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DEPARTMENT of EDUCATION

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3655 School Name: GREENLEE ELEMENTARY SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
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 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	35.97%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	36.02%	-	-	
		W	54.84%	-	-	21.61%	-	-	
		S	45.36%	-	-	6.38%	-	-	
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	56	-	-	37	-	-	
		M	72	-	-	43	-	-	
		W	67	-	-	41	-	-	
		ELP	-	-	-	55	-	-	

MANDATORY
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	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.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	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.	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.	-	
	Dropout Rate **Expectation:** At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	-	-	-	

School Code: [3655]   School Name: [Greenlee Elementary]

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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.

School Code: [3655]   School Name: [Greenlee Elementary]

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):
☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
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School Code: [3655]   School Name: [Greenlee Elementary]

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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 Unified Improvement Planning Handbook.
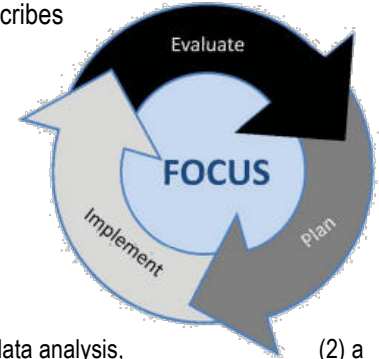
Data Narrative for School

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

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).	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.	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.	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.	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.

Narrative

Narrative:

Description of school:

Greenlee Elementary student demographics are: 94% Minority, 95% Free and Reduced Lunch, 35% ELL's and 13% Special Education. The school went through the Turnaround process beginning in the school year 2010 -11, with new leadership and new staff (28% of previous staff remained). The staff has remained fairly constant throughout the last three years, with the exception reductions of staff due to decreased enrollment. The school has enrollment rate has flocculated in the last three years due to redevelopment of the Mariposa Housing Project. Families have been relocated during this process, and enrollment has dropped from 461 in the school year 2011-12 to 395 in school year 12-13 to 379 in the 13-14 school year. Attendance rate was 91% in the school year, a decrease of 2% from the previous year.

School Code: [3655]   School Name: [Greenlee Elementary]

Current Performance:

The current data reflects overall improvement in some grade level in the status area. Grade 4 showed significant growth in Reading (+16%), Math (+27%) and Writing (+19%). Grade 3 showed improvement in Math (+9) and Writing (+1%), while Grade 5 showed decline in all areas. The Median Growth Percentile increased in Math 42 to 54 (+12), however decreased in Reading, 42 to 31 (-11) and Writing, 42 to 37, (-5).

Trend Analysis:

The following are trends that were identified in the data analysis of TCAP and other data:

- **Historically, there is a significant gap between Special Education and their peers. Although there are not enough students to show the gap on the CDE Data Lab, analysis of trends were disaggregated at the school level.**
- **Lack of progress in reading and writing (status and growth)**
- **Increase in student growth and status in the math domain - Look at the structures in place to replicate math fellows model in other content areas - data analysis, strategies to focus on student needs,**
- **ELL's outperforming their peers in some areas, such as reading and math. Gaps between their MPG and APG are smaller than their non ELL peers. Larger gaps are noted in the area of writing, where a possible cause could be in the organizational piece of writing.**
- **FRL and Minority - all are in one category, not enough students in non FRL or minority to see if there is an achievement gap.**
- **Increased scores in math, inclusion of Math Fellows and consistent data analysis, formative assessments and instructional strategies to close gaps.**

Priority Performance Challenges:

Lack of progress in continual growth of students. Some areas status improved significantly, however MPG decreased in reading. This indicates a lack of instructional strategies to target where students need to be and why they are not progressing.

Lack of data analysis on specific standards - lack of formative assessments in a six week cycle to ensure that students master the content

Coverage vs. Mastery - Teachers have covered the curriculum but have not continued to spiral standards that have not been mastered throughout the year to increase student performance

Social Emotional issues that impact student performance and interrupt systems to increase student achievement.

Lack of attendance, especially in lower grades.

Root Cause Analysis: Over the summer, the administration and key personnel (School Leadership Team, Teacher Leaders, CSC) analyzed data and review systems and structures for possible root causes for the lack of progress in students performance. The school was maintaining students who were proficient, but was not addressing the needs of students to ensure continual growth. The administration and key personnel started to analyze our work through the lens provided in Paul Bambrick-Santoyo's books <u>Leverage Leadership</u> and <u>Driven by Data</u>. Through these resources root causes were identified and possible solutions to address needs were created.

1. Teachers were delivering the curriculum effectively as indicated by their LEAP scores. However, when looking closely at Coverage vs. Mastery - teachers were not targeting areas where students were PP or unsatisfactory to re-teach lessons and provide opportunities to master content areas.
2. Lack of data inquiry cycle that identified - end of unit assessments for mastery that are connected to new CCSS, developing weekly formative assessments (Do Now, quizzes, exit tickets) to ensure mastery of skill and analyzing student work to provide opportunities to re teach, re engage students to mastery by differentiating instruction on a weekly basis.
3. When looking at schedules and direct instruction and student independent time, the amount of time students were independently reading or writing was not adequate to practice skills presented in the lessons. Schedules were changed to ensure at least 30-40 minutes of independent work, either in independent reading, responding to reading, or independent writing.
4. Lack of Rigor in Rubrics - Rubrics to be developed to demonstrate rigor, and grade level proficiencies, in addition ensure all teachers understand what is expected in grade level

School Code: [3655]   School Name: [Greenlee Elementary]

proficiency.

5. School Culture - Strong focus on school culture is in place by the reduction of out of school suspensions from 10% to 5%, however social emotional issues taking too much of administrators time. Systems and personnel will be put in place to support these issues, so administration can focus on data driven instruction and structures to support this plan.

6. Overall attendance declined in the 12-13 school year, however Social Worker is now able to focus on attendance with the addition of a Counselor to address social emotional issues and Americorp personnel will mentor an identified group of lower risk students to ensure attendance.

School Code: [3655]   School Name: [Greenlee Elementary]

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 3rd-66 % P/A 4th- 45% P/A 5th- 58% P/A Overall 57% P/A	3rd Reading- 47% P/A (19 points under meeting Target 4th Reading - 39% P/A (6 points under meeting Target but a gain of 16% pts) 5th Reading - 27% P/A (37 points under meeting Target) Overall Result 36% P/A – target not met– missed target by 21%.	Although there was growth in the Grades 3 and 4 scores overall, significant gaps still remain in the higher intermediate grades. Teachers need strategies to work with significantly struggling students (2 or more grade levels below) and students need to strengthen their self-directed learning and accountability.
	Math 3rd- 63% P/A 4th- 62% P/A 5th- 45% P/A Overall 58% P/A	3rd Math - 49% P/A (14 points under meeting Target but a gain of 9% pts)) 4th Math - 47% P/A (15points under meeting Target but a gain of 27% pts)) 5th Math - 27% P/A (18 points under meeting Target) Overall Result 36% P/A – target not met– missed target by 22%.	
	Writing 3rd- 49% P/A 4th- 42% P/A 5th-44% P/A Overall 36% P/A	3rd Writing - 24% P/A (25 points under meeting Target but a gain of 1% pts) 4th Writing -28% P/A (27 points under meeting Target but a gain of 19% pts) 5th Writing - 16% P/A (28 point under meeting Target) Overall Result 22% P/A – target not met– missed target by 14%.	
	Science Overall 25% P/A	5th Science – 6% P/A (N/A) Overall Result 6% P/A – target not met – missed target by 19%.	

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

cde

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	R – 57 M – 77 W – 72 ELP - 39	R – 37 – below state target 20 M – 43 – below state target 34 W – 41 – below state target 31 ELP - 55 - 16 above the state target	ELL students appear to making adequate growth, while other areas not showing the expected growth. Teachers need to look at strategies applied to ELL's and apply to other content areas.
Academic Growth Gaps	Our target for each subgroup (ELL, Minority, FRL, SPED) was 65 MGP in reading, writing, and math.	ELL results: Reading = 41 MGP. Missed target by 24. Writing = 47 MGP. Missed target by 218. Math = 53 MGP. Missed target by 12. FRL results: Reading = 36 MGP. Missed target by 29. Writing = 40 MGP. Missed target by 25. Math = 54 MGP. Missed target by 11. Minority results: Reading = 36 MGP. Missed target by 29. Writing = 40 MGP. Missed target by 25. Math = 53 MGP. Missed target by 12. SPED results: Reading = 19 MGP. Missed target by 46. Writing = 27 MGP. Missed target by 38. Math = 43 MGP. Missed target by 22.	Math appears to be the greatest growth model. Teachers need to identify strategies utilized in Math Fellows program and implement in daily lessons. Spiral standards that are not met throughout lessons, introduce new concepts and afford students opportunities to do the work, instead of over scaffolding for students.
Postsecondary & Workforce Readiness	NA		

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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)	TCAP status Reading / Math / Writing / Science | 2009	2010	2011	2012	2013 | Reading: 31%, 38%, 39% Math: 35%, 31%, 42% Writing: 24%, 19%, 23% Science: 2%, 9%, 6%	Lack of progress in status or growth in all content areas with the exception of math. When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.	Lack of rigorous assessment and the continual use of systems for effective process and expectations. Lack of use of common assessments and understanding of grade level proficiencies and the balance coverage and mastery in the curriculum (What are students supposed to master in the unit? vs. What needs to be covered in the curriculum?)

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

cde

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

Writing TCAP Proficiency

TCAP Writing		2010-11	2011-12	2012-13
3		16	25	24
4		25	9	28
5		31	24	16

Writing Trend statement(s): Although there was a significant gain in 4th grade based on last 3 years of TCAP writing data, lack of growth is noted in all other grade levels.

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Reading TCAP Proficiency

TCAP Reading		2010-11	2011-12	2012-13
3		34	55	48
4		28	23	39
5		29	33	27

DRA	Grade 1	Grade 2
10 -11	7% Proficient (DRA Level 4) At the beginning of year	24% Proficient (DRA Level 18) At the beginning of year
11-12	68% Proficient (DRA Level 4) At the beginning of year	42% Proficient (DRA Level 18) At the beginning of year
12-13	43%(DRA Level 4) At the beginning of year	52%(DRA Level 18) At the beginning of year
13-14	52% Proficient (DRA Level 4) At the beginning of year	62%(DRA Level 18) At the beginning of year

Priority Performance Challenges:

Lack of progress in status and growth.

When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.

Root Causes:

Lack of analyzing data on a weekly basis, to ensure that skills are mastered, students who do not master skill have other opportunities to learn (small group, differentiation, etc) with progress towards mastery or spiraling teaching to ensure mastery of specific skills.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

cde

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

Reading Trend statement(s): Students who are proficient remain proficient over time, however we need to look at catching up students who are below grade level.

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Math TCAP Proficiency

TCAP Math		2010-11	2011-12	2012-13
3		28	40	49
4		43	20	47
5		35	30	27

Math Trend statement(s): Based on Math TCAP proficiency, there has been continuous movement in math, especially in grade levels from one year to another i.e. Grade 3 was 40% in math in the 11-12 year and gained +9 in the year 12-13. However, grade 5 has shown a consistent decline over the last 3 year.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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

Greenlee Elementary School Access for ELLs Test Results by Measure Codes for 2013

Measure	Total	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)		Bridging & Reaching (5+)	
Overall	132	13	10 %	9	7 %	46	35 %	34	26 %	23	17 %	7	5 %	30	23 %
Listening	132	9	7 %	3	2 %	15	11 %	19	14 %	67	51 %	19	14 %	86	65 %
Speaking	132	11	8 %	16	12 %	45	34 %	23	17 %	20	15 %	17	13 %	37	28 %
Reading	132	17	13 %	15	11 %	23	17 %	9	7 %	47	36 %	21	16 %	68	52 %
Writing	132	18	14 %	22	17 %	38	29 %	37	28 %	16	12 %	1	1 %	17	13 %
Oral	132	9	7 %	9	7 %	27	20 %	44	33 %	32	24 %	11	8 %	43	33 %
Literacy	132	16	12 %	17	13 %	41	31 %	34	26 %	15	11 %	9	7 %	24	18 %
Comprehension	132	12	9 %	9	7 %	24	18 %	18	14 %	50	38 %	19	14 %	69	52 %

ACCESS data: Trends indicate students overall at Bridging and Reaching is at 23%, with areas of focus needed on Speaking and Writing.

Priority Performance Challenges: Lack of writing skills may have interfered with student's ability to demonstrate their proficiency on the ACESS test.

Root Causes: Lack of oral rehearsal which is needed prior to being able to communicate on the written test.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**TCAP MGP** 	Lack of progress in status and growth, with the exception of math. When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.	Lack of data analysis and differentiated instruction that was demonstrated in the content of math.

TCAP MGP chart:

	2009	2010	2011	2012	2013
Reading			36	42	31
Math			39	42	54
Writing			46	40	37

TCAP Reading MGP:

TCAP Reading		2010-11	2011-12	2012-13
4		29	43	29
5		47	41	34

Trend Statement for Reading: Significant decline in median growth in both grade levels.

TCAP Writing MGP:

TCAP Writing		2010-11	2011-12	2012-13
4		38	48	51
5		57	39	37

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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

Trend Statement for Writing: Grade 4 demonstrated a continual growth model over time, while Grade 5 declined

TCAP Math MGP:

TCAP Math		2010-11	2011-12	2012-13
4		36	50	56
5		39	33.5	54

Trend Statement for Math: Math overall increase in both grades and model of use of data in Math Fellow program should be replicated over other content areas.

Academic Growth Gaps

ELL - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	ELL	40	58	18	47	57	10	35	60	25
	Non-ELL	35	54	30	38	60	22	23	51	28
Writing	ELL	46	66	20	49	73	24	43	72	29
	Non-ELL	48	62	14	33	70	37	34	68	34
Math	ELL	44	61	17	42	80	38	54	78	24
	Non-ELL	37	64	27	42	80	38	55	74	19

Lack of progress in status or growth in all content areas with the exception of math.

When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into

Lack of rigorous assessment and the continual use of systems for effective process and expectations. Lack of use of common assessments and understanding of grade level proficiencies and the balance coverage and mastery in the curriculum (What are

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

cde

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

ELL - GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		ELL	Non-ELL	Gap	ELL	Non-ELL	Gap	ELL	Non-ELL	Gap
Reading		37	35	2	45	37	7	36	20	16
Writing		38	48	10	49	34	15	47	37	10
Math		39	37	2	42	43	1	53	55	2

Trend statement(s) for ELL Gap: No significant gap between ELL and their peers, all seem to functioning at the same level, with only a slight increase in the gap of non ELL's vs. ELL's, which seem to be outperforming their English peers.

FRL - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	FRL	36	58	22	25	57	32	36	53	17
	Non-FRL	N	N	N	N	N	N	N	N	N
Writing	FRL	44	63	19	41	71	30	40	68	28
	Non-FRL	N	N	N	N	N	N	N	N	N
Math	FRL	39	62	23	42	77	35	54	75	21
	Non-FRL	N	N	N	N	N	N	N	N	N

FRL - GROWTH GAPS (MGP VS REFERENCE GROUP)

	2010-2011	2011-2012	2012-2013

Priority Performance Challenges:

action i.e. daily lessons.

Lack of progress in status and growth.

When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.

Root Causes:

students supposed to master in the unit? vs. What needs to be covered in the curriculum?)

Lack of analyzing data on a weekly basis, to ensure that skills are mastered, students who do not master skill have other opportunities to learn (small group, differentiation, etc) with progress towards mastery or spiraling teaching to ensure mastery of specific skills.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

		FRL	Non-FRL	Gap	FRL	Non-FRL	Gap	FRL	Non-FRL	Gap
Reading		37	24	-13	47	63	16	36	N<20	-
Writing		46	49	3	45	45	0	40	N<20	-
Math		48	44	-4	43	39	-4	54	N<20	-

Trend Statement(s) for FRL gap: Data is not available for non FRL students as the number who are not on FRL in grades 3 -5 are less than 20 students.

Minority - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	Minority	35	57	22	44	61	17	36	55	19
	Non-Minority	N	N	N	N	N	N	N	N	N
Writing	Minority	44	62	18	41	72	31	40	68	28
	Non-Minority	N	N	N	N	N	N	N	N	N
Math	Minority	38	62	24	42	79	37	48	72	24
	Non-Minority	N	N	N	N	N	N	N	N	N

Minority - GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		Min	Non-Min	Gap	Min	Non-Min	Gap	Min	Non-Min	Gap
Reading		35	N	-	49	N	-	36	39	3

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)									Priority Performance Challenges	Root Causes
	Writing	46	N	-	45	N	-	40	58	18		
	Math	48	N	-	42	N	-	53	N	-		

Data for gaps between minority students and non minority is not available due to numbers being less than 20 students.

SPED - GROWTH GAPS (MGP VS AGP)

		2010-2011			2011-2012			2012-2013		
		MGP	AGP	Gap	MGP	AGP	Gap	MGP	AGP	Gap
Reading	SPED	35	86	51	38	89	51	19	90	71
	Non-SPED	36	55	19	51	56	5	38	54	16
Writing	SPED	34	86	52	42	92	50	27	92	64
	Non-SPED	47	62	15	46	70	24	41	68	27
Math	SPED	36	93	57	40	98	58	43	98	55
	Non-SPED	52	67	15	43	79	36	55	80	35

SPED- GROWTH GAPS (MGP VS REFERENCE GROUP)

		2010-2011			2011-2012			2012-2013		
		SPED	Non-SPED	Gap	SPED	Non-SPED	Gap	SPED	Non-SPED	Gap
Reading		35	36	1	38	51	13	19	38	19
Writing		34	47	13	42	46	4	27	41	14
Math		36	52	16	40	43	3	43	55	12

Trend Statement(s) for SPED Gaps: Gaps between non Special Ed and their peers seems to be increasing rather than decreasing.

Priority Performance Challenges: Closing the gap between Special Education students and their peers.

Root Causes: Lack of rigor in special education instruction and link between targeted instruction and mastery of skills. Need to include special educators in the data inquiry cycle to ensure mastery of concepts to close gap, similar to math results.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

cde

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

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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 Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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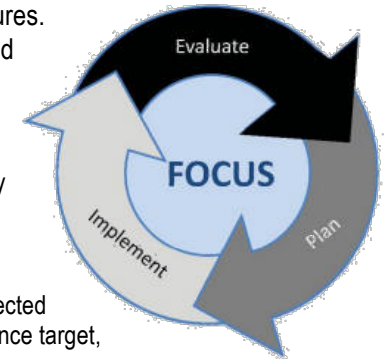
School Target Setting Form

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	When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.	41% P/A 3rd grade 40% P/A 3rd grade 17% Unsat	51% 46% P/A 12% Unsat	Monthly administration of STAR to monitor progress towards goal. Grade level proficiencies will be charted in October, January and May.	1 and 2
		M	Continue to utilize the coordination between Math Fellows and classroom to teachers to spiral teaching of specific skills which have not been mastered, into current units of curriculum.	41% P/A	51%	Administer SMI four times per year, (Sept. Dec. Feb. and May)	1 and 2
		W	When we engage in data inquiry cycle, our school struggles with creating assessments, analyzing student data i.e. the why and implementing the teaching strategies into action i.e. daily lessons.	27% P/A	37% %	Interims administered in Fall, Winter and Spring.	1 and 2

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

		S		6% P/A	21% %	End of unit tests based on scientific method	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	All students will maintain grade level proficiency or increase one and a half years on the STAR assessment by the end of the year. Classroom instruction must ensure that specific skills are included in instruction through guided reading (small group)	65 MGP	65 MGP	Star Reading, Interims, Formative Assessments by classroom teachers, monitoring interventions by Aimsweb	1 and 2
		M	All students in Grades 2-5 will demonstrate 75% proficiency rate on the final SMI in May. K-1 students will gain at least on level on the Spring Interim.	65 MGP	70 MGP	SMI data, Interims, Formative Assessments by classroom teachers, Everyday Math - **end of unit assessments to progress monitor proficiency and Instructional Tasks (constructed response)**	1 and 2
		W	All students will increase their proficiency level by one band on Interim tests or maintain their proficiency level	65 MGP	65 MGP	Monthly writing prompts with teacher feedback for next steps. Provide content and organization for ELL population.	1 and 2
		ELP	All ELL's will progress two proficiency bands in their overall ACESS test scores.	65 MGP	70 MGP	ESL intervention with strategic grouping of students from CELA performance data	1 and 2
Academic Growth Gaps	Median Growth	R		All subgroups will have 65% MGP.	All subgroups will have 65% MGP.		

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

					All subgroups will have 65% MGP.	All subgroups will have 65% MGP.		
	Percentile	M			All subgroups will have 65% MGP.	All subgroups will have 65% MGP.		
		W			All subgroups will have 65% MGP.	All subgroups will have 65% MGP.		
Postsecondary & Workforce Readiness	Graduation Rate							
	Disaggregated Grad Rate							
	Dropout Rate							
	Mean CO ACT							

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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:** Ensure structures and systems for implementing data driven instructional practices are in place for instruction to be targeted and specific towards all students reaching proficiency.

Root Cause(s) Develop opportunities for staff to become proficient in the data inquiry process that addresses creating assessments (formative and summative), analyzing student work and providing opportunities to re teach and re engage the student towards mastery through differentiated learning. Lack of Rigor in Rubrics - Rubrics to be developed to demonstrate rigor, and grade level proficiencies, in addition ensure all teachers understand what is expected in grade level proficiency

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				
Teachers will continue to participate in instructional mapping of CCSS looking at trajectory for literacy and math and aligning DPS Literacy Plan with new standards. Mapping of lessons will include: Formative assessment and overall objective, individual content language objectives, academic vocabulary and language supports and steps for proficiency.	2013-2014	2014-15	Principal, Instructional Interventionist and Classroom teachers	School based funds	September 2013 through May -14	Beginning
Teachers will develop rubrics to increase rigor and understand end of unit/year proficiencies and will evaluate progress toward proficiency.	2013-2014	2014-15	Principal, Instructional Interventionist and Classroom teachers	School based funds	Beginning of genre unit in writing.	Beginning
Maintain classroom structures and schedules to adequately address the importance of	2013-2014	2014-15	Principal, Instructional	School based funds	WDN Snapshot data on high impact instructional	Beginning

School Code: 3655 School Name: GREENLEE ELEMENTARY SCHOOL

students to practice skills that have been presented. (Independent practice)			Interventionist and Classroom teachers		strategies and classroom observation of student time on independent practice.	
Teachers will participate in creating rigorous formative assessments and analyze data weekly to ensure progress toward proficiency based on rubrics for writing performance.	Mondays 2013-2014	Mondays 2014-2015	Principal, Instructional Interventionist and Classroom teachers	School based funds	September 2013 through May -14	Beginning
Partnership with Carmel Hill Foundation to include Accelerated Reader components and individual student assessments to increase independent reading in classroom. Teachers will meet monthly with AR Coordinator and analyze student data regarding comprehension skills.	2013-2014	2014-2015	Principal, Instructional Interventionist, Carmel Hill Representative and Classroom teachers	Carmel Hill Foundation, school funds	Monthly meetings to ensure student reading rate (40 minutes per day) and 90% proficiency rate on tests taken at their ZPD.	In Progress
Use more targeted data points through the following assessments: Reading: Use of STAR Reading analysis on a monthly basis to target specific skills that students need to increase proficiency. Writing: Use of Interim Test and weekly formative assessment results to be analyzed by item analysis and overall performance rating. Math: Use of Interim Test results to be analyzed by item analysis and overall performance rating. Use of SMI and formative assessments to increase higher level thinking skills to demonstrate multiple ways to solve problems.	2013-2014	2014-2015	Principal, AP/Math Coordinator Instructional Interventionist, Classroom teachers and Math Fellows	School Based and Title I funding	STAR Reports Grades K- 5: 35% -Fall 45% - Winter 70% - Spring District Interim measure • 30% of all 3rd-5th graders will be proficient on Fall District Writing and Math Interim Assessment. • 30% of all K-2 students will be proficient on Fall District Math Interim Assessment. • 45% of all 3rd-5th	In Progress

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

						graders will be proficient on Winter Writing and Math District Interim Assessment.	
						• 45% of all K-2 students will be proficient on Winter Writing and Math District Interim Assessment.	
						• 70% of all 3rd-5th graders will be proficient on Writing and Math End of Year District Interim Assessment.	
						• 70% of all K-2 students will be proficient on Writing and Math End of Year District Interim Assessment.	
Academic Reviews with teachers to look at students who are not progressing adequately and design instructional strategies to assist in their progress.	2013-14	2014-15	Principal, AP/Math Coordinator Instructional Interventionist and Teachers	School Based and Title I funding	Weekly meetings with teachers to look at specific data points, identify instructional strategies, and progress monitor through quizzes, exit tickets and Do Now's	Beginning
Use of Math Tutors to work with students on a 1:3 ratio using Do the Math and supplemental materials to increase mastery in math. All 3rd and 4th graders, and some identified 5th grade students will receive 55 minutes of tutoring/enrichment each day, in small groups with one tutor for every two students. Tutoring	2013-14	2014-15	Principal, AP/Math Coordinator Instructional Interventionist and Teachers	School Based and Title I funding	Meet with small groups of student in a 1:3 ratio daily to provide interventions in an effort to have students obtain mastery in all math	In Progress

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

will focus on math, which Harvard's research suggests is an important factor in overall student achievement.					concept areas. SMI Data: 30% at beginning of the year 45% at mid year 60% February 2014 70% at end of year	
Continue to utilize LEAP performance indicators in High Instructional Moves to include: Communication and Collaboration, Feedback Differentiation, Academic Language and Checking for Understanding	2013-14	2014-15	Principal, AP/Math Coordinator Instructional Interventionist and Teachers	School Based and Title I funding	Observations by principal, assistant principal and peer observers with ratings on the LEAP performance indicators	In Progress
Administrative Assistant will continue to establish a school-wide tone and culture that supports a the environment needed to drive dramatic student achievement	2013-14	2014-15	Administrative Assistant	School Based and Title I funding	Monthly meetings with District Mental Health personnel and school personnel to identify trends of behavior that may be interfering with instruction.	In Progress
Hire 1.0 Humanities Facilitator/Interventionist that will coach, model, and co-teach classroom teachers, as well as provide targeted intervention for identified students .	2013-14	2014-15	Humanities Facilitator	School Based	Weekly Instructional Leadership meetings and monthly meetings to monitor progress toward proficiency.	In Progress
Hire social worker (4 days per week)and a full time Counselor to provide social and emotional support for students and families	2013-14	2014-15	Social Worker and Counselor	School Based	Monthly meetings with District Mental Health personnel and school personnel to identify trends of behavior that may be interfering with instruction.	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Major Improvement Strategy #2: _____Professional Development and Growth: Provide staff with whole and small group professional development that will address intervention strategies for students who have not mastered skills toward proficiency.

Root Cause(s) Addressed: Develop opportunities for staff to become proficient in the data inquiry process that addresses creating assessments (formative and summative), analyzing student work and providing opportunities to re teach and re engage the student towards mastery through differentiated learning. Lack of Rigor in Rubrics - Rubrics to be developed to demonstrate rigor, and grade level proficiencies, in addition ensure all teachers understand what is expected in grade level proficiency

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				
Develop a schedule for monthly whole-staff development aligning focuses to address instructional issues that emerge from work in PLCs - Writing Process to include organization and structures for different genres (narrative, informational and opinion), plan, revise and edit.	2013-14	2014-15	Principal, Interventionists, Classroom Teachers	School and Title I Funds	Sept. 2013 Alternate every other Monday with sessions that include - 45 minutes of professional development on writing and 45 minutes data analysis and planning. The other Monday will be 90 minutes to data inquiry (develop assessments, analyze student work and plan for differentiated learning.	Beginning/In Progress
Provide weekly opportunities to create rigorous end of unit assessments, and weekly data analysis to develop quizzes, exit tickets and Do Now's.	2013-14	2014-15	Principal, Interventionists, Classroom Teachers	School and Title I Funds	Mondays throughout the 13-14 school year	Beginning/In Progress
Teacher Leaders will share effective instructional strategies from their grade level teams for	2013-14	2014-15	Principal, Interventionists,	School and Title I Funds	Identify dates throughout school year.	Beginning/In Progress

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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<mark>integrating our school wide focus on writing</mark> into their planning and instruction of the writing process.			Classroom Teachers			
Continue to offer explicit coaching cycles for teachers that include coaching, modeling, co-teaching, and data analysis. These cycles can be 4-6 weeks in duration depending on teacher needs and skills. Coaching cycles will lead to Learning Labs.	2013-14	2014-15	Principal, Interventionists, Classroom Teachers	School and Title I Funds	6 week cycles of coaching derived from Academic Review sessions with Principal and Humanities Facilitator	Beginning/In Progress
Provide teachers the opportunity to participate in a Professional Development Unit - Book Study: Great Habits Great Readers by Paul Bambrick-Santoyo	2013-14	2014-15	Principal, Interventionists, Classroom Teachers	School and Title I Funds	Sept 2013 to Feb 2014	Beginning/In Progress
Continue to implement Restorative Justice as a method for managing conflict; provide training for the social worker, as well as for the staff	2013-14	2014-15	Social Worker and Counselor	School and Title I Funds	Ongoing	Beginning/In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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Major Improvement Strategy #3: _____**Parent and Community Engagement:** Create opportunities for parents to participate in their children's learning through providing school efforts in the areas of continual communication, education on various topics to address deficits and provide celebrations of student success and district initiatives.
Root Cause(s) Addressed Lack of systems to support and develop teachers, and the need for a revised mission and vision to lead the school to improvement.

_____

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				
Host a back to school BBQ so that students and parents/guardians can meet the teachers	2013-14	2014-15	Greenlee Staff	School and Title I funds	August 2013	Completed
Conduct parent teacher conferences to grade level meetings at least two times a year, to inform parents of where their child needs to be by the end of the year, where their child is currently functioning and strategies and materials to support student achievement at home. Home visits and/or individual parent conferences will then be conducted throughout the school year, struggling students first, and then with other students who may need to have a READ plan implemented for them.	2013-14	2014-15	Greenlee Staff	School Funds	October 2013 and May 2014, with individual conferences in February with struggling students.	In Progress
Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations.	2013-14	2014-15	Greenlee Staff	School and Title I funds	Monthly	In Progress
Continue to utilize skills of Native Language Tutor to identify needs of the Somali population and tutor individual students	2013-14	2014-15	Principal and Native Language Tutor	District Funds	Monthly Parent Meetings and Daily instruction with small groups.	In Progress

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Hire Community Partnership Coordinator to forge relationships with local commerce and industry so that the school has closer ties with local companies and associations as a part of the School Partners Program	2013-14	2014-15	Office of Community Engagement	District Funds	Monthly	Completed
Hold Parent Meetings monthly to educate and inform parents of programming and ways that they can help with their children at home.	2013-14	2014-15	Parent Liaison	School Funds	Monthly	In Progress
Organize incentives for attendance.	2013-14	2014-15	Social Worker Community and Parent Liaison and Americorp	District and School Funds	Monthly	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Operating a Title I Schoolwide Program

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

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 6)	Section III. Action Plan (p. 30-32)
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 6) and Section IV. Action	Section III. Data Narrative (p 6-7) and Section IV. Action Plan (p. 24-32)

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
		Plan (p. 8)	
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 8)	Section IV. Action Plan (p. 24-32
Title I students are only taught by highly qualified teachers.	☑ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 29)	Section IV: Action Plan (p. 29)
How is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 24-32) and Section III: Data Narrative (p. 6)	Section III: Data Narrative (p. 6-7), and Section IV: Action Plan (p. 24-32)
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☑ Yes ☐ No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 24-32)	Section III. Data Narrative (p. 6-7)
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 24-32)	Section IV: Action Plan (p. 24-32)
How are Title I funds used in coordination with		Section IV: Action	Section IV: Action Plan, Resource Column (p. 24-32)

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

other ESEA funds, as well as state and local funds?		Plan (p. 24-32), Resource Column

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

Appendix A

SCHOOL-PARENT COMPACT

The Greenlee Elementary 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 2013-14.

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   Greenlee Elementary 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:**

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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.

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:

   Classroom teachers will meet with their parents three times a year and outline grade level expectations in literacy and math and provide home activities to address those needs. Home visits will be conducted to student's families who are at the highest risk.

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

   Report cards are provided each trimester to the parents, in conjunction with Parent/Teacher conferences. Parents are encouraged to reach out to teachers when questions or concerns arise.

Appendix A

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 classroom 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 School Liaison in the Welcome Center to set up volunteer hours. Greenlee 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.*

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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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 are encouraged to work in as volunteers in classrooms and other activities in the school, such as RIF distribution, assemblies, paperwork and toy distribution.

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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

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

*This sample template is not an official Colorado Department of Education document. It is provided only as an example.

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Section V: Supporting Addenda Forms - Greenlee Elementary

For Schools with a Tiered Intervention Grant (TIG) that Selected a Turnaround Model

Schools that participate in the Tiered Intervention Grant and selected the Turnaround Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Turnaround Model) Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the principal sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	*Turnaround requirements stated that not more than 50% of the current school staffing, would be retained. All Greenlee staffing positions were posted via the DPS website. Candidates went through a rigorous process that included: interview, observation of teaching practices, and reference checks from previous employers to assess their strengths to join the staff. Turnover rate of staff has been 14% for the first two years in Turnaround.* *Greenlee followed the DPS calendar with extended learning time for students who were on the "cusp" for proficiency. Over the last two years over 175 students participated in extended learning program. Students were monitored through the use of the STAR literacy to ensure that progress was being made toward grade level proficiency. Students who made growth were monitored and/or exited from extended learning time, and new students were offered services of tutoring. Staff professional development activities included several additional opportunities to study curriculum and instructional strategies to increase student achievement. These opportunities were outside the school day, and were facilitated by coaches and administrators.* *Budgets were developed, revised and approved by the Turnaround Office. A majority of the funding went to improving classroom libraries, use of technology in the classroom and employing instructional and positive behavior coaches to assist classroom teachers in strengthening the core curriculum. Additional social/emotional supports were provided by the additional days of a Social Worker.* *Year 3 - Continued the above mentioned activities, which included teacher coaching supports in the classroom, extended learning time for identified students, continued social/emotional supports from Social Worker and professional development of Common Core State Standards infused into the planning and implementation of lessons. Additionally, Math Fellows were hired to support 4th and 5th graders in a tutoring program that allowed for a 3:1 ration of Fellows to students and offered small group targeted instruction to close their mathematical gaps.*
Describe the new governance structure that was adopted. This structure may include, but is not limited	Section IV: Action Plan (p. 10) or Required TIG	*The first year, Greenlee was under direct supervision of the Turnaround Office, which reported directly to the Assistant Superintendent of Secondary Readiness. Additional supports included a Turnaround Manager and*

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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to, requiring the school to report to a turnaround office in the LEA, hiring a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.	Addendum	*Budget Liaison.* *In the second year of Turnaround, Greenlee is now under the district's West Denver Network supervision. This includes an Executive Director and Deputy Director which supervises the principal and school. Additional supports include the network's school improvement specialist and data specialist, along with a Turnaround Manager and assistance from a budget liaison who monitors budget expenditures and allocations.* *Year 3 - Continued supervision by the West Denver Network, with supports from school improvement specialist, data specialist and parent engagement personnel.*
Describe the process for replacing the principal who led the school prior to commencement of the turnaround model (e.g., use of competencies to hire new principal).	Section IV: Action Plan (p. 10)	*A School Support Team(from CDE) conducted a diagnostic review of Greenlee's leadership, academics and parent involvement in February of 2009. Findings from this audit included: school leadership that did not actively reinforce and monitor the vision and mission or use them to guide decision making, provide little emphasis on developing teacher leaders, continuing declining scores in status and growth matrixes and decreasing CSAP scores and live enrollment.* *Superintendent and CAO appointed new principal after exhaustive interviews of candidates did not reveal qualified principal that matched Turnaround requirements.*
Describe how locally adopted competencies are used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. Include (a) how all existing staff were screened and not more than 50 percent rehired and (b) how new staff are selected.	Section IV: Action Plan (p. 10)	*Year 1 & 2 - Participated in the district LEAP process for teacher evaluation. Areas within the LEAP Framework include improvement of classroom environment, content/language objectives, effective instruction and high impact instructional strategies, technology, ELA strategies and indicators, and 21st century skills. Teachers were observed by the administration as well as peer observers and given feedback and resources to improve their practice.* *At the beginning of the Turnaround process - existing staff from Greenlee needed to reapply for their position and interview. Interview process also included observation of teaching practice and references from current supervisor. Of the original staff, only 27% were retained for the new school. The remaining 73% were hired either within the district or outside of the district and include new and veteran teachers. These teachers also participated in an interview process that included interview, observation and references from previous supervisors.* *Year 3 - A 6% turnover rate of teachers in the 2012-13 school year, indicated a strong retention rate of cadre of teachers committed to the turnaround of Greenlee.*

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School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan (p. 10)	*Staff incentives for attendance, student growth objectives, and movement on the district's SPF rating for the 2011-12 school year.* *Teachers engage in Teacher Leadership Academy to develop teacher leaders in literacy and math instruction. Teachers were given stipends for extra leadership duties required to plan and conduct professional development sessions to staff.* *Year 3 - Continued participation in Teacher Leader Academy with emphasis on literacy and math. Teachers looked at standards for CCSS and provided professional development around implementation of standards in their classroom.* *Incentives were provided at the end of Year 3 for teachers work in the Turnaround process. Teachers were compensated depending on their length of time that they have been at the school (Three years, two years and one year) in an effort to retain staff at the school.*
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan (p. 10)	*Year 1 -* • *Use of Backward Design in literacy and math, to ensure teachers understanding of core curriculum, development of formative assessments and key understanding of essential questions(What should students know and be able to do?).* • *Development of PBS matrix of acceptable student behaviors* • *Professional development in the areas of Guided Reading Plus, Summary and Main Idea.* *Year 2 -* • *Book Study - Teach Like a Champion implementation of instructional strategies that will enhance and continue student achievement* • *No Nonsense Nurturing - job embedded live coaching in classroom to ensure classroom management and engagement of students.* • *Content/Language Intended Learnings (objectives) for everyday lessons that include: content, form, function and language supports for students.* • *Math Discourse in the Classroom - use of specific mathematical strategies, that enhance student to student conversations around mathematical concepts to ensure understanding, application and creating concepts in a different way.* • *Common Core State Standards - Revising curriculum units in literacy and math to ensure that state standards are addressed. Methodology includes: Specific End of Unit goal, individual lesson goals, academic vocabulary and language supports and steps to proficiency. Area of focus to include trajectory of state standards from K - Grade 5 - **continued in Year 3**.* *Year 3 -*

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

		• *Continued emphasis on No Nonsense Nurturing, with live coaching to all teaching staff. Resulted in the movement of staff behaviors on the Results Based Professional Rubric for NNN, moving from Application/Knowledge (1/2) to Impact and Expertise (3/4) by the end of the year.* • *Professional Learning Communities (PLC) were established on a sub content area of Main Idea and data cycles were implemented to analyze student work, instruct, assess and adjust teaching to ensure mastery of the sub content area.* • *Regular meetings with Math Coordinator and Math Fellows to discuss student progress from one domain to the next on Scholastic Math Program and identify gaps for small group instruction in the classroom.*
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative (p. 7) and Section IV: Action Plan (p. 10)	*Year 1 - Use of formative assessments created by teachers as part of their backward design process to improve core curriculum in math. Interim district assessments were used three times a year, in reading, writing and math. End of unit tests in math and monthly writing prompts were conducted.* *Year 2 - Use of STAR literacy on a monthly basis to monitor student progress in reading. School proficiency reports were analyzed three times a year to demonstrate overall proficiency in grade levels. Intervention staff analyzed data for specific intervention groups and utilized research based programs, such as LLI and Fundations to fill gaps in student proficiency ratings. Began looking at CCSS and curriculum to understand trajectory of student progress from one grade to the next, and developed unit of study that includes: end of unit goal, individual lesson objective, academic language and language support, and steps to proficiency.* *Year 3 - Continued use of above mentioned strategies with a stronger emphasis on CCSS and identifying the increased rigor and more complex text/tasks needed to meet standards, and continued to identify trajectory of student progress from one grade to the next. Intentional focus on assessment data (formative and summative) to ensure mastery of subject.*
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 10)	*Use of student data included: CSAP results from previous year, assessment frameworks to identify power standards, interim assessments in writing and math, STAR literacy data - overall grade level proficiency three times a year, and monthly data to monitor student progress. Students were monitored on a monthly basis and groups in identified areas of need. Teachers used monthly writing prompts with feedback to address additional needs in longer constructed responses. Conferencing was held with students to differentiate varying skills and needs of students.* *Teachers also used end of unit math assessments to identify areas of need, and conducted monthly writing prompts with scoring from a rubric to address next steps in the writing process.* *Year 3 - Six week cycles of instruction on identified power standards from various sources, such as TCAP, Interims, STAR data, and SMI, provided teachers the opportunity to analyze student data, use effective*

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

		instructional strategies, assess and then either remediate or enrich identified areas. Small group instruction was then focused on those areas with emphasis on high impact instructional strategies to ensure progress toward goal.
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 10)	*Year 1 - Schedules were created that offered collaborative planning time for grade level teachers. Extended learning time was offered to students who on the "cusp" of proficiency in literacy and math.* *Year 2 - Participation in National Center on Time and Learning - looking at ways to schedule extended learning time for students without increasing teacher time. Continued with the extended learning time to students who on the "cusp" of proficiency in literacy and math.* *Year 3 - Inclusion of the Math Fellows allowed for schedules to include 55 minutes with Math Fellows and 55 minutes with classroom teacher increasing math instruction in grades 4 and 5. Extended learning time was again offered to students in literacy and math.*
Provide appropriate social-emotional and community-oriented services and supports for students.	Section IV: Action Plan (p. 10)	*Year 1 & 2 - Additional Social Worker time was purchased for student and family social emotional issues, as well as a partnership was created with Mental Health Center of Denver to individual student and family counseling. A Parent Liaison was also hired to assist families with resources, continuing educational needs such as ESL, and information on college readiness programs. Parents also participated in monthly activities with their child, Superintendent Forums and other services such a ELA meetings around the district.* *Year 3 - Stronger cadre of parent participation in district and school activities, such as Superintendent Forums, ELA meetings and college visits to various Universities in the area.* *Implemented Parent and Teacher Team (PATT) meetings held three times a year, where parents were informed of end of year goal, their child's proficiency level in comparison to their peers, and provided home activities to reach grade level expectations. Parents overwhelmingly demonstrated positive support for the program through exit survey and attendance of meetings was 80%.* *Continued Social Worker time was purchased as student and family social emotional issues were prevalent and interfered with instruction in the classroom.*

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL

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Section V: Supporting Addenda Forms

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
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.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. 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.	☐ **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. ***Provide name of Turnaround Partner:*** _____ **X School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **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. ☐ **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. ***Provide name of Management Contractor:*** _____ ☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school. ☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. ☐ **School Closure.** ☐ **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").

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 s

School Code: 3655   School Name: GREENLEE ELEMENTARY SCHOOL