

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0388** School Name: **ASBURY ELEMENTARY SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

More than half of students (51.1%) do not Meet or Exceed Expectations on CMAS ELA.
 More than half of students (51.4%) do not Meet or Exceed Expectations on CMAS Math.
 27% of students in Grades Kindergarten through 3rd grade were reading below grade level in Spring 2015.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
 Teachers are continuing to develop the standards of mathematical practice within their instruction by exposing students to rigorous tasks.
 Teachers have not yet mastered best practices for guided reading instruction.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Teachers will focus on unpacking the Common Core State Standards and implement guided reading in their classrooms.
 Teachers will focus on providing a variety of different processes for students to solve and explain mathematical problems using the standards of mathematical practice.
 The Asbury community will focus on developing the anchors of emotional intelligence and enhance individual's abilities to regulate and understand their own emotions while developing skills to personalize learning for all learners.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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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 and Planning 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 supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review and Planning Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

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

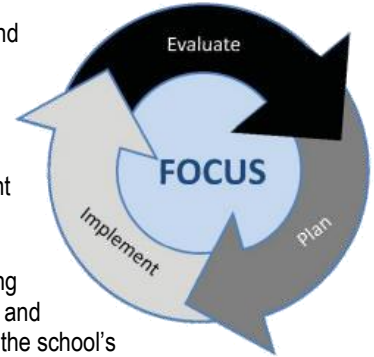
1	Name and Title	Pamela Kirk
	Email	Pamela_kirk@dpsk12.org
	Phone	720-424-9750
	Mailing Address	1320 E Asbury Avenue, Denver, CO 80210
2	Name and Title	Alicia FaJohn
	Email	Alicia_fajohn@dpsk12.org
	Phone	720-424-9750
	Mailing Address	1320 E Asbury Avenue, Denver, CO 80210

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

<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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
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Asbury Elementary is a moderately sized school, with an enrollment of 350 students. We are located about six blocks west of The University of Denver. The school was built in 1925 and has historical status. Our wide academic ability range of students brings urgency in utilizing differentiation, successful instructional strategies, and research based school wide systems in order to close the achievement gaps in reading, writing and math. Over the last year, Asbury received a grant from the Bill and Melinda Gates foundation to begin implementing personalized learning. We enjoy a diverse population, both economically and ethnically. Our combined minority percentage is 38%. The overall social economic level has decreased from 58% in 2010-11 to 43% in 2015 - 2016 of students that qualify for Free and Reduced Lunch. However an increased number of neighborhood families

are enrolling and we have seen an increase in families using the DPS choice process. We strongly believe in educating the whole child through the arts, enrichment classes, health and wellness activities, and composting/recycling will ensure our children see themselves as advocates for our earth. To support our diverse population we provide interventions, consistency for best instructional practices in the general classroom, coupled with weekly grade level data teams to monitor achievement and backwards planning focusing on the CCSS.

2015 Student demographics

Of the 350 students at Asbury, 38% are of a minority race and 43% of the students qualify for free or reduced lunch. We are fortunate to have at least 10 languages spoken at our school and provide ESL classes to students learning English.

Current Performance/Trend Analysis:

Literacy:

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 50.9% in 3rd grade, 37.8% in 4th grade, 59.0% in 5th grade, and 48.9% in grades 3-5 combined. The percentage for all grades and grades 3-5 combined are above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 11.4% for Hispanic students and 21.8% for Students of Color. The district averages were 22.6% for Hispanic students and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 66.3%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 31.3% for students receiving Free/Reduced lunch and 64.9% for Paid lunch. This was above the district averages of 21.8% and 63.8%.

Math:

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 50.9% in 3rd grade, 40.0% in 4th grade, 55.0% in 5th grade, and 48.6% in grades 3-5 combined. The percentage for all grades is above the district average of 24.9%.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 22.9% for Hispanic students and 29.1% for Students of Color. The district averages were 15.2% for Hispanic students and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 60.9%.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 37.3% for students receiving Free/Reduced lunch and 58.7% for Paid lunch. This was above the district averages of 14.8% and 52.3%.

Science:

The percentage of students scoring Strong and Distinguished Command on CMAS Science increased from 17% in 2014 to 55% in 2015 and remained above the district average.

READ Act:

The percentage of students in grades Kindergarten through 3rd that were At and Above Grade Level increased from 70% in 2014 to 73% in 2015. Performance is above the district average.

32% of students in grades Kindergarten through 3rd who were Significantly Below Grade Level in Fall 2014 improved to Below Grade level or above in Spring 2015. This is below the district performance of 35%.

ACCESS:

The MGP for ACCESS (All Grades) decreased from 60.5 in 2013 to 55.5 in 2014 and then to 50 in 2015.

Priority Performance Challenges:

More than half of students (51.1%) do not Meet or Exceed Expectations on CMAS ELA.

More than half of students (51.4%) do not Meet or Exceed Expectations on CMAS Math.

27% of students in Grades Kindergarten through 3rd grade were reading below grade level in Spring 2015.

Root Cause Analysis:

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers are continuing to develop the standards of mathematical practice within their instruction by exposing students to rigorous tasks.

Teachers have not yet mastered best practices for guided reading instruction.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	Interim Math scores will grow from 73% on the fall interim to 78% on the spring interim.	The target was not met by 8%. Our spring interim score was 70%.	The target in math was not met because students did not have the skillset to answer the higher level questions presented on the test. The target in literacy was met because teachers had focused time to backwards plan their teaching with other teachers from a different school.
	Interim Literacy scores will grow from 57% on the fall interim to 70% on the spring interim.	The target was exceeded by 7%. Our interim scores on the spring interim was 77%.	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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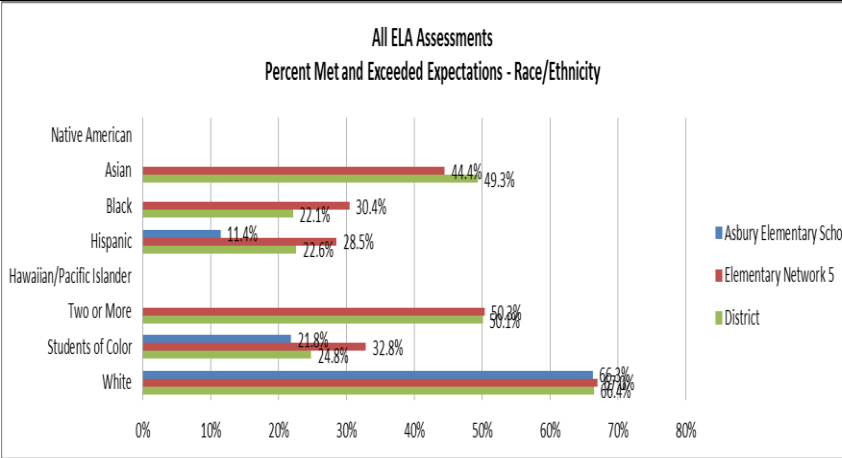
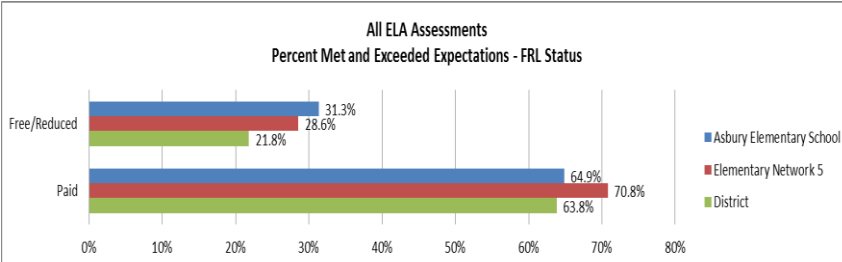
Worksheet #2: Data Analysis

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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 style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p> <table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Asbury Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>50.7%</td> <td>48.8%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>50.9%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>37.8%</td> <td>47.4%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>59.0%</td> <td>53.8%</td> <td>32.8%</td> </tr> </tbody> </table> <p>The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 50.9% in 3rd grade, 37.8% in 4th grade, 59.0% in 5th grade, and 48.9% in grades 3-5 combined. The percentage for all grades and grades 3-5 combined are above the district averages.</p>	Grade	Asbury Elementary School	Elementary Network 5	District	All Grades	50.7%	48.8%	33.5%	3rd	50.9%	51.1%	31.2%	4th	37.8%	47.4%	31.8%	5th	59.0%	53.8%	32.8%	More than half of students (51.1%) do not Meet or Exceed Expectations on CMAS ELA.	Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
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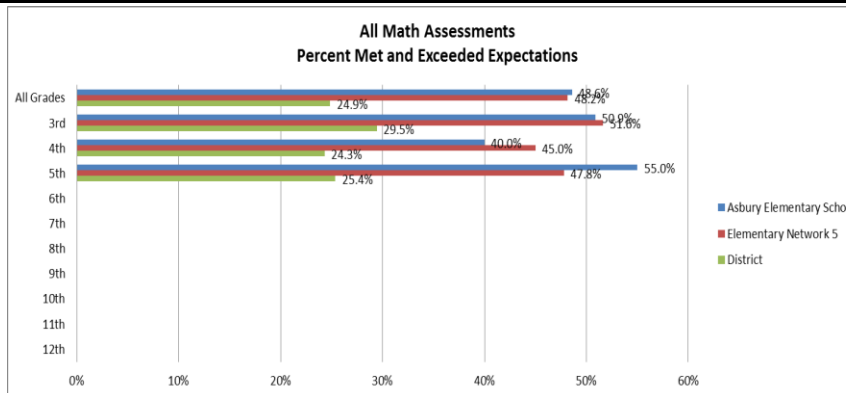
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Performance Indicators

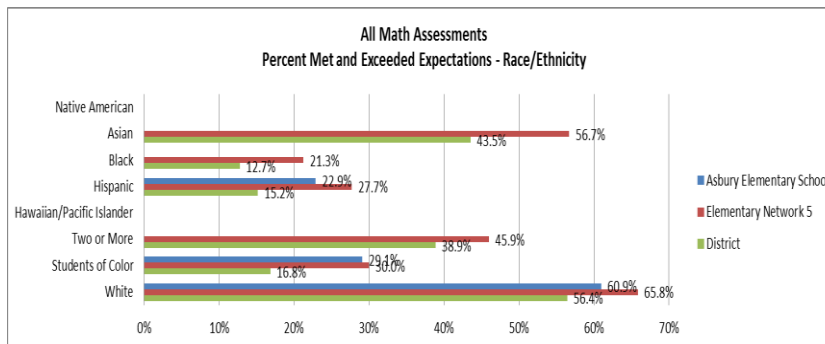
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes



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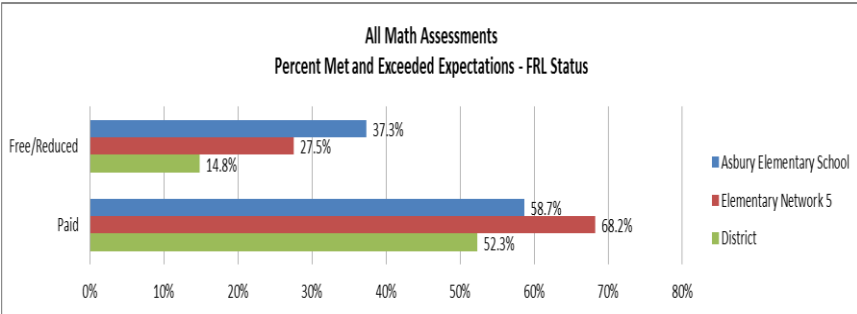
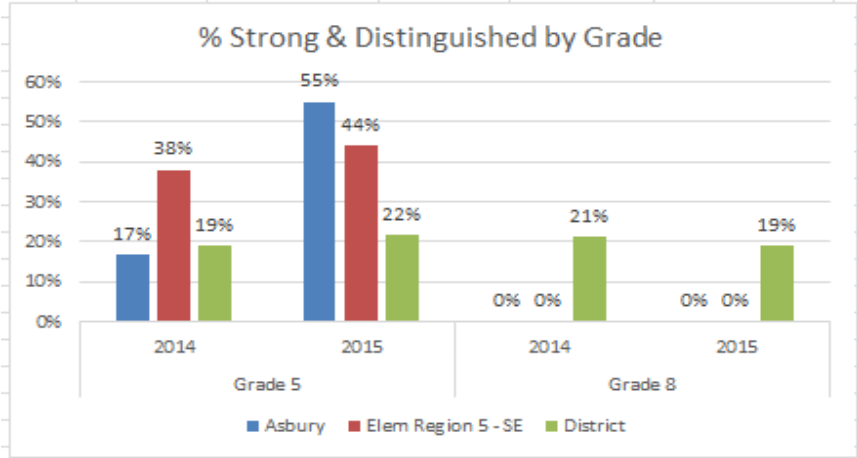
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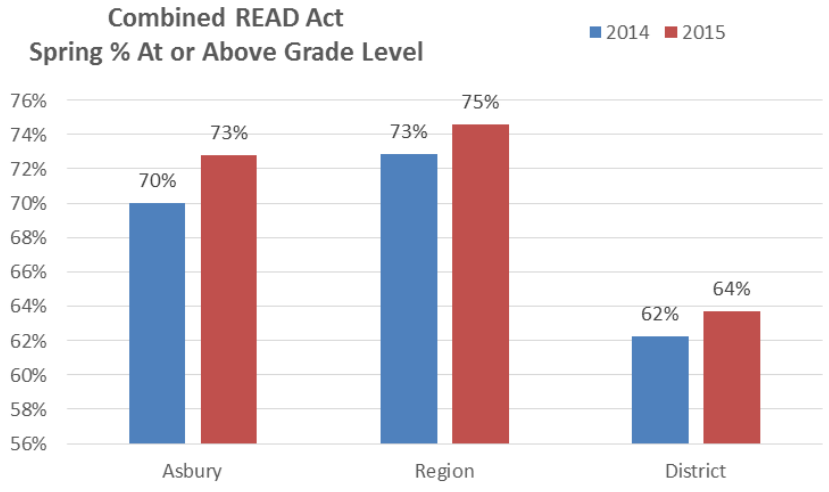
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">All Math Assessments Percent Met and Exceeded Expectations - FRL Status</p>  <p>The percentage of students Meeting or Exceeding Expectations on CMAS Math was 37.3% for students receiving Free/Reduced lunch and 58.7% for Paid lunch. This was above the district averages of 14.8% and 52.3%.</p>		
	<p style="text-align: center;">% Strong & Distinguished by Grade</p>  <p>The percentage of students scoring Strong and Distinguished Command on CMAS Science increased from 17% in 2014 to 55% in 2015 and remained above the district average.</p>		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">Combined READ Act Spring % At or Above Grade Level</p>  <p>The percentage of students in grades Kindergarten through 3rd that were At and Above Grade Level increased from 70% in 2014 to 73% in 2015. Performance is above the district average.</p>	<p>27% of students in Grades Kindergarten through 3rd grade were reading below grade level in Spring 2015.</p>	<p>Teachers have not yet mastered best practices for guided reading instruction.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
	<p>READ Act Assessments Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear</p> <p>32% of students in grades Kindergarten through 3rd who were Significantly Below Grade Level in Fall 2014 improved to Below Grade level or above in Spring 2015. This is below the district performance of 35%.</p>																																																										
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p> <p>The MGP for ACCESS (All Grades) decreased from 60.5 in 2013 to 55.5 in 2014 and then to 50 in 2015.</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>60.5</td> <td>93</td> <td>62</td> <td>25</td> <td>45.5</td> <td>80</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>55.5</td> <td>34</td> <td>67.5</td> <td>25</td> <td>57</td> <td>76</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>50</td> <td>31</td> <td>66</td> <td>33</td> <td>27</td> <td>87</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	60.5	93	62	25	45.5	80	0	0	0	0	0	0	0	2014	55.5	34	67.5	25	57	76	0	0	0	0	0	0	0	2015	50	31	66	33	27	87	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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2015	50	31	66	33	27	87	0	0	0	0	0	0	0																																														

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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			
Postsecondary & Workforce Readiness			

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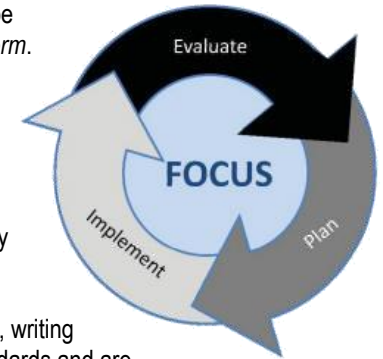
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were 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 transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16	Major Improvement Strategy		
			2015-16	2016-17				
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	More than half of students (51.1%) do not Meet or Exceed Expectations on CMAS ELA.	The percentage of students that Meet/Exceed Expectations on CMAS ELA will Increase from 48.9% to 53.9%.	The percentage of students that Meet/Exceed Expectations on CMAS ELA will Increase from 53.9% to 58.9%.	ANet Interim Assessments	Teachers will focus on unpacking the Common Core State Standards and implement guided reading in their classrooms.	
		READ	27% of students in Grades Kindergarten through 3 rd grade were reading below grade level in Spring 2015.	The percentage of students in grades K-3 that are reading At/Above Grade Level will increase from 73% to 80%.	The percentage of students in grades K-3 that are reading At/Above Grade Level will increase from 80% to 85%.			Monthly Guided Reading data, running records
		M	More than half of students (51.4%) do not Meet or Exceed Expectations on CMAS Math.	The percentage of students that Meet/Exceed Expectations on CMAS ELA will Increase from 48.6% to 53.6%.	The percentage of students that Meet/Exceed Expectations on CMAS ELA will Increase from 53.6% to 58.6%.	ANet Interim Assesments		Teachers will focus on providing a variety of different processes for students to solve and explain mathematical problems using the standards of mathematical practice.
		S						
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA						
		M						
		ELP						
Academic Growth Gaps	Median Growth Percentile, local measures	ELA						
		M						

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Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Teachers will focus on unpacking the Common Core State Standards and implement guided reading in their classrooms.

Root Cause(s) Addressed:

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers have not yet mastered best practices for guided reading instruction.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Data teams- teacher will review monthly progress monitoring data for guided reading.	Bi-weekly	TBD	Principal Assistant Principal Classroom Teachers	School Budget	Data Tracking Agendas Progress Monitoring End of Unit Modules Teacher Professionalism Scores in LEAP Guided Reading Data Tracker	In Progress
Through Peer to Peer work with McKinley Thatcher, teachers will backward plan and review next steps on SLOs. Teachers will have opportunities to collaborate on teaching strategies as well.	Grade Levels meet on different days 2 times	TBD	TEC Classroom Teachers	Compact Blue Grant	Peer to Peer observation and process tracker Data Teams Progress Monitoring Video Taping	Completed

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	during the first semester				Common Assessments	
Through Peer to Peer work with McKinley Thatcher, teachers will participate in guided reading training and plan for corresponding lessons to implement	Grade levels meet on different dates 3 times during the semester		Principal Assistant Principal Classroom Teachers Debra Crouch	Compact Blue grant	Data Teams Progress in Guided Reading Tracker Observation/Feedback	In progress
Implementation of Expeditionary Learning in grades 3 – 5			Classroom Teachers	School Budget	End of Module Assessments Progress monitoring CCSS alignment Professional Development	In progress
Implementation of LightSail	October 20		Principal Assistant Principal Classroom Teachers	School Budget Grant Funds	Data teams Progress monitoring Training of teachers Student portfolios	In progress
District Literacy Partner to train para-educators in Early Literacy progress monitoring strategies	Para training meetings 3 times throughout the year		Assistant Principal District Literacy Partner Para-professionals	District budget School budget	Teacher report	In progress

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

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Major Improvement Strategy #2: Teachers will focus on providing a variety of different processes for students to solve and explain mathematical problems using the standards of mathematical practice.

Root Cause(s) Addressed: Teachers are continuing to develop the standards of mathematical practice within their instruction by exposing students to rigorous tasks.

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
 READ Act Requirements
 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)
	2015-16	2016-17				
Professional Development	Monthly	TBD	District Math Partner-Courtney Waring	District Budget	End of Unit Modules Exit Tickets Progress Monitoring Growth in LEAP scores for I3, I6 and I8 Number Talks	In Progress
Data teams	Bi-Weekly	TBD	Principal Assistant Principal Classroom Teachers	School Budget	Data Tracking Agendas Progress Monitoring End of Unit Modules Teacher Professionalism Scores in LEAP	In Progress
Through Peer to Peer work with McKinley Thatcher, teachers will backward plan and review next steps on SLOs. Teachers will have opportunities to collaborate on teaching strategies as well.	Grade Levels meet on different days 2 times during the first semester	TBD	TEC Classroom Teachers District Math Partner-Courtney Waring	Compact Blue Grant	Peer to Peer observation and process tracker Data Teams Progress Monitoring Video Taping Common Assessments	Completed

* 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.

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School Name: **ASBURY ELEMENTARY SCHOOL**

Major Improvement Strategy #3: The Asbury community will focus on developing the anchors of emotional intelligence and enhance individual's abilities to regulate and understand their own emotions while developing skills to personalize learning for all learners.

Root Cause(s) Addressed: Teachers, students and staff do not have the proper tools to recognize, understand, label, express and regulate emotions effectively.

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
 READ Act Requirements
 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)
	2015-16	2016-17				
Asbury staff will implementation RULER , emotional intelligence curriculum, to support social emotional intelligence.	Quarterly	TBD	Principal Assistant Principal Classroom Teachers Staff Imaginarium Team	NGSI – Grant	Pre/post metric survey Observation and anecdotal notes Track degree to which students align their academic goals to standards Document choice and voice Track student engagement Improvement on LEAP I-8 MAPS data Development of charters for staff and classrooms Implementation of Mood Meters	In progress
Marie Droste Counselor- Meets with students and parents to support emotional needs of students and families	Wednesday and half day Friday	TBD	Marie Droste Counselor, Psychologist	PTSO, District Grant	Initial meetings with parents and students Mentor observations Student meetings	In progress

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Teachers will have opportunities to implement Personalized Learning in their classrooms to support individual student needs	Ongoing	Ongoing	Principal Assistant Principal Classroom Teachers Staff	NGSI - Grant	Pre/post metric survey Observation and anecdotal notes Track degree to which students align their academic goals to standards Document choice and voice Track student engagement Improvement on LEAP I-8 MAPS data Development of charters for staff and classrooms Implementation of Mood Meters PDU/Book study	In progress
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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.

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)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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