



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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1076 School Name: BROWN INTERNATIONAL ACADEMY Official 2014 SPF: 1 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	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in	R	71.65%	-	-	75.81%	-	-	Overall Rating for Academic Achievement:
Achievement (Status)	reading, writing, math and science Expectation: %P+A is above the 50th percentile (from	М	70.89%	-	-	74.59%	-	-	Meets
,	2009-10 baseline) by using 1-year or 3-years of data	W	53.52%	-	-	61.29%	-	-	* Consult your School Performance Framework for the ratings for each content area at each level.
	Median Growth Percentile		Median Adequate Growth Percentile (AGP)				_	_	
	Median Growth Percentile		iviedian Ade	•	n Percentile	Median G	rowth Perce	ntile (MGP)	
	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language		Elem	•	HS	Median G Elem	rowth Perce MS	ntile (MGP)	Overall Rating for
Academic Growth	Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency.	R		(AGP)	Τ		l .	, ,	Overall Rating for Academic Growth: Meets
Academic Growth	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.	R M	Elem	(AGP)	Τ	Elem	MS	, ,	Academic Growth: Meets * Consult your School Performance
Academic Growth	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		Elem 27	(AGP)	Τ	Elem 68	MS	, ,	Academic Growth: Meets





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

Performance Indicators	Measures/ Metrics 2013-14 Federal and State Expectations 2013-14 Scho		2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	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.	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.	Overall Rating for Growth Gap Meets * Consult your School Performance Framework for the ratings for each studer disaggregated group at each content area each level.	
	Graduation Rate Expectation: At 80% or above on the best of 4-	At 80% or above	Best of 4-year through 7- year Grad Rate		
	year, 5-year, 6-year or 7-year graduation rate.	At 00 % of above	- using a - year grad rate	-	
Postsecondary & Workforce	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.	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.	1	Overall Rating for Postsecondary
Readiness	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	& Workforce Readiness: -
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Comment of Coheal Disc	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
limeline	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 Schoo	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 Accountabil	ity		
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) lowachieving 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

	prehensive Review and				
Relat	ted Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?			
	nostic Review, School ort Team or Expedited ew	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.					
Impro	ovement Plan Informatio	n			
The	school is submitting this	improvement plan to satisfy requirements for (check	c all that apply):		
2	X State Accreditation	☐ Title I Focus School ☐ Tiered Inter	vention Grant (TIG)		
	☐ Colorado Graduatior	n Pathways Program (CGP)			
Scho	ol Contact Information (Additional contacts may be added, if needed)			
1	Name and Title	,	Lynn Heintzman, Principal		
	Email		Lynn_heintzman@dpsk12.org		
	Phone		720-424-9250		
	Mailing Address		2550 Lowell Blvd., Denver, CO 80211		
2	Name and Title				
Email					
	Phone				
	Mailing Address				

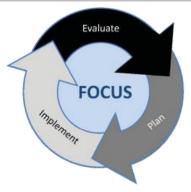
School Code: 1076

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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:

Brown International is an authorized International Baccalaureate Primary Years Program public school in an urban setting with approximately 595 students Early Childhood Education (ECE) through 5th grade. Our student count has grown approximately 30 students each year for the past three years. Free and Reduced Lunch (FRL) percentage is 49%, which does not qualify us for Title One funding in our school district. Our English Language Learner (ELL) population is at 11.8%. Our minority population is 46% and our Special Education population is 9.4%. Brown has two center programs for Special Education: an Affective Needs program for intermediate grades and a Multi-Intensive program for intermediate grades. The staff analyzed annual TCAP results and identified patterns and trends in student performance to inform our school improvement initiatives. The School Performance Framework (SPF) report was also analyzed to identify specific benchmarks of relative weakness for our students that necessitate curriculum and/or instructional emphasis for the ensuing year. This year the staff participated in a root cause analysis of our students' reading, writing and math performance and the school's Leadership Team (SLT) completed the root cause analysis of many data points focusing on Growth Gaps for our populations of Special Education, Minority, Free and Reduced Lunch and ELL Student Growth Data. The School Leadership Team collaboratively generated strategies and actions to address identified student needs and will present the proposed Unified Improvement Plan to the staff and Collaborative School Committee (includes four parents, four teachers, one classified employee, one community





member and the principal) for feedback. We will continue our successful PBiS program (3Cs: Commitment, Cooperation and Curiosity) and will use our schoolwide behavior matrix to teach and reinforce appropriate school behaviors. Our PBiS model creates a safe environment where students can focus on academics in order to learn and be successful. We will provide students and parents information and presentation around the Common Core State Standards (CCSS), bullyproofing, conflict resolution, homework help, and after a survey, more topics to meet their needs. We are soliciting the help of our parents to decrease student tardies, early dismissals and absences.

Review of Current Performance, Trend Analysis and Priority Needs:

The 2013-14 SPF for Brown rated us as **Meets Expectations**. This rating is a combined score of the following criteria:

• Student Progress Over Time – Growth: Meets

Student Achievement – Status: Meets

• Student Engagement & Satisfaction: Meets

Center-Based Program Offerings: 2 Bonus Points

• Enrollment: Approaching

Parent Engagement & Satisfaction: Meets

It is important to note the following celebrations of ratings:

- Exceeds for 2013-14 Median Growth Percentile for Reading;
- Meets for 2013-14 Median Growth Percentile for Math and Writing;
- Exceeds for 2013-14 in Median Growth Percentile compared to Similar Schools in Reading and Writing:
- Meets for 2013-14 TCAP Growth ELL (English Language Learners), FRL (Free and reduced lunch) and Minority all improved from Approaching in 2012-13;
- Exceeds for 2013-14 ACCESS (Assessing Comprehension and Communication in English State-to State) Median Growth Percentile;
- Meets in TCAP % Advanced for Reading, Math and Writing;
- Meets in Attendance Rate at 94.27% (Exceeds is >95%)
- Meets in Student Satisfaction (student survey) increasing from 87.2 to 89.6% (Exceeds is >90);
- Meets in Parent Satisfaction Survey Response Rate increasing from 67.9% to 73.4%;

It is also important to note celebrations beyond the School Performance Framework (SPF):

- 82.5% of our students perform at or above grade level on DRA reading tests;
- 85% of our students perform at or above grade level on the STAR Early Literacy assessment;
- Our total number of suspensions has greatly reduced over time.

Though we have a lot to celebrate, we have identified the following Priority Need:

Brown is rated Does Not Meet for Students with Disabilities TCAP Growth Comparison (relative to the state).

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Root Cause Analysis:

In August 2014, our staff met to review last year's targets and TCAP data results. We found that we met all academic status indicators that we set in the 2013-14 UIP. TCAP results: 77% of 3rd through 5th grade students are proficient or advanced in Reading, with 9% scoring advanced. 74% of 3rd through 5th grade students are proficient or advanced in Writing, with 17% scoring advanced. 62% of 3rd through 5th grade students are proficient or advanced in Writing, with 17% scoring advanced.

After celebration, we then identified performance challenges and possible root causes for achievement gaps and gains. Then the School Leadership Team (SLT) and Collaborative School Committee continued to identify root causes for those gaps and gains. This collaborative process allowed all stakeholders to support and understand next steps in instruction to increase student achievement and success at Brown.

We determined that for student proficiency to increase in Reading and Writing:

- 1. Teachers need to increase opportunities for written response to reading and writing across the curriculum especially with extended writing pieces.
- 2. Teachers need to increase opportunity for modeling and guided practice of explicit reading instruction.
- 3. Teachers need to increase skill in guided reading instruction.

We determined that for student proficiency to increase in Math:

- 1. Teachers need to provide math support programs with fidelity.
- 2. Teachers need to adapt curriculum and instruction for advanced math students.
- 3. Teachers need to differentiate math instruction within core math block to meet needs of students below proficiency.

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)	The reading achievement of third through fifth grade students on TCAP will increase from 70% to 74% proficient and advanced by 2014.	Yes. 77% proficient and advanced.	Brown students have demonstrated double-digit gains in achievement in Reading, Writing and Math over the past several years. We added an intervention/enrichment block to the	





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.		
	DRA2 and EDL2 2014 Spring % At or Above Grade Level per Assessment Region District		master schedule providing 45 minutes of targeted reading and writing intervention for students who need it. We also hired a math tutor through mill levy funds to provide targeted pull out instruction to students during the math		
	The math achievement of third through fifth grade students on TCAP will increase from 70% to 74% proficient and advanced by 2014.	Yes. 74% proficient and advanced.	core block and after whole group instruction. Brown celebrates the overall rating of Meets Expectations on the SPF and celebrates Meets		
	The writing achievement of third through fifth grade students on TCAP will increase from 59% to 62% proficient and advanced by 2014.	No. 61.29% proficient and advanced.	for Status and Growth. We are committed to implementation of sustainable and focused practices to meet or exceed targets for all subject areas and groups in 2014-15.		
Academic Growth	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Reading TCAP.	Yes. MGP 68% in reading.	Academic Growth Gaps are decreasing at Brown.		
Academic Growth	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Math TCAP.	Yes. MGP 59% in math.	ELLs performed at 77.78 Percentage Points Earned. Reading MGP 62%, Math MGP 79.5%, Writing MGP 52.5% Meets category.		
	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Writing TCAP.	Yes. MGP 62% in writing.	FRLs performed at 66.67 Percentage Points Earned. Reading MGP 60%, Math MGP 60%, Writing MGP 56% moving from Approaching in 2012 to Meets in 2013.		
	Growth Percentile will meet or exceed adequate growth on English Language Proficiency	Yes. MGP 68% in ELP	Minority students performed at 66.67% Percentage Points Earned. Reading MGP 64%, Math MGP 64%, Writing MGP 64%,		
	DRA2 and EDL2 2014 Spring % At or Above Grade Level who were SpGL in 2013 Fall per Assessment Brown Region District Brown St. N % N % N % N % N M M N M M N M M M		moving from Approaching in 2012 to Meets in 2013.		





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.
	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Reading TCAP.	Yes. MGP 68% in Reading.	
	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Math TCAP.	Yes. MGP 59% in Math.	
Academic Growth Gaps	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on Writing TCAP.	Yes. MGP 62% in Writing.	
	By the end of 2013-14 the Median Growth Percentile will meet or exceed adequate growth on English Language Proficiency.	Yes. MGP 68% in English Language Proficiency.	
Postsecondary & Workforce	N/A		
Readiness			





Worksheet #2: Data Analysis

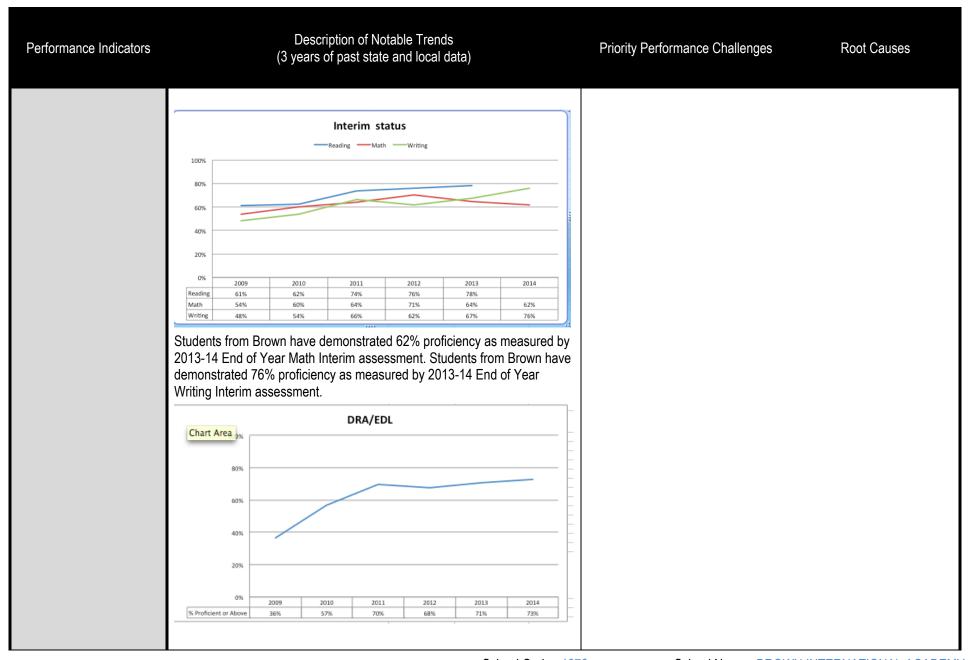
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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 challenges. 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	
						Increase proficiency of minority students in all content areas.	Teachers need to increase skill in guided reading instruction to meet the needs of all students including minority students. Teachers need to provide differentiated and targeted
		2014 Spring % At or Above Grade Level per Assessment					math instruction too all students including minority students.
		Brown	Region	Distr			, ,
	Assessment DRA2	N % 358 73%	N % 2898 67%	N 25118	% 62%		4
Academic Achievement (Status)	Students to DRA2 ass		nonstrated 73% profic	iency as me	easured by		
	Chart Area	TCA	P status				`
	Chart Area		ath Writing Science				``
	100%				-		
	80%				-		
	60%						
	20%				_		
	0%				7		`
	Reading	2009 2010 20 54% 53% 60		2014 77%			`
	Math Writing	55% 57% 59 31% 35% 53		74% 61%			`
	Science	18% 20% 22		01/0			

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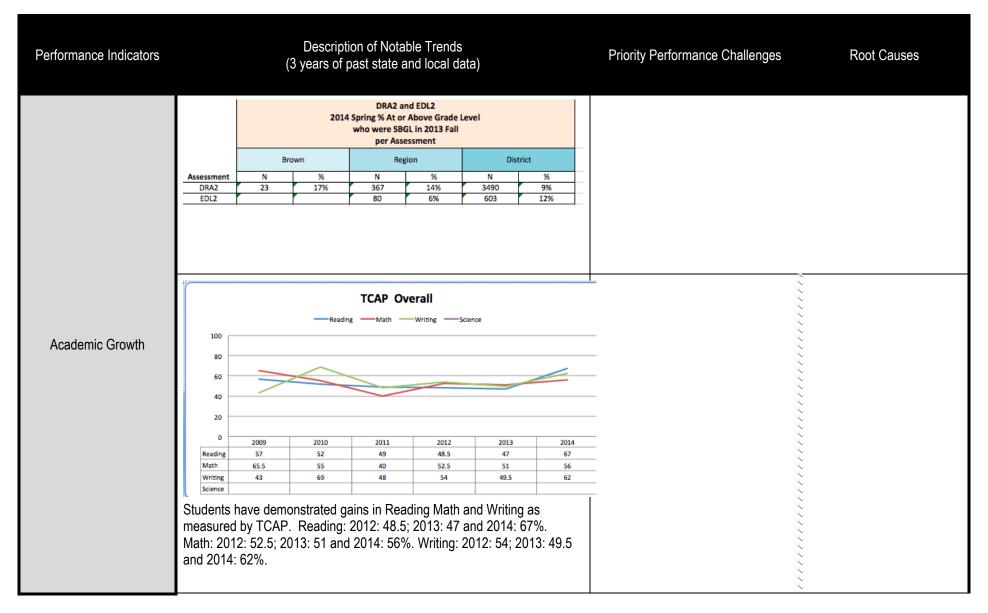






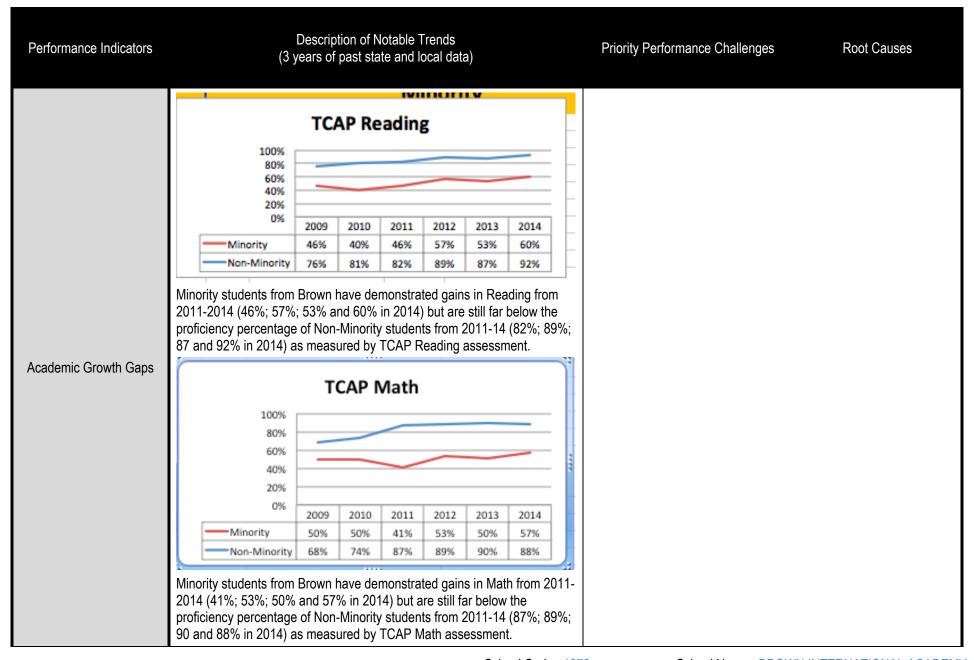






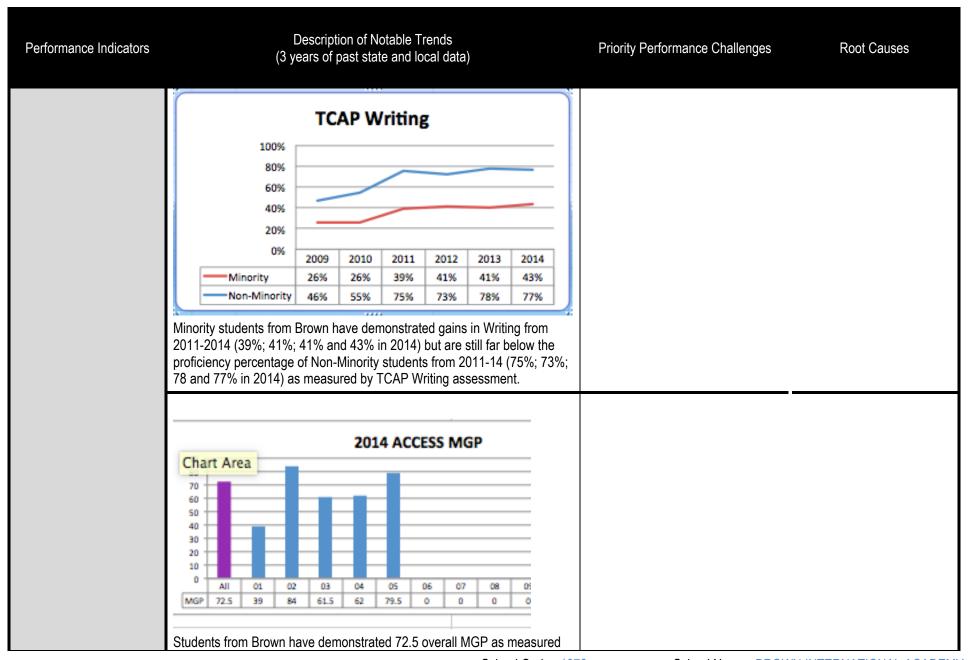
















Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	by ACCESS. MGP broken down into grade levels is: 1st grade: 39; 2nd grade: 84; 3rd grade; 61.5; 4th grade: 62 and 5th grade: 79.5 on ACCESS assessment for 2013-14.		

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Implement

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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School Target Setting Form

Performance	v		Priority Performance	Annual Perfor	mance Targets	Interim Measures for	Major Improvement
Indicators	Measures/ Measures/ Measures/	etrics	Challenges	2014-15	2015-16	2014-15	Strategy
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	Lit	Increase percentage of students performing at and above grade level in Reading to meet State and Federal expectations The percent of students scoring P/A in Reading is 76%.	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 78%	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 79%	DPS Interim assessments, STAR, STAR Early Literacy and Accelerated Reader Assessments (every 6 to 8 weeks), DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), Curriculum-based assessments	Through Learning Labs and differentiated professional development, share knowledge base of instructional and engagement strategies that target the skill deficit being addressed to decrease student learning gaps in reading and writing. Teachers collaboratively plan for instruction and create formative assessments with two other schools in our region. (3 times this year). K-2 teachers enrolled in Guided Reading Plus, Monday monthly Guided Reading trainings and Wednesday GR training, which includes coaching. Weekly, collaborative data team meeting at every grade level.
		M	Increase percentage of students performing at and above grade level in Math to meet State and Federal expectations	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 59%	DPS Interim assessments, STAR Math, Curriculum- based assessments	Utilize interim assessment questions to plan instruction and interim assessment data to adjust instruction. Fluid pull out with math





			The percent of students scoring P/A in Math is 75%.				tutor during core instruction and math interventionist for extension. Increase resources to supplement Everyday Math and address Common Core indicators.
		W	Increase percentage of students performing at and above grade level in Writing to remain above State and Federal expectations The percentage of students scoring P/A in Writing is 61%.			DPS Interim assessments, Writing Alive assessments, and integrated writing across content areas.	Utilize a variety of resources and tools for writing instruction and model for colleagues using the strategies within the process of teaching writing.
		S	N/A	The percentage of students scoring proficient or advanced on the End of Year Science interim will be 42%	The percentage of students scoring proficient or advanced on the End of Year Science interim will be 52%		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	MGP was 67.5 for student growth in Reading. Catch up growth for Reading was 55.10% Keep up growth for Reading was 92.08%. Continuously Enrolled Growth for Reading			DPS Interim assessments, STAR, STAR Early Literacy and Accelerated Reader Assessments, DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), common formative assessments.	Continue professional learning through learning labs within our school for teacher-observing-teacher opportunities followed by debrief sessions with school Facilitator. Increase intervention support to fill gaps and extend learning meeting the needs of every





	was 64.5 compared to 48.0 for Non Continuously Enrolled Students			learner. Increase books in classroom libraries and take home books to increase reading opportunities every student. Weekly, collaborative grade level data team meetings.
M	MGP was 58.5 for student growth in Math. Catch up growth for Math was 64.86%. Keep up growth for Math was 88.07%. Continuously Enrolled Growth for Math was 57.0 compared to 52.0 for Non Continuously Enrolled Students		Star Math Assessments, Everyday Math Unit tests, DPS Interim assessments, common formative assessments.	Utilize interim assessment questions to plan instruction and interim assessment data to adjust instruction. Fluid pull out with math tutor during core instruction and math interventionist for extension. Increase resources to supplement Everyday Math and address Common Core indicators.
W	MGP was 61.5 for student growth in Writing. Catch up growth for Writing was 40.91. Keep up growth for Writing was 94.05%. Continuously Enrolled Growth for Writing was 61.5 compared to 51.0 for Non Continuously		DPS Interim assessments, STAR, STAR Early Literacy and Accelerated Reader Assessments, DRA2 (where applicable), DIBELS for partially proficient and unsatisfactory (bimonthly), common formative assessments.	Implement teacher PDU with focus on formative assessment, including writing process, inquiry, conceptual-based learning and learning environment.





			Enrolled Students				
		ELP	TCAP Growth for ELLs was 77.78% (Meets) Reading 62.0 Math 79.5 Writing 52.5 ACCESS MGP was 68.0 (Exceeds) ACCESS % at Expectations was 57.97% (Meets)	Target MGP is >/= 45	Target MGP is >/= 45	DPS Interim assessments, STAR, STAR Early Literacy, Accelerated Reader, Common formative assessments, Writing prompts.	Increased targeted pull out instruction for ELLs with two ESL teachers. Increased collaborative planning and sharing of data among ESL and classroom teachers. Biweekly data team meeting with ESL teachers.
Academic Growth Gaps	Median Growth Percentile, local measures	R M W	Increase % Students with Disabilities TCAP Growth. (SPF states points earned as 16.67% (Does Not Meet) Reading MGP 44.5 (State 41.0) (22 students eligible) Math MGP 35.0 (State 42.0) (17 students eligible) Writing MGP 14.5 (State 43.0) (22 students eligible)	By the end of 2014-15 the Students with Disabilities TCAP Growth comparison will meet adequate growth (74% %)	By the end of 2014-15 the Median Student Growth Percentile will meet or exceed adequate growth	DPS Interim assessments, STAR, STAR Early Literacy, DRA2 (where applicable), DIBELS, Curriculum-based assessments, researched-based assessments for reading.	Provide targeted Reading, Math and Writing instruction during IEP pull out instruction and core instruction. Biweekly data team meeting with Teachers of students with disabilities Increase instructional minutes through decreased behavior management and transitions. Collaborative planning and increased communication among classroom teachers and teachers of students with disabilities.





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: Continue to improve Data Team process and use of Formative Assessments

Root Cause(s) Addressed: Teachers need to increase skill in guided reading instruction and math instruction to meet the needs of all students including minority students.

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

X State Accreditation □ Title I Focus School □ Tiered Intervention Grant (TIG) □ Diagnostic Review Grant □ School Improvement Support Grant

□ Colorado Graduation Pathways Program (CGP) □ Other:

	Timeline			Resources		Status of Action Step*
Description of Action Steps to Implement the Major Improvement Strategy	2014-15	2015-16	Key Personnel*	(Amount and Source: federal, state, and/or local)	Implementation Benchmarks	(e.g., completed, in progress, not begun)
Collaboratively develop formative assessments using CCSS, DPS interims, student data and a data bank of assessment questions.	2014	2015	Principal Assistant Principal Teachers and Administration from three elementary schools in Region 1 Literacy Facilitator	Renaissance Learning Formative Assessment and Standards-Based Grading (Marzano) Teacher made assessments	Weekly data meetings District Professional Development Days	In progress
Continue to improve collaborative data team process through rigorous assessment, increased instructional strategies, setting SMART goals and analyzing student data.	2014	2015	Principal Assistant Principal SLO tech Literacy Facilitator All teachers	Leadership and Learning (Reeves) DPS Inquiry Cycle Brown Data Team Googledoc	Weekly data meetings Shared teacher data team documentation (template)	In progress
Develop a shared knowledge of instructional and engagement strategies that target the skill deficit being	2014	2015	Principal Assistant Principal SLO tech	Teach Like A Champion Classroom Instruction that Works	Learning Labs Weekly data meetings	In progress





addressed to decrease gaps. Sharing occurs during learning labs and differentiated staff meetings.			Literacy Facilitator All teachers			
Include all SWD, intervention and ESL teachers in regularly scheduled and relevant data dialogue.	2014	2015	Principal Assistant Principal Literacy Facilitator SWD, ESL and Intervention Teachers	Classroom Instruction that Works What Works in Schools	Biweekly data meetings Learning Labs	In progress
Utilize a body of evidence to progress monitor the growth of students with disabilities and ELL students, adjusting instruction to meet targeted needs.	2014	2015	Principal Assistant Principal Literacy Facilitator Teachers		Walkthroughs Observations Learning Labs Weekly data meetings	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: Improve reading and writing instruction through collaborative planning, formative assessment and increased professional development. **Root Cause(s) Addressed:** Teachers need to increase skill in guided reading instruction to meet the needs of all students including minority students.

root cause(s) Addressed. Teachers need to increase skill in	ingulaed reading instruction to meet the needs of all students including	g minority students.
Accountability Provisions or Grant Opportunities Address	ed by this Major Improvement Strategy (check all that apply):	
X□ 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	Resources	Investment of the Development	Status of Action Step* (e.g.,
	2014-15	2015-16	Personnel*	(Amount and Source: federal, state, and/or local)	Implementation Benchmarks	completed, in progress, not begun)
Through Learning Labs and differentiated professional development, share knowledge base of instructional and engagement strategies that target the skill deficit being addressed to decrease student learning gaps in reading and writing.	2014	2015	Literacy Facilitator Teachers		Weekly data meetings Shared teacher data team documentation (template) Learning Labs	In progress
Weekly collaborative team planning and creating formative assessments. Teachers collaboratively plan for instruction and create formative assessments with two other schools in our region. (3 times this year)	2014	2014	Teachers Principal Assistant Principal		DPS Interim assessments, STAR, STAR Early Literacy, Accelerated Reader, Common formative assessments, Writing prompts.	In progress
K-2 teachers enrolled in Guided Reading Plus, Monday monthly Guided Reading trainings and Wednesday GR training, which includes coaching.	2014	2015	Primary and Intervention teachers Literacy Facilitator		DPS Interim assessments, STAR, STAR Early Literacy, Accelerated Reader, Common formative assessments, Writing prompts. Weekly visits and feedback. Weekly data Team meetings.	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 #3: Improve math instruction through collaborative planning, formative assessment and increased professional development. **Root Cause(s) Addressed:** Teachers need to provide differentiated and targeted math instruction too all students including minority students to close the gap.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):							
X□ 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	Timeline		Key	Resources (Amount and Source: federal, state,	Implementation Benchmarks	Status of Action Step* (e.g.,	
Strategy	2014-15	2015-16	Personnel*	and/or local)	implementation benchmarks	completed, in progress, not begun)	
Utilize interim assessment questions to plan instruction and use interim assessment data and formative assessment data to adjust and improve instruction.	2014	2015	Classroom teachers Math tutor Administrators		DPS interims, STAR Math assessments, teacher made assessments, iTasks, EDM assessments.	In progress	
Fluid regrouping and pull out with math tutor during core instruction and math interventionist pull out for extension.	2014	2015	Classroom teachers Math tutor Administrators		Data meetings Collaborative planning	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.

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)