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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 0650   School Name: BEACH COURT ELEMENTARY SCHOOL Official 2014 SPF: 3 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.*
Beach Court students are demonstrating pervasive low-achievement and below district averages in all content, all grades, and all sub-groups on the 2015 PARCC.
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.*
• Data Driven Instruction: In meeting weekly, our conversations were very surface level. We did not have time to determine and implement specific next steps for teachers or students. Our SMART goals were not based on CCSS, rather skills based.   • School culture/climate: We lack specific school-wide academic and behavioral expectations for student success.
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.*

• **Major Improvement Strategy #1:** Refining the DDI cycle in Literacy and Math in order to become more proficient.
   ○ **Root Cause(s) Addressed:** Data Driven Instruction: In meeting weekly, our conversations were very surface level. We did not have time to determine and implement specific next steps for teachers or students. Our SMART goals were not based on CCSS, rather skills based.
 • **Major Improvement Strategy #2:** Communication to students and parents regarding the high expectations for student success and to ensure progress towards rigorous implementation of CCSS.
   ○ **Root Cause(s) Addressed:** We lack specific school-wide academic and behavioral expectations for student success.

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

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Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	April 15, 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).	Priority Improvement Plan - Entering Year 1 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/16/2014 for 2014-2015

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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):
☑ State Accreditation   X Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Leah Schultz-Bartlett
	Email	Leah_schultz-bartlett@dpsk12.org
	Phone	720-424-9472
	Mailing Address	4950 Beach Court Denver, CO 80221
2	Name and Title	Elina Medina
	Email	Elina_medina@dpsk12.org
	Phone	720-424-9470
	Mailing Address	4950 Beach Court Denver, CO. 80221

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Section III: Narrative on Data Analysis and Root Cause Identification

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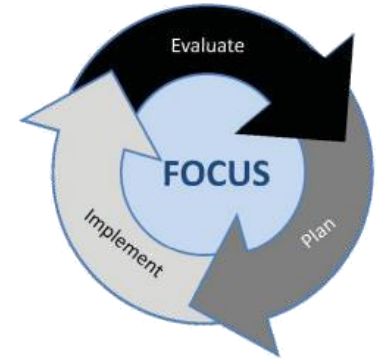
Data Narrative for School

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

Data Narrative for School

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).	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.	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.	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 strategies is encouraged.

Narrative:

Description of School Setting

Built in 1925, Beach Court is a neighborhood school in northwest Denver. Beach Court is a Transitional Native Language Instruction (TNLI) school with classes at each grade level and Free & Reduced Lunch at 89%. With a highly collaborative and student centered staff, the primary focus is to impact student achievement among diverse learners and to provide them with the necessary skills in becoming lifelong learners.

We have developed the UIP through collaborative conversations with staff, Teacher Leaders, as well as the School Leadership Team. In the Spring of 2012, Beach Court CSAP and TCAP results for 2010 and 2011 were invalidated. The invalidation of the TACP data had a severe impact on the overall school wide culture, which began rebuilding in the

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2012-13 school year. We are awaiting PARCC data.

Process for Data Analysis, Review Current Performance & Trend Analysis

April 11, 2014: The process of data analysis formally began on when the CSC, along with the SLT and school administration began looking at Teacher LEAP data as well as DRA/EDL data in order to determine focus areas for the school. In the 2013-14 school year we had focused our PD on Rigor and CLO's. The data showed improvements in those areas, however our struggles with Reading instruction were not improving. Without having TCAP data at that point, the discussion focused around Professional development for reading growth and instruction.

Listed below are dates of meeting that took place to move us from initial student data and budget information to our UIP major improvement strategies and action steps:

Priority Performance Challenge and Root Cause Analysis

July 2015: Administration met with the Beach Court Teacher Leaders to discuss Professional Development plans, based on assessment data, LEAP data, and teacher feedback. We had a 3 full day meetings discussing staffing, data, classroom configurations, and the UIP from last year. We also talked about our upcoming staff development days with the teachers and how best to utilize that time. It was decided that we would do a data dig into our current data, evaluate our content area of focus and do a root cause analysis to determine our action steps for the year. We began our data dig, with district assistance to create our action plan. We looked at all content areas and sub group data. It was determined that results were low overall, however, due to our focus on writing in the 2012-13 as well as 2013-14 school year, that area had by far the greatest growth.

We discussed potential obstacles to success, to rate these obstacles by likelihood and impact, and to rank order them by priority. We looked at potential obstacles related to instruction, school culture, administration, district, community and students. We used this information to select High Impact Instructional Moves as our LEAP area of focus to support student growth. We also spent time digging into the new CCSS and PARCC assessments in language arts and math.

Together, we discussed the reasons why the other contents did not show growth, incorporating our LEAP data analysis from April 11. We discussed work done by staff in the 2013-14 school year, and how we have moved from "building year" to more of a foundation. In the 2012-13 school year, we only began to implement meetings such as Data Teams, SMART goals, and began rebuilding the school wide culture of high expectations and accountability. In the 2013-14 school year, we were able to get into the instructional shifts of the CCSS. It was determined that Beach Court does not consistently use assessments or backwards design to the level of depth necessary to plan rigorous/relevant instruction aligned with the CCSS.

Identified root causes:
- Data Driven Instruction: In meeting weekly, our conversations were very surface level. We did not have time to determine and implement specific next steps for teachers or students. Our SMART goals were not based on CCSS, rather skills based. Reading was never a priority for DDI.
- School culture/climate: We lack specific school-wide academic and behavioral expectations for student success.

October 2015: The Teacher Leader Team and School Leadership Team reviewed the UIP and added new information to the timelines and action steps. The timelines and updates to the Description of Actions Steps to Implement, Timelines, Resources, Implementation Benchmarks and Status of Action Step were updated.

December 2015: The staff reviewed the 2015 PARCC data. Charts and priority challenges were added and updated to the UIP.

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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 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)	Reading: The percentage of students scoring proficient or advanced on the End the Year Literacy Interim will be 42%.	Beach Court scored 42% on the EOY interim and met the 42% target.	Curriculum not being followed consistently in reading and math. DDI process was not focused on more than one CCSS Standard. ELD block and curriculum was not in place and/or followed in all grade levels in grades 4-5., but was in grades K-3.
	Math: The percentage of students scoring proficient or advanced on the End of the Year Math Interim will be 66%.	Beach Court scored 36%% on the EOY interim and missed the 66% target.	
Academic Growth	Reading and Math: n/a- Previous school leader did not submit this information.	No growth measure for this target	
	ELP: Target MGP is>/=45	ACCESS MGP was at the 60th percentile and met Beach Court met the target of 45.	
Academic Growth Gaps	n/a-Previous school leader did not submit this information.	n/a-	
	n/a- Previous school leader did not submit this information.	n/a-.	
Postsecondary & Workforce Readiness	n/a	n/a	

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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)	**PARCC overall** **2015 CMAS: PARCC ELA** Link back to Introduction School / Grade/Test / Total Tested / % Met or above Beach Court Elementary School / 3rd Graders / 35 / 11.4% Beach Court Elementary School / 4th Graders / 47 / 14.9% Beach Court Elementary School / 5th Graders / 55 / 3.6% Beach Court Elementary School / All Grades / 137 / 9.5% **Literature all grades PARCC 2015** Test: A Beach Court Elementary School Grade / Count / %Below Expectations / % Nearly Meets Expectations / % Meets or Exceeds Expectations All Grades / 137 / 70.1% / 18.2% / 11.7% 3rd / 35 / 71.4% / 14.3% / 14.3% 4th / 47 / 61.7% / 23.4% / 14.9% 5th / 55 / 76.4% / 16.4% / 7.3% **Informational all grades PARCC 2015** Test: All I Beach Court Elementary School Grade / Count / %Below Expectations / % Nearly Meets Expectations / % Meets or Exceeds Expectations All Grades / 137 / 56.9% / 28.5% / 14.6% 3rd / 35 / 65.7% / 20.0% / 14.3% 4th / 47 / 48.9% / 36.2% / 14.9% 5th / 55 / 58.2% / 27.3% / 14.5% **Written Expression all grades PARCC 2015**	Beach Court students are demonstrating pervasive low-achievement and below district averages in all content, all grades, and all sub-groups on the 2015 PARCC.	• Data Driven Instruction: In meeting weekly, our conversations were very surface level. We did not have time to determine and implement specific next steps for teachers or students. Our SMART goals were not based on CCSS, rather skills based. • School culture/climate: We lack specific school-wide academic and behavioral expectations for student success.

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	Test: All E
	Beach Court Elementary School

Grade	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	137	75.2%	10.2%	14.6%
3rd	35	82.9%	2.9%	14.3%
4th	47	63.8%	14.9%	21.3%
5th	55	80.0%	10.9%	9.1%

On the 2015 PARCC ELA assessment, 9.5% of Beach Court Students met or exceeded expectations, but was below the district average of 32%
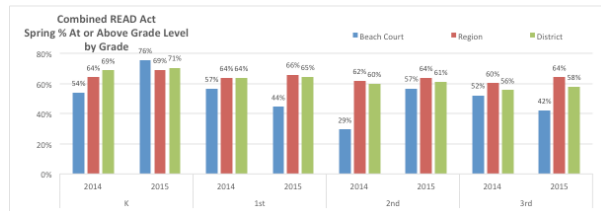
Combined READ Act
Spring % At or Above Grade Level by Grade

Legend: Beach Court, Region, District

		K		1st		2nd		3rd	
	2014	2015	2014	2015	2014	2015	2014	2015
Beach Court	54%	76%	57%	44%	29%	57%	52%	42%
Region	64%	69%	64%	66%	62%	64%	60%	64%
District	69%	71%	64%	65%	60%	61%	56%	58%

READ Act Assessments
Spring % At or Above Grade Level
who were SBGL in Fall/Midyear*
per Grade
*Note: Kindergarten identified at midyear, all other grades identified in Fall

Grade	Year	Beach Court N	Beach Court %	Region N	Region %	District N	District %
00	2015	5	0%	44	0%	319	4%
01	2015	9	0%	100	7%	745	11%
02	2015	9	0%	292	14%	1924	13%
03	2015	26	12%	264	13%	1748	9%

READ Act Assessments
Spring % At or Above Grade Level
who were SBGL in Fall/Midyear*
per Language of Assessment & Grade
*Note: Kindergarten identified at midyear, all other grades identified in Fall
**Note: Language of Assessment based on Spring Assessment

Language of Assessment	Grade	Year	Beach Court N	Beach Court %	Region N	Region %	District N	District %
English	00	2015	4	0%	32	0%	244	2%
	01	2015	8	0%	70	9%	497	9%
	02	2015	6	0%	219	13%	1555	11%
	03	2015	26	12%	209	11%	1553	8%
Spanish	00	2015	1	0%	12	0%	75	9%
	01	2015	1	0%	30	3%	248	15%
	02	2015	3	0%	73	18%	369	20%
	03	2015			55	22%	195	15%

Series "2014" Point "05"
Value: 54.5

On the 2015 fall Read Act DRA assessment, 42% of Beach Court Students were at or above grade level, but was below the district average of 58%. On the 2015 Srping Read Act DRA assessment for 2014 SBGL fall vs. 2015 Spring, 0% K-2 and 12% for 3rd were at or above which was below the district averages (excluding 3rd grade) of 4%, 11%, 13% and 9% respectively for K-3.

Link back to Introduction

School	Grade/Test	2015 CMAS: PARCC Math % Met or Above
Beach Court Elementary School	3rd Graders	5.7%
Beach Court Elementary School	4th Graders	12.8%
Beach Court Elementary School	5th Graders	7.3%
Beach Court Elementary School	All Grades	8.4%

On the 2015 PARCC Math assessment, 8.4% of Beach Court Students met or exceeded expectations, but was below the district average of 26.4%

2015 ACCESS Level 5+

	Overall	Oral	Comprehension	Literacy	Listening	Speaking	Reading	Writing
Level5+	28%	68%	57%	20%	67%	67%	49%	8%

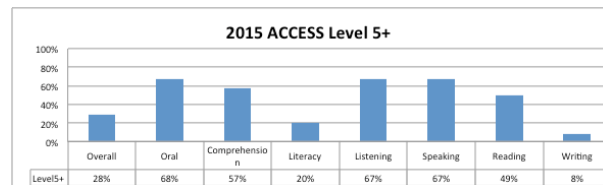| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	On the 2015 ACCESS assessment, 28% of Beach Court Students scored at 5 or higher in 201.		
	On the 2015 CMAS Science assessment, 4% of Beach Court Students scored strong or distinguished which was below the 7% from 2014 and was below the district average of 20% for 2015.		
Academic Growth			

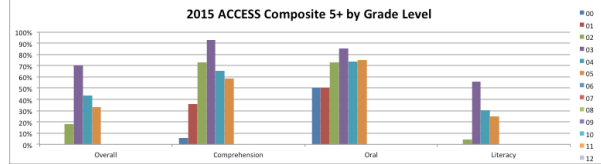School Code: 0650   School Name: BEACH COURT ELEMENTARY SCHOOL

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2013-2015 ACCESS MGP - All Grades and By Grade ■2013 ■2014 ■2015 		All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	62	54	49	61	83	74	0	0	0	0	0	0	0
2014	58	41	48	77.5	52	54.5	0	0	0	0	0	0	0
2015	60	67	40	74.5	35	46	0	0	0	0	0	0	0 | On the ACCESS assessment, Beach Court students have scored an MGP of 62, 58, 60 for 2013-2015, which is an overall stable trend and meets district expectations for growth.		
Academic Growth Gaps	N/A		
Postsecondary & Workforce Readiness			

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Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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.
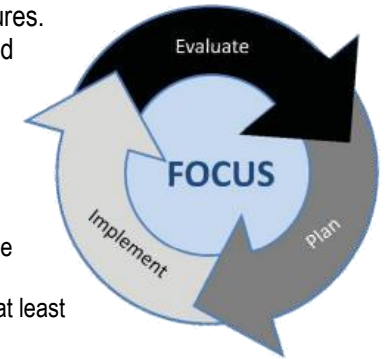
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content 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.

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Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	ELA	Beach Court students are demonstrating pervasive low-achievement and below district averages in all content, all grades, and all sub-groups on the 2015 PARCC.	17% of Beach Court students will be will meet or exceed expectations on PARCC ELA Assessment.	24.5% of Beach Court students will be will meet or exceed expectations on PARCC ELA Assessment.	Star literacy, DRA progress monitoring, DRA/EDL tracking, ANet Interim Assessments.	
		M		14.4% of Beach Court students will be will meet or exceed expectations on PARCC Math Assessment.	20.4% of Beach Court students will be will meet or exceed expectations on PARCC Math Assessment.	ANet Interim Assessments, Math Tutoring Data, End of Unit Data	
		S		10% of Beach Court students will perform strong or distinguised on CMAS Science Assessment.	15% of Beach Court students will perform strong or distinguised on CMAS Science Assessment.	Science Unit Tests, student unit work samples	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
		M					
		W					
		ELP	Beach Court students are demonstrating pervasive low-achievement and below district averages in all content, all grades, and all sub-groups on the 2015 PARCC.	Beach Court Students will maintain growth or increase growth at >/= the 60th percentile on ACCESS	Beach Court Students will maintain growth or increase growth at >/= the 60th percentile on ACCESS		

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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						

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Action Planning Form for 2014-15 and 2015-16

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

- **Major Improvement Strategy #1:** Refining the DDI cycle in Literacy and Math in order to become more proficient. **Root Cause(s) Addressed:** Data Driven Instruction: In meeting weekly, our conversations were very surface level. We did not have time to determine and implement specific next steps for teachers or students. Our SMART goals were not based on CCSS, rather skills based.

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

☐ State Accreditation   X 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**				
LETRS Professional Development	Weekly	Bi-monthly	Robert Frantum-Allen, All grade level teachers	LETRS modules purchased with school PD budget	30 day reading intervention progress, DRA progress monitoring monthly discussions, Star assessment results, LEAP observations	Completed-teachers are using the strategy in daily instruction
In-depth reteach planning and use of Relay DDI Protocol	Weekly	Twice Weekly	Grade level teachers, Teacher Leaders, TEC, Principal, AP, Specials and Support Staff,TEC	ANet Platform, SAS and Support Coach District support staff (Network Partners) Google Docs AR Resources	Weekly progress monitoring and instructional shifts, re-teaching based on formative assessments, SLO progress, District ANet assessments, LEAP observations, SMART goal progress, DRA tracker, Google Docs.	In Progress
One on One Data conversations, observation and feedback	2/month	2/month	Principal, AP, TEC, teachers	N/A	Observation/Feedback Schedule-100% of teachers will receive an observation and feedback twice a month by the principal, AP and	In Progress

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					TEC. Teacher action step/student evidence tracker (kept by Principal, AP, TEC)	
Guided Reading Plus Professional Development	Weekly	Daily Use in Reading Instruction	Kinder-3rd grade Teachers and Interventionists, Principal	N/A	Monthly reading level tracker, District ANet Assessment (grades 2/3), LEAP observations. TS Gold (K), End of Unit Assessments (grade K-3)	In progress, 3 teachers still need to be trained.
Accelerated Reader	n/a	Monthly	K-5th grade teachers	District funding	All staff initially trained, monthly grade level trainings, student's independent reading tracker, School AR data	In Progress
Reading Intervention: English and Spanish	N/A	Daily	K-5 Students	General Budget	English Interventionists trained in and using LLI, Spanish Interventionists (paras) trained by English Interventionists and using leveled texts and teacher's guides	In Progress
ANet	n/a	Weekly	All teaching staff	District funding	All lead staff trained in initial implementation, all staff trained- part of weekly DDI sessions, continual ANet coaching support	In Progress

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

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- **Major Improvement Strategy #2:** Communication to students and parents regarding the high expectations for student success and to ensure progress towards rigorous implementation of CCSS. **Root Cause(s) Addressed:** We lack specific school-wide academic and behavioral expectations for student success.

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**				
Implementation of morning meetings	Daily	Daily	Grade level teachers	N/A	Daily, weekly, and monthly behavior data	In Progress
Trimester Awards Assemblies	n/a	3 times a year	Grade level teachers, AP, Principal		Schedule three times a year	In Progress
Staff wide PBIS/De-escalation training	August	August	All staff	N/A	Monthly referral data	Completed
FACE ELA-PAC	n/a	January-end of school year	All ELA Parents , FACE Support, School Leadership	FACE	ELA-PAC and parent workshops	In Progress
Family Nights	n/a	3 times	Sue Edwards and Team, Classroom teachers, AP, Principal	n/a	We will have an agenda and sign-in sheet for each event	In Progress
Parent/Teacher Home Visit Project	n/a	October		Classroom Teachers, Paraprofessionals, Principal, Assistant Principal	Sign in Sheets	In Progess

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

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Major Improvement Strategy #3: _____n/a_____   **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)

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