

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4140 School Name: FARRELL B. HOWELL ECE-8 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 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	59.02%	40.53%	-	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	51.82%	26.52%	-	
		W	53.52%	57.77%	-	40.49%	32.32%	-	
		S	47.53%	48.00%	-	24.36%	7.06%	-	
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: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	47	61	-	67	57	-	
		M	67	87	-	64	51	-	
		W	56	76	-	56	55	-	
ELP	-	-	-	57	57	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:  <b>Meets</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate                      - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate  <b>Expectation:</b> At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> 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 <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a> for public viewing at <a href="http://www.schoolview.org">www.schoolview.org</a>

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment			
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

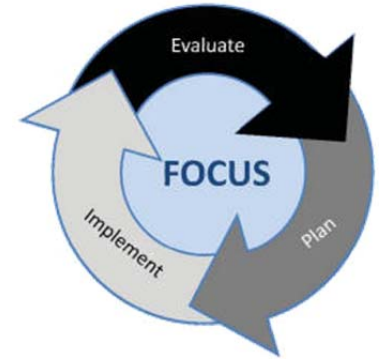
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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	Rachel Massey, Principal
	Email	<a href="mailto:rachel_massey@dpsk12.org">rachel_massey@dpsk12.org</a>
	Phone	720.424.2740
	Mailing Address	14250 E. Albrook Drive, Denver, CO 80239
2	Name and Title	Kristina Harrer, Assistant Principal and Dave Alex, Assistant Principal
	Email	<a href="mailto:kristina_harrer@dpsk12.org">kristina_harrer@dpsk12.org</a> and <a href="mailto:dave_alex@dpsk12.org">dave_alex@dpsk12.org</a>
	Phone	720.424.2740
	Mailing Address	14250 E. Albrook Drive, Denver, CO 80239

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

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



**Data Narrative for School**

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

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:**

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

- April 2013, Administrative team and School Leadership analyzed the 2013 Access data.
- On August 20<sup>th</sup>, the entire faculty participated in a data dig to compare 2013 TCAP results
- On September 23<sup>rd</sup> and 30<sup>th</sup>, the School Leadership Team (SLT) participated in a data dig to identify three year trends in TCAP status and growth results for all disaggregated groups.
- On October 7<sup>th</sup>, after analyzing available data, SLT determined performance challenges and root causes for the UIP. The meeting adjourned with the development of

#### Action Steps for the Major Improvement Strategies.

- On September 11<sup>th</sup>, The Collaborative School Community reviewed the three year data trend statements and performance challenges before developing the parent involvement action steps.

#### State and Federal Accountability Expectations

In 2013, Farrell B Howell was rated Yellow on DPS School Performance Framework (SPF). The school's performance on the district SPF saw an increase in status and growth. On the Status Indicator for the district SPF, Farrell B Howell has been rated Yellow. On the Growth Indicator for the district SPF, Farrell B Howell has been rated Green.

#### Progress Toward Last Year's Targets

The Major Improvement Strategies for the 2012-13 UIP focused on Reading, Writing and Mathematics; especially for English Language Learners. For elementary, Howell **surpassed** targets for reading, writing and mathematics. In middle school, Howell **missed** the goals for reading and math but **met** those for writing. These increases can be attributed to systems and programming changes that were made school-wide.

School-wide progress monitoring systems were implemented and monthly data was published throughout the school. Kindergarten through Fifth grade teachers and Sixth through Eighth grade teachers participated in collaboratively scoring monthly writing prompts and setting writing, math, and reading SMART goals on the individual student level.

#### Trends Data

- Howell TCAP Reading MGP between 2009 and 2013 has experienced an increase of 6.5 percentile points in grades 4-8.
- Howell grades 4-8 TCAP Math MGP between 2009 –2013 has experienced a decline in grades 4-8 of 10.5 MGP, but MGP increased 6 percentile points between 2012 and 2013.
- Howell TCAP Writing MGP between 2009 and 2013 has shown a decrease of 3 percentile points in grades 4-8.
- TCAP status performance of ELLs has outpaced the gains of non-ELLs between 2009-2013 in reading, writing, math and science.
- As of 2013, overall TCAP status performance of ELLs has now surpassed non-ELL in reading, writing and math.

#### Priority Performance Challenges

- *Math, Reading, Writing achievement across all grade levels and disaggregated groups including ELLs, Minority Combined, FRL and SPED has been below 50% proficiency over the past 3 years.*
- *There remains a persistent gap that exceeds 15% proficient and advanced in all subject areas between African-American students and all other disaggregated groups*
- *Actual median growth percentiles of Non-Ells are below what is needed to raise status to state expectations.*

## ONGOING

### Interim Measures

- District Measures
  - January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data
  - April: Access, additional informal data
  - May: third grade TCAP, CoAlt, STAR, Math interim, Reading interim Writing interim, CBLA data, additional informal data
  
- Howell's Monthly Progress Monitoring
  - STAR Early Literacy and Reading for Kindergarten – Eighth Grades
  - Scholastic Math Inventory for First – Eighth grades
  - School-wide Writing prompts for Kindergarten – Eighth Grades
  
- Howell's Weekly Progress Monitoring
  - Accelerated Reader Second – Eighth Grades
  - Running Records for First – Fifth Grades

### October – November Progress Monitoring

#### Reading:

- STAR Early Literacy
  - K – 1<sup>st</sup> – 66% P/A
  
- District Interims
  - 2nd – 37% S
  - 3rd – 19% S
  - 6th - 30%, 36%, 43%
  - 7th – 50%, 41%, 33%
  - 8th – 14%, 22%, 20%
  
- STAR Reading
  - 3rd – 5th – 45%
  
- DRA Progress Monitoring
  - 1st – 68%
  - 2nd - 63%
  - 3rd - 57%

**Math:**

- District Interims
  - K – 75%
  - 1st – 62% E, 38% S
  - 2nd – 18% E, 21% S
  - 3rd – 12%
  - 4th – 30%
  - 5th – 12%
  - 6th – 12%
  - 7th – 6%
  - 8th – 7%

**Writing:**

- District Interims
  - 2nd – 18% E, 18% S
  - 3rd – 27% E, 20% S
  - 4th – 27%
  - 5th – 40%
  - 6th – 36%
  - 7th – 44%
  - 8th – 38%
- Monthly School-wide Writing Prompts
  - November
    - 1st – 21%
    - 2nd – 74%
    - 3rd – 14%
    - 4th – 5%
    - 6<sup>th</sup> – 76%
    - 8th – 26%

**Changes as a result of progress monitoring:**

- After school math tutoring using the Math Fellows curriculum – 3 days a week for 1.5 hours for 16 third graders, 12 fifth graders and 12 seventh graders
- Second grade skills block was moved to 8:00 in order to give a full forty minutes of skills and LLI intervention for identified students
- Hired an additional ELD/ESL teacher to allow a current intervention teacher to add 2 more primary LLI intervention groups





**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: Elementary 49% Middle 45%	Reading: Elementary 56% Met Middle 39.9% Not Met	
	Math: Elementary 43% Middle 50%	Math: Elementary 49.6% Met Middle 26% Not Met	
	Writing: Elementary 37% Middle 25%	Writing: Elementary 37.6% Met Middle 32.2% Met	
	Science: Elementary 29% Middle 24%	Science: Elementary 22.4% Not Met Middle 26% Met	
Academic Growth	Reading: Elementary 64 Middle 63	Reading: Elementary grade 4 – 54, grade 5 - 78 Middle grade 6- 68, grade 7-63, 8-43	
	Math: Elementary 73 Middle 90	Math: Elementary grade 4 – 50, grade 5 - 68 Middle grade 6- 59, grade 7-55, 8-46	
	Writing: Elementary 72 Middle 81	Writing: Elementary grade 4 – 44., grade 5 – 69.5 Middle grade 6- 62, grade 7-51, 8-49	

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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			
Postsecondary & Workforce Readiness			

**Worksheet #2: Data Analysis**

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

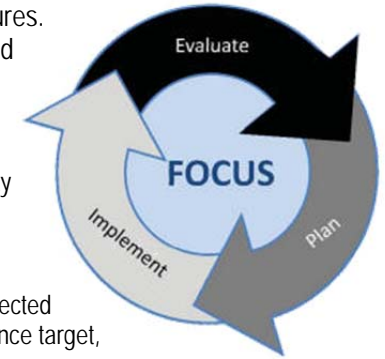
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p><b>TCAP status</b></p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>36%</td> <td>34%</td> <td>36%</td> <td>47%</td> </tr> <tr> <td>Math</td> <td>29%</td> <td>33%</td> <td>36%</td> <td>33%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>23%</td> <td>22%</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Science</td> <td>10%</td> <td>24%</td> <td>14%</td> <td>15%</td> <td>14%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	Reading	30%	36%	34%	36%	47%	Math	29%	33%	36%	33%	37%	Writing	24%	23%	22%	32%	35%	Science	10%	24%	14%	15%	14%	<p><i>Math, Reading, Writing achievement across all grade levels and disaggregated groups including ELLs, Minority Combined, FRL and SPED has been below 50% proficiency over the past 3 years.</i></p>	<p><i>We lack rigorous effective instructional strategies/practices that meet the needs of all students.</i></p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	2013 Reading MGP of non-ELLs 57 2013 Reading MGP of ELLs 63	<i>Actual median growth percentiles Non-Ells is below what is needed to raise status to state expectations.</i>	<i>We have not yet mastered targeted and differentiated instruction for each student in either the core or RtI models.</i>
Postsecondary & Workforce Readiness			

**Section IV: Action Plan(s)**

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.



**School Target Setting Form**

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

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R <i>Math, Reading, Writing achievement across all grade levels and disaggregated groups including ELLs, Minority Combined, FRL and SPED has been below 50% proficiency over the past 3 years.</i>	Elementary 56% Middle 54%	Elementary 59% Middle 60%	STAR Early Literacy October – 66% P/A District Interims Fall 2 <sup>nd</sup> – 37% S 3 <sup>rd</sup> – 19% S 6 <sup>th</sup> - 30%, 36%, 43% 7 <sup>th</sup> – 50%, 41%, 33% 8 <sup>th</sup> – 14%, 22%, 20% STAR Reading October 3 <sup>rd</sup> – 5 <sup>th</sup> – 45% Running Records	We will continue to implement and strengthen rigorous effective instructional strategies/practices that meet the needs of all students.

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		M			<p>DRA Progress Monitoring</p> <p>1<sup>st</sup> – 68%</p> <p>2<sup>nd</sup> - 63%</p> <p>3<sup>rd</sup> - 57%</p> <p>WIDA Interims</p> <p>Accelerated Reader</p>
			<p>Elementary 56%</p> <p>Middle 46%</p>	<p>Elementary 62%</p> <p>Middle 50%</p>	<p>District Interims</p> <p>Fall</p> <p>K – 75%</p> <p>1<sup>st</sup> – 62% E, 38% S</p> <p>2<sup>nd</sup> – 18% E, 21% S</p> <p>3<sup>rd</sup> – 12%</p> <p>4<sup>th</sup> – 30%</p> <p>5<sup>th</sup> – 12%</p> <p>6<sup>th</sup> – 12%</p> <p>7<sup>th</sup> – 6%</p> <p>8<sup>th</sup> – 7%</p> <p>Common Formative Assessments</p> <p>SMI (Scholastic Math Inventory)</p>
			<p>Elementary 42%</p> <p>Middle 42%</p>	<p>Elementary 47%</p> <p>Middle 47%</p>	<p>District Interims</p> <p>Fall</p> <p>2<sup>nd</sup> – 18% E, 18% S</p> <p>3<sup>rd</sup> – 27% E, 20% S</p> <p>4<sup>th</sup> – 27%</p> <p>5<sup>th</sup> – 40%</p> <p>6<sup>th</sup> – 36%</p> <p>7<sup>th</sup> – 44%</p> <p>8<sup>th</sup> – 38%</p>
		W			

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						Monthly School-wide Writing Prompts November 1 <sup>st</sup> – 21% 2 <sup>nd</sup> – 74% 3 <sup>rd</sup> – 14% 4 <sup>th</sup> – 5% 8 <sup>th</sup> – 26% WIDA Interims	
		S		Elementary 34% Middle 34%	Elementary 40% Middle 39%	Unit Tests	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	<i>Actual median growth percentiles for Non-ELLs are below what is needed to raise status to state expectations.</i>	Elementary 59% Middle 55%	Elementary 72% (on pace with ELL growth) Middle 58% (on pace with ELL growth)	STAR Early Literacy District Interims STAR Reading Running Records DRA Progress Monitoring WIDA Interims Accelerated Reader	We will provide targeted and differentiated instruction for each student in the core instruction and Rtl as necessary.
		M		Elementary 59% Middle 57%	Elementary 67% (on pace with ELL growth)	District Interims Common Formative Assessments SMI (Scholastic Math Inventory)	We will provide targeted and differentiated instruction for each student in the core instruction and Rtl as necessary.
		W		Elementary 53%	Elementary 58% (on pace with ELL growth)	District Interims Monthly School-wide Writing	We will provide targeted and differentiated

			Middle 48%	Middle 57%(on pace with ELL growth)	Prompts WIDA Interims	instruction for each student in the core instruction and Rtl as necessary.
Postsecondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					

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

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

**Major Improvement Strategy #1:** We will continue to implement and strengthen rigorous effective instructional strategies/practices that meet the needs of all students. **Root Cause(s) Addressed:** We lack rigorous effective instructional strategies/practices that meet the needs of all students. **Root Cause(s) Addressed:** We lack rigorous effective instructional strategies/practices that meet the needs of all students.

**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				
ELD Intervention Teachers will deliver 45 minute English Language Development (ELD) instruction (daily) for all identified English Language Learners (ELLs) using district approved curriculum	August 22, 2013 – June 2014		5.0 FTE, ELL Teacher Effectiveness Coach, Assistant Principal, and Principal	\$315,000 – School's General Fund  \$65,308 – District Fund	4.0 FTE Hired by 8/20/13 1.0 FTE hired by 10/13  Schedule created by 8/20/13	Students sorted assigned to differentiated ELD classes by 8/26/13  ELD Teacher Retreat held 9/26/13  Weekly Department Meetings begun 8/28/13  Bi-Weekly Department Meeting with AP begun 9/18/13
Teachers provide a 45 minute literacy block to Non-ELL students	August 22, 2013 – June 2014		1.0 FTE, Humanities Facilitator, Principal	\$131,000 – School's General Fund	4.0 FTE Hired by 8/20/13 1.0 FTE hired by 10/13	Students assigned to literacy block by 8/22/13  Teacher Retreats held on

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				Schedule created by 8/20/13	8/28/13  Weekly Department Meetings begun 8/28/13  Bi-Weekly Department Meeting with Principal begun 9/16/13
Teachers will continue to post and communicate Content Language Objectives (CLOs) in every classroom and content area (Form and function)	August 26, 2013 – June 2014	All certified teaching staff, TLA		Weekly Monitor CLO on	Trainings for new teachers for CLOs – 8/23/13
ELL TEC, Humanities Facilitator, ESL Instructional Coach, and TLAs will provide professional development for teachers aligned with student centered-coaching model	September 2013 – June 2014	All certified classroom and content teachers, Teacher Effective Coach, Humanities Facilitator, Math Facilitator, Primary Instructional Coach, TLA's, Kagan Teacher Leader, and Administrators	\$65,308 – District Fund  \$131,000 – School's General Fund	Principal collaborates reviews the co-teaching log monthly with ELL TEC, Humanities Facilitator, Math Facilitator/Coordinator, Literacy Instructional Coach, and ELL Dean	Begun 9/5/13 Ongoing

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<p>Teachers will continue to shift Instructional Practice to Common Core State Standards in Reading, Writing and Math through the use of district supports such as instructional tasks, CCSS rubrics, new scope and sequence documents, interdisciplinary units, and monthly sharing TLA CCSS trainings. In addition, Grade Level Teams and Middle School Language Arts and Math Teachers backwards plan each literacy and math unit with facilitator</p>	<p>August 2013 – June 2014</p>	<p>Kindergarten – Fifth Grade classroom teachers, Sixth – Eighth Language Arts and Math teachers, Administrator s, Humanities Facilitator, ESL Instructional Coach, TLAs, and administrator</p>		<p>Monthly support-</p> <ul style="list-style-type: none"> <li>• Monthly CCSS TLA sessions will be attended by facilitators, administration and teacher leaders</li> <li>• Grade levels teams will meet with TLAs to plan each unit using lessons learned from CCSS monthly TLA trainings. Meetings will occur depending on the planning and pacing of content curriculum. Grade level will submit to Administration backward mapping designs relevant to content addressed.</li> <li>• Staff trainings connected to the TLA CCSS trainings will be scheduled the 3<sup>rd</sup> Thursday of every month</li> </ul> <p>Principal receives a copy of each unit plan designed</p>	<p>Begun 8/22/13 Ongoing</p> <p>Ongoing – depending on the length of the unit (4-6 weeks)</p> <p>Ongoing</p>
<p>ELL Teacher Effectiveness Coach will deliver monthly PD focused on language rich environment , supports, scaffolds and sheltering strategies for ELLs</p>	<p>9/12/13 - June 2013</p>	<p>ELL Teacher Effective Coach</p>	<p>\$65,308 – District Fund</p>	<p>Staff trainings are scheduled the 2<sup>nd</sup> Thursday of every month</p>	<p>9/12/13 – Oral Language Strategies based on WIDA Can Do descriptors</p> <p>10/9/1013 – Identified next</p>

					instructional steps for writing standards based on WIDA writing standards
<p>Implement and Expand co-teaching model:</p> <p>Special Ed and ESL teachers will push-in to general education classrooms to collaborate and provide joint instruction and differentiate to ensure access to content for all learners:</p> <ul style="list-style-type: none"> <li>• Students with IEPs in grades Kindergarten – eighth</li> <li>• ELL Students with ACCEESS scores 1s and 2s are intentionally grouped in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades</li> </ul>	August 2012 -	Special Education Teachers, ESL Instructional Coach/Resource Teacher, and Assistant Principal		<p>Teachers will be introduced and trained in effective co-teaching models</p> <p>Co-teachers will purposefully plan and reflect on instruction and student progress at least twice monthly during collaborative planning time</p>	<p>August 2013 students intentionally grouped in grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup></p> <p>8/27/13 SPED teacher Retreat – sort students, define programming, and assign co-teacher</p> <p>9/20/13 – Teacher Training on defining ESL Teacher role in the Gen. Ed Classroom</p> <p>10/16 – Learning Walk with Director of ELL TECs to gather baseline data</p>
<p>Weekly Data-Driven Planning and Data Teams cycles will be implemented in the following sequence</p> <p>1<sup>st</sup> week of the month: CFA for math</p> <p>2<sup>nd</sup> week of the month: Writing-SMART Goal groups</p> <p>3<sup>rd</sup> week of the month: Writing</p> <p>4<sup>th</sup> week of the month: Accelerated Reader</p>	September 2013-2014	All classroom and content teachers, Humanities Facilitator, Administrators, SAL/Data Analyst		<p>All identified teachers will participate in a 6 week cycle for collaborative scoring sessions on the 3<sup>rd</sup> Monday of the month and</p> <p>All identified teachers will participate in a 4 week for collaborative scoring sessions on the 3<sup>rd</sup> Monday of the month and</p> <p>Teachers pulling AR reports weekly starting September 23<sup>rd</sup>, 2013</p>	Begun 9/6/13 and ongoing

Teachers and administrators participate in Bi-Weekly Individual Data and Instruction Meetings focused on math and reading	September 16 <sup>th</sup> , 2013 – June 2014	Administrators		Meetings will be monitored by Outlook invites and agenda notes written by administrative supervisor	Begun 9/16/13  In progress
All Teachers will participate trainings with G.T. Coordinator and identified teachers will co-plan with G.T. Coordinator	September 2013– June 2014	G. T. Coordinator and Assistant principal		During Walkthroughs, Partial and Full observations looking for evidence of differentiated instruction by content, process, and student response and product	In-progress
Classroom and content teachers integrate Technology and Library Media Skills into instructional practices across grade level and content areas	August 2013 – June 2014	Certified Staff and Teacher Leader Librarian		Teacher Leader trained Teachers on library/media integrated activities  All Elementary and Middle School Classes will have completed at least integrated unit and product by May 2013.	Begun 9/2013  Ongoing and In progress  All grades and contents have completed one except 8 <sup>th</sup> grade social studies and 6 <sup>th</sup> grade geography
Teachers will incorporate Kagan Cooperative Learning Structures in every classroom K-8th	August 2013 – June 2014	Kagan Teacher Leader and Administrators	\$5,000 – School's General Fund	-All teachers will utilize Kagan assigned seating arrangements by August 26, 2013  - At least one Kagan structure per lesson as outlined in lesson plans by October 25, 2013 with gradual release to evidence in instruction and student participation.	New Teacher training Green Days in August 2013  Kagan TLA conducts monthly training after school  In-progress and ongoing
6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade Literacy Teachers implement Individualized Reading	May 2013-	Classroom Teachers,	\$100 – school's general fund	Each student will participate in a monthly in individualized	8/19 – Preplan Meeting

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Conferences	June 2014		District Support Partner, TLAs		reading conference and goal setting	8/23 – Teacher Retreat  Mid-September DRA's completed on case study students
Administration will ensure consistent collaborative planning time across all grade levels	August 2013- June 2014		All Teachers and Administrators		Teachers teams will send agendas and summaries of collaborative meetings to relevant supervisor (noting student progress along the way)	October 2013 - 2015
In collaboration with the CSR pilot , the 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers will implement comprehensions strategies as guided	October 2, 2013 – June 2014	May expand to other grades in 2014-2015	7 <sup>th</sup> and 8 <sup>th</sup> grade teachers, Assistant Principal		TBD	Beginning October 2 <sup>nd</sup> and 11 <sup>th</sup>
All teachers will receive beginning professional development on Thinking Maps.	October 15, 2013 – June 15		All certified teachers	\$120,000.00 for books and training	Walk throughs will show evidence of Thinking Maps being used as relevant to current PD. Teachers will share examples of student maps at Maps pd.	PD with trainer, October 15, 2013  TOT PD on Nov 4 <sup>th</sup>  Training with trainer on Nov. 12 <sup>th</sup> .
Designated 20 mins of independent reading time for grades 6-8.	Aug 26- June 14 2013		Grades 6-8		Examine AR data reports monthly	September 27, 2013

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



**Major Improvement Strategy #2:** We will provide targeted and differentiated instruction for each student in the core instruction and RtI as necessary. **Root Cause(s) Addressed:** We have not yet mastered targeted and differentiated instruction for each student in either the core or RtI models.

**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				
Through core instruction teachers will ensure differentiated supports by: Selecting and monitoring differentiated independent reading books bags for each student based on Accelerated Reader data, STAR, running records, individual conferences, and observations during small group instruction	August 2012 – June 2014		Kindergarten – Fifth Grade classroom teachers, Sixth – Eighth Language Arts teachers, Megan McQuinn		Beginning September 4, 2012, teachers in grades Kinder through 5 <sup>th</sup> and 6 <sup>th</sup> – 8 <sup>th</sup> Language Arts participate in one-on-one, bi-weekly data meetings with direct supervisors. During these meetings we review a body of evidence for each student to determine student growth and advancement.  Beginning August 28, 2012, in all classrooms students are able to identify their zpd level and articulate strategies to meet goals they have set with their teacher as evidenced by classroom visits by administrators. Look For's: *conferences with students *dialogue with teachers *student journals	Begun 8/12 Monthly trainings on the 4 <sup>th</sup> Monday of the month  9-27-2013 continued In-progress and ongoing   In-progress and ongoing

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					*posted goals	
Teachers will provide differentiated reading instruction daily by conducting two guided groups in literacy for grades Kindergarten – Fourth and one guided group in Fifth– Eighth. Students are grouped based on instructional and language need depending on student data.	September 2012 – June 2014		Kindergarten – Fifth Grade classroom teachers, Sixth – Eighth Language Arts teachers, Administrators, Humanities Facilitator		Beginning September 2012 - 2014, teachers will gather and provide evidence of groupings and student progress shared during bi-weekly meetings with administrators	Begun 9/4/12 and again 9/9/13  In-progress – 3/15/13
Teachers will collaborate in conducting Four week SMART Goal Cycles in writing, 6 week SMART goal in reading and SMI in math	September 2013 – June 2014		All certified teaching staff and Administrators		Beginning September 2012, teachers and administrators review goals set, student progress and instructional adjustments based on next steps during one-on-one, bi-weekly data meetings with direct supervisors. During these meetings we review a body of evidence for each student to determine student growth and advancement.	Begun Reading – 9/4/12 Writing – 9/10/12 Math – 10/2/12  In-progress 9/30/13
Hiring a 7.5 intervention teacher to provide Targeted Instructional Block for TIER II intervention in grades 1-8 <sup>th</sup> .	September 2013 – June 2014		7.5 FTE Intervention Teachers	\$300,000.00 from General Fund.	Intervention teachers hired and ongoing review of student data with direct supervisors.	Begun Reading – 8/27/12 Math – 9/4/12  Hiring complete  Progress monitoring on-going – 3/15/13  Students sorted 8/26/2013
Tier II reading and math interventions	September		4.5 FTE		Intervention Teachers	Begun September 4, 2012

will be implemented by designating intervention teachers and utilizing the following intervention resources: LLI, ILE, APEX, mill level funded math tutoring and Reading Advantage.	2012 – June 2014		Intervention Teachers		designated and ongoing review of student data with direct supervisors will begin September 2012 and continue through 2014.	On-going – 3/15/13 A decision was made in September 2012 to drop IL due to district requirements
Students identified gifted and talented will receive accelerated learning opportunities during TIB for students at or above grade level in grade 6 <sup>th</sup> – 8 <sup>th</sup> or push-in support for students in Kindergarten through Fifth: Advanced Placement Psychology course, science and math extension, and Gifted and Talented pull out	September 2012 – June 2013		G.T Coordinator, School Assessment Leader, Assistant Principal		Gifted and Talented teacher hired and ongoing review of student data with direct supervisor will begin September 2012 and continue through 2014.	Begun September 2012.  January 2013, there was a change in personnel for the AP Psych course  Continued Aug 13, 2013
Increased Instructional Day by 45 Minutes to provide additional opportunities for differentiated supports.	August 2013		All teachers		Master schedule: including ELD, math tutoring and TIB	Begun August 2013.

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

Major Improvement Strategy #3: \_\_\_\_\_ Root Cause(s) Addressed: \_\_\_\_\_

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				

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

**Section V: Appendices**

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)