

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0520** School Name: **BARNUM ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	46.54%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	52.56%	-	-	
		W	54.84%	-	-	40.77%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	54	-	-	50	-	-	
		M	62	-	-	46	-	-	
		W	62	-	-	54	-	-	
ELP	29	-	-	71	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	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

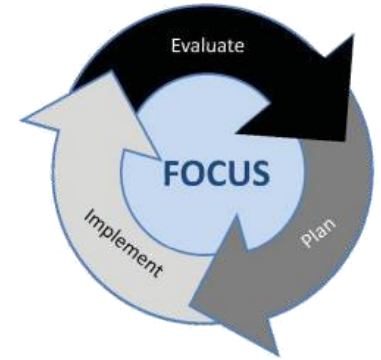
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	2009/2010
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.	Karen Benner 2010
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Myrella Goff Principal
	Email	Myrella_Goff@dpsk12.org
	Phone	720-424-9591
	Mailing Address	85 Hooker, Denver, CO...80219
2	Name and Title	Tresa Wilson
	Email	Tresa_Wilson@dpsk12.org
	Phone	720-424-9596
	Mailing Address	85 Hooker, Denver, CO ..80219

School Code: 0520

School Name: BARNUM ELEMENTARY SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

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

Our staff is committed to setting high expectations for students, parents, and staff. Our goal is to increase student performance and insure implementation of the Denver Plan. A funneled focused is identifying best practices essential for academic performance and second language acquisition of ELL students (67%). Parents from our community are integral in their triumphs. Their attendance and participation in our parent meetings, parent workshops (three - four per year), student programs/celebrations, daily lunch, and volunteer services contribute to solidifying the partnership and bond between home and school.

Root Cause Analysis

In January 2010 the entire staff (certified and classified staff) as well as, parents were interviewed to identify areas that we could address in order to improve our instructional program development and delivery. All certified staff met on a couple of evenings in February and all day on Saturday in May to decide priorities and begin the process of developing our Unified Improvement Plan. In collaboration with the School Support Team (SST) our staff identified the areas we are to focus on:

Creating a Sense of urgency for higher levels for Achievement through high expectations

Learning Communities: Collaborative Work

Meet Instructional and Learning Needs Effectively

Establish strong links between families and students for academic achievement

The staff examined different data to determine our trends, priority needs, and root causes. First we looked at CSAP data for the past three years. The staff was put in groups for reading, writing, and math. The staff charted the significant trends and priority needs for each subject area. The staff determined our reading scores are higher than our writing scores but we need to focus on both areas for the 2011/2012 school year. Math is Barnum's strongest subject area. More students score advance, (%) in math than reading and writing. Data shows that a cohort of students doubled their scores from one year to another however we need to accelerate the pace of demonstrated student performance in order to narrow our achievement gap. We have inconsistent performance from year to year in reading and writing.

Our analysis of cumulative data determined that writing is our priority need. Inconsistent writing instruction/expectation across all grade levels needs to be in place along with use of rubric to assess student writing. In addition, lack of rigorous intentional instruction to assist students in analyzing and responding appropriately to prompts.

In the fall of 2013 the entire staff came back and went through the process of looking at our data, writing trend statements, priority performance challenges, and verifying our root causes. The school met targets in reading, writing, and math, but still is not meeting state expectation in academic achievement. As for our academic growth the school is approaching the state expectations. Our math score tend to be higher but are still below state expectation and as a school will focus on our math and science achievement as well.

This school year, 2014, as a staff we looked at our data to determine if we should focus on Literacy and Math. We continue with Literacy but we are looking at grade level data to see which grade level or levels are not progressing in the areas of Reading and Writing. We came to the conclusion that our 4th and 5th grade students are not maintaining the progressing they made in 3rd.

We are also focusing on our culture in our school. We started the school with a one day retreat to get know each other more as well as new staff. We have a facilitator, Jeff W, that is working with our staff to identify our leadership styles and how we all work together to increase student achievement.

Verification of Root Causes

As a staff we engaged in homogeneous small group discussion and identified practices that contributed to root causes. We charted our findings based on our data analysis. Looking at our data, our proficient and above students consistently score higher on CSAP Reading than CSAP Writing. Also our growth percentile has been inconsistent for the past three years. We will continue to generate and progress monitor our root causes using the Data Inquiry process. As we looked at our data, we decide to focus on our 4th and 5th grade students in Literacy and start the work of school culture with staff and then our students.

CSAP/TCAP Trends for the past five years Proficient & Above

<u>Writing</u>	<u>Reading</u>	<u>Math</u>
2010 3 rd 13%	2010 3 rd 24%	2010 3 rd 18%
4 th 9%	4 th 22%	4 th 43%
5 th 23%	5 th 35%	5 th 35%
Overall 16%	Overall 27%	Overall 32%
2011 3 rd 18%	2011 3 rd 50%	2011 3 rd 52%
4 th 15%	4 th 22%	4 33%
5 th 19%	5 th 24%	5 42%
Overall 18%	Overall 31%	Overall 42%
2012 3 rd 30%	2012 3 rd 52%	2012 3 rd 55%
4 th 27%	4 th 37%	4 th 46%
5 th 32%	5 th 28%	5 th 32%
Overall 30%	Overall 40%	Overall 46%
2013 3 rd 46%	2013 3 rd 52%	2013 3 rd 66%
4 th 33%	4 th 43%	4 th 56%
5 th 32%	5 th 51%	5 th 51%
Overall 39%	Overall 50%	Overall 58%
2014 3 rd 53%	2014 3 rd 63%	2014 3 rd 58%
4 th 39%	4 th 45%	4 th 55%
5 th 39%	5 th 39%	5 th 44%
Overall 42%	Overall 47%	Overall 52%

Our students exceed the state growth percentile in Math and Reading but did not for writing in 2010. For 2011 we went down in Reading and up in writing. As a

school we will focus on both Reading and Writing. We fluctuate in our median growth year to year in fourth and fifth grades. In 2012 we continue to fluctuate in our median growth. For 2012 we increased in reading and writing but decreased in Math continuing the trend of increasing then decreasing. For the past two years we have decrease in our Median Growth percentile in all three content areas with a slight increase in writing but lower than our 2012 percentiles.

Median Growth Percentile

Writing

4th Grade

5th Grade

2010 48 2011 51 2012 59 2013 48 2014 51 2010 49 2011 52 2012 55 2013 47 2014 45.5 2010 48 2011 51.5 2012 68 2013 54 2014 61

Reading

2010 56 2011 45 2012 57 2013 50 2014 40 2010 31 2011 46 2012 51 2013 39.5 2014 45 2010 63.5 2011 40.5 2012 64 2013 68 2014 40

Math

2010 61 2011 62 2012 42 2013 53 2014 43 2010 49 2011 64 2012 37 2013 50 2014 34 2010 75.5 2011 58 2012 55 2013 58 2014 45.5

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading scores for Proficient & Advance will increase from 50 % in 2013 to 56% in 2014	Reading scores for Proficient & Advance was 47% in 2014. The target was not met	Our targets for Academic statues and growth were not met even though we focused on our Readers and Writers Workshop. We plan to look at our data weekly verses every other week to make sure we know our students are growing and consistently progress monitor our data.
	Writing scores for Proficient & Advance will increase from 39% in 2012 to 44% in 2013	Writing scores for Proficient & Advance was 41% in 2014. The target was not met	
Academic Growth	Reading Median Growth Percentile will increase from 50 percentile in 2013 to 60 in 2014	Median Growth Percentile in Reading was 50. The target was not met.	
	Writing Median Growth Percentile will increase from 48 percentile in 2013 to 60 in 2014.	Even though went up to 54 median growth percentile in Writing, the target was not met.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

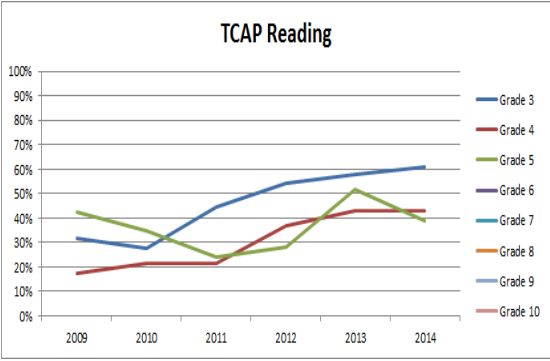
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Achievement (Status)	<p style="text-align: center;">Overall TCAP Status</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>28%</td> <td>30%</td> <td>41%</td> <td>50%</td> <td>47%</td> </tr> <tr> <td>Math</td> <td>34%</td> <td>32%</td> <td>42%</td> <td>46%</td> <td>58%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>16%</td> <td>19%</td> <td>34%</td> <td>39%</td> <td>46%</td> </tr> <tr> <td>Science</td> <td>14%</td> <td>12%</td> <td>6%</td> <td>5%</td> <td>19%</td> <td></td> </tr> </tbody> </table> <p>The percent of students at Barnum Elementary School who scored proficient or advanced on Reading TCAP/CSAP increased from 30% to 48% between 2011-2013 which is an 18% increase with a decrease in 2014 to 47%, but is still below state expectation of 72%.</p> <p>The percent of students at Barnum Elementary School who scored proficient or advanced on Mathematics TCAP/CSAP increased from 34% to 58% between 2009-2013, then decrease to 52% in 2014 which is below state expectation of 70%.</p>		2009	2010	2011	2012	2013	2014	Reading	31%	28%	30%	41%	50%	47%	Math	34%	32%	42%	46%	58%	52%	Writing	25%	16%	19%	34%	39%	46%	Science	14%	12%	6%	5%	19%		<p>5th grade students have shown an increase and decrease on CSAP/TCAP Reading for the past five years going from 35 % to 28% to 51% and then to 39% which is below the state expectation of 72%.</p> <p>4th grade students have shown steady increase in Reading for the last five years from 21% to 43% which is well below the state expectation of 72%.</p>	<ul style="list-style-type: none"> • Lack of rigorous intentional instruction • Inconsistent standards based instruction, expectations, and curriculum • Inconsistent use of formative assessments to analyze, plan and progress monitor • Observation and Feedback of guided reading at surface level, not deeper analysis of groups
	2009	2010	2011	2012	2013	2014																																
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School Code: 0520

School Name: BARNUM ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<p>The percent of students at Barnum Elementary School who scored proficient or advanced on Writing TCAP/CSAP increased from 25% to 42% between 2009 and 2014 which is below state expectation of 53%.</p> <p style="text-align: center;">Grade Level TCAP Reading</p>  <table border="1" data-bbox="485 1040 1031 1398"> <thead> <tr> <th></th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>32%</td> <td>17%</td> <td>43%</td> </tr> <tr> <td>2010</td> <td>27%</td> <td>21%</td> <td>35%</td> </tr> <tr> <td>2011</td> <td>45%</td> <td>22%</td> <td>24%</td> </tr> <tr> <td>2012</td> <td>54%</td> <td>37%</td> <td>28%</td> </tr> <tr> <td>2013</td> <td>58%</td> <td>43%</td> <td>51%</td> </tr> <tr> <td>2014</td> <td>61%</td> <td>43%</td> <td>39%</td> </tr> <tr> <td></td> <td>03</td> <td>04</td> <td>05</td> </tr> </tbody> </table>		Grade 3	Grade 4	Grade 5	2009	32%	17%	43%	2010	27%	21%	35%	2011	45%	22%	24%	2012	54%	37%	28%	2013	58%	43%	51%	2014	61%	43%	39%		03	04	05		
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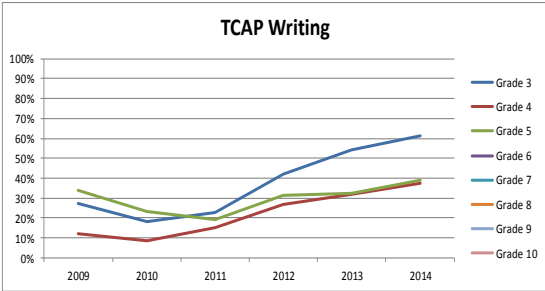
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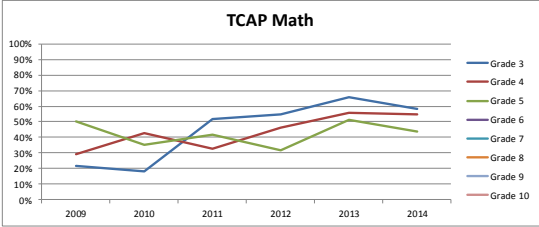
School Name: BARNUM ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The percentage of 3rd grade students proficient and advance on CSAP/TCAP Reading increased from 32% to 63% between 2009 and 2014 overall with a trend upward, which is still below the state expectation of 71%.</p> <p>The percentage of 4th grade students' proficient and advance on CSAP/TCAP Reading increased from 17% to 45% between 2009 and 2014 overall is a slight trend upwards, which is below the state expectation of 71%.</p> <p>The percentage of 5th grade students proficient and advance on CSAP/TCAP Reading decreased between 2009 and 2011 by 21%, Between 2011 and 2013 scores increased by 27% then decreased by 12% in 2014. The trend for 5th grade scores keep decreasing and increasing which are below the state expectation of 71%.</p>		

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	<p style="text-align: center;">Grade Level TCAP Writing</p>  <table border="1" data-bbox="485 876 1033 1243"> <thead> <tr> <th></th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>27%</td> <td>12%</td> <td>34%</td> </tr> <tr> <td>2010</td> <td>18%</td> <td>9%</td> <td>23%</td> </tr> <tr> <td>2011</td> <td>23%</td> <td>15%</td> <td>19%</td> </tr> <tr> <td>2012</td> <td>42%</td> <td>27%</td> <td>32%</td> </tr> <tr> <td>2013</td> <td>54%</td> <td>32%</td> <td>32%</td> </tr> <tr> <td>2014</td> <td>61%</td> <td>38%</td> <td>39%</td> </tr> <tr> <td></td> <td>03</td> <td>04</td> <td>05</td> </tr> </tbody> </table> <p>Overall the CSAP/TCAP Writing scores increased in 2011 to 2014 with 3rd grade from 23% to 61%, 4th grade going from 15% to 38% and 5th going from 19% to 39% which is still below state</p>		Grade 3	Grade 4	Grade 5	2009	27%	12%	34%	2010	18%	9%	23%	2011	23%	15%	19%	2012	42%	27%	32%	2013	54%	32%	32%	2014	61%	38%	39%		03	04	05		
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School Code: 0520

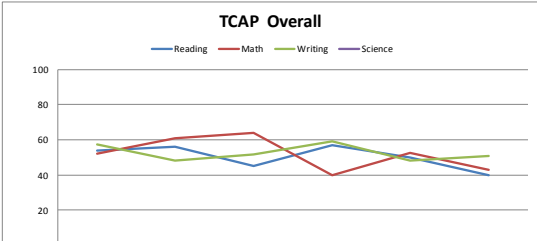
School Name: BARNUM ELEMENTARY SCHOOL

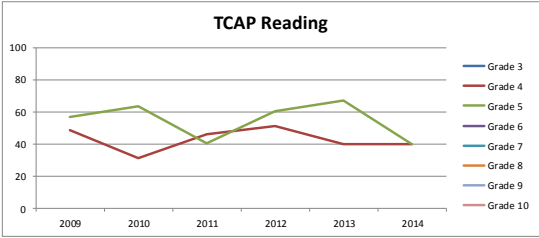
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	2012	#N/A	32	55		
	2013	#N/A	50	57.5		
	2014	#N/A	36.5	46		
		03	04	05		
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	<p>5th grade students MGP in Math had a decrease in 2012 to 55 then increase to 57.5 and then a decrease to 46 which is below state expectation of 62.</p>					
Academic Growth Gaps	<p>Combined DRA2 and EDL2 2014 Spring % At or Above Grade Level who were SBGL in 2013 Fall</p>					

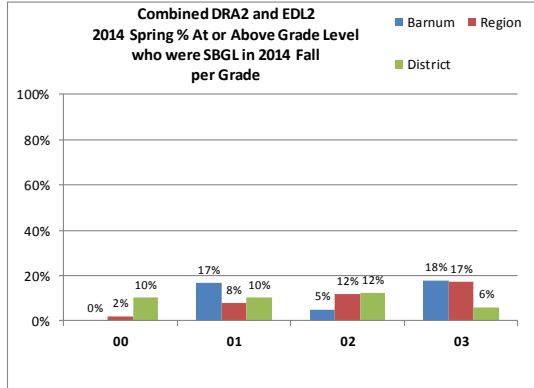
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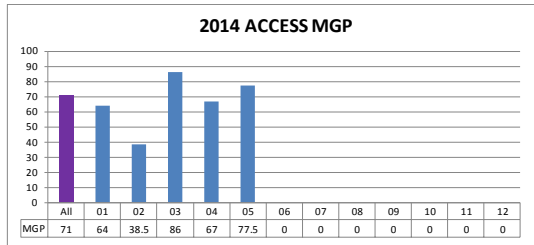
Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes



Overall ACCESS MGP/Grade Level



Grade	MGP
All	71
01	64

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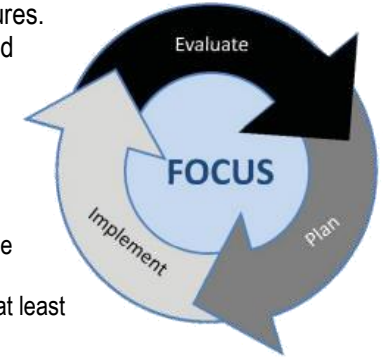
Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
	02	38.5		
	03	86		
	04	67		
	05	77.5		
	The median growth percentile of English Language Learners increased from 29 in 2013 to 71 in 2014 on ACCESS meeting the state expectation.			
Postsecondary & Workforce Readiness				

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	Lit 5 th grade students have shown an increase and decrease on CSAP/TCAP Reading for the past five years going from 35 % to 28% to 51% and then to 39% which is below the state expectation of 72%. 4 th grade students have shown steady increase in Reading for the last five years from 21% to 43% which is well below the state expectation of 72%.	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 54%	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 61%	DRA2/EDL2 progress monitoring 3 times per year (Sept, Jan, and April) Star Reading/Star Early Literacy Verification progress (Read Act K-3) Literacy Assessment (Dec and April)	Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model. Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		M	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 51%	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 58%	Interim Assessment given 3 times in the year (Oct, Dec Apr,)	Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		W				Literacy Assessment (Dec and April) Assessing student work with grade level rubrics and

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						setting goals in writing.	make instructional decisions
		S		The percentage of students scoring proficient or advanced on the End of Year Science interim will be 18%	The percentage of students scoring proficient or advanced on the End of Year Science interim will be 34%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R				DRA2/EDL2 progress monitoring 3 times per year(Sept, Jan, and April) Star Reading/Star Early Literacy Verification progress(Read Act K-3) Literacy Assessment (Dec and April)	Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model. Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		M				Interim Assessment given 3 times in the year(Oct, Dec Apr,)	Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		W				Literacy Assessment (Dec and April) Assessing student work with grade level rubrics and setting goals in writing.	Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model. Data Inquiry cycle weekly to support staff in using data to make instructional decisions
		ELP		Target MGP is >= 45	Target MGP is >= 45		
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					

		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Focus on best practices and implementing effective and consistent Reader's and Writer's Workshop model

- **Root Cause(s) Addressed: Root Cause(s) Addressed:**
- Lack of rigorous intentional instruction
- Inconsistent standards based instruction, expectations, and curriculum
- Inconsistent use of formative assessments to analyze, plan and progress monitor
- Observation and Feedback of guided reading at surface level, not deeper analysis of groups

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Implement Write from the Beginning Program K-5 th Implement effective writing instruction by utilizing a consistent resource K-5 Review Writer's Workshop components <ul style="list-style-type: none"> ● Mini lesson ● Shared writing ● Guided writing ● Independent writing ● Conferencing/Revising Sharing/Closure	Fall 2014- Spring 2015	Fall 2015- Spring 2016	All Staff, Certified /Administration	Manuals-136.00 per new teachers, Write From the Beginning General fund Next step in Guided Reading K-8	Grade level bulletin boards that display proficient writing every month as evidenced and by admin walk throughs monthly.	In Progress
We will assess progress on writing based on student writing	Fall 2014- Spring	Fall 2015- Spring	Classroom teachers,		Analyze student work with the interventionist/classroom	In Progress

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	2015	2016	Special Ed teachers and interventionists		teachers/admin every work Data teams meet every week to analyze student work in literacy	
Teacher Leader Literacy Professional Development, Guided Reading Review the Reader's Workshop components and look for <ul style="list-style-type: none"> • Mini lesson • Shared Reading • Guided Reading • Independent Reading • Conferences • Closure 	Fall 2014- Spring 2015	Fall 2015- Spring 2016	All Staff, Certified /Administration	Next step in Guided Reading K-8 Okapi Guided Reading Books	Monitor instruction using Best Practices in Reading Workshop aligned to Framework three times per year.	In Progress
K-3 Students below grade level are given more time in reading with a rotation with Sp. Ed and Intervention Teachers	Fall 2014- Spring 2015	Fall 2015- Spring 2016	Sp. Ed and Intervention Teachers	Six Minute Solution, Really Great Reading	Progress monitor every other week	In progress
K-2 Guided Reading Plus PD every Wednesday to address students below a DRA/EDL 28	Fall 2014	Spring 2015	K-2 Teachers	Guided Reading Plus Resources, coaching	Coaching and running records of Guided reading groups	Complete in Spring 2015
K-1 Teachers Pre A Strategies PD for students not a level 1 DRA/EDL	Fall 2014		K-1 Teachers, TEC, and Paras	Task Strategies	Task 1-8 Tracker each week in Data Teams until student reach DRA 1	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.

Major Improvement Strategy #2: Improve Data inquiry cycle to support staff in using data to make instructional decisions

Root Cause(s) Addressed: Inconsistent use of formative assessments to analyze, plan and progress monitor

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Grade level teams meet weekly to analyze student work and assessments, develop an action plan, monitor progress, & reflect on effectiveness of instructional strategies.	Fall 2014 -Spring 2015	Fall 2015-Spring2016	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC), Teacher Leaders(TLA)	Scope and sequence Data Inquiry cycle protocol in Google Doc	Weekly data Inquiry cycles will be completed during the school year with a focus on literacy Grade level binders containing evidence of data inquiry cycle, work will be reviewed at the end of each cycle Teachers will self-evaluate three times a year using a data team rubric	In progress
Staff will analyze student work and assessments through vertical and horizontal teams Grade level teams meet monthly to collaboratively plan and analyze data	Fall 2014-Spring 2015	Fall 2015-Spring2016	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA)	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA)	Teacher document their unit plans and data analysis	In progress

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Increase collaborative planning each month, Every other Mondays primary grades will collaborative plan while intermediate focus PD then the following week Intermediate grades will collaborative plan while primary grades focus on PD.	Fall 2014- Spring2015	Fall 2015- Spring2016	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA	Student work, teacher planning materials, and Data	Grade level teams document information in Google Doc.	In progress
Restructure Data Inquiry process to included staff input	Fall 2013- Spring 2014	Fall 2014- Spring 2015	All Staff, Certified /Administration, Teacher Effectiveness Coach(TEC) Teacher Leaders(TLA	Student work, teacher planning materials, and Data	Grade level teams document information in Google Doc. Grade level trackers in Reading and Writing	Completed and using the process for current 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.

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

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

* 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 Schools Operating a Schoolwide Program (Optional)