COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0418 School Name: ASHLEY 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.*

There are significant gaps in K-5 Literacy between ELL and Non-ELL students at Ashley, and between Students of Color and Non Students of Color.

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.*

We are in the second year of implementation of our school plan. With no current data to support its success, we continue to progress monitor. We eagerly await the release of CMAS to isolate strengths and gaps within our program. We need to deepen conversations around the gaps that exist within our school and implement data drive practices to ensure we are making progress towards closing them.

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.*

1. Replication & Implementation of a balanced literacy block for all scholars K-5. The literacy block is comprised of the following components: read aloud, writing, reading comprehension, guided reading, direct instruction, phonics instruction via reading mastery and independent reading. This structure will support reading acquisition for those scholars reading at a K-2 level while building the habit of reading to learn for all 3rd-5th grade readers.
2. Develop a Data Driven Culture using ANet Interim Assessments as the driver of instruction in 3rd-5th grade while STEP bottoms lines will drive instruction in ECE-2nd Grade.
3. Develop and build a strong school culture for students and adults. The Ashley Elementary School culture has been purposefully created in order to maximize learning time, create a strong learning environment and increase sustainability. Culture at Ashley is defined as the systems, structures, language and expectations of our students, families and staff members.

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	An optional submission for review is available on October 15, 2015 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, 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/uip/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 3rd 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).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
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.	Awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model - Transformation. Note the specialized requirements for grantees included in the Quality Criteria document.
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.

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?	Ashley Elementary was awarded a 2014 Walton Family Foundation Start-Up Grant for $250,000. With this money, we purchased an iPad for every student, becoming Denver's first 1:1 iPad school.
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.	In the 2013-2014 school year, we received two school reviews through funding from our SIS grant with SchoolWorks. This year, we have organized a group of school leaders from high-performing schools locally and nationally to serve on a review team. This group completed their first review in November 2013 and their second in Spring 2014 as a way to continually increase our effectiveness as a school. Since year zero, we have welcomed numerous nationally recognized individuals to walk our building and provide feedback. The people have included, but are not limited to, Norman Atkins, founder of Uncommon Schools and head of the Relay Graduate School of Education, Jesse Rector, Dean, Graduate School of Education, monthly visits from Alyssa Whitehead-Bust, Chief Academic & Innovation Officer and Debbie Baccus as well as Instructional Superintendent, Monica Dilts-Nurrenbern.

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	Zachary Rahn, Principal
	Email	Zachary_Rahn@dpsk12.org
	Phone	603-501-9092
	Mailing Address	1914 Syracuse Street, Denver CO 80220

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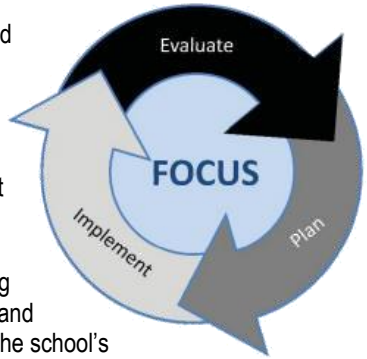
2	Name and Title	Felicia Manzanares, Assistant Principal
	Email	Felicia_Manzanares@dpsk12.org
	Phone	720-424-9674
	Mailing Address	1914 Syracuse Street, Denver CO 80220

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.

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).	**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.	**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.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Part 1: Significant demographic data points for Ashley Elementary School:

- Ashley Elementary is an incredibly diverse school of 405 Pre-Kindergarten through fifth grade scholars.
  - 60% of scholars are Hispanic/Latino (down from 66% in 14/15), 25% African American, 9% Caucasian (up from 7% in 14/15), 1 % American Indian, 1% Asian, 1% two or more races.

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- 84% of Ashley Scholars receive free or reduced lunch, down from 93% in the 2014-2015 school year.
- 209 of Ashley scholars are males while 196 are female.
- 32% of Ashley scholars are English Language Learners (ELLs), a significant drop from pervious years.
- 7% of Ashley scholars are special education students and have an IEP.
- There are 71 staff members at Ashley Elementary. We have 27 Lead Teachers and 12 Associate Educators, leading 16 classrooms. Additionally, we have 7 staff members who comprise our student & family support team, 4 elective teachers and an administrative team of 8. Additionally, two classroom teachers split their time teaching and coaching colleagues within the building.
- Ashley Elementary is defined as a "hard to serve" school because of the high FRL population, though will be losing that after the completion of this school year.
- Due to high numbers of English Language Learners, Ashley Elementary has been designated an ELA Focus school for the 2012/2013, 2013/2014 and 2014/2015 and 2015/2016 school year.

Part 2: An extensive summary of academic status and growth achievement data analysis. The summarization encompassed three years of academic performance trends organized under four major sections. The four sections include federal, state and district summative data. Specifically, the four major areas analyzed were:

1. TCAP Data (Status & Median Growth Percentile)
2. ACCESS Data
3. STEP Reading Data
4. School Culture

TCAP Academic Status: In the 2013-2014 school year, proficiency was low across all content areas and under the state average and not meeting state targets. There was overall growth within reading and writing as a school. Over the past four years, reading has consistently increased at the school, while writing and math have seen inconsistent gains (one out of three years there has been a decrease in the % of P/A scholars).

Reading P & A					Writing – P & A				Math – P & A			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
3rd	28%	46%	52%	49%	8%	17%	10%	22%	34%	30%	49%	57%
4th	16%	29%	32%	45%	11%	17%	15%	18%	24%	57%	44%	48%
5th	32%	17%	42%	34%	24%	7%	24%	23%	38%	17%	53%	38%
Total	25%	31%	40%	42%	15%	14%	17%	21%	32%	34%	48%	47%

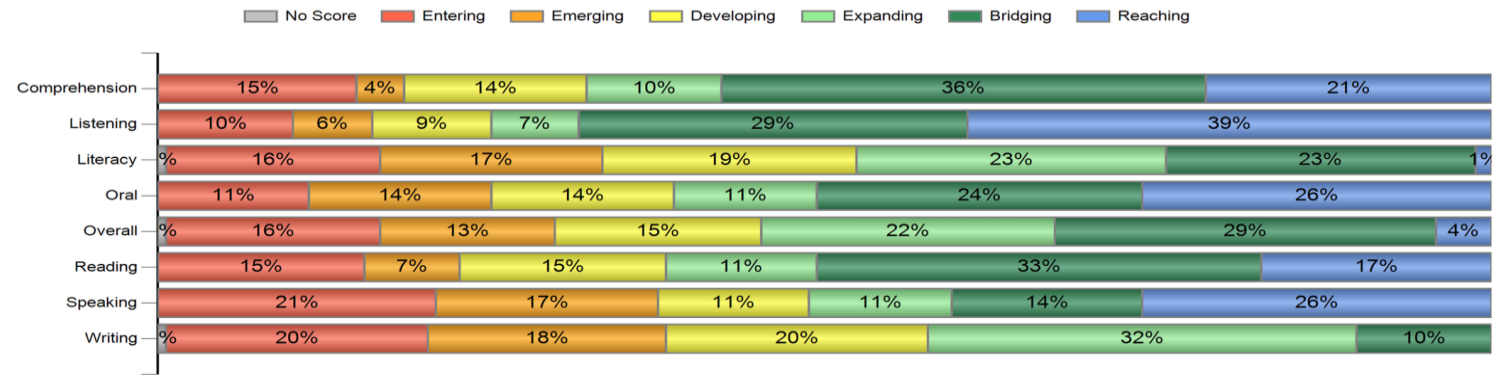
All Content – Proficient or Advanced					
	2011	2012	2013	2014	Change 13-14
Reading	25%	31%	40%	42%	2%
Writing	15%	14%	17%	21%	4%
Math	32%	34%	48%	47%	-1%
Science	4%	2%	11%	NA	NA

TCAP Median Growth Percentile (MGP): MGPs are not at levels necessary to close the achievement gap at Ashley. As a content area, Writing & Math have the highest median growth percentiles at 52 and 51 while reading was lower at 47.

	Reading MGP				Writing MGP				Math MGP			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
4th	33.5	59	42	40.5	32	61.5	42	42.5	28	63	50	58
5th	55.5	39	47	47	41.5	30	62	57	45	51	54	47.5
Overall			46.5	47	Overall		46	52	Overall		52	51

ACCESS Data: For the fourth straight year, the number of ELLs taking ACCESS (formerly CELA) has decreased. Of the 168 scholars assessed on ACCESS, 16% of scholars received entering (L1), 13% emerging (L2), 15% developing (L3), 22% expanding (L4), 33% bridging/reaching (L5/6). 44% of scholars at Ashley fall into the entering, emerging or developing categories overall, while 55% reside in the expanding, bridging or reaching categories. With a median growth percentile (MGP) of 56.5 (69 MGP in the 2013-2014 school year), Ashley Elementary decreased from the previous year, yet surpasses the MGP for Denver Public Schools. Moving forward, its imperative that we continue to build an aligned ELA program and work to ensure use of high impact teaching strategies and explicit language development to ensure continued growth for our ELLs. We have shown tremendous capacity to develop language within our school and seek to become even more intentional moving forward.

Measure	Total	No Score (NS)		Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)		Bridging & Reaching (5+)		
Comprehension	168	0	0 %	25	15 %	6	4 %	23	14 %	17	10 %	61	36 %	36	21 %	97	58 %	
Listening	168	0	0 %	17	10 %	10	6 %	15	9 %	11	7 %	49	29 %	66	39 %	115	68 %	
Literacy	168	1	1 %	27	16 %	28	17 %	32	19 %	39	23 %	39	23 %	2	1 %	41	24 %	
Oral	168	0	0 %	19	11 %	23	14 %	23	14 %	18	11 %	41	24 %	44	26 %	85	51 %	
Overall	168	1	1 %	27	16 %	22	13 %	26	15 %	37	22 %	48	29 %	7	4 %	55	33 %	
Reading	168	0	0 %	26	15 %	12	7 %	26	15 %	19	11 %	56	33 %	29	17 %	85	51 %	
Speaking	168	0	0 %	35	21 %	28	17 %	19	11 %	18	11 %	24	14 %	44	26 %	68	40 %	
Writing	168	1	1 %	33	20 %	30	18 %	33	20 %	54	32 %	17	10 %	0	0 %	17	10 %	



STEP Reading Scores: DRA2/EDL scores do not effectively measure student achievement at Ashley. There was no correlation between where one was on DRA/EDL and their actual performance on State Assessments. As a result, we are now using the STEP Assessment to measure reading progress at Ashley Elementary. STEP will be given 5 times throughout the school year as a way to measure progress via a rigorous reading assessment from the University of Chicago. Our Spring 2015 STEP data indicated the following:

English - Spring (May) 2014					
# of Scholars	**Cycle 4**	Below Grade Level	At Grade Level	Above Grade Level	
42	K	12%	71%	17%	
32	1st	47%	19%	34%	
52	2nd	65%	15%	19%	
47	3rd	87%	13%	0%	
49	4th	87%	13%	0%	Total % @ or Above Gr. Lvl.
50	5th	72%	24%	4%	
272	TOTAL	**62%**	**26%**	**12%**	**38%**

At the end of the 2014-2015 school year, we saw great success in our primary grades moving students towards proficiency according to the STEP assessment. In kindergarten, t88% of scholars ended the year at or above grade level, while in first grade, 53% ended on grade level. The % of students on grade level decreased as you increase grade levels, however are more reflective of the switch to CCSS and the increased rigor of standards. Because we feel as though STEP correlates more so CCSS, we expect CMAS results to be aligned. At the end of the 2014-2015 school year, 38% of scholars were reading on grade level.

English - Fall 2015					
# of Scholars	Cycle 4	Below Grade Level	At Grade Level	Above Grade Level	
46	K	80%	13%	7%	
50	1st	88%	8%	4%	
38	2nd	79%	11%	11%	
60	3rd	93%	5%	2%	
59	4th	88%	12%	0%	Total % @ or Above Gr. Lvl.
56	5th	61%	39%	0%	
309	TOTAL	82%	14%	4%	18%

Fall 2015 data indicates much work needs to occur around literacy instruction. The vast majority of our scholars entering Kinder and first grade are doing so below grade level. Due to an increase of nearly 100 scholars into our building, this is not incredibly surprising. This baseline data was collected week two and three of school. It is anticipated that during the coming cycles, we will see a shift in where students are in relation to being on grade level.

School Culture: Attendance at Ashley has consistently been above the district and network average in Denver Public Schools, this is evidenced by the data below, charting attendance history from 2011 until now. When looking more closely, out attendance this year started significantly better than in years past, above both DPS and the network average. We will continue to monitor and incentive great attendance at Ashley moving forward for scholars and families. Additionally, we have developed a robust accountability system and tiers of intervention to get scholars and families to school.

Enrollment: Enrollment surged in the 2015-2016 school year, growing 17% and becoming Denver Public School's fastest growing elementary, and second fastest growing elementary school, second fastest growing school behind Skinner Middle School.

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)	Scholars will grow 7% on the TCAP Reading Assessment. 50% of our 3rd, 4th and 5th grade students will be proficient or advanced.	We did not meet the target. 42% of scholars at Ashley Elementary were proficient on the TCAP Reading Assessment in the 2013-2014 school year. We grew 2% as a school, not meeting the 7% growth target. In regards to specific grades, we attained 49% proficiency in 3rd grade (down 3%), 45% in 4th grade (growth of 13%) and 34% (down 8%) in 5th grade. Our MGP within this content area was at 47, up from the 2012-2013 school year. On the 2015 PARCC ELA Assessment, 19.2% of 3rd-5th grade scholars met or exceeded expectations.	Targets were not met across the school largely due to the reality of the school being in turnaround. By the end of the 2013-2014 school year, more than 70% of the staff was replaced and a bold innovation plan passed by the District and State BOE. Professional development throughout the school year focused on building a culture of high expectations, for students and adults. More so, instructional PD focused on basic lesson structure and high impact instructional moves rather than building coherent curriculum & instruction throughout the school. With these types of conversations, the level of gains outlined within the UIP were not met. Additionally, a data driven culture did not exist throughout the building. Our UIP focused on culture last year and we did that incredibly well, scholars grew, and a new school plan was developed. All of this work had positive impacts on student achievement and set Ashley Elementary up for a successful year one of implementation for the 2014-2015 school year.
	Scholars will grow 7% on The TCAP Math Assessment. 57% of our 3rd, 4th and 5th graders will be Proficient or Advanced on the TCAP Math Assessment.	We did not meet the target. 47% of scholars at Ashley Elementary were proficient on the TCAP Math Assessment in the 2013-2014 school year. 47% is a decrease of 1% from the 2012-2013 school year. We saw gains in 3rd grade (57%, growth of 8%) and 4th grade (48%, growth of 4%) and a decline in 5th grade (38%, decline of 15%). Our MGP within this content area was 51, down 1 from the 2012-2013 school year. On the 2015 PARCC Math Assessment, 9%	

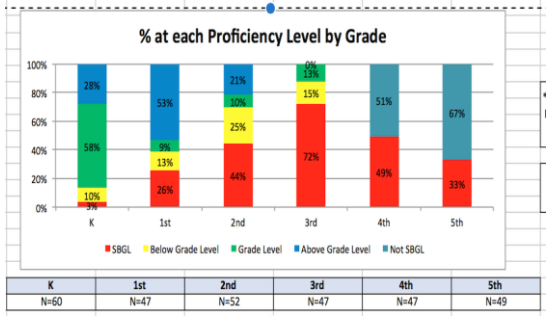
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		of 3rd-5th grade scholars met or exceeded expectations.	
Academic Growth	Scholars will grow 9% on The TCAP Writing Assessment. 30% of our 3rd, 4th and 5th graders will be Proficient or Advanced on the TCAP Writing Assessment.	We did not meet the target. 21% of scholars at Ashley Elementary were proficient on the TCAP Writing Assessment in the 2013-2014 school year. 21% is an increase of 4% from the 2012-2013 school year. We saw gains in 3rd grade (22%, growth of 12%) and 4th grade (18%, growth of 3%) and a decline in 5th grade (23%, decline of 1%). Our MGP within this content area was 52, up 6 from the 2012-2013 school year.	
	The median growth percentile in writing will be 55.	Target was not met. Our median growth percentile in writing was 52, which is up 6 from the previous year.	
	The median growth percentile for our English Language Learners on the writing TCAP will be 55.	We did not meet targets in this area; the target was no accurately worded in 2013-2014.	

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.

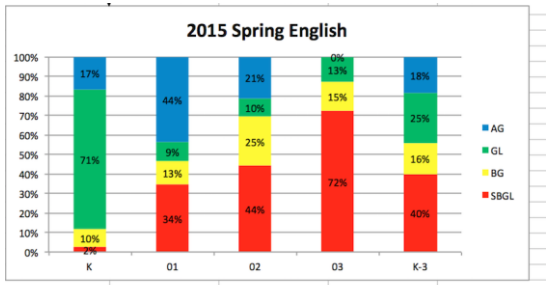
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	All Content – Proficient or Advanced 2011 / 2012 / 2013 / 2014 / Change 13-14 Reading: 25% / 31% / 40% / 42% / 2% Writing: 15% / 14% / 17% / 21% / 4% Math: 32% / 34% / 48% / 47% / -1% Science: 4% / 2% / 11% / NA / NA Scores in all content areas are below state and federal targets, however we did see growth in two of three categories. While we did see some growth, we must dramatically overhaul our instructional program as well as teaching and learning if we are to truly move the needle and see more scholars perform at grade level.	**Reading Instruction:** we must see significantly more growth yearly to ensure scholars are college and career ready. A high percentage of scholars ended the year not reading at grade level (K: 12%, 1:47%, 2: 69%, 3: 87%)	Ineffective teaching. We began this school year with 70% new staff. Having seen a large turnover last school year, we should be beyond this foundational issue. Ashley Elementary does not use consistent high impact instructional strategies across the school, leading to inconsistent implementation and expectations for learning. There was no consistent curriculum used throughout the school, leading to differing levels of rigor and academic expectations in every classroom. There was not a focus or accountability measure for differentiation to happen within classrooms at the levels necessary to support all students, especially struggling learners. Professional development was not instruction-based. Rather, it was based on culture (for adults and students) throughout the school year.

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



K	1st	2nd	3rd	4th	5th
N=60	N=47	N=52	N=47	N=47	N=49

In the Spring of 2015, 88% of K scholars were reading at grade level, 53% in 1st grade, 31% in 2nd grade, 13% in 4th



K	1st	2nd	3rd	K-3
N=42	N=32	N=52	N=47	N=173

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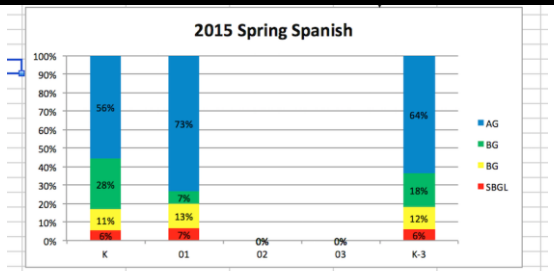
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 K: N=18; 1st: N=15; 2nd: N=0; 3rd: N=0; K-3: N=33		
Academic Growth	Reading MGP / Writing MGP / Math MGP 2011 2012 2013 2014 4th: 33.5 59 42 40.5 | 32 61.5 42 42.5 | 28 63 50 58 5th: 55.5 39 47 47 | 41.5 30 62 57 | 45 51 54 47.5 Overall: 46.5 47 | Overall: 46 52 | Overall: 52 51 MGPs are mixed across content areas at Ashley Elementary. We saw an increase in the MGP within Reading and Writing from 2013 to 2014, however a cecrease in mathematics by 1. Interestingly, the MGPs in math and writing are over 50, indicating adequate growth while in writing, it falls below 50 at 47. Ashley Elementary School - 206 Overall Grade | CELA 2012 | ACCESS 2013 | CELA-ACCESS 12-13 Change | ACCESS 2014 | ACCESS 13-14 Change | ACCESS 2015 | ACCESS 14-15 Change 01 31.5 31.0 -0.5 78.5 47.5 39.0 -39.5 02 38.0 65.0 27.0 37.0 -28.0 37.0 0.0 03 37.0 * * 74.0 * 85.0 11.0 04 44.0 47.0 3.0 * * 45.5 * 05 22.5 46.0 23.5 73.0 27.0 76.5 3.5 All 33.0 46.0 13.0 69.0 23.0 56.5 -12.5 We saw a decline in MGPs from 13/14 to 14/15 on ACCESS by -12.5. This was largely due to a huge	Increase MGPs in Reading to over 60 overall. Writing MGPs will increase to over 60 overall. Math MGPs will increase to over 60 overall.	Ineffective teaching. We began this school year with 70% new staff. Having seen a large turnover last school year, we should be beyond this foundational issue. Ashley Elementary does not use consistent high impact instructional strategies across the school, leading to inconsistent implementation and expectations for learning. There was no consistent curriculum used throughout the school, leading to differing levels of rigor and academic expectations in every classroom. There was not a focus or accountability measure for differentiation to happen within classrooms at the levels necessary to support all students, especially struggling learners. Professional development was not instruction-based. Rather, it was based on culture (for adults and students) throughout

<table>
<tr><th>Performance Indicators</th><th>Description of Notable Trends
(3 years of past state and local data)</th><th>Priority Performance Challenges</th><th>Root Causes</th></tr>
<tr><td></td><td>drop in 1st grade of -39.5 where we began running a dual language program. Changes around language allocation have been made for the 15/16 school year and we hope to see increased MGPs. That said, 83% of Ashley ELLs are “on track” on ACCESS compared to 62% in the district.</td><td></td><td>the school year.</td></tr>
<tr><td>Academic Growth Gaps</td><td>
<table>
<tr><th colspan="7">All Content – Proficient or Advanced by Sub Group</th></tr>
<tr><th></th><th>R-2013</th><th>R-2014</th><th>W-2013</th><th>W-2014</th><th>M-2013</th><th>M-2014</th></tr>
<tr><td>African American</td><td>25%</td><td>55%</td><td>4%</td><td>25%</td><td>33%</td><td>46%</td></tr>
<tr><td>Hispanic/Latino</td><td>40%</td><td>31%</td><td>17%</td><td>17%</td><td>50%</td><td>43%</td></tr>
<tr><td>Caucasian</td><td>63%</td><td>71%</td><td>50%</td><td>29%</td><td>67%</td><td>64%</td></tr>
<tr><td>SpEd</td><td>12%</td><td>6%</td><td>12%</td><td>6%</td><td>18%</td><td>15%</td></tr>
<tr><td>ELL</td><td>34%</td><td>24%</td><td>16%</td><td>9%</td><td>53%</td><td>43%</td></tr>
<tr><td>Boys</td><td>39%</td><td>32%</td><td>18%</td><td>15%</td><td>44%</td><td>43%</td></tr>
<tr><td>Girls</td><td>40%</td><td>52%</td><td>15%</td><td>27%</td><td>52%</td><td>51%</td></tr>
<tr><td>School (P/A Total)</td><td>40%</td><td>42%</td><td>17%</td><td>21%</td><td>46%</td><td>47%</td></tr>
<tr><td>District (P/A Total)</td><td>54%</td><td>54%</td><td>42%</td><td>44%</td><td>48%</td><td>47%</td></tr>
</table>
Growth Gaps at Ashley Elementary are large and in most areas, so a decline from proficiency in the year before. There are several interesting trends in the data:
• African American students increased their proficiency in all three content areas by double digits, while hispanic students decreased in 2/3 content areas and caucasian students declined in one.
• Caucasian students consistently outperformed other racial groups, and the school average.
• Special Education students declined by 6% in all content areas from the 2013-2014 school year.</td><td>Increase the percentage of scholars proficient in Reading within all demographic categories by 10%.

Increase the percentage of scholars proficient in Math within all demographic categories by 10%.

Increase the percentage of scholars proficient in Writing within all demographic categories by 10%.</td><td>Ineffective teaching. We began this school year with 70% new staff. Having seen a large turnover last school year, we should be beyond this foundational issue.

Ashley Elementary does not use consistent high impact instructional strategies across the school, leading to inconsistent implementation and expectations for learning.

There was no consistent curriculum used throughout the school, leading to differing levels of rigor and academic expectations in every classroom.

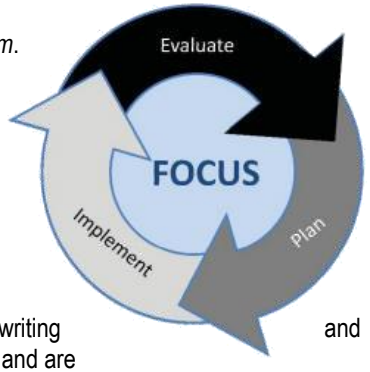
There was not a focus or accountability measure for differentiation to happen within classrooms at the levels necessary to support all students, especially struggling learners.

Professional development was not instruction-based. Rather, it was based on culture (for adults and students) throughout the school year.</td></tr>
</table>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	• ELLs declined in all content areas. Girls consistently outperform the school in all content areas while boys were consistently lower.		

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 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	19.2% of 3rd-5th grade scholars met or exceeded expectations on PARCC ELA. 20% of 3rd Graders met or exceeded expectations on PARCC ELA, 17.4% of 4th graders and 20.4% of 5th graders.	38% of 3rd-5th Grade scholars will meet expectations on PARCC ELA	58% of 3rd-5th Grade scholars will meet expectations on PARCC ELA	A Net Assessments & STEP	Develop a Data Driven Culture using Interim Assessments as the driver of instruction throughout the school. Replication & Implementation of a balanced literacy block for all scholars K-5. The literacy block is comprised of the following components: read aloud, writing, reading comprehension, guided reading, direct instruction via reading mastery and independent reading. This structure will support reading acquisition in for those scholars reading at a K-2 level while building the habit of reading to learn for all 3rd-5th grade readers.
		READ	A high percentage of scholars across all grade levels are reading below grade level, and significantly below grade level.			Running Records, STEP, A Net Interim Testing	

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			80% in Kinder, 88% in 1st, 79% in 2nd and 93% in 3rd.				
		M	9% of 3rd-5th grade scholars met or exceeded expectations on the PARCC Math Assessment.	29% of 3rd-5th grade scholars will meet or exceed expectations on the PARCC Math Assessment.	49% of 3rd-5th grade scholars will meet or exceed expectations on the PARCC Math Assessment.	A Net	Develop a Data Driven Culture using Interim Assessments as the driver of instruction throughout the school.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	22%				
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					

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: Replication & Implementation of a balanced literacy block for all scholars K-5. The literacy block is comprised of the following components: read aloud, writing, reading comprehension, guided reading, direct instruction via reading mastery and independent reading. This structure will support reading acquisition in for those scholars reading at a K-2 level while building the habit of reading to learn for all 3rd-5th grade readers.

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				
Weekly observation and feedback loop where each teacher receives a "bite sized" piece of feedback that will be implemented immediately.	X	X	Administrative Team	Online Tracker (free),	-Weekly observation tracker to holds all observation notes viewable to all Key Personnel -Progress towards Interim Assessment & STEP goals for scholars.	Ongoing; as of October 31st, all staff have received between 10-15 observations and engaged in the same number of debriefs. 5 rounds of STEP testing to monitor reading growth/progress. Interim Assessments (IAs) occur 3 times a year in ELA.

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Weekly **Professional Development** that target each of the components of the literacy block.	X	X	Lead Teachers, Associate Educators	PD Response to school needs and overall school needs.	-Weekly Observations indicate success of implementation/PD offered. This further helps us focus our PD.	Ongoing; happens each Wednesday for two hours.
Weekly **collaborative planning** blocks for all E-5 teachers 4x a week	X	X	Teaching and Learning Staff	Student work based on previous week's target goals.	-Observational by administration.	Ongoing; happens weekly.

* 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: Develop a Data Driven Culture using Interim Assessments as the driver of instruction throughout the school.

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				
Provide **professional development** throughout the year to build understanding of Data Driven Instruction (DDI) and Data Analysis Meetings.	X	X	Administrative Team, Staff	Free; Administrative team and district staff provides.	Observational; evidence of implementation of DDI within the classroom and participation and engagement within PD.	Ongoing.
Use **Interim Assessments** from ANet to define the level of rigor we need to see within our classrooms. The scope of assessed standards informs what we teach throughout the year in 3rd-5th grade.	X	X	Administrative Team, Staff	Free; received interim assessments from ANet.	Observational evidence; is teaching aligned to IAs? After IAs are given, how is the data used.	Ongoing.
Capture IA data within **data trackers** to be used internally and depicted visually within the school.	X	X	Administrative Team, Staff	Free; received interim assessments from ANet free of charge.	All staff input their data into trackers.	Ongoing.
Provide **professional development** throughout the year to build understanding of Data Driven Instruction (DDI) and Data Analysis Meetings.	X	X	Administrative Team, Staff	Free; Administrative team and district staff provides.	Observational; evidence of implementation of DDI within the classroom and participation and engagement within PD.	Ongoing.

Major Improvement Strategy #3: Further develop & build a strong school culture for students and adults. The Ashley Elementary School culture has been purposefully created in order to maximize learning time, create a strong learning environment and increase sustainability. Culture at Ashley is defined as the systems, structures, language and expectations of our students, families and staff members. Our culture has been created intentionally to ensure goals are met for this metrix.

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				
Provide **Professional Development** for all staff that clearly outlines the systems, structures and components that make a strong school. This professional development should give all staff the opportunity to practice perfect for a week before the start of the school year as a means to develop muscle memory and ensure a focus on instruction can occur throughout the school year.	X	X	All Staff	Free	Ashley Institute Surveys; 70% or higher of respondents will rate the PD as above average.	Staff rated the PD at 80% "better PD than they have ever received."
Conduct **orientation** for all families as a means to communicate our goals, priorities and expectations.	X	X	All Families, All Administrative Team	Free	100% of families with sign the shared community commitment form. Increase in parent satisfaction on the EOY survey.	Completed. In progress/End of Year.
Further develop a **consistent behavior system** that will hold all students, staff and families accountable.	X	X	Administrative Team, Teachers	Free	Increase in student satisfaction data. Decrease in behavioral	In progress/End of Year. In progress/End of Year.

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					incidents.	
The school will host daily **Morning & Community Meetings** to set the tone for each day, explicitly teach character education, celebrate successes & growth and focus scholars on working hard.	X	X	Administrative Team, Teachers	Leader of the Week Shirts ($2,500/GF).	Increase in student satisfaction data.	In progress/End of Year.
Create & use a **culture rubric** that rates classrooms and the school on how we are upholding our school systems and structures.	X	X	Administrative Team, Culture Team	Free	Each month, we will score 80% on the Culture Rubric as rated by the culture team.	In progress/End of Year.
Build a **culture of trust & accountability** amongst staff that leads to a high performing organization and increased sustainability. 3x/year, the staff will receive the principal survey to rate how well the principal is doing. This survey is completed and results discussed with the team publically as a way to grow as a leader.	X	X	All Staff	Free	80% of respondents will agree or strong agree to all questions.	In progress/End of Year.

* 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.*

Section V: Supporting Addenda Forms

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

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

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	*In the 2013-2014 school year Ashley Elementary applied and was granted Innovation Status. Through this, we have significant flexibility in terms of our people, time and money. Ashley Elementary has taken advantage of this through various avenues, all of which have impacted student achievement.*
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan or Required TIG Addendum	*Ashley Elementary receives ongoing support from various central departments as part of the efforts to transform the school. Additionally, the school conducts two site visits annually to audit the schools performance.*
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan	*Denver Public Schools removed the former school leader in the Spring of 2013. A principal selection committee was formed and led the process to select two final candidates, of whom Zachary Rahn was ultimately selected.*
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan or Required TIG Addendum	*Ashley Elementary uses the LEAP teacher performance framework. For the principal, LEAD, Denver Public Schools system is used.*
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan or Required TIG Addendum	*All staff members at Ashley Elementary are part of Denver Public Schools Professional Compensation System (PROCOMP). This system rewards excellence, growth and attracts great teachers to underserved schools and communities.*

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	*As part of our innovation plan, each Wednesday is a half-day to ensure that ongoing professional development occurs. PD targets the three main major improvement strategies outlined within the UIP and goals within the Ashley Elementary Innovation Plan.*
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	*As a part of Denver Public Schools, Ashley Elementary staff are part of all systems and structures such as incentives and professional growth opportunities. Additionally, the Ashley Innovation plan provides the school with the flexibility in staffing to ensure the best staff for scholars.*
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative and Section IV: Action Plan	*The instructional program approved by the Denver Public Schools and State Board of Education is rigorous, proven and aligned to CCSS.*
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form and Action Plan	*A priority area with the UIP and Innovation Plan is the use of Data Driven Instruction. DDI is a focus point for the school and our work to ensure we meet the needs of students and the goals set out within our UIP.*
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan	*The Ashley Elementary School Innovation Plan establishes schedules that maximize time throughout the extended day and year schedules that we operate.*
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan	*The Ashley Elementary School Innovation Plan establishes the Ashley Parent Organization, Coffee with the Principal and weekly correspondence to families via the Ashley News.*