

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0964** School Name: **BRADLEY INTERNATIONAL 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.*

More than half of all students did not Meet/Exceed Expectations on CMAS Math.
The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 75% in 2014 to 71% in 2015.

Why is the school continuing to have these problems?

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

Teachers are continuing to develop capacity to implement the new Math CCSS, the new math curriculum and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
Teachers are continuing to master consistent and universal, research-based practices for guided reading.

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.*

Implementation of school-wide Common Core math interventions
Implementation of school-wide Early Literacy professional development and interventions
Improvement of the whole child based on the PYP attitudes and attributes

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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<p>Tiered Intervention Grant (TIG)</p>	<p>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.</p>	<p>Not awarded a TIG Grant</p>	<p>This school does not receive a current TIG award and does not need to meet those additional requirements.</p>
<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

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

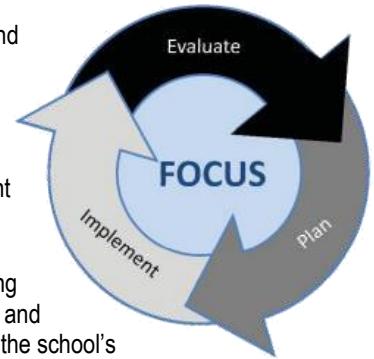
1	Name and Title	Stephen Wera, Principal
	Email	stephen_wera@dpsk12.org
	Phone	720-424-9468
	Mailing Address	3051 South Elm Street, Denver CO, 80222
2	Name and Title	Karen Maggio, Assistant Principal
	Email	karen_maggio@dpsk12.org
	Phone	720-424-9468
	Mailing Address	3051 South Elm Street, Denver CO, 80222

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Bradley International School is located in a neighborhood with an increasing elementary age population. We currently have over 575 students ECE – 5. Bradley is a strong neighborhood school, an International Baccalaureate school and a highly desirable “choice” school in DPS. As a result of a concerted effort by the Bradley Community and the dedicated school staff, Bradley is “Distinguished” on the Denver Public Schools School Performance Framework (SPF) and a highly rated “growth” school. Bradley’s parent community is an integral part of its success. We have a high functioning PTO, CSC and overall high parent involvement. Parents support the school in a variety of ways, much of

which is geared towards providing extra personnel resources as well as technology within the classroom. We are working with our CSC and PTO to continually increase parent involvement as many of our families “choice in” from surrounding neighborhoods and districts.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 53.7% in 3rd grade, 51.7% in 4th grade, and 64.9% in 5th grade. Overall, 57.4% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 48.1% for Hispanic students, 41.2% for Black students and 50.5% for Students of Color combined. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 63.1%.

46.5% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 68.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

91.7% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 46.8% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 38.8% in 3rd grade, 32.8% in 4th grade, and 57.1% in 5th grade. Overall, 44.1% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 32.7% for Hispanic students, 17.6% for Black students and 31.9% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 54.1%.

29.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was above the district average of 14.8%. 58.3% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

89.6% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 29.9% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science increased from 46% in 2014 to 51% in 2015. Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 75% in 2014 to 71% in 2015. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

6% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.

38% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was slightly above the district average of 35%.

ACCESS:

The MGP for ACCESS decreased from 71 in 2013 to 53.5 in 2014 followed by an increase to 61 in 2015.

Priority Performance Challenges:

More than half of all students did not Meet/Exceed Expectations on CMAS Math.

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 75% in 2014 to 71% in 2015.

Root Cause Analysis:

Teachers are continuing to develop capacity to implement the new Math CCSS, the new math curriculum and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers are continuing to master consistent and universal, research-based practices for guided reading.

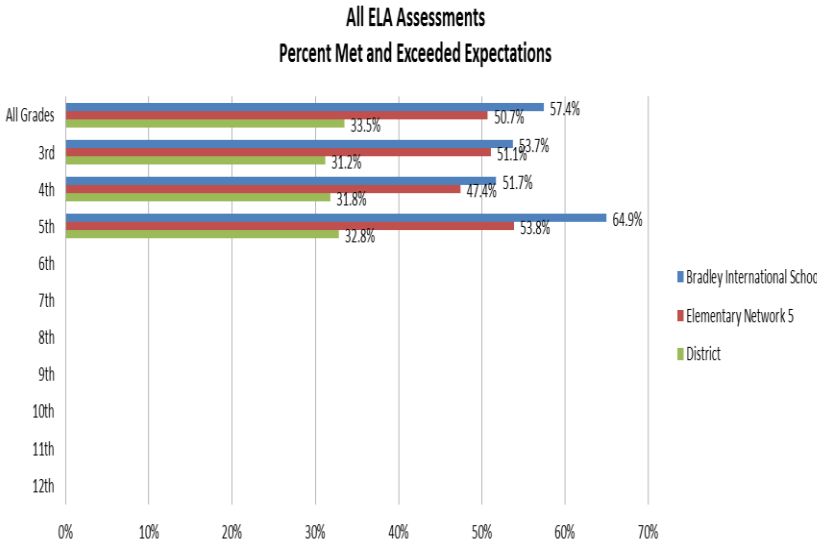
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	Lit – 73%	L - 77%, the target was met by 4%	We did meet the Literacy Target. We believe that the focused PD on Common Core literacy along with the change of our writing curriculum helped us achieve our goal. We did not meet the math target based on our knowledge and preparation for Common Core vs. previous state standards.
	M – 66%	M - 63%, the target was not met by 3%	
Academic Growth			
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, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

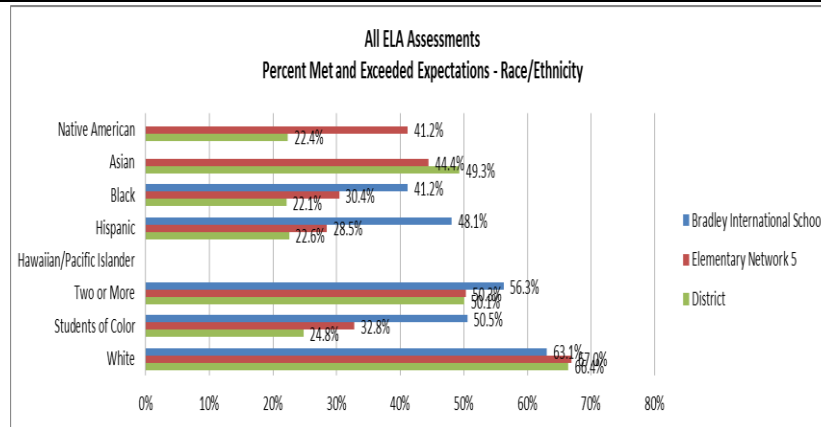
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
Academic Achievement (Status)	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p>  <table border="1" data-bbox="499 597 1310 1149"> <caption>All ELA Assessments Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Bradley International School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>57.4%</td> <td>50.7%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>53.7%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>51.7%</td> <td>47.4%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>64.9%</td> <td>53.8%</td> <td>32.8%</td> </tr> <tr> <td>6th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The percentage of students who Met or Exceeded Expectations on CMAS ELA was 53.7% in 3rd grade, 51.7% in 4th grade, and 64.9% in 5th grade. Overall, 57.4% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.</p>	Grade	Bradley International School	Elementary Network 5	District	All Grades	57.4%	50.7%	33.5%	3rd	53.7%	51.1%	31.2%	4th	51.7%	47.4%	31.8%	5th	64.9%	53.8%	32.8%	6th				7th				8th				9th				10th				11th				12th					
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Performance Indicators

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

Priority Performance
Challenges

Root Causes



Race/Ethnicity	Test Taken
Native American	*
Asian	*
Black	17
Hispanic	52
Hawaiian/Pacific Islander	
Two or More	16
Students of Color	91
White	111

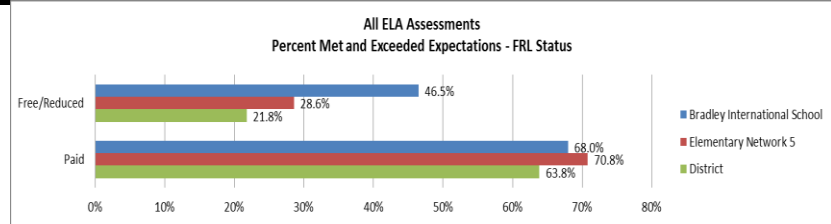
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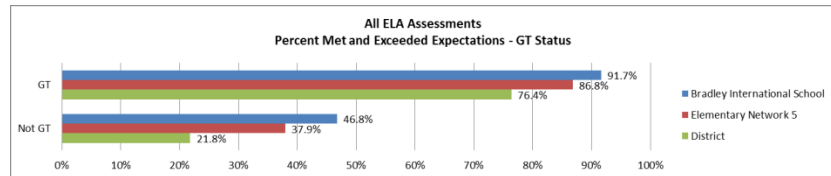
Priority Performance
Challenges

Root Causes



FRL	Test Taken
Free/Reduced	99
Paid	103

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Gifted and Talented	Test Taken
GT	48
Not GT	154

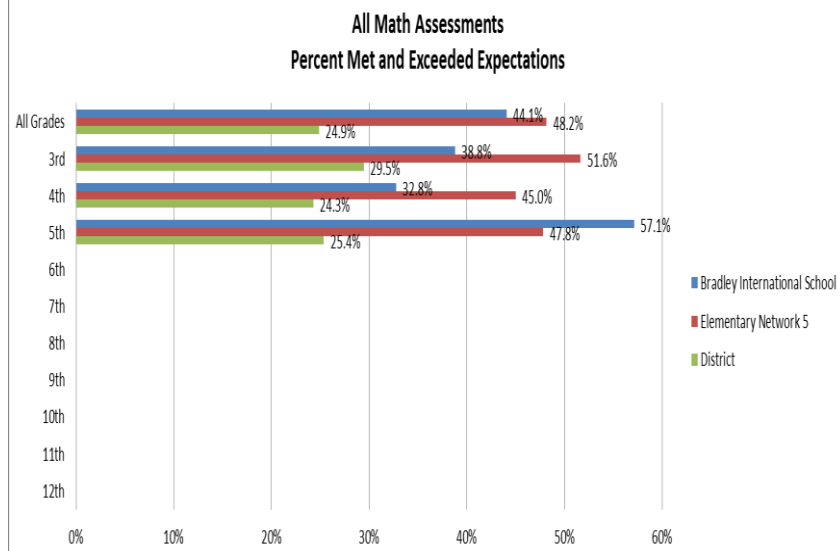
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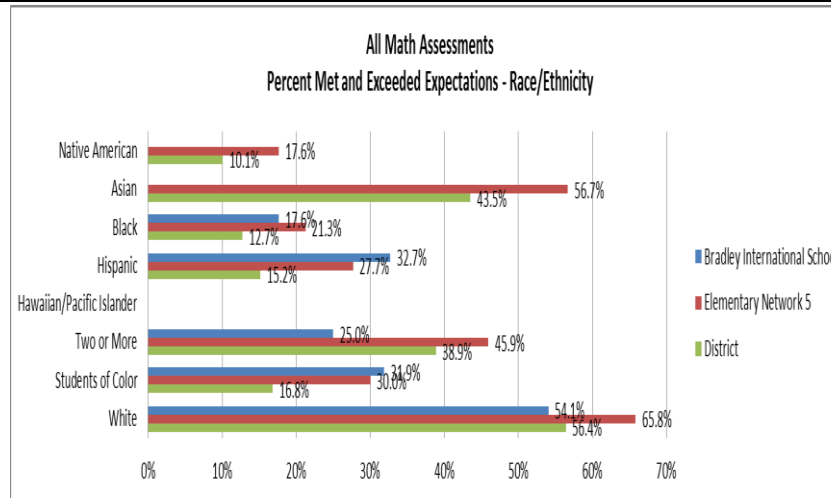
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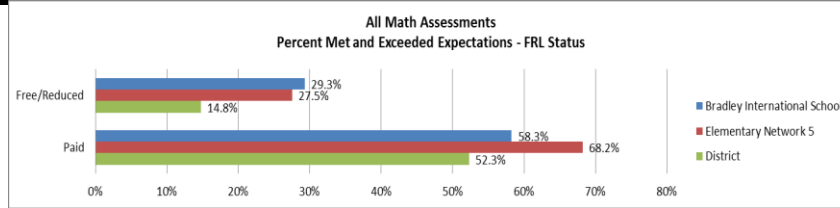
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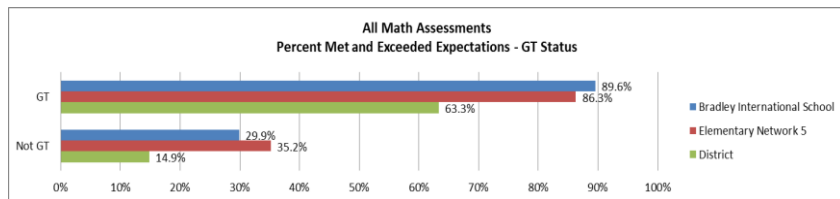
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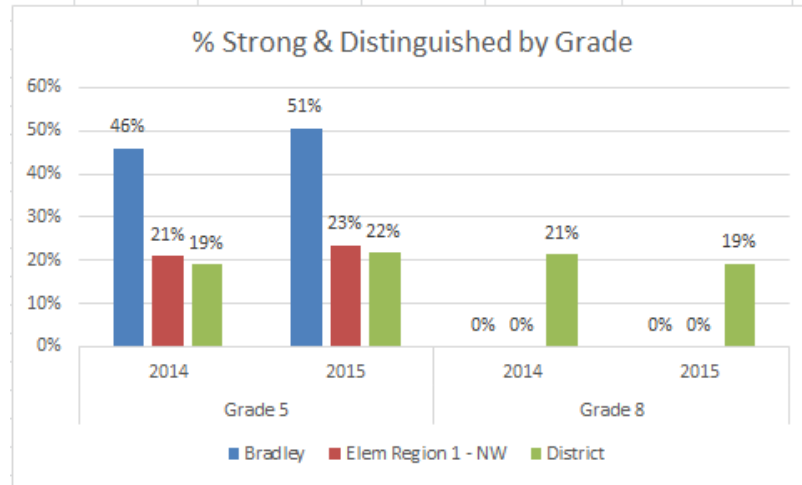
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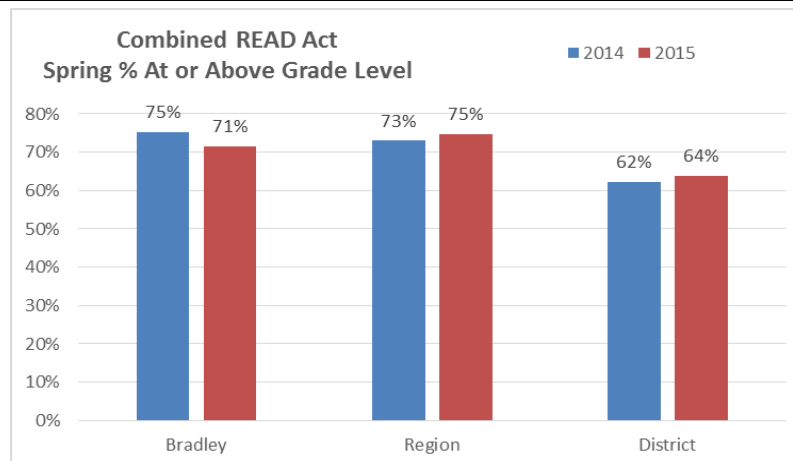
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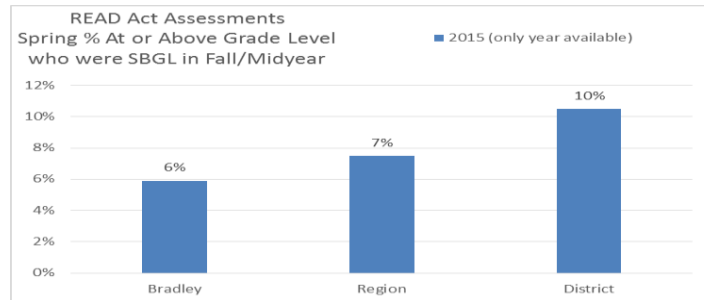
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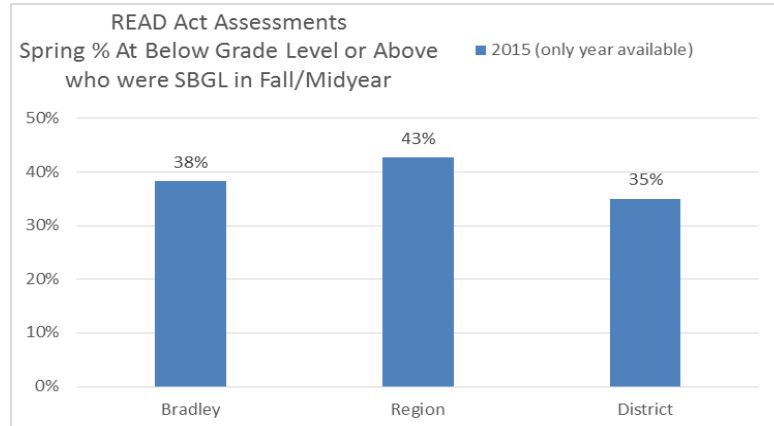
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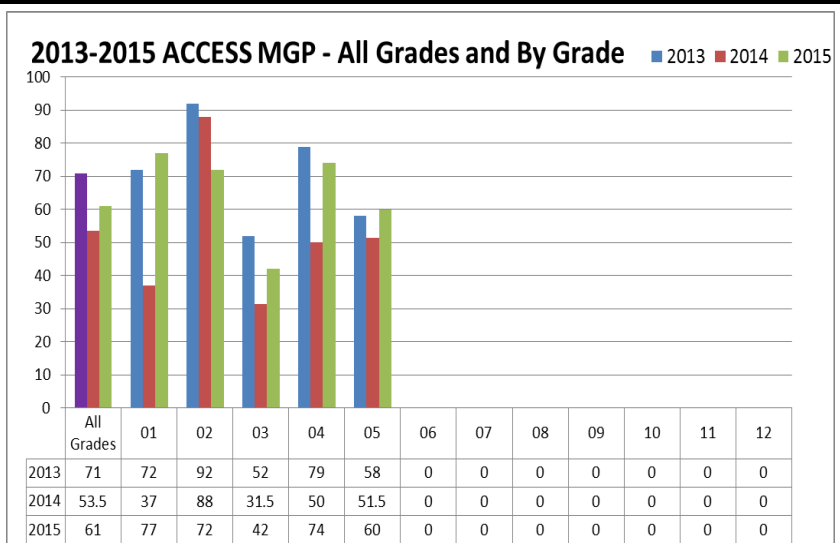
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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Academic Growth



The MGP for ACCESS decreased from 71 in 2013 to 53.5 in 2014 followed by an increase to 61 in 2015.

Academic Growth Gaps

Postsecondary & Workforce Readiness

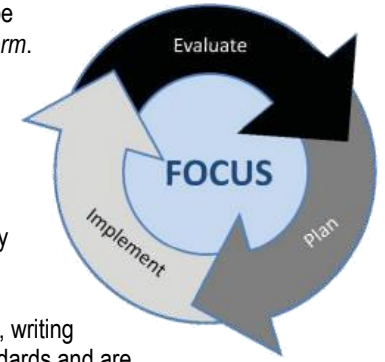
Section IV: Action Plan(s)

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 the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
		READ	The percentage of students in grades Kindergarten through 3 rd grade reading At or Above Grade Level decreased from 75% in 2014 to 71% in 2015.	The percentage of students in grades Kindergarten through 3 rd grade reading At or Above Grade Level will increase from 71% to 75%.	The percentage of students in grades Kindergarten through 3 rd grade reading At or Above Grade Level will increase from 75% to 80%.	DRA2, Running Records, Monthly Guided Reading Data Tracking, STAR/AR	Implementation of school-wide Early Literacy professional development and interventions
		M	More than half of all students did not Meet/Exceed Expectations on CMAS Math.	The percentage of students who Meet/Exceed Expectations on CMAS Math will increase from 44.1% to 50%.	The percentage of students who Meet/Exceed Expectations on CMAS Math will increase from 50% to 55%.	ANet Interim Assessments, i-Ready	Implementation of school-wide Common Core math interventions
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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: Implementation of school-wide Common Core math interventions

Root Cause(s) Addressed: Teachers are continuing to develop capacity to implement the new Math CCSS, the new math curriculum and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

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				
School-wide math professional development on CC math and math interventions	September - May	September - May	Classroom teachers, Intervention teachers, SpEd teachers, administrators	District funding for our new math curriculum, tutoring program, purchase of math interventions, computers, computer licenses and math manipulatives (flash cards/subitizing)	School schedule, lesson plans	In progress, weekly
Grade Level Tutoring groups	September - May	September - May	Classroom teachers, Intervention teachers, SpEd teachers and paraprofessionals	Extended time during the school day	Teacher schedule. Attendance	In progress, daily
Vertical planning	September - May		Intervention teachers, SpEd		School PD schedule.	In progress

			teachers and administrators			
Parent communication and involvement	September - May		Teachers and Administrators		Parent nights, emails, newsletters. Sending home flashcards and skill packets. Online resources for students and parents.	In progress
Adopting new curriculum – iReady and Bridges Math	September - May		Classroom teachers, Intervention teachers, SpEd teachers, administrators	Mill levy math purchase for the school and the district.	Trimester diagnostic testing. Daily exit tickets and unit quizzes.	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.

Major Improvement Strategy #2: Improvement of the whole child based on the PYP attitudes and attributes

Root Cause(s) Addressed: Teachers will spend more time focusing on positive behaviors with students

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				
School-wide PBIS	September - May		Adminstartion, IB Coordinator, Classroom teachers, Intervention teachers, SpEd teachers and paraprofessionals	IB-PYP Making the PYP Happen including standards and practices	School Schedule, PYP time, IB authorization standards, SPS pre and post surveys	Semester SPS results

* 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: Implementation of school-wide Early Literacy professional development and interventions

Root Cause(s) Addressed: Teachers are continuing to master consistent and universal, research-based practices for guided reading.

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				
Staff PD – specific to Early Literacy		July - May	ECE – 5 th grade classroom teachers, Intervention teachers, SpEd teachers and reading paraprofessionals	Summer and year-long specific and intensive PD for Early Literacy (district standards).	Teacher Leader program. Classroom observations. Highly focused grade level specific PD.	

* 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.*