

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3426 School Name: GILPIN MONTESSORI PUBLIC 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%	-	-	36.36%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	33.33%	-	-	
		W	53.52%	-	-	22.73%	-	-	
		S	47.53%	-	-	-	-	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	54	-	-	38	-	-	
		M	89	-	-	64	-	-	
		W	63	-	-	53	-	-	
ELP	-	-	-	36	-	-			

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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: Approaching</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</p> <p>- 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.	TBD	This school is a Cohort 1 Tiered Intervention Grant Awardee and therefore Awardee status for the 2013-14 year is pending approval for a 4th year of funding. Schools with funds available to carry over from years 1-3 are eligible to apply for a 4th year of funding. For more information about 4th year applications contact Brad Bylsma (Bylsma_b@cde.state.co.us). This report will be re-populated in December with the updated awardee status.
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.

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Section II: Improvement Plan Information

Additional Information about the School

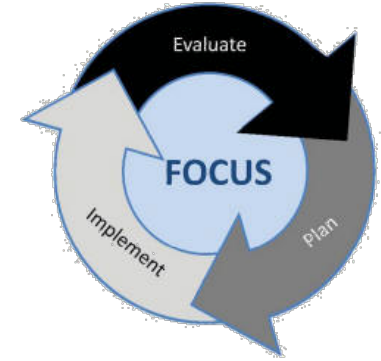
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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	Frank Vincent, Principal
	Email	Frank_vincent@dpsk12.org
	Phone	720-424-7142
	Mailing Address	2949 California Street, Denver, CO 80205
2	Name and Title	Wayman White, Assistant Principal
	Email	Wayman_white@dpsk12.org
	Phone	720-424-7140
	Mailing Address	2949 California Street, Denver, CO 80205

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>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:

Before turnaround/context:

Gilpin Montessori Public School is now in its first year following the third year as a TIG-funded turnaround school. To provide context, the initial Tiered Intervention Grant indicated the following about Gilpin:

“Gilpin has a history of redesign/restructuring efforts. In 2005, the DPS Board of Education, under superintendent Michael Bennet, made a key decision that would begin a transformation effort at Gilpin, starting with the re-establishment of a Montessori program in 2006 to serve the surrounding neighborhood. For the first time since 1998, students living in the neighborhood were able to attend a Montessori school since the program was moved out of the area from Mitchell to Denison.

Under the same leadership for five years, Gilpin struggled to fully make the transition to a Montessori model for a variety of reasons. First, the school that existed previous to the Board decision was allowed to phase out, and teachers in that program were not required to use the Montessori method; instead, they adhered to a Core Matters approach. While most of the early childhood education and lower elementary teachers were trying in one form or another to implement Montessori, that approach was inconsistent, as well. While difficult to manage multiple approaches to instruction in one school at one time, the low-performance and lack of ability for the school to rebound became further entrenched as the systems to support instructional improvement were not set up. Finally, severely declining enrollment in the middle years program led to a Board of Education decision in February 2010 to eliminate the middle years program at the school.”

First year of turnaround (2010-2011):

During the first year of TIG-funded school turnaround, Gilpin made several key improvements, including replacing the principal, changing the grade configuration from ECE-8 to ECE-5, replacing staff and teachers, and focusing on a number one priority: full fidelity to implementation of the Montessori model. Substantial gains in performance were realized at that time due to these key changes, bringing the school to the “improvement” designation for its state plan status. For example, Gilpin received an award for its gains in CELA as some of the highest in the district.

Before the turnaround, persistently low achievement (even low among low performing schools) and two parallel curriculum programs being implemented without much support or fidelity in the school. Declining enrollment, threatening the long term viability of the school. The initial major action was to hire a Montessori-experienced principal to implement the Montessori program with fidelity to the model, to ensure teachers were trained and certified in Montessori instruction, and to create a Montessori environment in the building with classrooms stocked with appropriate learning materials. In addition, there was a major focus on outreach to the community and improving the school environment and developing a new identity for it. Based on a variety of data points, these improvements helped set the school on a positive trajectory in its first year of turnaround, and enrollment increased over 20%.

Second year of turnaround (2011-2012):

Each year parents become more and more involved in the development and monitoring of the school through the Collaborative School Committee (CSC) process. For the 2011-2012 school, riding the wave of a great previous year, the CSC went through the process of sharing their dreams and vision for the school during their training in summer-fall 2011. At that time, the teachers and staff at Gilpin were also engaged in the development of the second year of their turnaround plan. As the year progressed, Gilpin’s Administration and Leadership Team shared school data and continually revisited the UIP with the CSC team. At regular staff meetings the teaching staff has been able to share responsibility for the development of the UIP and determine appropriate action steps and goals. The staff created a school level PDU with a focus on writing based on the data trends from 2010-2011. The staff also determined a need to learn more about RtI and how to implement a more complete RtI System throughout the school. As part of the RtI work the staff determined that a focus on core writing instruction with Montessori materials and developing a problem solving team process are top priorities for the 2011-2012 school year.

Based on the 2011-2012 TCAP data, writing was the content area where the Gilpin showed the most improvement in terms of students becoming or maintaining proficiency. In 4th grade, proficiency did decrease and this reflected only one student losing proficiency. However, even though writing showed improvement, the overall status and growth of students is still dramatically below what is needed to meet status and growth targets. Based on the on the use of a school wide writing rubric, students showed Grade 3 P/A improvement from 20% to 48%, Grade 4 no improvement, and Grade 5 improvement from 0% to 24% from beginning to end of the year.

The first year of data pointed to a need to focus school-wide on writing. While Gilpin continued to build the Montessori program, the upper elementary still struggled due to a

somewhat “split” experience between two different programs throughout their elementary years. The results were increases in writing this year. However, there are still obvious concerns with the performance of 4th and 5th grade students. 3rd grade students, however, who had been in Montessori the longest demonstrated the strongest performance. The school team also recognizes that they could have done a better job evaluating progress and identifying gap areas programmatically as they moved into the second year.

Third year of turnaround (2012-13):

Despite the second year’s gains in writing, which were correlated to Gilpin’s focus on writing, there was concerning data that the school was acting on in the development of its third year turnaround plan. The most concerning data, of course, were the decreases in performance for both 4th and 5th grade students. It is important to note that during 2011-12 4th and 5th grade was one split-grade classroom and was the only part of the school still making the transition to Montessori. Gilpin did not set up the support necessary for students who had no previous experience with Montessori curriculum. As a result this group continued to struggle both in status and growth.

In Year 3 of turnaround, Gilpin had Montessori grades ECE-5. 100% of the classroom teaching staff were Montessori certified. Due to significant enrollment increases one classroom at each level (preschool, lower and upper elementary) was been added for the 2012-2013 school year. Most importantly, the culture and foundation for Montessori continued to thrive. All three teachers hired for 2012 had previous Montessori training and experience. The school’s enrollment continued to increase.

In regard to RTI and discipline at the school, although there continued to be a decrease in overall discipline, close data analysis revealed a disproportionality issue. In addition to this Gilpin had the highest number of suspensions in the WDN network and among all DPS schools.

Because Gilpin’s overall student achievement was been historically low, there was a need to focus on improvement in all grades, all content areas. Fortunately, the Montessori model of education does focus on developmentally-appropriate lessons, building on prior knowledge step by step.

The action plan for the third year of turnaround focused on the following summary of the data analysis above, which pointed to the following trends and priority performance challenges:

- 3rd grade posted positive trends, indicating that students who had been in the Montessori program the longest continued to grow academically.
- There was continued need to focus on the current 5th grade students. These were the students who had the least amount of time in Montessori and had also shown 0% proficient in math two years in a row.
- Math was a pervasive performance issue throughout the school
- Writing was improving based on previous year’s work

Trend Analysis-Current

Based on TCAP P/A percentage data over the last three years the following trends are evident:

READING: Overall low achievement, 3rd grade declined 4%. 4th grade had a significant increase of 38% and fifth grade declined 2%.

WRITING: Overall low achievement, 3rd grade declined 5%, 4th increased by 32% and 5th grade declined 17%.

MATH: Overall low achievement with an increase in 3rd grade of 8%, 4th grade had a dramatic increase of 38% P/A and 5th grade increased 1% P/A.

SCIENCE: Very low achievement with a slight up/down ranging between 7 and 0% proficient, but the small number of students makes statistical analysis problematic.

Cohort data shows that 2012-2013 grade 5 students have perpetual, pervasively low achievement in reading, math and writing.

CELA data shows an increase in level fives from 3% to 7% followed by a decrease to 3% in 2012 and a decrease to 0% in 2013.

Local proficient or above data does not show trends due to lack of three years of use, but STAR and writing prompt data do show a correlation to predict TCAP scores.

SUMMARY OF PRIORITY PERFORMANCE AREAS:

For READING: Overall low achievement indicates a need to focus on Reading and Writing performance throughout the school. In Reading, 3rd grade declined 4%. 4th grade had a significant increase of 38% and fifth grade declined 2%. For WRITING: 3rd grade declined 5%, 4th increased by 32% and 5th grade declined 17%. Initial DRA data indicate over 20 students in elementary with scores of 3 or below, indicating a need to focus on basic reading and writing skill development at the preschool and kindergarten ages.

For MATH: Overall low achievement, but with an increase in 3rd grade of 8%, 4th grade had a dramatic increase of 38% P/A and 5th grade increased 1% P/A. Interventions begun in 2012-13 are having a positive influence on Math scores.

For SCIENCE: Very low achievement with a slight up/down ranging between 7 and 0% proficient, but the small number of students makes statistical analysis problematic.

CELA data shows an increase in level fives from 3% to 7% followed by a decrease to 3% in 2012 and a decrease to 0% in 2013 however local proficient or above data does not show trends due to lack of three years of use.

ROOT CAUSE Analysis:

- A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory.
- Montessori teacher experience was not adequate to create a foundation for implementing best practice.
- A lack of clear progress monitoring systems that included evaluating and planning from data in order to respond to students' needs. In addition to this there was a:
 - Lack of timely interventions
 - Lack of coordinated progress
 - Lack of monitoring tools
 - Limited knowledge in how to implement timely interventions.
- Lack of consistent daily uninterrupted instructional time for students.
- Lack of structured collaborative time for teachers to focus on student learning
- Continued disproportionate behavior referrals and suspensions of students by race, ethnicity, and gender (specifically black and Latino boys) due to
 - Lack of explicit interventional and referral systems and

- Lack of staff training on how to work with racially, ethnically, and socio-economically diverse student populations
- Lack of parent outreach to support the understanding of Montessori theory and practice.

The Action Plan outline below addresses the above root causes.

Reading and writing professional development will be scheduled for students in preschool and kindergarten:

Montessori Reading and Writing intervention tutoring will be scheduled for elementary students with DRA scores below 4.

The school day will be extended an extra period for grades 4 and 5.

Math tutoring will continue for grades 4 and 5, as well as identified Grade 3 students.

No Nonsense Nurturing training and classroom support for teachers will be implemented.

Weekly Wednesday Professional Learning Community sessions will be held for all teachers.

Weekly Tuesday Professional Development sessions will be held for all teachers.

LEAP teacher observations will be focused on student writing and reading development.

Academic reviews will be held three times a year to review and plan student progress.

Reading Plus online reading assistance will continue in the computer lab.

A parent engagement specialist will be hired to facilitate and improve parent engagement.

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)	3 rd Reading-58% P/A 4 th Reading- 50% P/A 5 th Reading-40% P/A 3 rd Math- 45% P/A 4 th Math- 45% P/A 5 th Math-40%P/A 3 rd Writing- 40% P/A 4 th Writing- 40% P/A 5 th Writing- 45% P/A	3 rd Reading- % 41 P/A (17 points under Target) 4 th Reading - 44%P/A (7 points under Target) 5 th Reading - 27% P/A (13 points under Target) 3 rd Math - 41% P/A (4 points under Target) 4 th Math - 38 % P/A (2 points under Target) 5 th Math - 13% P/A (32 points under Target) 3 rd Writing – 22% % P/A (17points under Target) 4 th Writing - 38% P/A (2 points under Target) 5 th Writing - 7% P/A (38 points under Target) 5 th Science – 0% P/A (N/A)	Third grade writing scores were significantly lower than other tested subjects. The school was closest to meeting its Targets in 4 rd grade Math and 4 th grade Writing. 5 th Grade scores were significantly low in all subjects tested. Math was the focus of the 2012-13 school year in all classrooms. Also a math tutoring and intervention program was implemented to support basic math skill. This made a significant difference in third and fourth grade, but fifth grade needed more intervention. Reading remained low for fifth grade, but P/A percentages are higher for grades 3 and 4. The essentials of reading are not well understood by teachers, and this will become one target for staff development in 2013-14. Writing is low for grades 3 and 5, due to a need for focused staff development on the writing processes. This will be the second target for staff development in 2013-14.
Academic Growth	R – 70 M – 85 W – 70	R – 38 (below school or State Target by 32 pts) M – 63.5 (below school or State Target by 21.5 pts) W – 53 (below school or State Target by 17 pts)	The MGP of Minority students declined in Reading, increased in Writing, and significantly

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 Growth Gaps	R	FRL: 62 Minority: 61 Students w/ Disabilities: N/A ELLs: N/A Catch-up: 66	R	FRL: 38 Minority: 49 Students w/ Disabilities: 22 ELLs: N/A Catch-up: 39	increased in Math from 2012 to 2013. This indicates a need to focus on relevant text as well as basic reading skills for minorities. ELL students showed slight increases and decreases through 2011 followed by a precipitous decline in MGPs in 2012 in all subjects, followed by a sharp increase in Math MGP in 2013. The math increase shows a need to focus on more basic skill development in all subjects for ELL's.
	M	FRL: 79 Minority: 79 Students w/ Disabilities: N/A ELLs: 77 Catch-up: 81	M	FRL: 24 Minority: 62 Students w/ Disabilities: 18 ELLs: -12 Catch-up: 23	
	W	FRL: 73 Minority: 73 Students w/ Disabilities: N/A ELLs: N/A Catch-up: 79	W	FRL: 24 Minority: 40 Students w/ Disabilities: 12 ELLs: 0 Catch-up: 36	The MGP of FRL students declined in Reading, slightly increased in Writing, and significantly increased in Math from 2012 to 2013. This indicates a need to focus on basic reading skill development.
Postsecondary & Workforce Readiness	N/A		NA		The MGP of School SPED students declined in Reading, and significantly increased in Math and Writing from 2012 to 2013. This indicates a need to focus on basic reading skill development.
					School did not meet MGP Targets in any area.

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>	<p style="text-align: center;">TCAP DATA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>TCAP</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Math</th> <th>S</th> </tr> <tr> <th>Year</th> <th>3</th> <th>4</th> <th>5</th> <th>3</th> <th>4</th> <th>5</th> <th>3</th> <th>4</th> <th>5</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>33</td> <td>18</td> <td>35</td> <td>0</td> <td>12</td> <td>20</td> <td>0</td> <td>24</td> <td>12</td> <td>5</td> </tr> <tr> <td>2012</td> <td>45</td> <td>6</td> <td>29</td> <td>27</td> <td>6</td> <td>24</td> <td>33</td> <td>0</td> <td>12</td> <td>6</td> </tr> <tr> <td>2013</td> <td>41</td> <td>44</td> <td>27</td> <td>22</td> <td>38</td> <td>7</td> <td>41</td> <td>38</td> <td>13</td> <td>0</td> </tr> </tbody> </table> <ul style="list-style-type: none"> TCAP data refers to % students scoring proficient or above <p style="text-align: center;">CELA DATA</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2">CELA % of Students Scoring Level 5</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>7%</td> </tr> <tr> <td>2012</td> <td>3%</td> </tr> <tr> <td>2013</td> <td>0%</td> </tr> </tbody> </table>	TCAP	Reading			Writing			Math			S	Year	3	4	5	3	4	5	3	4	5	5	2011	33	18	35	0	12	20	0	24	12	5	2012	45	6	29	27	6	24	33	0	12	6	2013	41	44	27	22	38	7	41	38	13	0	CELA % of Students Scoring Level 5		2011	7%	2012	3%	2013	0%	<p>5th grade students have consistent, pervasively low achievement in reading, math and writing.</p> <p>Math achievement continues as a priority performance challenge across the school.</p>	<p>Professional development systems need to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory. Additionally, the lack of Montessori teachers' expertise did not create a foundation for implementing best practice.</p> <p>A lack of progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs. In addition to this there was a:</p> <ul style="list-style-type: none"> lack of timely interventions lack of coordinated progress lack of monitoring tools limited knowledge in how to implement timely interventions. Lack of structured collaborative time for teachers to focus on student learning
	TCAP	Reading			Writing			Math			S																																																							
	Year	3	4	5	3	4	5	3	4	5	5																																																							
	2011	33	18	35	0	12	20	0	24	12	5																																																							
2012	45	6	29	27	6	24	33	0	12	6																																																								
2013	41	44	27	22	38	7	41	38	13	0																																																								
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LOCAL ASSESSMENT DATA

Reading Plus	Reading		
GRADE	3	4	5
2011	38	53	30
2012	45	24	24
2013	N A	15	45

*Reading Plus data denotes % students scoring at or above grade level

STAR	Reading		
GRADE:	K	1	2
2012	NA	NA	NA
2013	NA	41.7	63.9
GRADE:	3	4	5
2012	38%	0%	6%
2013	52	21	45

*STAR data denotes students who tested at or above benchmark on the STAR Reading Exam

SMI	Math		
GRADE:	3	4	5
2013	59%	53%	21%

SMI scores are reported by percentage of students proficient and advanced.

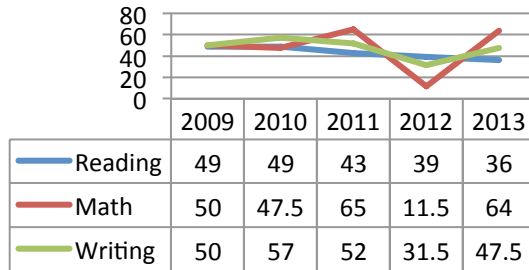
ELL students have not increased Level 5 scores.

Lack of parent outreach to support the understanding of Montessori theory and practice.

	<p>Based on TCAP P/A percentage data the following trends are evident:</p> <p>READING: Overall low achievement, 3rd grade declined 4%. 4th grade had a significant increase of 38% and fifth grade declined 2%.</p> <p>WRITING: Overall low achievement, 3rd grade declined 5%, 4th increased by 32% and 5th grade declined 17%.</p> <p>MATH: Overall low achievement with an increase in 3rd grade of 8%, 4th grade had a dramatic increase of 38% P/A and 5th grade increased 1% P/A.</p> <p>SCIENCE: Very low achievement with a slight up/down ranging between 7 and 0% proficient, but the small number of students makes statistical analysis problematic.</p> <p>Cohort data shows that 2012-2013 grade 5 students have perpetual, pervasively low achievement in reading, math and writing.</p> <p>CELA data shows an increase in level fives from 3% to 7% followed by a decrease to 3% in 2012 and a decrease to 0% in 2013.</p> <p>Local proficient or above data does not show trends due to lack of three years of use, but STAR and writing prompt data do show a correlation to predict TCAP scores.</p>			

Academic Growth

TCAP MGP



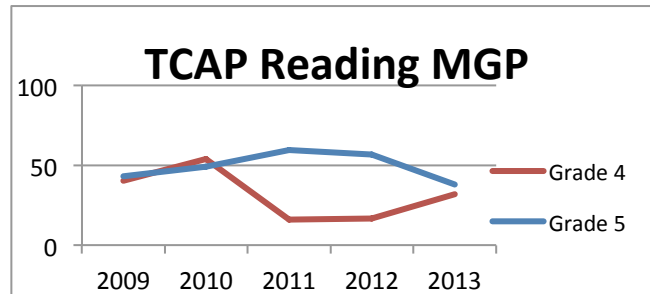
Math MGP 64, AGP 87

Reading MGP 36, AGP 52

Writing MGP 48, AGP 62

Based on TCAP P/A percentage data the following trends are evident, though the number of students makes statistical analysis difficult:

Math was the only subject that showed substantial improvement in the last four years.



READING: Overall low achievement, 4th grade had an increase and fifth grade declined.

Professional development systems need to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory. Additionally, the lack of Montessori teachers' expertise did not create a foundation for implementing best practice.

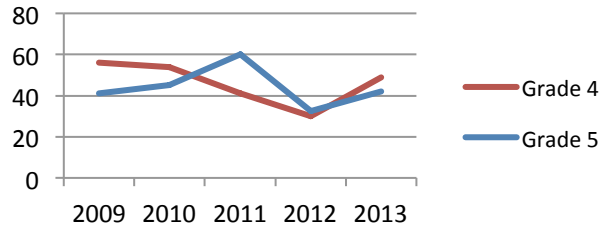
A lack of progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs. In addition to this there was a:

- lack of timely interventions
- lack of coordinated progress
- lack of monitoring tools
- limited knowledge in how to implement timely interventions.
- Lack of structured collaborative time for teachers to focus on student learning

Lack of parent outreach to support the understanding of Montessori theory and practice.

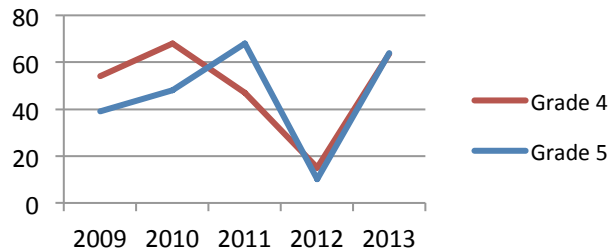
MGP in Reading showed an overall decline of 3% due to the 5th grade reading score.

TCAP Writing MGP



WRITING: Overall low achievement, but MGP for combined grades shows overall improvement.

TCAP Math MGP



MATH: Overall significant improvement after a significant decline the previous year. MGP for math went from a -54.0 to a +52.0.

Cohort data shows that 2012-2013 grade 5 students have had perpetual, pervasively low achievement in reading, math and writing.

MGP in writing increased in 2013 by 23% overall.

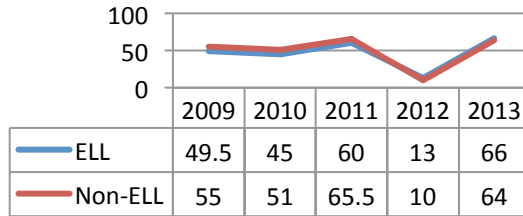
MGP in math decreased greatly in both grades 4 and 5 to 15 and 10 respectively in

		2012, but rose substantially by 52% in 2013.																			
Academic Growth Gaps	<div data-bbox="380 448 1268 683" style="border: 1px solid black; padding: 5px;"> <p>Reading MGP 36, AGP 52 Math MGP 64, AGP 87 Writing MGP 48, AGP 62</p> <p>R – 36 (below school or State Target by 16 pts.) M – 64 (below school or State Target by 23 pts.) W – 48 (below school or State Target by 14 pts.)</p> </div> <div data-bbox="369 732 951 1062" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>— ELL</td> <td>46</td> <td>53</td> <td>48</td> <td>40</td> <td>54</td> </tr> <tr> <td>— Non-ELL</td> <td>56</td> <td>48.5</td> <td>40</td> <td>38</td> <td>32</td> </tr> </tbody> </table> </div>		2009	2010	2011	2012	2013	— ELL	46	53	48	40	54	— Non-ELL	56	48.5	40	38	32	<p>Identification of specific strategies for ELL's is a challenge.</p>	<p>Professional development systems need to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory. Additionally, the lack of Montessori teachers' expertise did not create a foundation for implementing best practice.</p> <p>A lack of progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs. In addition to this there was a:</p> <ul style="list-style-type: none"> • lack of timely interventions • lack of coordinated progress • lack of monitoring tools • limited knowledge in how to implement timely interventions. • Lack of structured collaborative time for teachers to focus on student learning <p>Lack of parent outreach to support the understanding of Montessori</p>
	2009	2010	2011	2012	2013																
— ELL	46	53	48	40	54																
— Non-ELL	56	48.5	40	38	32																

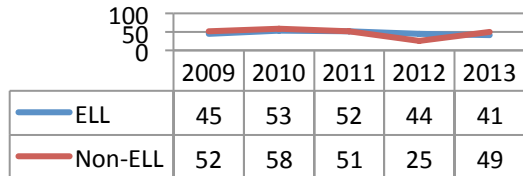
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TCAP Math MGP



TCAP Writing MGP



ELL MGP v AGP gap

Math MGP n<20, AGP NA

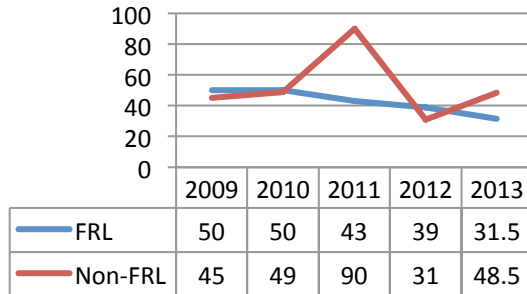
Reading MGP n<20, AGP NA

Writing MGP n<20, AGP NA

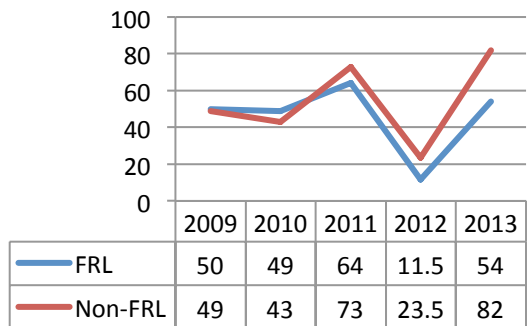
ELL students showed slight increases and decreases through 2011 followed by a precipitous decline in MGPs in 2012 in all subjects, followed by a sharp increase in Math MGP in 2013.

theory and practice.

TCAP Reading MGP

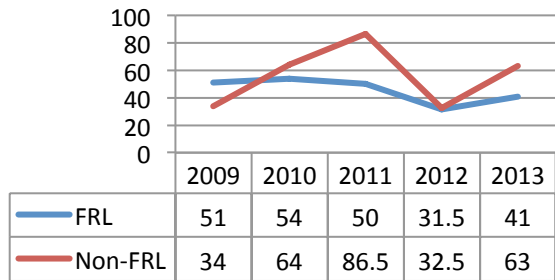


TCAP Math MGP



FRL students' math and writing showed improvement but reading continued to decline.

TCAP Writing MGP



FRL MGP v AGP gap

Math MGP 54, AGP 89, Gap = 35

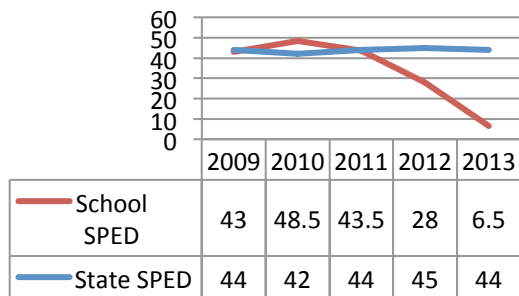
Reading MGP 32, AGP 56, Gap = 24

Writing MGP 41, AGP 70, Gap = 29

The MGP of FRL students declined in Reading, slightly increased in Writing, and significantly increased in Math from 2012 to 2013.

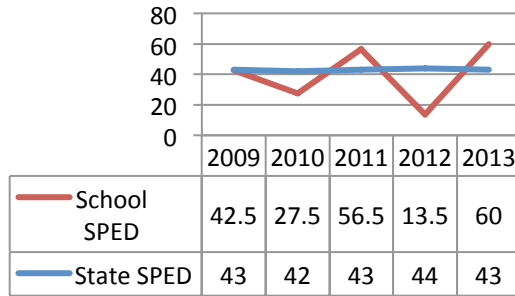
FRL students' Reading continued to decline over three years, mirrored school Math achievement, and improved slightly in Writing, though the gap is wider in Writing.

TCAP Reading MGP

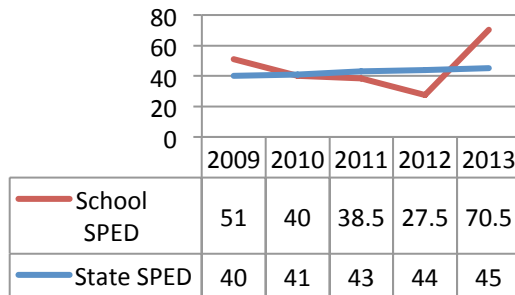


SPED students' math and writing showed improvement but reading continued to decline dramatically.

TCAP Math MGP



TCAP Writing MGP



SPED MGP v AGP gap

Math MGP n<20, AGP NA

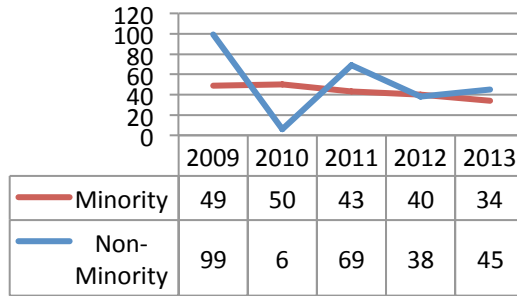
Reading MGP n<20, AGP NA

Writing MGP n<20, AGP NA

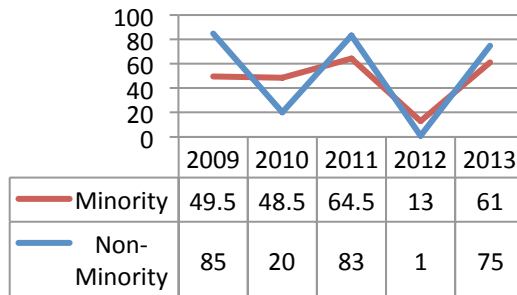
The MGP of School SPED students declined in Reading, and significantly increased in Math and Writing from 2012 to 2013

SPED students' Reading continued to decline over three years, and significantly improved in Math achievement and in Writing.

TCAP Reading MGP

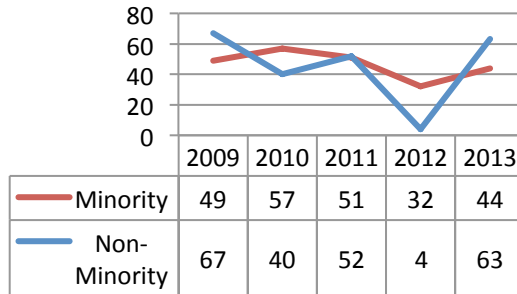


TCAP Math MGP



Minority students' math and writing showed improvement but reading continued to decline.

TCAP Writing MGP



Math Minority MGP 64, AGP 89, Gap = 25
 Reading Minority MGP 36, AGP 56, Gap = 20
 Writing Minority MGP 44, AGP 66, Gap = 22

Math Non-Minority MGP n<20, AGP NA
 Reading Non-Minority MGP n<20, AGP NA
 Writing Non-Minority MGP n<20, AGP NA

The MGP of Minority students declined in Reading, increased in Writing, and significantly increased in Math from 2012 to 2013.

Minority students' Reading continued to decline over three years, significantly improved in Math achievement, and improved slightly in Writing, though the gap is wider in Writing.

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Academic Year-	Subject Name	Catch-up Denominator	Percent Catch up
2011	Math	27	22.2
2011	Reading	29	37.9
2011	Writing	34	35.3
2012	Math	26	-
2012	Reading	21	-
2012	Writing	17	-
2013	Math	22	41
2013	Reading	20	30
2013	Writing	21	33.33

- Keep Up data not available due N size <20
- Catch up

TRENDS:

Based on disaggregated TCAP MGPs, the following trends are evident:

ELL students showed slight increases and decreases through 2011 followed by a precipitous decline in MGPs in 2012 in all subjects, followed by a sharp increase in Math MGP in 2013.

The MGP of FRL students declined in Reading, slightly increased in Writing, and significantly increased in Math from 2012 to 2013.

The MGP of School SPED students declined in Reading, and significantly increased in Math and Writing from 2012 to 2013

The MGP of Minority students declined in Reading, increased in Writing, and

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	significantly increased in Math from 2012 to 2013.		
Postsecondary & Workforce Readiness	N.A.		
	N.A.		

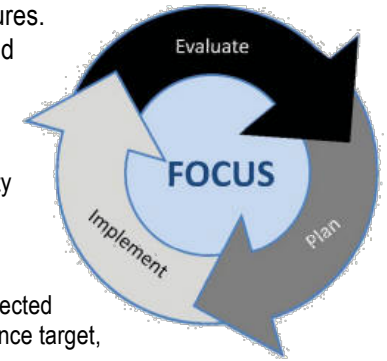
Section IV: Action Plan(s)

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>READING: Overall low achievement indicates a need to focus on Reading and Writing performance throughout the school. In Reading, 3rd grade declined 4%. 4th grade had a significant increase of 38% and fifth grade declined 2%.</p> <p>CELA data shows an increase in level fives from 3% to 7% followed by a decrease to 3% in 2012 and a decrease to 0% in 2013 however local proficient or above data does not show trends due to lack of three years of use.</p>	<p>3rd- 60% P/A 4th- 63% P/A 5th- 60% P/A</p>	<p>3rd- 66% P/A 4th- 69% P/A 5th- 66% P/A</p>	<p>STAR : assessed quarterly with reports generated to analyze student progress; targeted students for accelerated growth assessed monthly</p> <p>DRA administered twice a year, at the beginning and near the end of the year</p> <p>Reading Plus: Constantly monitored and available to teachers and administrators</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.</p>	1, 2, 3

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		M	<p>Math achievement continues as a priority performance challenge across the school.</p> <p>For MATH: Overall low achievement, but with an increase in 3rd grade of 8%, 4th grade had a dramatic increase of 38% P/A and 5th grade increased 1% P/A. Interventions begun in 2012-13 are having a positive influence on Math scores.</p>	<p>3rd- 55% P/A 4th- 55% P/A 5th- 50% P/A</p>	<p>3rd- 61% P/A 4th- 61% P/A 5th- 51% P/A</p>	<p>DPS interim assessments administered three times a year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.</p> <p>Scholastic Math Inventory (SMI)</p>	1, 2, 3
		W	<p>5th grade students have consistent, pervasively low achievement in writing.</p> <p>For WRITING: 3rd grade declined 5%, 4th increased by 32% and 5th grade declined 17%. Initial DRA data indicate over 20 students in elementary with scores of 3 or below, indicating a need to focus on basic reading and writing skill development at the preschool and</p>	<p>3rd- 50% P/A 4th- 50% P/A 5th- 50% P/A</p>	<p>3rd- 56% P/A 4th- 56% P/A 5th- 56% P/A</p>	<p>DPS interim assessments: three times a year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 intervention.</p> <p>TCAP-based, Teacher-created and scored writing</p>	1, 2, 3

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			kindergarten ages.			prompts three times per year.	
		S	For SCIENCE: Very low achievement with a slight up/down ranging between 7 and 0% proficient, but the small number of students makes statistical analysis problematic.				
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	MGP in Reading showed an overall decline of 3% due to the 5 th grade reading score. The MGP of Minority students declined in Reading.	65 in all subgroups	71	STAR : assessed quarterly with reports generated to analyze student progress; targeted students for accelerated growth assessed monthly DRA administered twice a year, at the beginning and near the end of the year Reading Plus: Constantly monitored and available to teachers and administrators Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.	1, 2, 3
		M	The MGP of Minority students significantly	65 in all subgroups	71	DPS interim assessments administered three times a	1, 2, 3

			<p>increased in Math from 2012 to 2013</p> <p>MGP in math decreased greatly in both grades 4 and 5 to 15 and 10 respectively in 2012, but rose substantially by 52% in 2013</p> <p>ELL students showed a sharp increase in Math MGP in 2013</p>			<p>year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.</p> <p>Scholastic Math Inventory (SMI)</p>	
		W	<p>MGP in writing increased in 2013 by 23% overall</p> <p>The MGP of FRL students increased in Writing in 2013.</p> <p>The MGP of School SPED students increased in Writing from 2012 to 2013</p> <p>The MGP of Minority students increased in Writing from 2012 to 2013</p>	65 in all subgroups	71	<p>DPS interim assessments: three times a year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 intervention.</p> <p>TCAP-based, Teacher-created and scored writing prompts three times per year.</p>	1, 2, 3

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		ELP					
Academic Growth Gaps	Median Growth Percentile	R		65 in all subgroups	71	<p>STAR : assessed quarterly with reports generated to analyze student progress; targeted students for accelerated growth assessed monthly</p> <p>DRA administered twice a year, at the beginning and near the end of the year</p> <p>Reading Plus: Constantly monitored and available to teachers and administrators</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.</p>	1, 2, 3
		M		65 in all subgroups	71	<p>DPS interim assessments administered three times a year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 interventions.</p>	1, 2, 3

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						Scholastic Math Inventory (SMI)	
		W		65 in all subgroups	71	<p>DPS interim assessments: three times a year, at the beginning, middle, and near the end of the year, per DPS schedule.</p> <p>Montessori Monitoring Form: School-created student evaluation tool monitored three times per year followed by academic review meeting with principal and subsequent tier 1 intervention.</p> <p>TCAP-based, Teacher-created and scored writing prompts three times per year.</p>	1, 2, 3
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disaggregated Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT		NA				

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Instruction and Instructional Systems: Support Montessori instruction, use of materials, progress monitoring and interventions by continuing the Response to Tier One Instruction/Intervention system.

Root Cause(s) Addressed:

- 1) A lack of progress monitoring systems that includes evaluating and planning from data in order to respond to students’ needs. In addition to this there was a:
 - Lack of timely interventions
 - Lack of coordinated progress
 - Lack of monitoring tools
 - Limited knowledge in how to implement timely interventions.
 - Lack of structured collaborative time for teachers to focus on student learning.
- 2) Montessori expertise did not create a foundation for implementing best practice.

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 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Support best practice Montessori instruction	2013-14	2014-15	Marcellina Otii	Montessori Coordinator/ Coach \$84,000 – salary \$19,727 – benefits Marcellina Otii (Loss of TIG funding, but extra DPS funds for 2013-14 will maintain this	Monthly coaching sessions completed-9 per week. Daily support of teachers.	In progress

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				resource.)		
Use Montessori and CO State Standards to map the curriculum for the year. Montessori Monitoring Form aligned to the Common Core State Standards	2013-14	Maintained in 2014-15	Principal Leadership Team Teachers	Local	Use of the Montessori Monitoring form as a curriculum guide utilized by all teachers for planning.	In progress
Utilize 4:1 tutoring in grades 3/4/5, including every Grade 4 and 5 student in mathematics	Starting November 12, 2012 Continued 2013-14	Maintained in 2014-15	Principal Tutors Tutoring Coordinator- Jennifer Shank	SMI materials \$5500 Tutors \$96,000 Blueprint partnership \$20,000 Tutoring Coordinator \$60,000 – salary \$15,000 – benefits Jennifer Shank	SMI four times a year	In Progress
Expand the learning day for the school by utilizing some of the Blueprint tutors in an extended school day environment as well as for other targeted students in grades four and five.	Started November 12, 2012 Continued 2013-14	Maintained in 2014-15	Blue Print Tutors Selected staff Jennifer Shank	Teacher pay \$14,000 – salary \$2100 - benefits	SMI four times a year	In Progress

<p>All students will be assessed in reading, writing and math using DPS interim assessments, SMI, 3rd, 4th and 5th grade, Star, and teacher created assessments. The data will be used to identify what additional interventions will be used by teachers to address gaps in student learning and performance</p> <p>Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings during grade level Professional Learning Community meetings and Academic Review Meetings.</p>	<p>Started October 2012</p> <p>Maintained in 2013-14</p>	<p>Maintained in 2014-15</p>	<p>WDN Data Assessment Partner Principal Teachers</p>	<p>Local</p>	<p>Increased growth and achievement scores and at least 80% of students meeting trajectory targets on Academic Review Charts-Class Data Sheets (meetings 3 times per year)</p>	<p>In progress</p>
<p>All staff will participate in Academic Reviews three times a year with the principal. The purpose of academic reviews is to analyze data on individual student work, compare several measures of success, and plan for student improvement. Teachers will come prepared with their most recent Montessori Monitoring Form and data for each student. All staff are expected to update a class data summary sheet for the Academic Review meetings. Teachers will assess students' progress towards quarterly and year end goals and make instructional adjustments as needed.</p>	<p>Started October 2012</p> <p>Maintained in 2013-14</p>	<p>Maintained 2014-15</p>	<p>Principal Teachers</p>	<p>Local</p>	<p>Progress toward end of year goals according to ARM</p> <p>ARM's First round week of October 21st, the second round will be the week of January 22nd and the third round will be the week of April 28th.</p> <p>Action plans developed during Academic Review Meetings will improve instructional quality by clarifying Tier 1 and Tier 2 instructional planning and progress</p>	<p>In progress</p>

<p>Comprehensive Response to Instruction/Intervention system will contribute to more meaningful identification of learning and behavior problems as part of the weekly professional development meetings.</p> <p>Teachers will use data to determine a common focus and language for addressing the learning needs of all students, particularly those at risk for academic failure. During these meetings teams will:</p> <ul style="list-style-type: none"> ○ Look at student work ○ Use data to better understand where students are at, where they need to get to, and how to scaffold instruction in a way that ensures they meet their goals ○ Analyze interim assessments and teacher presentations as a focus for coaching, training, and progress monitoring on the fidelity of implementation of those strategies. • Structure of Wednesday Professional Learning Community meetings: <ul style="list-style-type: none"> ○ 3-4 week data analysis cycle focused on a key strategy/area of Tier 1 academic instruction for the entire cycle, aligned with coaching support provided to teachers by leaders during implementation, and has a progress monitoring method to track student 	<p>Started October, 2012</p> <p>Maintained in 2013-14</p>	<p>Maintained 2014-15</p>	<p>Assistant Principal, Special Ed teacher, and Montessori coach .</p>		<p>monitoring.</p> <p>Clear strategy in targeted area to focus on in 3 week cycles.</p> <p>Clear progress monitoring method embedded in Lesson Plans directly tied to Montessori Materials. Professional Learning Teams discuss what worked, what didn't, what adjustments need to be made, and how each member will follow-up during the week. Notes captured and provided to all in attendance in a timely manner.</p>	<p>In progress</p>
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<p>growth; each 3-4 week cycle would be an opportunity to adapt the focus area of improvement based on student need and supported by interim and teacher collected data</p> <ul style="list-style-type: none"> ○ It is an expectation that all teachers bring samples of student work to each meeting. Examples would be matched to standards and anchor papers (provided by Gilpin leaders). 						
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Major Improvement Strategy #2: Professional Development and Growth: Develop a strong professional culture and approach to professional growth and development.

Root Cause(s) Addressed:

1) A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory. Additionally, the lack of Montessori expertise did not create a foundation for implementing best practice.

2) Montessori expertise did not create a foundation for implementing best practice.

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 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional Development aligned with assessment, analysis/evaluation, planning, teaching and monitoring learning. Assessment: Staff will utilize interim assessments in reading, writing and math. Whole staff PD time on Tuesdays will be used to ensure fidelity of implementation. Evaluation and Planning: Grade PLC meetings will occur on Wednesdays. Teaching: The principal, assistant principal, and Teacher Effectiveness Coach, Montessori Coach will provide weekly observation and coaching sessions for every teacher at Gilpin. If necessary the	2012-13 Maintained in 2013-14	Continued in 2014-15	Principal AP Montessori Coordinator Teacher Leader Coach	Local Great Habits, Great Readers Observation Feedback Forms	Tuesday/Wednesday meeting cycle LEAP 90% of Upper and Lower Elementary Teachers observed will indicate evidence of specified criteria generated from each PD Session: 1.) Habits of the Classroom (scheduling & transitioning) 2.) Habits of Discussion	In progress

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<p>observer will model for the teacher or encourage the teacher to attempt a lesson again after reflecting. Teachers will be expected to reflect on coaching in the same manner they reflect on lessons in a Montessori classroom.</p>					<p>3.) Read Aloud Workshop 4.) Comprehension Skills Workshop 5.) Guided Reading Planning 6.) Guided Reading Prompting</p> <p>Teacher observations and Academic Review meetings will confirm applications of PD and PLC sessions.</p> <p>3/3 PLC teams will meet their SMART goal as set fourth in the 6 week cycle beginning Jan. 6th</p> <p>3/3 PLC teams will score at least a 3 in the area of culture & collaborative norms as measured by the WDN PLC rubric</p>	
<p>Monitoring Learning: All staff will utilize the Montessori Monitoring Forms to monitor Montessori instruction and address intervention needs of students. Staff will participate in Academic Reviews three times a year with the principal and Montessori</p>	<p>2012-13 Maintained in 2013-14</p>	<p>Continued in 2014-15</p>	<p>Principal Teachers WDN DAP Montessori Coordinator</p>	<p>Local</p>	<p>Academic Review sessions 3 times a year 100% of the staff utilizing the MMF</p>	<p>In progress</p>

<p>Coach. Teachers will come prepared with their most recent Montessori Monitoring Form and data for each student. All staff are expected to update a class data summary sheet for the Academic Review meetings. Teachers will assess students' progress towards quarterly and year end goals and make instructional adjustments as needed.</p>						
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Major Improvement Strategy #3: Culturally Responsive Education: Support culturally responsive classroom management strategies and improve parent and community outreach for supporting students

Root Cause(s) Addressed:

- 1) Disproportionate behavior referrals and suspensions of students by race, ethnicity, and gender (specifically black and Latino boys) due to
 - lack of explicit interventional and referral systems and
 - lack of staff training on how to work with racially, ethnically, and socio-economically diverse student populations

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 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Utilize assistant principal as a Student Behavioral Interventionist to improve Culturally Responsive Educational practices for teachers and students, including focus on strategies to de-escalate disruptive behavior and to keep students in class.	2012-13 Maintained in 2013-14	Maintained in 2014-15	Assistant Principal	\$87,500 – salary and benefits Wayman White Loss of TIG funding, but extra DPS funds for 2013-14 will maintain this resource.	Behavior Specialist hired	Completed
The AP/Behavior Specialist will provide in-class coaching for teachers in order to maximize learning time, ensure teachers are developing relationships with students and are being culturally responsive.	2013-2014	2014-15	Assistant Principal Teachers	(see above)	Reduction in out of class referrals as measured by student to office referral slips.	In progress
School wide training on how to integrate discipline and the tier one instruction and the Rtl process. School wide training in No Nonsense Nurturing	2013-2014	Continued in 2014-15	Assistant Principal SIT Team Teacher Leader No Nonsense	(see above) .5 NNN Coach	Reduced 3-year-average suspensions and improved attendance. ADA and suspensions	In progress

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			Nurturing Coach		are monitored on computer A revamped Student Intervention Team (SIT) will be composed of members of the mental health support team, administrators, and teachers; data from the above will provide for a SIT Team process that includes solid instructional data. This team meets weekly.	
Analyze and evaluate discipline and disproportionality data monthly during CIG meetings.	2013-2014	Continued in 2014-15	Assistant Principal	(see above)	Reduced 3-year-average suspensions and improved attendance. ADA and suspensions are monitored on computer.	In progress
•Reorient systems to ensure that if a student misses class due to behavior or truancy, the student will be required and supported in making up the work. Focus specific students with habitual absence or tardiness. Goals for attendance tracked and communicated school-	2013-2014	Continued in 2014-15	Assistant Principal	(see above)	Reduced 3-year-average suspensions and improved attendance. ADA and suspensions are monitored on	In progress

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<p>and community-wide.</p> <ul style="list-style-type: none"> •The assistant principal has launched comprehensive efforts to engage parents and families regarding the importance of prompt and regular attendance. <p>Written communication to send home to parents that explicitly spells out our tardy and attendance policies and goals. These efforts have extended to staff as well, in an effort to streamline everyone’s understanding and enforcement of the policies.</p> <ul style="list-style-type: none"> • Create a “Gilpin Attendance Goal” bulletin board just inside the front doors of the school, providing great visual reminder of where we are and where we want to be in terms of attendance. The board features a line graph comparing, month by month, our attendance rates this year vs. last year. We are already doing significantly better than last year. 					computer	
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Major Improvement Strategy #4: Parent and Community Engagement: Support culturally responsive classroom management strategies and improve parent and community outreach for supporting students

Root Cause(s) Addressed:

- 1) Lack of parent outreach to support the understanding of Montessori theory and practice.
- 2) Lack of parent involvement in school activities

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 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Positive phone calls made to families for improved attendance.	2013-2014	Continued in 2014-15	Assistant Principal		Increase in phone calls monitored by teacher and logged for revue	In progress
Hire a Communications and Parent Engagement Specialist to facilitate and enhance community involvement and parent engagement.	2013-15 maintained at .5 level	Continued in 2014-15	Principal and Communications Specialist	Loss of TIG funding, but extra DPS funds for 2013-14 will maintain this resource at a .5 FTE.	Position advertised	In Process
Parent Education Nights led by 2-3 teachers focused on Montessori classroom materials and offering tips on working with children at home.	November 2012 2013-15 maintained	Continued in 2014-15	Classroom teachers	Local	Four times a year	In progress
Monthly "Coffee with Principal Vincent" events to engage parents with Principal Vincent with parents in an informal setting. Each meeting will be focused on different topics, with an emphasis on getting parent feedback.	September 2012 2013-15 maintained	Continued 2014-15	Principal Community Liaison	General Fund-food budget Local	Monthly	In progress
Regular "Administrator Chats" with school administrators who will make themselves available to greet families and chat/answer	September 2012	Continued 2014-15	Principal Frank Vincent Behavior	Local	Weekly chats	In progress

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questions each Friday morning from 7:30 – 8 a.m. on a rotating basis. These are meant to help acquaint families with school leadership on a more personal and informal level.	2013-15 maintained		Specialist Wayman White, Montessori Implementer Marcellina Otti Parent and Community Engagement Specialist			
Build community through social events, opportunities for community, staff, parents, and students to integrate	2013-14 maintained	Continued in 2014-15	Principal Community Liaison Staff		Community BBQ Trunk and Treat Parent Engagement Events-Social in Nature	On going
Further develop marketing materials, website, etc. Bring positive media attention to the school.	2013-14 maintained	20114-15 continued	Parent Community Liaison	.5 Parent Liaison funded by extra funds from DPS		In progress

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- **For Schools or Districts with a Turnaround Plan under State Accountability**
- All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). 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>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> Turnaround Partner. 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> _____</p> <p><input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. 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. TURNAROUND NETWORK (West Denver Network)</p> <p><input type="checkbox"/> School/District Management Contract. 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> _____</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* 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").</p>

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

Appendix A

SCHOOL-PARENT COMPACT

The **Gilpin Montessori School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year **2013-2014**.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The **Gilpin Montessori School** will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

All students will receive a rigorous and supportive education. All teachers will meet daily during common planning to effectively plan their instruction based on formative assessments. The goal is to prepare all students to succeed in a four-year college, university or vocation.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

Parent-teacher conferences will be held on October 5th during semester 1 and as needed in February during semester 2.

3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

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Teachers meet with parents during conferences during which time they receive a written report as to progress. Parents may request a meeting at any time with teachers. Teachers meet with students daily and weekly and keep individual student progress logs, which parents can view at any time.

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4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with their child's teacher.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

All parents can contact the teacher and principal to set up volunteer hours. Gilpin Montessori School has a parent volunteer program.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Parents may work with the principal and parent liason in becoming a member of the Gilpin Family Parent Group. There are various volunteer opportunities for parents: working in the classroom, helping in the Welcome Center, translation, making phone calls home, filing paper work.

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Appendix A

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School

Parent(s)

Student

Date

Date

Date