

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 6728 School Name: PARIS ELEMENTARY SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	25.04%	-	-	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%	-	-	34.34%	-	-	
		W	54.84%	-	-	18.86%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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.		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	69	-	-	45	-	-	
		M	75	-	-	39	-	-	
		W	69	-	-	43	-	-	
ELP	24	-	-	33	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	An optional submission for review is available on October 15, 2014 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2015	The school UIP is due to CDE for review on January 15, 2015 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

School Code: 6728

School Name: PARIS ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement - Entering Year 3 as of July 1, 2015	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks should also be included. The expectations are detailed further in the Quality Criteria.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	School Improvement Grant (SIS) – awarded June 2013
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
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.	Yes. RMC Audit – October 2013

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

School Contact Information (Additional contacts may be added, if needed)

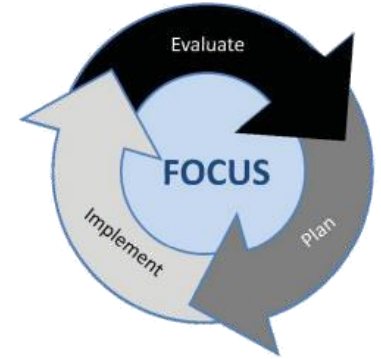
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Section III: Narrative on Data Analysis and Root Cause Identification

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

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

Description of School and Process for Data Analysis:

Paris Elementary School serves a population of 463 students in grades K-5 and 29 students in our preschool program in the northwest quadrant of the Aurora Public School District. We are a neighborhood school serving a diverse student body with a unique boundary area of only 12 blocks and 6 of those blocks do not have any students living in them. Our diverse student population is one of the many assets of Paris as of October count 2013-2014, we serve 92% of our students on Free or Reduced lunch, 77.4% English language learners, 1.7% Native American, .7% Asian, 10.2% Black, 82% Hispanic, 2.2% White, .4% Native Hawaiian, and 2.8% two or more races. So far in the 2014-2015 school year we are noticing changes in our demographics with 17.5% Black and 74% Hispanics students being enrolled this year. Just over 10% of our students receive special education services. We receive Title I funding from the District, and have been identified as a Title I Focus School. Given that our overall SPF performance rating is Priority

Improvement, we have made significant changes to ensure the learning and academic growth of our students.

In July 2014, the school district selected a new principal as part of the Pairs Elementary Priority Improvement process, and through a Differentiated Support Structure process, Paris also has an Assistant Principal now. In addition to these staff changes there were 18 staff members from 2013-2014 who did not return for the 2014-2015 school year.

Most of the hiring of the replacement staff took place prior to the new principal coming on board. The new principal used the Haberman screening tool, which is research based, in addition to the APS requirements for hiring in order to support recruiting and retaining teachers at a high poverty school for anyone hired after the start of the new principal. Of significance for this year's Major Improvement Strategies and Action Steps is the number of new staff, specifically the number of probationary teachers. Paris has 28 teachers (including K-5 classroom, specials, English language acquisition, interventionists, and special education). Of these 28 teachers 9 (32%) are first year teachers, 16 (57%) are new to Paris, and 20 (71%) are probationary. This has been both a challenge and an asset as we did not have the number of veteran teachers we would like to serve as mentors; however, the staff is collaborative learners who are dedicated to raising our students' achievement, providing a safe and welcoming environment, and building a positive school community.

2014-2015 UIP PROCESS:

Current Performance and Trend Analysis

The Paris staff reviewed TCAP growth and achievement data as well as District DRA 2, and discipline data that were given to us by the Research and Accountability department. Using a protocol to review both school-wide and grade level data noting patterns and trends. Then individually and as teams, teachers noted the following: Highlights, Challenges, Expected Results (what was expected), and Unexpected Results (what was not expected). We then shared out our findings and began the discussion of why Paris is getting the results it is getting. This was followed at later dates by teachers reviewing current assessment data in reading and writing grade level and individual goals.

In addition to the staff data dig, the Paris School Accountability Council met that includes parents and staff met to review the data trends and discuss root causes as well as Priority Performance Challenges. Additional meetings were held to review the Paris Parent Compact and several changes were made based on these meetings.

Academic Achievement: Paris did not meet any of the targets for reading, writing, math or science.

Based on 3 Year SPF & CMAS	2014	Percentile
Reading TCAP	25.4%	(0 percentile)
Writing TCAP	18.86%	(2 nd percentile)
Math TCAP	34.34%	(3 rd percentile)
Science CMAS	1% SC/DC	
Social Studies CMAS	0% SC/DC	

Academic Growth: On the 2014 SPF, Paris obtained an overall rating of *Approaching*, indicating that the school's overall level of growth is below State expectations. Over the past 3 years, our students' growth percentile has been below the 50th percentile. The growth percentile in math has steadily decreased over the last 3 years. There are large gaps between the median growth percentile and the adequate growth percentile in reading, writing and math. Math has shown the largest decline in which we are addressing with our focus on reading and writing across content.

Median Growth Percentile

	2013-14 Growth Percentile	2013-14 Adequate Growth
Reading TCAP	45% (Approaching)	69% Not Met
Writing TCAP	43% (Approaching)	69% Not Met
Math TCAP	39% (Does Not Meet)	75% Not Met
English Language Proficiency (ACCESS)	33% (Approaching)	24% Met

Academic Growth Gaps: Paris Elementary approached standards overall in reading and writing. However, Paris did not meet any of the goals. All subgroups were approaching with the exception of students with disabilities. In all areas, they were significantly below the adequate growth percentile and did not meet the growth goals set for 2014.

	2013-14 Growth Percentile/Adequate Growth Met/Not Met
Reading TCAP	
Free/Reduced Lunch Eligible	45%/69% Not Met (Approaching)
Minority Students	45%/69% Not Met (Approaching)
Students with Disabilities	39%/88% Not Met (Does Not Meet)
English Learners	46%/68% Not Met (Approaching)
Students Catching Up	45%/76% Not Met (Approaching)
Writing TCAP	
Free/Reduced Lunch Eligible	43%/69% Not Met (Approaching)
Minority Students	43%/69% Not Met (Approaching)
Students with Disabilities	31%/88% Not Met (Does Not Meet)
English Learners	45%/68% Not Met (Approaching)
Students Catching Up	43%/75% Not Met (Approaching)
Math TCAP	
Free/Reduced Lunch Eligible	39%/74% Not Met (Does Not Meet)
Minority Students	39%/75% Not Met (Does Not Meet)

Students with Disabilities	36%/92% Not Met (Does Not Meet)
English Learners	39%/73% Not Met (Does Not Meet)
Students Catching Up	43%/87% Not Met (Approaching)

Additionally, in 2014-2015 staff has also observed, through their daily interactions with students, that we need to teach students stamina as well as goal-setting so that students are able to engage more meaningfully in their own learning.

TREND ANALYSIS:

Academic Achievement: Paris Elementary received an overall rating of *Does Not Meet* in Academic Achievement on the 2014 School Performance Framework. When looking at data for Paris Elementary, it is clear that our performance in all categories has been at levels below the state average for the past three years. Paris Elementary has experienced an overall loss in proficiency on TCAP in every area except 4th grade reading, writing and math over the last 3 years. It was also noted that current our 5th grade students continued to lose proficiency in every area every year. With the exception of science, writing has been the area where students have performed the lowest over the last 3 years. Because of this, writing needs to be a focus across the content.

Paris Trends	2012		2013		2014	
	Paris	State	Paris	State	Paris	State
3 rd Reading TCAP	25%	74%	37 %	73%	13%	72%
4 th Reading TCAP	20%	67%	20%	68%	25%	67%
5 th Reading TCAP	24%	69%	29%	70%	19%	71%
3 rd Writing TCAP	21%	52%	22%	51%	14%	51%
4 th Writing TCAP	7%	49%	15%	53%	15%	52%
5 th Writing TCAP	23%	58%	20%	57%	21%	55%
3 rd Math TCAP	37%	71%	56%	72%	26%	72%
4 th Math TCAP	25%	71%	32%	72%	41%	72%
5 th Math TCAP	33%	64%	22%	65%	18%	65%
5 th Science TCAP	15%		7%		1% SC/DC	

DRA2 Scores for Kindergarten through 5th Grade

	Percent of Students At or Above Grade Level		
	2012	2013	2014
Kindergarten	31%	19%	23%
1st Grade	28%	24%	13%
2nd Grade	29%	11%	20%
3rd Grade	17%	33%	20%
4th Grade	22%	18%	31%
5th Grade	32%	37%	26%

Academic Growth

Over the past 3 years, our students' growth percentile has been below the 50th percentile in reading, writing, and math with a rating of Approaching. The growth percentiles show slight increase in reading and writing with decreases in math except for in 2013, which had the highest Growth Percentile for the last 3 years. The largest gap between the MGP and the AGP is in math.

Median Growth Percentile

	2012 Growth Percentile	2012 Adequate Growth Percentile	2013 Growth Percentile	2013 Adequate Growth Percentile	2014 Growth Percentile	2014 Adequate Growth Percentile
Reading TCAP	42	69	46	68	45	69
Writing TCAP	40	66	48	70	43	69
Math TCAP	37	76	46	70	39	75

Academic Growth Gaps: In 2012, we were *Approaching* standards in all areas except for math in which the English learners were *Approaching*, but the rest of the subgroups were at *Does Not Meet*. Our subgroups have remained consistently below the Adequate Growth Percentile, but steady in Reading and Writing during the past three years. The math Growth Gap data is inconsistent from year to year. Our students with special needs are at a *Does Not Meet* for the last two years which shows we need to focus on this subgroup. Again, our focus on reading and writing across content will support this subgroup as well as the rest of our students.

Subgroup Median Growth Percentile:

	2012 Reading TCAP		2012 Writing TCAP		2012 Math TCAP	
	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile
Free/Reduced Lunch Eligible	41	69	40	66	36	76
Minority Students	42	669	41	66	37	76
Students with Disabilities	--	--	--	--	--	--
English Learners	44	69	45	66	40	76
Students Needing to Catch Up	40	77	44	76	38	86

	2013 Reading TCAP		2013 Writing TCAP		2013 Math TCAP	
	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile
Free/Reduced Lunch Eligible	46	68	48	71	46	70
Minority Students	46	68	48	71	46	70
Students with Disabilities	37	91	35	89	37	89
English Learners	45	68	48	71	44	71
Students Needing to Catch Up	47	76	48	76	46	83

	2014 Reading TCAP		2014 Writing TCAP		2014 Math TCAP	
	Median Growth Percentile	Median Adequate Growth Percentile	Median Growth Percentile	Median Adequate Growth Percentile	Median Growth Percentile	Median Adequate Growth Percentile
Free/Reduced Lunch Eligible	45	69	43	69	39	74
Minority Students	45	69	43	69	39	75
Students with Disabilities	39	88	31	88	36	92
English Learners	46	68	45	68	39	73
Students Needing to Catch Up	45	76	43	75	43	87

Establishing Priority Performance Challenges

In August, the administrative team began interviewing staff members one-on-one in order to determine from those who were at Paris last year, what their thoughts were about the data trends. Additionally, the administrators talked with parents one-on-one as well as during School Accountability Council to get feedback on the priorities for the upcoming year. The members of the Equity Leadership Team (ELT), who were at Paris last year, shared an oral history of where the school has been and what they see as the Priority Performance Challenges. This allowed the ELT to try and understand where the school had been so we could move forward. This data was shared with Rich Smith by the administrators, a consultant working with Paris on Professional Learning Community structures, and based on achievement data, growth data, and this softer data, three school goals were determined: Ensure a Safe and Welcoming Environment, Build a Positive School Community, and Raise All Students' Achievement. These school goals were shared with the ELT for feedback and then with the whole staff as well as parents for feedback. The parents and staff noted that until the school feels safe and positive, then it will be difficult to improve achievement. Since Paris does not have any areas where we are meeting state expectations, it was determined that focusing on Reading and Writing across content areas would be imperative so that all content areas could be improved.

There is a significant need to address student achievement systemically because the trends in all content areas are similar, indicating issues with the overall instructional model at the school. As a result of the work of our staff and our Equity Leadership Team, the overarching priority performance challenges listed below were identified for Academic Achievement, Academic Growth, and Academic Growth Gaps.

Priority Performance Challenges:

Academic Achievement:

1. There is a significant drop in the percentage of students scoring proficient and advanced in Reading, Writing, and Math and proficiency rates are well below State and District averages. The Equity Leadership Team decided on a focus on writing as it will increase proficiency in all areas. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content as well as practice their writing skills. This is a skill that they need in school and for life so that is why this is a priority performance challenge.

Academic Growth:

2. The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math. The median growth percentile has declined, especially in math for the last 3 years. Math is also the area where there is the largest gap between the median growth percentile and the adequate growth percentile. Because we are not growing at an adequate rate, and we are losing proficiency, we have identified math as a priority challenge. By focusing on the growth in math, we will not only see an increase in the growth percentile, but we will also increase achievement.

Academic Growth Gaps:

3. The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened for all subgroups. Our priority challenge around growth gaps is in reading, writing, and math specifically for students with disabilities. Students with disabilities are the only subgroup in which we do not meet standards. There is also a very large gap between the median growth percentile and adequate growth percentile for that subgroup. Although our catch up students are approaching standards in growth, it is a significant amount of students and there is also a significant gap between the median growth percentile and the adequate growth percentile. It is essential that all students read at a proficient level to be successful, and we have students who are not making the growth needed to be proficient readers so that is why growth gaps in reading for students with disabilities and catch up students is a priority challenge.

Determining and Verifying Root Causes

In October, during our weekly professional development time, the English Language Acquisition Teacher Leader and the administrative team facilitated a discussion to determine the root cause(s) for declining achievement in reading, writing, and math. The principal helped the group determine which potential root causes could not be considered because they were outside the control of the school. This was done using an activity where individuals reflected on the root causes of our data, shared those reflections with teammates, then each person did the 5 why protocol. Given that many of the root causes listed were outside the control of the school staff, teams continued their “why” protocol to list another 5. The root causes were put in themes and taken to the Equity Leadership Team (ELT) for further discussion and were taken back to the staff via ELT Communication Groups for feedback. Data trends and Priority Challenges were reviewed with parents at the September School Accountability Council Meeting along with our school goals and initiatives to address the data trends and priority challenges. Our staff and the Equity Leadership Team realized that the root causes that addressed our priority performance challenges we identified in our school were broad and systematic because trend data across indicators, content areas, and sub groups were all moving in the same direction. We determined that there was a lack of coherent and consistent systems and structures in place to provide sound, research-based strategies across the entire school on a consistent basis. To be more specific, the following root causes were agreed upon.

- There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations.
- There is a lack of student engagement and rigor across all grade levels.
- Teacher mobility affects the sustainability of structures that support student achievement and growth.

In addition to these overarching root causes, it is clear we need to address the lack of growth of our at-risk subgroups. Addressing the universal causes above will facilitate the growth of our at-risk subgroups, but it must be acknowledged that those subgroups will need specific supports targeted to their learning needs. As a result, the following root causes were developed based on our analysis of the struggles of our at-risk groups.

- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners.
- There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

Since our performance is below the District and State averages in all content areas, we found our root causes for all content areas had a trend. It was determined that an overall belief system of instruction and student rigor and engagement for Paris had not been established throughout the school. Since most of the certified teaching staff in addition to the administrative team is new to Paris, to verify our root cause we used information from the one-on-one interviews, data, the UIP, and trends we were noticing with the students so far this school year.

Given our data, and root cause analysis, we believe our three improvement strategies chosen to address our priority performance challenges will show significant improvement in both growth and academic achievement in all content areas. Our plan addresses our challenges with a majority of new teaching staff and administrative team creating and implementing clear systems and structures, and a focus on collaborative planning to learn and implement the Colorado Academic standards through effective instructional strategies.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	<p><u>Reading:</u> Grades 3-5 proficient in TCAP: 3rd: 40% 4th: 47% 5th: 40% Kindergarten: 40% at grade level on DRA2 Grade 1: 40% at grade level on DRA2 Grade 2: 40% at grade level on DRA2</p> <p><u>Writing:</u> Grades 3-5 proficient on TCAP: 3rd: 30% 4th: 42% 5th: 32%</p> <p><u>Math:</u> Grades 3-5 proficient on TCAP: 3rd: 36% 4th: 61% 5th: 46%</p>	<p><u>Reading</u> Grades 3-5 proficient on TCAP: 3rd: 13% (Not Met, -27%) 4th: 25% (Not Met, -22%) 5th: 19% (Not Met, -21%)</p> <p>Kindergarten DRA2: 23% (No, -17%) 1st Grade DRA 2: 13% (No, -27%) 2nd Grade DRA 2: 20% (No, -20%)</p> <p><u>Writing:</u> Grades 3-5 Proficient on TCAP: 3rd: 14% (Not Met, -22%) 4th: 15% (Not Met, -46%) 5th: 21% (Not Met, -25%)</p> <p><u>Math:</u> Grades 3-5 Proficient on TCAP: 3rd: 26% (Not Met, -10%) 4th: 41% (Not Met, -20%) 5th: 18% (Not Met, -28%)</p>	<p>Due to turnover of administration and a large number of certified staff, we were not able to evaluate the progress made based on last year's UIP and implementation to the depth we would have liked.</p> <p>Based on an examination of last year's UIP, interviews from the staff who remained at Paris, and what we have observed this far, we have noticed the following issues.</p> <ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and growth.

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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	<p><u>READING:</u> Using TCAP growth data, the percentage of our students that need to "catching up" will be at 50% median growth percentile</p> <p><u>Writing:</u> Using TCAP growth data, the percentage of our students that need to "catching up" will be at 65% median growth percentile</p> <p><u>Math:</u> Using TCAP growth data, the percentage of our students needing to "catching up" will be at 50% median growth percentile</p>	<p><u>READING:</u> Students "Catching Up" = 16% (Not Met, -34%)</p> <p><u>Writing:</u> Students "Catching Up" = 40% (Not Met, -25%)</p> <p><u>Math:</u> Students "Catching Up" = 37% (Not Met, -13%)</p>	<ul style="list-style-type: none"> • Differentiation is not consistent in all classrooms for all students. • Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners. • There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.
Academic Growth Gaps	<p><u>READING:</u> Using TCAP growth data, the percentage of our students that need to "catching up" will be at 50% median growth percentile</p> <p><u>Writing:</u> Using TCAP growth data, the percentage of our students that need to "catching up" will be at 65% median growth percentile</p> <p><u>Math:</u> Using TCAP growth data, the</p>	<p><u>READING:</u> Students "Catching Up" = 16% (Not Met, -34%)</p> <p><u>Writing:</u> Students "Catching Up" = 40% (Not Met, -25%)</p> <p><u>Math:</u> Students "Catching Up" = 37% (Not Met, -13%)</p>	<ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	percentage of our students needing to "catching up" will be at 50% median growth percentile		<p>in culturally responsive instructional practices, formative assessments, and monitoring of goals.</p> <ul style="list-style-type: none"> • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and growth.
Postsecondary & Workforce Readiness	N/A		
			<ul style="list-style-type: none"> • Differentiation is not consistent in all classrooms for all students. • Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners. • There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

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>Overall in grades 3-5, writing is the areas of lowest achievement on TCAP for the last 3 years.</p> <p>TCAP 2012 - 2014</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32</td> <td>27</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>21</td> <td>19</td> <td>19</td> </tr> <tr> <td>Math</td> <td>41</td> <td>37</td> <td>34</td> </tr> <tr> <td>Science</td> <td>10</td> <td>13</td> <td>1 (new measure)</td> </tr> </tbody> </table> <p>Writing TCAP 2011-2013</p> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>21</td> <td>22</td> <td>14</td> </tr> <tr> <td>4th</td> <td>7</td> <td>15</td> <td>15</td> </tr> <tr> <td>5th</td> <td>23</td> <td>20</td> <td>21</td> </tr> </tbody> </table>		2012	2013	2014	Reading	32	27	25	Writing	21	19	19	Math	41	37	34	Science	10	13	1 (new measure)		2012	2013	2014	3rd	21	22	14	4th	7	15	15	5th	23	20	21	<p>For our achievement data, writing was identified as the priority performance challenge. With the exception of science, writing is the area where our students have scored the lowest over the last 3 years. A focus on writing will help to increase proficiency in all areas. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content as well as practice their writing skills. This is a skill that they need in school and for life so that is why this is a priority performance challenge.</p>	<p>Due to turnover of administration and a large number of certified staff, we were not able to evaluate the progress made based on last year’s UIP and implementation to the depth we would have liked.</p> <p>Based on an examination of last year’s UIP, interviews from the staff who remained at Paris, and what we have observed this far, we have noticed the following issues.</p> <ul style="list-style-type: none"> • There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. • There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. • There is a lack of student engagement and rigor across all grade levels. • Teacher mobility affects the sustainability of structures that support student achievement and growth. • Differentiation is not consistent in all classrooms for all students. • Sheltered instruction is not implemented effectively
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Academic Growth	<p>Our math growth percentile has been below the 50th percentile for the last 3 years and has been decreasing each year.</p> <table border="1" data-bbox="485 673 1022 738"> <tr> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>37</td> <td>46</td> <td>39</td> </tr> </table> <p>We are 36 points below the adequate growth percentile in math which is the biggest gaps of all content areas.</p> <table border="1" data-bbox="485 906 1022 1094"> <thead> <tr> <th></th> <th>Median Growth</th> <th>Median Adequate Growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45</td> <td>69</td> </tr> <tr> <td>Math</td> <td>39</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>43</td> <td>69</td> </tr> </tbody> </table>	2012	2013	2014	37	46	39		Median Growth	Median Adequate Growth	Reading	45	69	Math	39	75	Writing	43	69	<p>The Growth Gap between the Median Growth Percentile and Median Adequate Growth has widened in all subject areas but especially in math. The median growth percentile has declined, especially in math for the last 3 years. Math is also the area where there is the largest gap between the median growth percentile and the adequate growth percentile. Because we are not growing at an adequate rate, and we are losing proficiency, we have identified math as a priority challenge. By focusing on the growth in math, we will not only see an increase in the growth percentile, but we will also increase achievement.</p>	<ul style="list-style-type: none"> There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals. There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations. There is a lack of student engagement and rigor across all grade levels. Teacher mobility affects the sustainability of structures that support student achievement and growth. Differentiation is not consistent in all classrooms for all students. Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners. There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.
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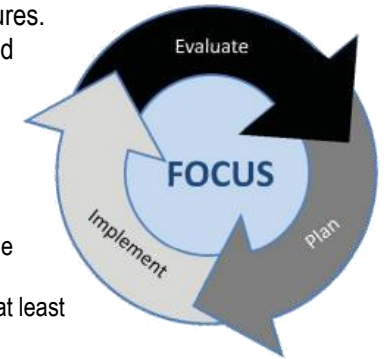
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Postsecondary & Workforce Readiness	N/A																				

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R		Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15 th percentile of all schools in reading.	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 20th percentile of all schools in reading.	Teachers will administer quarterly reading assessments that will include running records (DRA2, BAS, PALS)	
		M		Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15 th percentile of all schools in mathematics.	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 20th percentile of all schools in mathematics.	Teachers will administer PLC common formative assesments at the end of each unit, including Investigations, Kathy Richardson, Multiplication Fact Inventory, and Place Value Inventory	
		W	Over the last 3 years, proficiency in writing has been the lowest of all content areas.	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15 th percentile of all schools in writing.	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 17th percentile of all schools in writing.	Grade levels will use the Lucy Calkins on-demand writing prompts and analyzing using the coinciding Lucy Calkins rubrics quarterly. Common formative assessments in writing in all content areas	*If we put systems and structures in place to develop and retain teachers, then we will create a positive school community by maintaining relationships with students and parents as well as build a strong academic and instructional foundation which will improve academic success in all areas. *If we provide opportunities for students to read and write across the content areas and hold students accountable for grade level writing standards in all grade levels, then students will increase in proficiency in all content areas and especially in writing.

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							*If we increase our understanding of our students' diverse backgrounds to create a culturally responsive environment that rigorously engages students, then we will accelerate achievement and growth in all areas.
		S		Paris' percentage of students in grades 3-5 scoring proficient or advanced will be above the 15 th percentile of all schools in Science	Paris' percentage of students in grades 3-5 scoring proficient or advanced will be at or above the 17 th percentile of all schools in Science.	Teachers will administer PLC common formative assesments at the end of each unit	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R		55 th percentile overall MGP on TCAP	65 th percentile overall MGP on TCAP	Running records (Kindergarten – 5 th Grade)	
		M	In math, our median growth percentile has decreased over the last 3 years. The overall median growth percentile in math is 36 points below the adequate growth percentile.	55 th percentile overall MGP on TCAP	65 th percentile overall MGP on TCAP	Ongoing Common Formative Assessments (Kindergarten-5 th Grade) MAP Assessment given Fall, Winter and Spring	* If we put systems and structures in place to develop and retain teachers, then we will create a positive school community by maintaining relationships with students and parents as well as build a strong academic and instructional foundation which will improve academic success in all areas. *If we provide opportunities for students to read and write across the content areas and hold students accountable for grade level writing standards in all grade levels, then students will increase in proficiency in all content areas and especially in writing. *If we increase our

							understanding of our students' diverse backgrounds to create a culturally responsive environment that rigorously engages students, then we will accelerate achievement and growth in all areas.
		W		55 th percentile overall MGP on TCAP	65 th percentile overall MGP on TCAP	Lucy Calkins On Demand Assessment Prompts and Scoring Rubrics Assessment quarterly	
		ELP		55 Overall MGP on ACCESS	65 th percentile overall on ACCESS	WIDA can-do descriptors quarterly	
Academic Growth Gaps	Median Growth Percentile, local measures	R	The median growth percentile in reading is significantly below the adequate growth percentile and is the lowest of all subgroups. Students needing to catch up in reading are also significantly below the adequate growth percentile.	Students with disabilities 55 AGP Students needing to Catch Up 55 AGP	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP	PALS Assessment in the Fall, Mid-year, and Spring (scale score) Lexia and LLI assessments for students receiving interventions monthly MAP Assessment in Fall, Mid-Year and Spring (RIT score and projected proficiency %)	*If we put systems and structures in place to develop and retain teachers, then we will create a positive school community by maintaining relationships with both students and parents as well as build a strong academic and instructional foundation which will improve academic success in all areas. *If we provide opportunities for students to read and write across the content areas and hold students accountable for grade level writing standards in all grade levels, then students will increase in proficiency in all content areas and especially in writing. *If we increase our

							understanding of our students' diverse backgrounds to create a culturally responsive environment that rigorously engages students, then we will accelerate achievement and growth in all areas.
		M	The median growth percentile in mathematics is significantly below the adequate growth percentile and is the lowest of all subgroups. Students needing to catch up in reading are also significantly below the adequate growth percentile.	Students with disabilities 55 AGP Students needing to Catch Up 55 AGP	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP	MAP Assessment in Fall, Mid-Year and Spring (RIT score and projected proficiency %) and ongoing common formative assessments developed by PLCs at the end of every unit	
		W	The median growth percentile in writing is significantly below the adequate growth percentile and is the lowest of all subgroups. Students needing to catch up in reading are also significantly below the adequate growth percentile.	Students with disabilities 55 AGP Students needing to Catch Up 55 AGP	Students with disabilities 65 AGP Students needing to Catch Up 65 AGP	Lucy Calkins On Demand Assessment Prompts and Scoring Rubrics Assessment quarterly (RIT score and projected proficiency %)	
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR						

	Measures					
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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: *If we put systems and structures in place to develop and retain teachers, then we will create a positive school community by maintaining relationships with both students and parents as well as build a strong academic and instructional foundation which will improve academic success in all areas.

Root Cause(s) Addressed:

- There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of clear systems and structures to support student learning and holding students and staff to high expectations.
- There is a lack of student engagement and rigor across all grade levels.
- Teacher mobility affects the sustainability of structures that support student achievement and growth.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Training for one person on each team in the purpose, structures and processes of operating as a Professional Learning Community to become PLC facilitators so we can begin building a trusting Professional Learning Community	October, 2014 Begin Nov. 2014	February, 2015 On-going	Principal, Assistant Principal, Equity Leadership Team, team members from those not on ELT	\$5,000 from District Differentiated Support Structures Plan	Team members to train teams by November 13 Teams to turn in PLC 4 questions document with each new cycle and data at the end of each cycle	*1st Training Session completed 2nd Training Not begun Agenda for PLC facilitators to train teams completed *Not begun – PLC Facilitators are collecting templates to review

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<p>2nd Semester Planning for the following: Paris mission and vision plan for development Establishing school-wide systems and structures to support student learning in all content areas (Reading, Writing, Math, Science and Social Studies), identified professional development needed for staff, team goals and action steps for creating systems and structures through our current teams (PBIS, MTSS, Building Council, Climate, Equity Leadership)</p>	<p>Dec.</p>	<p>June 2015 Revise and update as needed</p>	<p>Equity Leadership Team, Team Leaders</p>	<p>None</p>	<p>-Agendas (on a board in the office so all staff can add items and see the topics being addressed) and team minutes sent out to all staff within 24-48 hours of the meeting -Vision created in collaboration with all staff and shared out with larger community -Vision integrated and articulated into school culture and professional development -Systems and structures created to support student learning and published in Paris Handbook -Professional development schedule and monthly professional development calendars</p>	<p>-Completed -Completed by January 30th, 2015 -Ongoing after the vision is developed -Completed by January 15th, 2015 -In progress</p>
<p>PEBC mentoring, side by side coaching, lesson study, and lab school participation in best practices in literacy that includes reading and writing across content and culturally responsive education practices</p>	<p>Nov. – Dec.</p>		<p>PEBC, Equity Leadership Team, teachers, Teaching Partners</p>	<p>District Title I Funds for Priority Improvement</p>	<p>-PEBC staff will follow set schedule starting November 10 -Debrief session notes from participating new teachers -survey data from participating teachers after every session -PLC agendas and Unit Plans reviewed monthly - Walkthrough data collated monthly</p>	<p>-In progress -In progress -In progress -Not begun</p>
<p>Professional Development in best instructional practices including systems for shared reading, guided reading, independent reading, formative assessments, and engagement in literacy including 2 days per year per grade level for Data Discussions and TLC collaboration facilitated by Teaching Partner/Coach</p>	<p>Sept.- May</p>		<p>Coaches, ELA teacher leader, Principal, Assistant Principal, Public Education and Business Coalition</p>	<p>District EPR days In building professional learning \$500.00 for professional books \$9,000.00 sub release for each grade level 3 times per year</p>	<p>-Coach and team agendas from data discussions twice a year per grade level -Coaching Logs weekly -PLC agendas and plans before each unit</p>	<p>-In progress -In progress -In progress - ongoing</p>

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Creation of a Literacy Handbook for staff that provides the following: *frameworks *expectations *literacy across content *resources	Nov. 2014	Dec. 2015	Teaching Partner, coaches, AP, Principal, P-20 Literacy Support	\$1000.00 printing costs of handbook General Funds	-Literacy Handbook will be ready to disseminate by February -Learning Walk feedback to see the look-fors from coaching logs and administrative observations weekly	-In progress -Not begun
Family Math and Literacy Nights as well as Parent Workshops to create literacy and numeracy activities to take home. Staff to provide training to parents on how to support their children at home in literacy and math that integrates importance of native home language	Sept. 2014 – May 2015 minimum 3 workshops and 2 Family nights per year	Sept. 2015 – May 2016	Family Liaison, Community Corps, Principal, AP, ELA teacher leader, Teaching Partner	\$1500.00 Title I parent engagement funds for materials and supplies, food, notices home	-Attendance records -Parent feedback; Literacy Night (March 2 nd), Math Night (by the end of April 2015)	-In progress -In progress to be complete in March and April 2015
Create a School Accountability Council that includes parents, teachers, administration, community corps and business leaders in the community (this has not been in place at Paris) to provide feedback and input to our school goals, initiatives, revision of parent compact	Sept. 2014 – May 2015	Sept. 2015 – May 2016	Principal, Family Liaison, Community Corps	None	-invite parents and create team -attendance records monthly -parent participation monthly -parent compact is completed	-completed in September 2014 -in progress -in progress – on going -completed in October 2014
Hire an artist in residence to collaborate with staff, students, and families to create a visual and/or spoken word art project that will build community between staff, students, and parents	Sept. 2014 – May 2015		Assistant Principal, community corps	\$3000.00 Differentiated Support Structures Plan from District funds	-contact several artists to determine availability -parent, student, staff input on art creation by the end of February 2015 -presentation of artifact by the end of May 2015	-completed in November 2014 -not begun -not begun

* 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:** *If we provide opportunities for students to read and write across the content areas and hold students accountable for grade level writing standards in all grade levels, then students will increase in proficiency in all content areas and especially in writing.

Root Cause(s) Addressed:

- There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of student engagement and rigor across all grade levels.
- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners.

- There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
PEBC mentoring, side by side coaching, lesson study, and lab school participation in best practices in literacy that includes reading and writing across content and culturally responsive education practices	Nov. 2014 - Dec. 2014		PEBC, Equity Leadership Team, teachers, Teaching Partners	District Title I Funds for Priority Improvement School Code: 6728	-PEBC staff will follow set schedule starting November 10 -Debrief session notes from participating new teachers after session -survey data from participating teachers after every session -PLC agendas and Unit Plans reviewed monthly - Walkthrough data collated monthly	-In progress -In progress -In progress -Not begun
CDE Improvement Planning Template for Schools (Version 6.0 -- Last Updated: June, 17 2014)						
Professional Development in best instructional practices including systems for shared reading, guided reading, independent	Sept. 2014 –		Coaches, ELA teacher leader, Principal,	District EPR days In building professional learning	-Coach and team agendas from data discussions twice a year	-In progress

reading, formative assessments, and engagement in literacy including 3 days per year per grade level for Data Discussions and TLC collaboration facilitated by Teaching Partner/Coach	May 2015		Assistant Principal, Public Education and Business Coalition	\$500.00 for professional books \$9,000.00 sub release for each grade level 3 times per year	per grade level -Coaching Logs weekly -PLC agendas and plans before each unit	-In progress -In progress - ongoing
Creation of a Literacy Handbook for staff that provides the following: *frameworks *expectations *literacy across content *resources	Nov. 2014	Dec., 2015	Teaching Partner, coaches, AP, Principal, P-20 Literacy Support	\$1000.00 printing costs of handbook General Funds	-Literacy Handbook will be ready to disseminate by February -Learning Walk feedback to see the look-fors from coaching logs and administrative observations weekly	-In progress -Not begun
Identify Power Standards in Writing that will be integrated into all content areas	Aug. 2015		Principal, Assistant Principal, Teaching Partner and coaches, Teacher Leader, Teachers	None	-All grade levels will identify power standards within the common core standards to be completed by Sept. 2015 - Power standards will then be communicated vertically to communicate the progression of learning from preschool to 5 th grade	-In progress (two staff members are piloting) -Not begun
Teachers will provide students with daily opportunities to respond to their learning in reading, math and science, social studies, art, music, and PE through writing.	Aug. 2014	May 2016	Teachers, Coaches (to support identification of Power Standards	None	-Teachers will provide ways for students to respond to their learning through writing daily -Teachers will provide daily writing opportunities in all subject areas -Learning Walk and observation feedback through look fors weekly	-In progress -In progress -In progress
Continuation of our Leadership Team that will meet and plan professional development based on classroom walkthroughs and student progress/ data	Aug. 2014 May 2015	July 2015- May 2016	Equity Leadership Team, Teaching Partner	General funds if needed	-Documentation of agendas and minutes from meetings weekly -Monthly Professional development calendars.	-In progress -In progress

<p>Create a school publishing center to “Publish” student writing across content that is run by community and parent volunteers to empower students and build relationships between staff and parents</p>	<p>Jan. 2015 To continue all year</p>	<p>Continue all year</p>	<p>Assistant Principal, Community Corps</p>	<p>\$700.00 materials and supplies</p>	<p>-teachers introduce publishing in classroom to demonstrate ideas and expectations ongoing -secure volunteers to run publishing center ongoing -train volunteers ongoing -student writing across content that is publish – class books and individual writing ongoing</p>	<p>-In progress -In progress -In progress -In progress</p>
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. “Status of Action Step” may be required for certain grants.

Major Improvement Strategy #3: *If we increase our understanding of our students' diverse backgrounds to create a culturally responsive environment that rigorously engages students, then we will accelerate achievement and growth in all areas.

Root Cause(s) Addressed: Root Cause(s) Addressed:

- There is a lack of consistency in implementation of first best instruction in culturally responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of student engagement and rigor across all grade levels.
- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners. There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Professional Development in equitable practices with Dr. Yemi Stembridge will enable teachers to build stronger classroom practices and deeper relationships with students creating a more successful teaching experience.	Oct	May	Dr. Stembridge, Equity Leadership Team, Classroom Teachers	District Funds	-Initial meeting with Equity Leadership Team with Dr. Stembridge -6 site visits by Dr. Stembridge will each provide action steps and assessments as determined -Podcasts viewed and discussed by staff as set forth by the Equity in Learning Division -Fewer office referrals as we become more culturally responsive monitored by PBIS monthly	-Completed -In progress -Completed -In progress
Staff book study with <u>Teach Like a Champion</u> in order to learn high impact classroom management strategies and embed into daily practices in the classroom	Oct.-Dec		Equity Leadership Team, P-20 Support (Angelique)	\$525.00 Books Building Professional Development Funds	-Read chapters based on feedback from staff monthly -Look fors on Learning Walk feedback for increased student engagement monthly	-In progress -Not begun

			Green)		-Decreased office referrals monitored by PBIS on a monthly basis and reported to staff	-Not begun
Addressing Inequity in discipline practices to increase due process and conflict mediation through conflict mediation and breathe stations in the classroom and on the playground	Oct. – Dec.		PBiS Team, Community Corps, Principal, Assistant Principal, PlayWorks Coach	\$375.00 Peace Place and Breathe posters in all classrooms and outside General Funds	-Principal and AP set up Peace Place and Breathe in the office and teach Community Corps -Use of Peace Place outside on the playground -During Professional Development teach staff steps of Conflict Mediation and purpose of posters. Share ideas for teaching students -Students using Peace Place and Breathe center without prompting -Decreased office referrals for conflict between students monitored on a monthly basis by PBIS	-Completed -Completed -Completed -Completed -In progress
Conducting a study of the school library and classroom libraries to assess the need for multi-cultural literature and establish building expectations for classroom libraries.	Sept. – May		District Library Services, Admin. Team, classroom teachers	Differentiated Support Structures Plan \$10,000.00 Title and General Funds to increase culturally accurate and appropriate books that match the population of our students	-District Library Services to conduct study by end of January 2015 -Paris Literacy Handbook will spell out classroom library expectations end of February 2015 -Update classroom libraries by end of February 2015 -Tours of classroom libraries by end of March 2015	-In progress -In progress -Not begun -Not begun

* 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:

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- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)