

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3032 School Name: FORCE ELEMENTARY SCHOOL SPF Year: 1 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		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	48.65%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	52.94%	-	-	
		W	53.52%	-	-	39.19%	-	-	
		S	47.53%	-	-	28.36%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: 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: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	51	-	-	51	-	-	
		M	66	-	-	73	-	-	
		W	63	-	-	62	-	-	
ELP	-	-	-	63	-	-			

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?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: 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: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: 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 - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: 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>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	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 DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a 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.

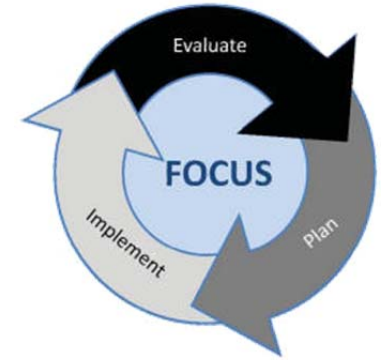
Section II: Improvement Plan Information

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?	
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.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lisa Mahannah
	Email	Lisa_mahannah@dpsk12.org
	Phone	720-424-7402
	Mailing Address	1550 S. Wolff St. Denver, CO 80219
2	Name and Title	Valerie Burke
	Email	Valerie_Burke@dpsk12.org
	Phone	720-424- 7406
	Mailing Address	1550 S. Wolff St Denver, CO 80219

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>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: 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>Trend Analysis: 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>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

Force Elementary is trending positively in **Academic Growth**. In reading our median SGP was 51 and “meets” the states percentage (51). In math our SGP was 73 “meets” the states percentage (66). In writing SGP was 62 and “meets” the states percentage 63. We “Meets” the state’s Median Student Growth Percentile.

Force trends positively on **Academic Achievement (Status)**. In reading, math, and science we did not meet federal and state expectations.

Our **School Performance Framework** scores Force as meeting expectations. We earned 113 out of 154 points or 73.4% of the points.

Our Process:

This year's UIP discussion began with our School Leadership Team. Since our scores had increased from last year but we did not meet state performance targets we felt a sense of urgency. As a leadership team we organized into groups to take a close look at each content area. We decided to meet after school on Tuesdays to identify specific areas of need and possible root causes. All faculty members were invited to the data aggregation sessions. Our goals were to:

- Determine our priority needs for the UIP
- Utilize a Root Cause Analysis to generate explanations
- Set a plan of action

The importance of our work and the purpose were evident as we looked at the data from our district's School Performance Framework and our TCAP scores. We began our process by first discussing what the data might be telling us about our students' performance on TCAP. The teachers were provided with our school's TCAP 2013 Assessment Framework Report, 2013 DRA/EDL scores, TCAP overall grade level data and our subgroup performance data. Utilizing the data we determined a priority need: "Students at Force are not making state expectations in reading, writing, and math in the last four years".

We then examined our 2013 TCAP reading scores closely since our Growth Median Percentile (MGP) for Reading was the lowest content area. Although our reading TCAP scores increased by 4% our overall reading status was dramatically behind state expectations. We knew we needed to dig deeper into the challenges of our students' reaching state expectation in reading. Our process revealed inconsistencies in understanding and implementation of best practices in a Reader's Workshop model, using frequent analysis of progress monitoring to guide instruction.

The staff also identified that we can study the positive as well as the negative to help identify needs and root causes. A root cause maybe at a procedural, programmatic, systemic or external level. Some causes we have control over and some we do not. A list of potential questions was also provided to help probe for the root cause. The narrowed root cause was then taken through the Five Whys Protocol. Each group was able to display their work and the root cause determined by their group.

A majority of the faculty chose to participate, as it was optional. Our analysis led us to identify the following root causes in each area.

Schoolwide Involvement

As part of a school-wide effort to improve our students' academic success we introduced the UIP data and format during our October (2013) PAC (Parent Action Committee) meeting. Parents were provided with our school's 2013 CSAP Status, Growth, and GAP reports. We discussed the school's improvement from 2012 to 2013 school year and provided an opportunity for the families to discuss and analyze where they would like to see improvement.

We continued to work with and inform our families on our schools' academic progress during our monthly PAC meeting (2012-2013) focusing on the UIP Action Steps and Major Improvement Strategies and also after the completion of District Interim Assessments. We also provided our families with suggestions and strategies when working with their students in math, reading and writing during our monthly PAC meetings. In an effort to continue to involve the school community UIP data and action planning will be shared with staff and families three times a year (fall, winter and spring).

Reflection

As we looked at the data and thought about our work from last year, we concluded that continuing to build common language and understanding within and across grade levels on how students show and display mastery of standards needs to increase. Our staff understanding of the common core state standards has been weak which has led to a lack of clarity and ability to move students to proficiency.

We also concluded that inconsistencies in understanding and implementation of best practices in a Reader's Workshop model, using frequent analysis of progress monitoring to guide instruction. Our ability to increase the implementation of best practices in Reader's Workshop and increase our use of frequent progress monitoring will increase our students' overall status on TCAP.

Growth Summary:

Our students the state percentile in reading, math, and writing. Additionally our growth data in reading, writing and math showed that our continuously enrolled students outperformed the district all three content areas.

Priority Needs – Reading

Five year trend identifies persistent low performance on frameworks:

- 1.b: summarize text passage
- 4.d: make predictions and draw conclusions
- 6.b: identify characters, setting, plot, problem and solution

Root Causes in reading: .

- School lacks a clear and concise understanding how instruction can move students to proficiency.
- Inconsistencies in understanding and implementing best practices in Reader's Workshop including effective progress monitoring to guide instruction.
- Inconsistencies and/or gaps in staffs' common understanding of what students need to know and be able to do to be proficient readers (i.e. - what is a summary and how do you teach it).

- School lacks clear understanding of reading common core state standards.

Priority Needs – Writing

TCAP Writing data reveals an increase vertically for 3rd, 4th and 5th grade students. Although we have growth our overall score dropped 1% point. Our students' ability to organize their writing using a logical arrangement of ideas (2.b) continues to be our lowest performing standard.

Root Causes in writing:

- School lacks a clear and concise understanding of student proficiency at each grade level in writing.
- Inconsistencies and/or gaps in staffs' common understanding of what students need to know and be able to do to be proficient writers.
- School lacks clear understanding of writing common core state standards.
- School does not emphasize writing across all content areas in all grade levels.

Priority Needs for Math:

Five year trend identifies persistent low performance on frameworks:

- 6.5a /6.3a: Given real world problem-solving situation, use addition, subtraction, multiplication, or division to solve the problem.
- Four year trend identifies persistent low performance on frameworks:
- 6.5a /6.3a: Given real world problem-solving situation, use addition, subtraction, multiplication, or division to solve the problem.

Root causes in math:

- Teachers do not understand how to provide differentiated mathematical instruction.
- Teachers are unable to identify when students have mastered a mathematical standard.
- Students struggle when asked to apply basic operations to real world problem-solving situations.
- Students struggle to perform basic mathematical operations necessary to be proficient in mathematics.
- School lacks clear understanding of math common core state standards.

Root Cause Verification

School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

This analysis involved our entire staff. Some of the information came from whole group work (the morning of PD work), grade level work, and a clustering of grade levels. It involved the entire faculty and parents. By looking at the root causes across the four different content areas, two root causes emerged amongst all: a need for understanding of proficiency levels across the grades and how proficiency levels can translate into mastery of standards.

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 (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 (Status)	Reading: 58% Math: 58% Writing: 43% Science: 40%	Reading: 48.65% Math: 52.94% Writing: 39.19% Science: 28.36%	<p>Force’s 2012 – 2013 targets for reading, writing, and math were not met due primarily to the inconsistencies and/or gaps in staffs’ common understanding of what students need to know and be able to do to be proficient readers, writers, and mathematicians. The inconsistencies at each grade level has delayed our ability to close the gaps in reading, writing, and math with the speed and accuracy we need.</p> <p>Specifically in reading, our inconsistencies and/or gaps in common understanding of best practices in Reader’s Workshop have delayed our students’ ability to be proficient readers.</p>
Academic Growth			
Academic Growth Gaps			
Postsecondary & 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 (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<p>Reading:</p> <ul style="list-style-type: none"> CSAP Reading overall scores increased by 4%. Our percentage of unsatisfactory students also decreased by 6%. Percentage of P and/or A students on the CSAP Reading over 5 years: <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3rd grade</td> <td>37%</td> <td>45%</td> <td>37%</td> <td>46%</td> <td>48%</td> </tr> <tr> <td>4th grade</td> <td>30%</td> <td>43%</td> <td>28%</td> <td>35%</td> <td>37%</td> </tr> <tr> <td>5th grade</td> <td>42%</td> <td>47%</td> <td>42%</td> <td>36%</td> <td>41%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	3 rd grade	37%	45%	37%	46%	48%	4 th grade	30%	43%	28%	35%	37%	5 th grade	42%	47%	42%	36%	41%	<p>Consistent low performance across all grades on CSAP reading, writing and math resulting in a five year trend of not meeting state expectations in reading, writing and math.</p>	<ol style="list-style-type: none"> Inconsistencies and/or gaps in staffs' common understanding of what students need to know and be able to do to be proficient readers, writers, and mathematicians. Inconsistencies in understanding and implementing best practices in Reader's Workshop including effective progress monitoring to guide instruction.
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School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																						
	<ul style="list-style-type: none"> Percentage of P and/or A students on the CSAP Reading over 4 years: <div data-bbox="495 430 1207 971" data-label="Figure"> <table border="1"> <caption>TCAP Reading Performance Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th>Grade 9</th> <th>Grade 10</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>35%</td> <td>22%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>2010</td> <td>45%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>2011</td> <td>30%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>2012</td> <td>25%</td> <td>18%</td> <td>48%</td> <td>48%</td> <td>48%</td> <td>48%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>2013</td> <td>35%</td> <td>22%</td> <td>35%</td> <td>35%</td> <td>35%</td> <td>35%</td> <td>35%</td> <td>22%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> Ethnicity Reading Subgroup Performance: 	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	2009	35%	22%	28%	28%	28%	28%	28%	28%	2010	45%	28%	28%	28%	28%	28%	28%	28%	2011	30%	28%	28%	28%	28%	28%	28%	28%	2012	25%	18%	48%	48%	48%	48%	48%	18%	2013	35%	22%	35%	35%	35%	35%	35%	22%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
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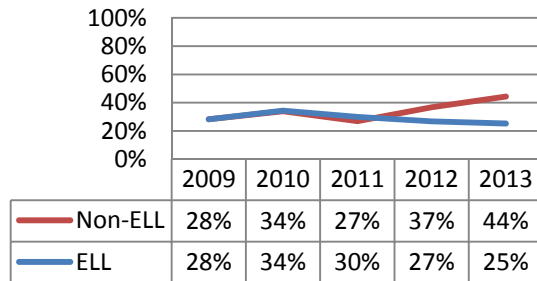
Performance Indicators

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

Priority Performance
Challenges

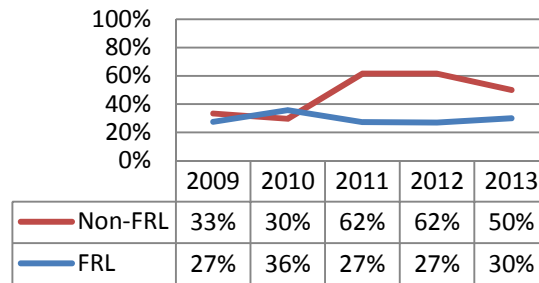
Root Causes

TCAP Reading



- FRL Reading Subgroup Performance:

TCAP Reading



SPED Reading Subgroup Performance

- Five year trend of state SPED students significantly outperforming Force SPED students on the reading CSAP:

School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

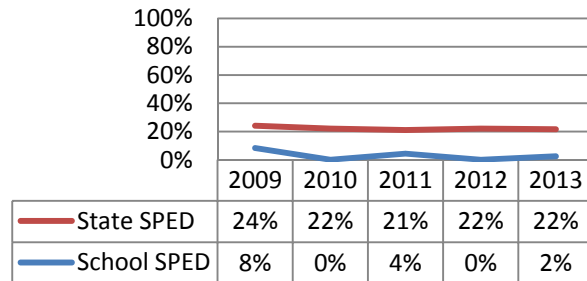
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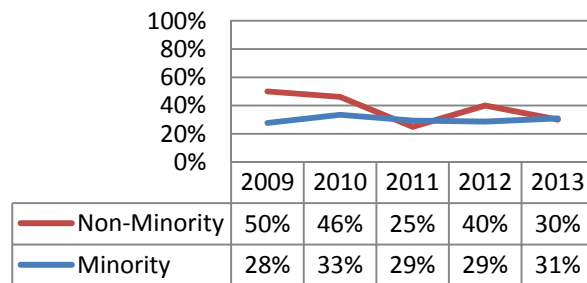
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TCAP Reading



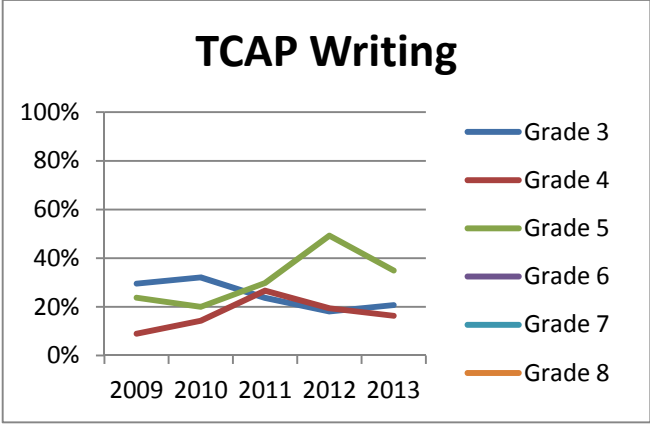
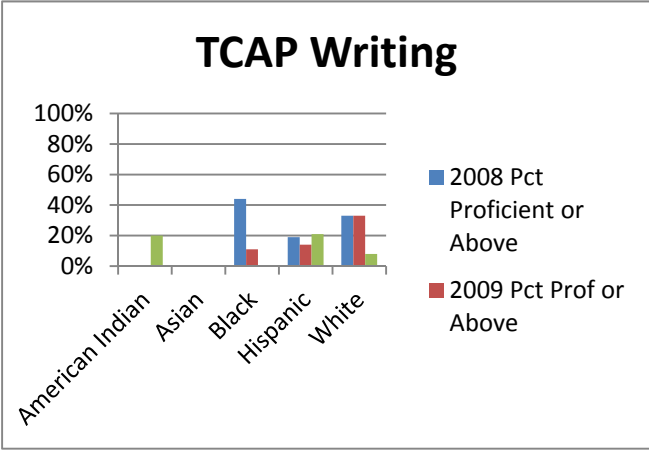
- Minority Reading Subgroup Performance:

TCAP Reading



Writing:

- Percentage of P and/or A students on the CSAP Writing over

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
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School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

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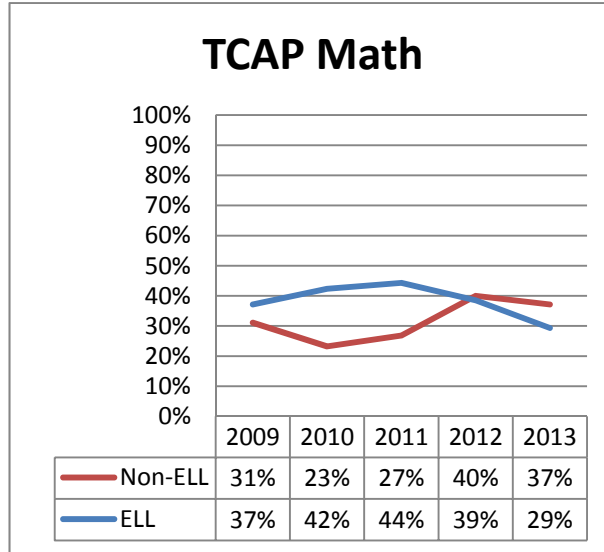
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Performance Indicators

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

Priority Performance
Challenges

Root Causes



School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

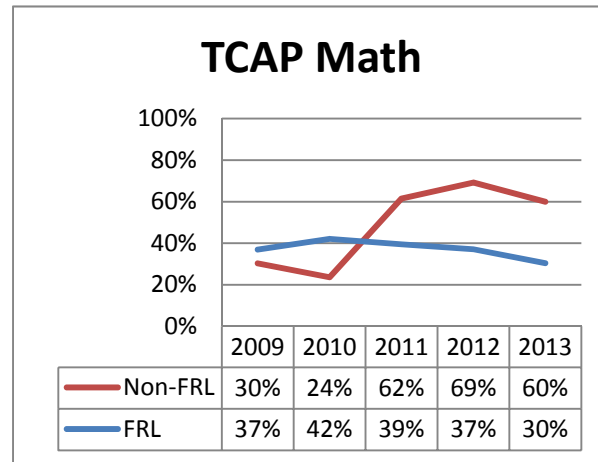
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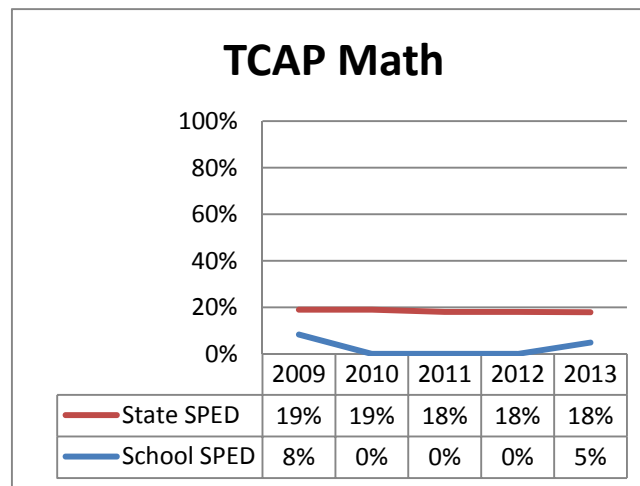
Priority Performance
Challenges

Root Causes

FRL Subgroup Performance:



- SPED Math Subgroup Performance:



School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

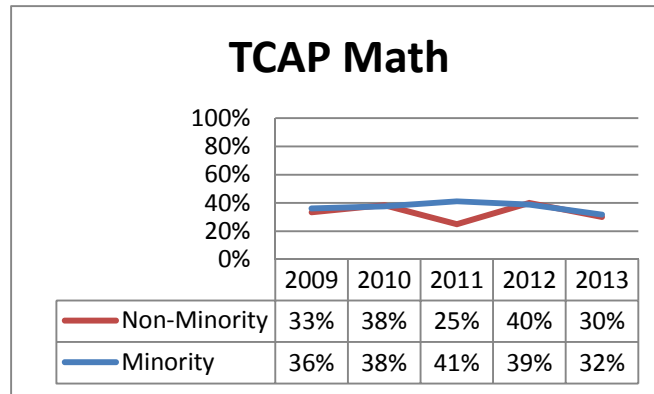
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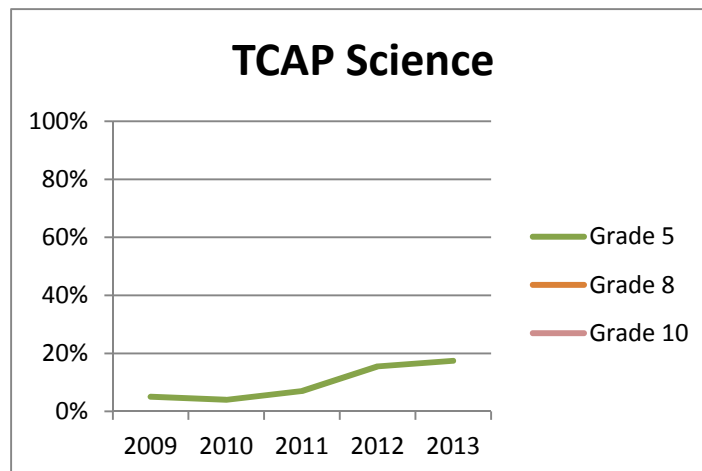
Priority Performance
Challenges

Root Causes

- Minority Math Subgroup Performance:



- Percentage of P and/or A on TCAP Science over 5 years:



School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

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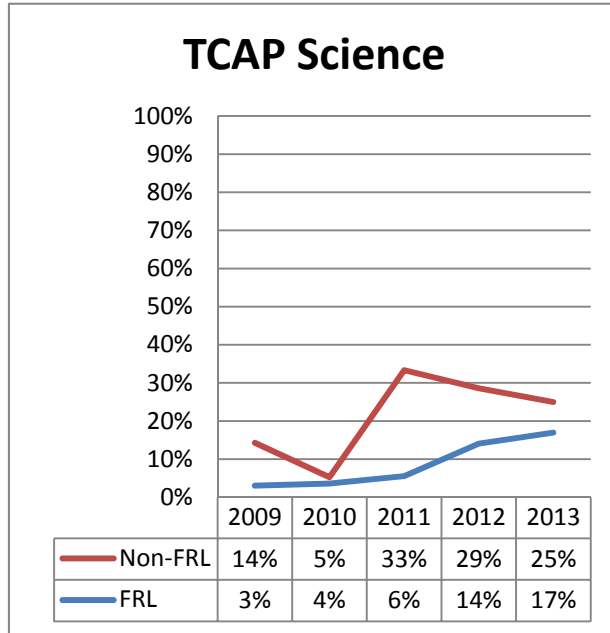
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School Name: FORCE ELEMENTARY SCHOOL

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- FRL Science Subgroup Performance:



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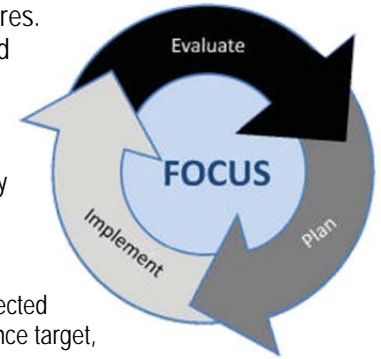
Section IV: Action Plan(s)

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	<p>Consistent low performance across all grades on CSAP Reading and Writing resulting in a five year trend of not meeting state expectations in Reading.</p> <p>Reading: By the end of the 2012 – 2013 school year, 52% of students will score proficient or advanced overall on the TCAP Reading test.</p>	<p>Students in grades 3-5 scoring proficient or advanced on TCAP reading will be 58%.</p>	<ul style="list-style-type: none"> Reading: Common Core Formative Assessments for Reading; 6 week cycles. The percentage of students scoring Proficient/Advance on all six Reading SCAN assessments in grades 3rd – 5th will be 52% P/A or more. DRA2/EDL2 administered three times a year for all students below grade level. All students in all grade level will show a minimum of one year growth on the Spring DRA2/EDL2. Progress monitor using STAR will be administered three times a year and/or as need for students reading below grade level. 	<p>Teachers' use of common core formative assessments will increase students' mastery of reading standards and teachers' understanding of grade level proficiency.</p> <p>Teachers' effective implementation of core components of Reader's Workshop aligned to progress monitoring, will increase students' mastery of all reading common core state standards (CCSS).</p>

School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

		M	<p>Consistent low performance across all grades on CSAP Reading and Writing resulting in a five year trend of not meeting state expectations in Math.</p> <p>Math: By the end of the 2012-2013 school year, 52% of students will score proficient or advanced overall on the TCAP Math Test.</p>	<p>Students in grades 3-5 scoring proficient or advanced on TCAP math will be 58%.</p>		<ul style="list-style-type: none"> Math: Common Core Formative Assessments for Math; 6 week cycles. The percentage of students scoring Proficient/Advance on all six Math SCAN assessments in grades 3rd – 5th will be 52% P/A or more. 	<p>Teachers' use of common core formative assessments will increase students' mastery of math standards and teachers' understanding of grade level proficiency.</p>
		W	<p>Consistent low performance across all grades on CSAP Reading and Writing resulting in a five year trend of not meeting state expectations in Writing.</p> <p>Writing: By the end of the 2012 -2013 school</p>	<p>Students in grades 3-5 scoring proficient or advanced on TCAP writing will be 43%.</p>		<ul style="list-style-type: none"> Writing: District writing interim. The percentage of students scoring Proficient/Advanced on the DPS Writing Interim assessment will increase by a minimum of 5% points from the Fall administration to the Winter administration. 	<p>Teachers' use of common core formative assessments will increase students' mastery of reading standards and teachers' understanding of grade level proficiency.</p>

School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

			year, 36% of students will score proficient or advanced overall on the TCAP Writing Test.				
		S	Science: By the end of the 2012-2013 school year, 25% of students will score proficient or advanced overall all on the TCAP Science Test.	Students in grades 5 scoring proficient or advanced on TCAP science will be 40%.		•	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M					
		W					
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: Teachers’ use of common core formative assessments will increase students’ mastery of reading and math standards and teachers’ understanding of grade level proficiency.

Root Cause(s) Addressed: **Inconsistencies and/or gaps in staffs’ common understanding of what students need to know and be able to do to be proficient readers, writers, and mathematicians.**

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 (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				
Teachers and administrators will deconstruct the CCSS by creating six assessments in a six week increments aligned to the CCSS for kindergarten – 5 th grade mathematics and reading.	August 2013 – June 2014	August 2014 – June 2015	All Force staff members	<ul style="list-style-type: none"> Humanities facilitator- Title 1 and Title 2 funding Intervention teacher Title 1 funding 4th grade teacher Title 1 funding 	<ul style="list-style-type: none"> Teachers and administrators meet every six weeks to conduct data analysis meetings aligned to the six week assessment in kindergarten – 5th grade. Teachers and administrators will develop a grade level instructional plan to address standards not master from short term 	In progress

School Code: 3032

School Name: FORCE ELEMENTARY SCHOOL

					assessment and determine when new CCSS standards will be introduced at the conclusion of each data analysis meeting.	
Teachers will meet in data teams to determine and how students' at each grade level are progress toward mastery of reading, math and writing CCSS.	August 2013 – June 2014	August 2014 – June 2015	All Force staff members	NA	<ul style="list-style-type: none"> Teachers and administration will facilitate weekly data team meetings to assist in data collection, analysis of standards mastery and implement 6 week instructional plans in reading, math, and writing. Data teams will monitor weekly data assessment to determine percentage of students mastering CCSS standards from six week instructional plan. 	In progress
Teachers will meet and/or plan during in data team meetings and vertical professional development to increase their effectiveness to plan using backward lesson design/ Understanding by Design process.	August 2013 – June 2014	August 2014 – June 2015	All Force staff members	NA	<ul style="list-style-type: none"> Administration will do weekly teacher observations to monitor and collect evidence of backward lesson design/UdB. Teachers will participate in learning 	In progress

				<p>labs, school wide data collection, and use online resources provided by the district to observe effective use of backward lesson design/UbD.</p> <ul style="list-style-type: none"> Teachers will do exit slips identifying what elements of professional development they will be implementing or would like more information or support on. 	

* 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: Teachers' effective implementation of core components of Reader's Workshop aligned to progress monitoring, will increase students' mastery of all common core state reading standards (CCSS).

Root Cause(s) Addressed: Inconsistencies in understanding and implementing best practices in Reader's Workshop including progress monitoring to guide instruction.

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 (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				
Teachers and administrators will engage in professional development to understand the components of Reader's Workshop.	August 2013 – June 2014	August 2014 – June 2015	All Force Staff	<ul style="list-style-type: none"> Humanities facilitator- Title 1 and Title 2 funding Intervention teacher Title 1 funding 4th grade teacher Title 1 funding 	<ul style="list-style-type: none"> Administration will do weekly teacher observations to monitor and collect evidence of effective implementation of Reader's workshop model. Teachers and administrators will meet monthly to plan comprehension strategy instruction related to CCSS reading standards. Teachers and administrator will meet individually bi-weekly to analyze 	In progress

				<p>students' progress monitoring (formal and informal) aligned to CCSS.</p> <ul style="list-style-type: none"> Teachers and administration will facilitate bi-weekly data team meetings to assist in data collection, analysis of standards mastery and implement 6 week instructional plans in reading. Teachers will do exit slips identifying what elements of professional development they will be implementing or would like more information or support on. 	
Teachers and administrators will meet to identify and developing systems and tools to support effective progress monitoring for Reading Workshop.	August 2013 – June 2014	August 2014 – June 2015	All Force Staff	NA	In progress

				<ul style="list-style-type: none"> • Teachers and administrators will work collaboratively with students to develop bi-weekly student progress monitoring tools aligned to reading comprehension strategies, decoding, and self-reflection. • Administration will do weekly teacher observations to monitor and collect evidence of effective implementation of progress monitoring during Reading workshop model. 	
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* 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: _____ Root Cause(s) Addressed: _____

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 (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				

* 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)