incon	31	↓	22	↓	20	↓	0	↓		

We captured our noticings, applied the REAL criteria, and agreed upon the following priority performance challenges:

**Status:**

The percent of students at our school who scored proficient or advanced on reading TCAP/CSAP decreased by 13 points between 2008 and 2012 (44, 42, 42, 40, 31) with our most recent score falling 40 points below state expectations.

**Growth:**

Our median growth percentile in reading has decreased from 50.5 to 40.5 from 2008-2012 (50.5, 44, 44.5, 33, 40.5) with the last four of five scores below the state's median of 50.

**Growth Gaps**

The median growth percentile for ELLs in reading from 2008-2012 has been inconsistent (45, 46, 49, 39, 58.5) with four of five scores below the state's median of 50.

### Root Cause Analysis

*(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)*

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 6, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then eliminated explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

#### Status Explanations:

- We lack intervention staff.
- We lack a strong cohesive reading program.
- We lack targeted objectives in instruction.
- We lack a system of intervention needs in the areas of phonics, reading skills, and behavior.

#### Growth Explanations:

- We lack consistently effective behavior management in order to instruct effectively.
- We lack small group instruction and the support for RtI.
- The lack of positive results in writing resulted in a lack of consistency among staff, instruction, and effort by students
- We lack the support systems to meet the needs and accurately implement RtI.

#### Growth Gaps:

- We lack strategies in ELL instruction.
- We lack specific items, like realia and pictures to support vocabulary development.
- We lack curricular resources to provide adequate sheltered instruction in general education classes.

The SLT then convened on September 10, 2012 to begin prioritize the remaining items and to examine “why.” The following root causes were identified:

- We lack the knowledge of how to teach guided reading to meet the needs of students reading at a variety of levels.
- We lack systems and structures to effectively manage classroom behavior in order to instruct successfully.
- We lack strategies in ELL instruction to decrease the growth gap for ELL learners.



We then verified the root causes by teacher perceptual data and classroom observations.

### **ONGOING**

#### **Interim Measures**

*(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.*

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

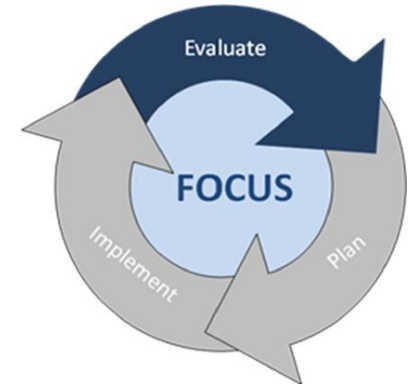
## Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will 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 – in each area where a priority performance challenge was identified; 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 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura R	The percentage of students at our school who scored proficient or advanced on the reading TCAP/CSAP decreased by 13 points between 2008 and 2012 (44, 42, 42, 40, 31) with our most recent score falling 40 points below state expectations.	<p>The percentage of our elementary students scoring proficient or higher on the reading TCAP will be 52.</p> <p>The percentage of our middle school students scoring proficient or higher on the reading TCAP will be 57.</p>	<p>The percentage of our elementary students scoring proficient or higher on the reading TCAP will be 59.</p> <p>The percentage of our middle school students scoring proficient or higher on the reading TCAP will be 63.</p>	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and</p>	<p>Know and implement best practices around guided reading to meet the needs of students reading at a variety of levels.</p> <p>Identify and implement systems and structures to effectively manage classroom behavior in order to instruct successfully.</p>

						<p>May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	<p>The median growth percentile for our students on the reading TCAP/CSAP has decreased from 50.5 to 40.5 from 2008-2012 (50.5, 44, 44.5, 33, 40.5) with the last four of five scores below the state's median of 50.</p>	<p>The median growth percentile for our elementary students on the reading TCAP will be 55.</p> <p>The median growth percentile for our middle school students on the reading TCAP will be 55.</p>	<p>The median growth percentile for our elementary students on the reading TCAP will be 60.</p> <p>The median growth percentile for our middle school students on the reading TCAP will be 60.</p>	<p>DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of</p>	<p>Know and implement best practices around guided reading to meet the needs of students reading at a variety of levels.</p> <p>Identify and implement systems and structures to effectively manage classroom behavior in order to instruct successfully.</p>

						<p>students making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines.</p> <p>Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.</p>	
		M					
		W					
		ELP					
Academic	Median	R	The median growth	The median growth	The median growth	DRA2/EDL2 baseline data	Identify and implement

Growth Gaps	Student Growth Percentile		<p>percentile for our English Language Learners on the reading TCAP/CSAP has increased and decreased from 2008-2012 (45, 46, 49, 39, 58.5) with four of five scores below the state's median of 50.</p>	<p>percentile for our elementary English Language Learners on the reading TCAP will be 55.</p> <p>The median growth percentile for our middle school English Language Learners on the reading TCAP will be 55.</p>	<p>percentile for our elementary English Language Learners on the reading TCAP will be 60.</p> <p>The median growth percentile for our middle school English Language Learners on the reading TCAP will be 60.</p>	<p>will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per DRA2/EDL2 guidelines.</p> <p>STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR</p>	<p>strategies specific to the needs of English Language Learners.</p>
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						Reading guidelines.	
		M				Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

**Action Planning Form for 2012-13 and 2013-14**

**Directions:** Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Know and implement best practices around guided reading to meet the needs of students reading at a variety of levels.

**Root Cause(s) Addressed:** We lack the knowledge of how to teach guided reading to meet the needs of students reading at a variety of levels.

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

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, In progress, not begun)
Model the format of data driven dialogue as the structure of data teams.	Weekly beginning September 2012	Principal, Administrative Assistant, Teacher Leaders, Teacher Effectiveness Coach	None	33% of classrooms will conduct data teams independently utilizing the data driven dialogue as measured by a principal-created rubric.	In progress
Observe data teams to determine level of independent implementation.	April 3, 2013	Principal, Administrative Assistant, Teacher Leaders, Teacher Effectiveness Coach	None	100% of data teams will be observed to determine level of implementation of the data team structure with results being reported to staff in bar graph format.	Not begun



<p>Implement focused professional development on guided reading for teacher effectiveness in the classroom:</p> <ul style="list-style-type: none"> <li>• Preparing for Guided Reading</li> <li>• Assessment and Grouping</li> <li>• Pre-A and Emergent Guided Reading</li> <li>• Early Guided Reading</li> <li>• Transitional Guided Reading</li> <li>• Fluent Guided Reading</li> <li>• Helping Struggling Readers</li> </ul>	<p>Weekly beginning September 2012 and ongoing</p>	<p>Principal, Administrative Assistant, TEC, Teacher Leaders</p>	<p>Titles 1 and 2 for PD support Jan Richardson's book: The Next Step in Guided reading for all staff = \$900.00</p>	<p>100% of teachers will be observed using a principal-created rubric to identify evidence of implementation of the skill or strategy being addressed during professional development.</p>	<p>In progress</p>
<p>Classroom walkthroughs to observe implementation of skill or strategy being addressed in professional development.</p>	<p>Bi-monthly beginning October 2012 and ongoing</p>	<p>Principal, Administrative Assistant, TEC</p>		<p>100% of teachers will be observed using a principal-created rubric to identify evidence of implementation of the skill or strategy being addressed during professional development.</p>	<p>In progress</p>
<p>Report out results of classroom walkthroughs using an Excel spreadsheet.</p>	<p>Bi-monthly beginning October 2012 and ongoing</p>	<p>Principal, Administrative Assistant, TEC</p>		<p>100% of results will be reported using an Excel spreadsheet.</p>	<p>In progress</p>
<p>Implement progress monitoring system to track reading progress (DRA2/EDL2 progress monitoring probes, guided reading level, and STAR).</p>	<p>Starting September 2012 and ongoing</p>	<p>Principal, Administrative Assistant, TEC, Teacher Leaders, and Teachers</p>	<p>Title 1 and 2 for Sticky Notes = \$200.00</p>	<p>100% of teachers will be implementing progress monitoring system as evidenced by examination of data.</p>	<p>In progress</p>
<p>Monitor data to include:</p> <ol style="list-style-type: none"> <li>1. Guided readings levels using tracker</li> <li>2. Reading Assessment Notebook with student goal</li> </ol>	<p>Weekly beginning October 2012</p>	<p>Principal, Administrative Assistant, TEC</p>		<p>100% of teachers will be implementing progress monitoring system as evidenced by examination of data.</p>	<p>In progress</p>

<p>3. DRA2/EDL2 Progress Monitoring Probes/Running Records</p> <p>4. Monitor STAR</p>					
<p>Model guided reading learning lab for teachers in grades 3<sup>rd</sup> through 6<sup>th</sup> and reading intervention teacher.</p> <p>Followed by side-by-side coaching for teachers.</p> <p>Model Guided Reading learning lab for teachers in grades K through 2<sup>nd</sup> (and 3-4 split teacher).</p> <p>Followed by side-by-side coaching for teachers.</p>	<p>October 11, 2012 and ongoing</p> <p>October 22, 2012 and ongoing</p>	<p>Principal, Administrative Assistant, TEC, and Teachers</p>	<p>Title 2 funds for subs. = \$800.00</p>	<p>100% of teachers will participate in a learning lab model as evidenced by an exit slip.</p>	<p>In progress</p>
<p>Guided reading learning lab hosted by teachers in grades K through 6<sup>th</sup> grade.</p> <p>Followed by side-by-side coaching for teachers.</p>	<p>December 2012</p>	<p>Principal, Administrative Assistant, TEC, and Teachers</p>	<p>Title 2 funds for subs. = \$800.00</p>	<p>100% of teachers will participate in a learning lab as evidenced by an exit slip.</p>	<p>Not Begun</p>

\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Identify and implement systems and structures to effectively manage classroom behavior in order to instruct successfully.

**Root Cause(s) Addressed:** We lack systems and structures to effectively manage classroom behavior management in order to instruct successfully.

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

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, In progress, not begun)
Establish a committee to establish behavioral guidelines for students at Columbine:  PBIS and The Columbine Way	Meet every 2 weeks	Principal, Administrative Assistant, Committee Members		Eight teachers meet every 2 weeks as evidenced by agendas.	In progress
Implement focused systems to introduce solutions and strengthen behavior management: No Nonsense Nurturing Real Time Coaching Second Step Bully Prevention	August 21, 2012 and ongoing	Principal, Administrative Assistant, TEC, District personnel for Real Time Coaching, and Teachers	None	100% of teachers will be observed using a principal-created rubric to identify evidence of implementation of the skill or strategy being addressed during professional development.	In progress
Establish systems and structures in literacy to mitigate behavior issues such as:  Literacy Work Stations based on Debbie Diller to increase teacher effectiveness in the classroom; continued PD focused on differentiation of Literacy Work Stations.  Best Practices and “Look Fors” in Readers’	October 2012	Principal, Administrative Assistant, TEC, and Teachers	Title 2 funds for literacy work stations management boards = \$400.00 General fund, Title 1 and 2 funds for Literacy Work Station materials: \$400.00 Debbie Diller video - borrowed	100% of teachers will be observed using a principal-created rubric to identify evidence of implementation of the skill or strategy being addressed during professional development.	In progress

<p>Workshop: Mini Lessons Read Alouds daily Classroom Library Classroom Arrangement Classroom Displays – Anchor Charts, Rubrics Rituals and Routines Reading Conferences Small Group Reading/ Guided Reading Book Bags Reading Assessment Notebooks with student goal</p>					
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**Major Improvement Strategy #3:** Identify and implement strategies specific to the needs of English Language Learners.

**Root Cause(s) Addressed:** We lack strategies in ELL instruction to decrease the growth gap for ELL learners.

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

- School Plan under State Accountability    
  Title I Schoolwide or Targeted Assistance plan requirements    
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)    
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, In progress, not begun)
Implement focused PD on Content/Language Objectives.	September 2012	Principal, Administrative Assistant, TEC, and Teachers	None	100% of teachers' lesson plans will be checked for content/language objectives written in the correct format.	In progress
Implement focused PD on sheltering instructional strategies for ELLs.  Introduce SIOP model (Lesson Planning)	Fall 2013	Principal, Administrative Assistant, TEC, and Teachers	None	100% of teachers will be observed using a principal-created rubric to identify evidence of implementation of the skill or strategy being addressed during professional development.	Not Begun
Monitor implementation of strategies that meet the needs of English Language Learners through LEAP Observations and Reflective Feedback Conversations based on: I.1 Clearly communicates the standards based content language objective for the lesson connecting to the larger rationale I.3 Intentionally uses instructional methods and pacing to teach the content language objective I.4 Ensures all students' active and appropriate use	Fall 2013	Principal	None	100% of teachers will be observed twice utilizing the Framework for Effective Teaching under LEAP.	Not Begun

of academic language I.5 Checks for understanding of content/language objective I.6 Provides differentiation that addresses students' instructional needs and supports mastery of content/language objective I.7 Provides students with academically focused descriptive feedback aligned to content/language objective.					
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**Section V: Appendices**

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

**Section V: Supporting Addenda Forms**

**For Schools Operating a Title I Schoolwide Program**

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Narrative – pages 19 and 20

<p>What are the comprehensive needs that justify the activities supported with Title I funds?</p>		<p>Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)</p>	<p><i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i></p> <p>Narrative – p. 20 Action Plan – pages 29-35</p>
<p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i></p> <p>Action Plan – pages 29-35</p>
<p>All core content teachers are highly qualified.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>		
<p>How are highly qualified teachers recruited and retained?</p>		<p>Section IV: Action Plan (p. 10)</p>	<p>The principal spends a lot of time scanning resumes and also watches candidates teach and interact with children. She also speaks with candidates' current principals. We have created a shared vision, a positive school climate and culture, and have established specific common goals. We have teacher leaders, and trying new things is encouraged.</p>

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	We determine needs through the UIP process and through walkthroughs as is referenced in the action plan. We also utilize side by side coaching and make professional development decisions based on the coaching experience.  Action Plan – pages 29-35
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	We have a family liaison to assist. We also utilize the Early Childhood Director from the district to interview teachers to determine student needs as they transition. We also participate in the Colorado Early Learning Partnership and are creating a readiness tool..
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	We evaluate the effectiveness of our UIP every 4-6 weeks through the use of a UIP tracker tool. Additionally we have shared the UIP and the SPF at a parent meeting.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>  Action Plan – pages 29-35



## Parent Compact

***Student Responsibilities:***

1. Complete all schoolwork.
  - Finish and turn in classroom and homework assignments
  - Read for 20 to 30 minutes every evening, preferably to an adult
2. Attend school every day.
  - Be on time for school
  - Get to bed on time, so I can do my best work every day
3. Follow all school and classroom rules.
  - Dress appropriately for school
  - Wear shoes I can play safely in during activities in the classroom, specials classes and recess
  - Leave valuables and toys at home
4. Work daily to build my character.
  - Practice the character traits I have learned including being respectful to ALL adults
  - Follow the Columbine WAY for my behavior

Signed: \_\_\_\_\_

### ***Parent Responsibilities:***

1. Send my child to school prepared for learning.
  - Set an early bedtime for my child so he/she is well rested
  - Provide the proper supplies
  - Bring my child to school every day on time
  - Pick up my child on time and talk about what he/she learned
2. Assist my child with their school work every day.
  - Set a place and time for homework completion
  - Assist with homework and reading every night
3. Be an active parent participant.
  - Call the attendance line at 720-424-8510 if your child is going to be absent
  - Be respectful to ALL adults in the building to support student learning and achievement
  - Attend functions at school
  - Read all information sent home
  - Meet with the teacher for conferences and updates

Signed: \_\_\_\_\_

### ***Teacher Responsibilities:***

1. Be prepared to teach every student every day.
  - Present grade appropriate lesson plans with fidelity to the DPS curriculum and Common Core State Standards
  - Assign homework
  - Teach to the needs of all children (these are ALL our kids)
  - Attend staff development to improve instruction
2. Maintain communication with parents and students.
  - Hold conferences and speak with parents when necessary
  - Send home trimester reports
  - Set classroom expectations and consequences for behavior and inform parents/student
3. Be a respectful role model for students, parents and staff.
  - Support school-wide functions
  - Model and reinforce school rules, policies and procedures

Signed: \_\_\_\_\_

### ***School Leader Responsibilities.***

1. Set high expectations for self, staff, students and parents.
  - Ensure a challenging curriculum
  - Provide professional development that supports classroom instruction
  - Provide necessary parent materials to support learning at home
  
2. Ensure and maintain a positive, safe and clean school environment.
  - Monitor school cleanliness
  - Follow district security guidelines
  - Provide communication
    - Weekly bulletin to teachers
    - Parent newsletter
    - Parent partnership agreement
    - Listen to students
  - Support parent involvement ideas and activities
  
3. Commit to recruit, retain and train highly qualified staff.

Signed: \_\_\_\_\_

**Section V: Supporting Addenda Forms**

**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/uiip/UIP\\_TrainingAndSupport\\_Resources.asp](http://www.cde.state.co.us/uiip/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>	<ul style="list-style-type: none"> <li><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. <i>Provide name of Turnaround Partner:</i> _____</li> <li><input 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.</li> <li><input 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.</li> <li><input 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. <i>Provide name of Management Contractor:</i> _____</li> <li><input type="checkbox"/> <b>Charter Conversion.</b> (For schools without a charter) The school has converted to a charter school.</li> <li><input type="checkbox"/> <b>Restructure Charter.</b> (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</li> <li><input type="checkbox"/> <b>School Closure.</b></li> <li><input 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").</li> </ul>

*\*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?*

