

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1106** School Name: **BRYANT WEBSTER DUAL LANGUAGE ECE-8 SCHOOL**
 Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- Growth data has not been calculated for the 2015 PARCC test.
- There was a drop from 61% at or above grade level in reading in 2014 TCAP to 54% in 2015. On PARCC ELA 2015 23% of Students in 3rd -8th Grade Met or Exceeded expectations. The subclaims for vocabulary, informational and literary texts will be a schoolwide focus.
- In math, we increased 2% in from 49% Prof. or Advanced in 2013 to 51% in 2014 on TCAP, but dropped significantly to 17.5% Met or Above when students took PARCC for the first time in 2015.
- On PARCC ELA 2015 females scored 28.5% proficient or above to 16.8% for males. The gap widens in the approaching and above category, with 68.5% for females and 49.6% for males.

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.*

- Interim data indicates that there have been inconsistent school-wide practices for instruction on answering text dependent questions and citing evidence. Additionally, 50% of students are reading below grade level, and unable to access complex text, indicating that reading instruction has not sufficiently targeted struggling readers'

needs in order to close learning gaps.

- Inconsistent understanding and implementation of best practice in data-driven instruction school-wide.
- Inconsistent understanding, implementation and monitoring of understanding of CCSS shift from the procedural to the conceptual.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Develop teachers', interventionists', and paras' understandings of end-of-year goals for reading expectations, using data to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including vocabulary.
2. Develop teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics. Strengthen students' explanation of texts, both informative and fiction.
3. Implement high-impact instructional moves for math by building and developing inquiry and questioning skills to support moving from the concrete to the abstract. Staff needs to include more concrete representations when introducing new concepts.

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

Pre-Populated Report for the School

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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).

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ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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.

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<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	Pamela Linan
	Email	Pamela_Linan@dpsk12.org
	Phone	720-424-9172

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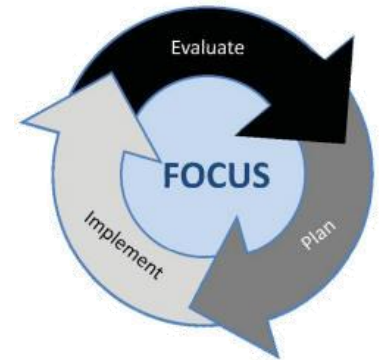
	Mailing Address	3635 Quivas St., Denver, CO 80238
2	Name and Title	Vanessa Trussell
	Email	Vanessa_Trussell@dpsk12.org
	Phone	720-424-9175
	Mailing Address	3635 Quivas St., Denver, CO 80238

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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

<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</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction</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</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</p>
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developing the UIP and participants (e.g., SAC).

toward the school's targets. Identify the overall magnitude of the school's performance challenges.

of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

challenges have been selected and address the magnitude of the school's overall performance challenges.

data. A description of the selection process for the corresponding major improvement strategies is encouraged.



Narrative:

Description of School Setting and Process for Data Analysis:

Bryant Webster Dual Language ECE-8 School is a magnet school of 413 students, located in the beautifully historic neighborhoods of Northwest Denver. Bryant Webster focuses on the whole child, providing a balanced education, which includes music and Mariachi, physical education and sports, and visual arts in a caring, family environment. Our mission is to develop successful, bilingual and bi-literate, culturally aware, college and career ready, technologically responsible, global citizens prepared for the 21st century. We have achieved this mission year after year through college preparation, research-based instruction, creating a nurturing environment, establishing a strong elective program, and hiring a highly qualified staff. Bryant Webster's population consists of 89% of students who receive Free/Reduced Lunch and 95% of student who are Hispanic and 4% of students who are White and 1% identifying as multiple races. Additionally, 66.2% of Bryant Webster's students are English Language Learners (ELLs). Approximately 8% of students receive special education support and 19% receive gifted and talented services.

In order to identify priority needs at Bryant Webster, the School Leadership Team (SLT) analyzed the current demographic, and achievement data for the school. By examining identified current strengths and growth areas in the data, the priority needs were identified and the group brainstormed possible root causes. After narrowing the root causes, the School Leadership Team and Collaborative School Committee reviewed the school data and developed an action plan to address priority action steps.

Review of Current Performance, Trend Analysis and Priority Performance Challenges:

PARCC ELA 2015 reported 23% of Students in 3rd -8th Grade Met or Exceeded expectations, which is 10.5% below district. In addition, students scored 8.4% met expectations for math in grades 3-8, which is 16.4% below the district. The percentage of students achieving at the proficient or advanced level in math has fluctuated up and down for the past five years, but the most recent score (42% proficient or advanced). On PARCC ELA 2015 females scored 28.5% proficient or above to 16.8% for males. The gap widens in the approaching and above category, with 68.5% for females and 49.6% for males.

Based on the analysis of the school data, Bryant Webster fell into the "Meets Expectations" rating on the 2014 DPS School Performance Framework, which included being rated "Meets Expectations" for Achievement Status overall and "Meets Expectations" for Achievement Growth overall. Additionally, we met expectations for state requirements for Academic Achievement in elementary math; Academic Growth was "Meets Expectations" for reading and math and "Approaching" for elementary writing while middle school writing earned "meets"; We were rated "Meets" for Median Growth Percentile in all subjects, with an "Exceeds" score in middle school reading growth. In 2014, 44% of 3rd-8th graders were proficient/advanced in reading although the score was flat, as the previous year the number of proficient and advanced in grades 3-8 was also 44%.

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Additionally, 51% of 3rd-8th graders were proficient/advanced in mathematics, a 2% gain over the previous year. It was concerning that the overall number of unsatisfactory scores in all subjects was 17%, exactly the same as 2013. However, we were excited that TCAP achievement growth improved from 2013 to 2014 in overall writing, moving from 32% to 41%. In addition to reviewing 2014 TCAP data, the SLT reviewed the 2015 DPS Interim assessment data for literacy. In 2015, one of Bryant Webster's grades was above the district average for literacy interims. Grade 8 earned 60.2% to the district's 57.6%. The other grades missed the district benchmark by 4-12%, with the largest gap in grade five (current sixth graders) who scored 47.4% to the district's 59.6%. This cohort of students has a large number of students with special needs, contributing to a high READ Plan rate; 50% of the class is currently on a READ Plan.

Priority Performance Challenges

While we do not have trends for PARCC, using status data and prior TCAP data, we have identified reading, writing, and math as areas for growth:

- Teachers', interventionists', and paras' do not yet understanding of end-of-year goals for reading expectations, how to use data to respond to students' needs, or how to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including vocabulary.
- We have not yet developed teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics nor clarified what quality explanation of texts, both informative and fiction should look like.
- We do not yet have school wide high-impact instructional moves for math by building and developing inquiry and questioning skills to support moving from the concrete to the abstract. Staff needs to include more concrete representations when introducing new concepts.

Root Causes

- Interim data indicates that there have been inconsistent school-wide practices for instruction on answering text dependent questions and citing evidence. Additionally, 50% of students are reading below grade level, and unable to access complex text, indicating that reading instruction has not sufficiently targeted struggling readers' needs in order to close learning gaps.
- Inconsistent understanding and implementation of best practice in reading and writing instruction school-wide.
- Inconsistent understanding, implementation and monitoring of mathematical teaching methods around moving from the concrete to the abstract.
- Varying levels of expertise in using data to plan guided reading instruction.

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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)	<p>Reading/Writing: Overall Proficient and Advanced in Reading will increase to 53% in 2014.</p> <p>Overall PARCC Proficient and Advanced population in English Language Arts will be 53% in 2015.</p> <p>Students in grades 1-8 will score at or above DPS average for end-of-year literacy interim.</p>	It is not possible to determine if targets were met due to targets being set in 14.15 to TCAP measures, which were not used in the spring of 2015.	<p>We had not yet encouraged a culture of home reading and student agency around reading, which would provide strategies for independent reading in and outside the school. Our math score may have been low since the focus was on computation, a priority on TCAP. We focused too much on the concrete, slowing transference to the conceptual understanding.</p> <p>READ Act data reflects that in the last three years, scores increased for two years and decreased for 2015.</p>

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	<p>Math:</p> <p>Overall PARCC Proficient and Advanced in Math population will be 55%</p> <p>CMAS Science: The percentage of students scoring at benchmark on the Science CMAS will be 13%.</p> <p>CMAS Social Studies: The percentage of students scoring at benchmark on Social Studies CMAS will be 10%.</p> <p>Writing:</p> <p>Overall Proficient and Advanced in Writing will increase to 41% in 2014.</p>	<p>It is not possible to determine if targets were met due to targets being set in 14.15 to TCAP measures, which were not used in the spring of 2015.</p> <p>The percentage of students scoring at benchmark on the Science CMAS was be 3.3%- Target not met.</p> <p>Yes. The percentage of students scoring at benchmark on Social Studies CMAS combined was 11% (elementary 14.8% and middle school was 5.4%)</p> <p>It is not possible to determine if targets were met due to targets being set in 14.15 to TCAP measures, which were not used in the spring of 2015.</p>	
Academic Growth	<p>Literacy</p> <p>No Growth Targets for PARCC ELA due to first year of testing.</p>	<p>No Growth Data available due to the transition from TCAP to PARCC.</p>	<p>READ Act data reflects that in the last three years, scores increased for two</p>

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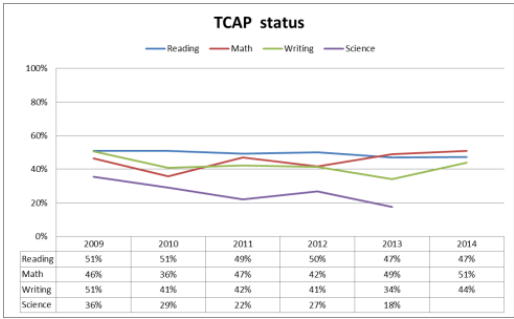
			years and decreased for 2015.
	Math No Growth Targets for ELA or Math due to first year of testing.		
	English Language Proficiency No targets set for ACCESS		
Academic Growth Gaps	No targets set for ACCESS		
	No Growth Targets for ELA or Math due to first year of testing.		
Postsecondary & Workforce Readiness			

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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.

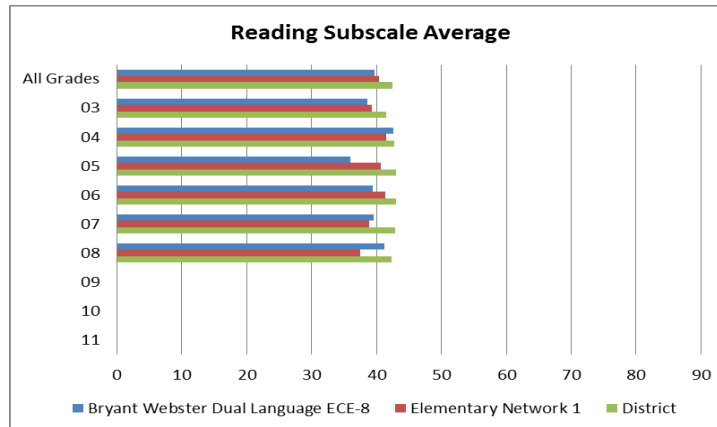
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Achievement (Status)	<p>Literacy</p>  <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>51%</td> <td>49%</td> <td>50%</td> <td>47%</td> <td>47%</td> </tr> <tr> <td>Math</td> <td>46%</td> <td>36%</td> <td>47%</td> <td>42%</td> <td>49%</td> <td>51%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>41%</td> <td>42%</td> <td>41%</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>Science</td> <td>36%</td> <td>29%</td> <td>22%</td> <td>27%</td> <td>18%</td> <td></td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	2014	Reading	51%	51%	49%	50%	47%	47%	Math	46%	36%	47%	42%	49%	51%	Writing	51%	41%	42%	41%	34%	44%	Science	36%	29%	22%	27%	18%		Teachers', interventionists', and paras' do not yet understanding of end-of-year goals for reading expectations, how to use data to respond to students' needs, or how to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including vocabulary.	Inconsistent understandings and implementation of the elements of reading instruction.
	2009	2010	2011	2012	2013	2014																																
Reading	51%	51%	49%	50%	47%	47%																																
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In Reading, we maintained 47% Prof. or Advanced on TCAP.

PARCC 2015 ELA



2015 PARCC Writing Subscale Average % of students Meeting or Exceeding expectations was 33% beating the 28.5% in the Network and 30.8% in the district.

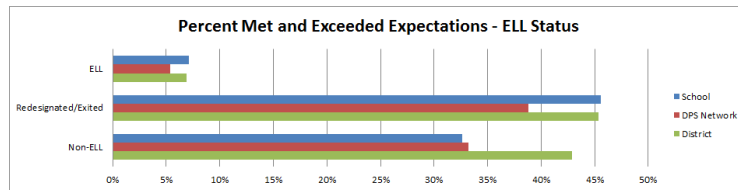
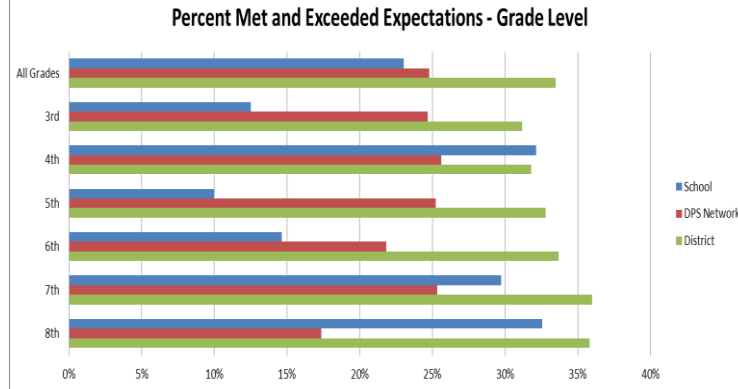
We have not yet developed teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics nor clarified what quality explanation of texts, both informative and fiction should look like.

ELL students (both still identified

The CCSS narrative, persuasive, and informative writing rubrics provided a

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and exited) outperformed network, equivalent to district
 Non-ELL students slightly less than network, significantly less than district
 ELL APPROACHING OR ABOVE significantly more than the network and slightly better than the District.

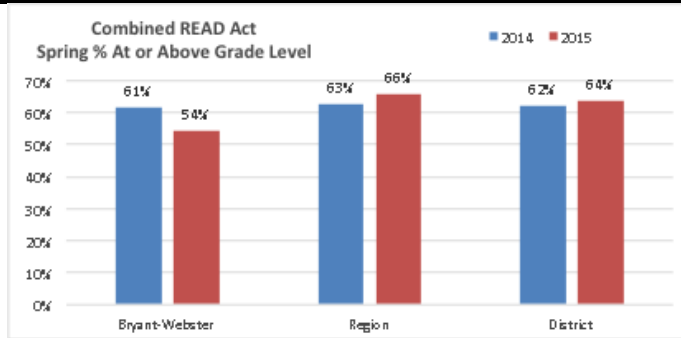
There was a drop from 61% of students at or above grade level in reading in 2014 to 54% in 2015.

Note: Due to a misadministration on the fourth and fifth grade speaking test, our scores do not accurately reflect students' abilities.

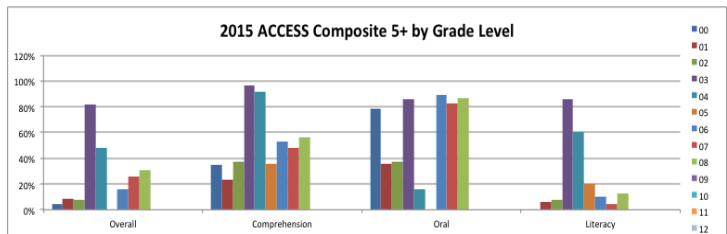
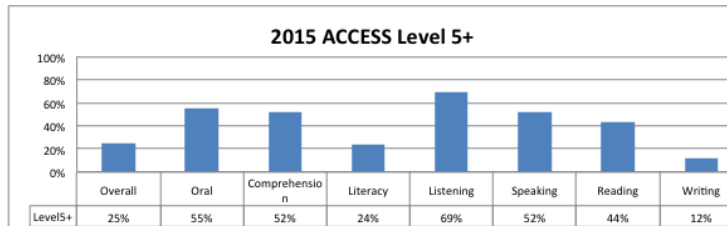
clear, consistent measure for assessing writing. To build further, we will continue with this practice and build understanding for new teachers. We created a response to reading rubric to define learning targets for this area.

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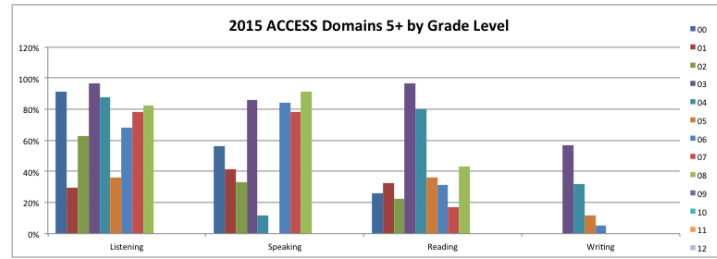


2015 Access



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Math

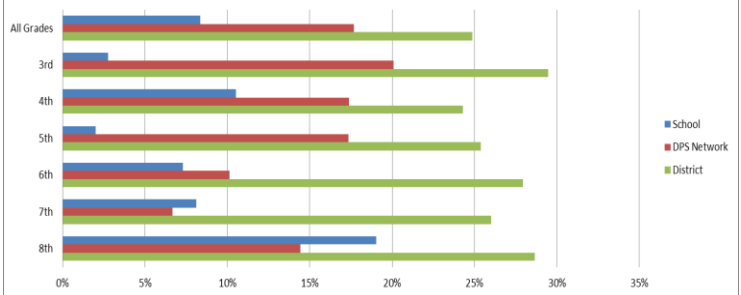
In math, we increased 2% in from 49% Prof. or Advanced in 2013 to 51% in 2014 on TCAP, but dropped significantly to 17.5% Met or Above when students took PARCC for the first time in 2015.

We do not yet have school wide high-impact instructional moves for math by building and developing inquiry and questioning skills to support moving from the concrete to the abstract. Staff needs to include more concrete representations when introducing new concepts.

Inconsistent understanding, implantation, and monitoring of math instruction with existing and new staff.

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	<p style="text-align: center;">Percent Met and Exceeded Expectations - Grade Level</p>  <p style="text-align: center;"><i>Math PARCC Overall % Prof. or Advanced</i></p>		
	<p>In Writing, we increased 9% from 32% % Prof. or Advanced in 2013 to 41% in 2014 in TCAP, and dropped to then to 33% Proficient or advanced on PARCC 2015</p>		

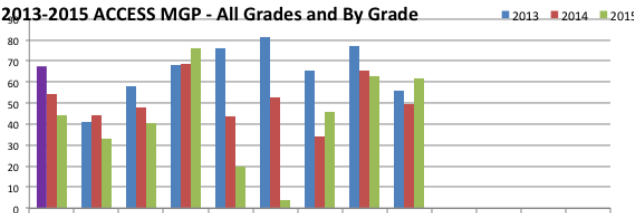
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Academic Growth,	Literacy	Teachers, interventionists, and paras do not yet understand end-of-year goals for reading, how to use data to respond to students' needs, or how to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including vocabulary.	Bryant Webster focused extensively on implementing the CCCS rubrics in writing. The majority of our data team meetings and professional development focused on this area. Because of this focus, the school experienced substantial gains in writing and met our goals in both growth and status.
	English Language Acquisition		

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	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p>  <table border="1" data-bbox="514 511 1144 592"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>67.5</td> <td>41</td> <td>58</td> <td>68</td> <td>76</td> <td>81.5</td> <td>65.5</td> <td>77</td> <td>56</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>54.5</td> <td>44.5</td> <td>48</td> <td>68.5</td> <td>43.5</td> <td>53</td> <td>34</td> <td>65.5</td> <td>49.5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>44</td> <td>33</td> <td>40.5</td> <td>76</td> <td>20</td> <td>4</td> <td>46</td> <td>63</td> <td>62</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	67.5	41	58	68	76	81.5	65.5	77	56	0	0	0	0	2014	54.5	44.5	48	68.5	43.5	53	34	65.5	49.5	0	0	0	0	2015	44	33	40.5	76	20	4	46	63	62	0	0	0	0		
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Academic Growth Gaps	Literacy																																																										
	Math																																																										
Postsecondary & Workforce Reading	N/A																																																										

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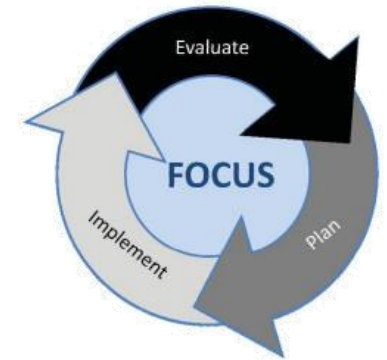
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Section IV: Action Plan(s)

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.

Performance	Measures/ Metrics	Priority Performance	Annual Performance Targets	Interim Measures for	Major Improvement
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Indicators		Challenges	2015-16	2016-17	2015-16	Strategy	
Academic Achievement (Status)	CMAS/PARCC , CoAlt, K-3 literacy measure (READ Act), local measures	ELA	<p>Teachers, interventionists, and paras do not yet understand end-of-year goals for reading, how to use data to respond to students' needs, or how to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including with a vocabulary.</p> <p>We have not yet developed teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics nor</p>	<p>Elementary n/a</p> <p>Middle n/a</p>	<p>The number of students scoring Met or Exceeds on PARCC ELA will increase from 23% to 33%. The goal is to reach 80% as measured by DRA, SRI, ANet, EDL, Istation, and other measures.</p>	<p>ANet Interims</p> <p>Monthly Progress monitoring (Running Records, DRA2/EDL2) using the district Aimline</p> <p>SRI</p> <p>Unit Assessments</p> <p>Formative Assessments</p>	Strategy #2

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			clarified what quality explanation of texts, both informative and fiction should look like.				
		READ		Middle Overall Proficient and Advanced in Reading will increase to 62% in 2014.		ANet Interims grades 3-8 CMP and Bridges unit assessments DRA2/EDL2 SRI Formative Assessments	Strategy #1
		M	In math, we increased 2% in from 49% Prof. or Advanced in 2013 to 51% in 2014 on TCAP, but dropped significantly to 17.5% Met or Above when students took PARCC for the first time in 2015.	Elementary Overall Proficient and Advanced in Math will increase from 59 to 64% in 2014.	The percentage of students scoring Met or Exceeds on PARCC overall Math will increase from 8.4% to 18.4%.	-ANet Interims IXL for GT and ALEKS online math assessments -Everyday Math (EDM) - RSAs and End of Unit Tests -Connected Math and End of Unit tests -Math Olympics -Formative Assessments	Strategy #3
		S					

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	MGPs not calculated for PARCC in 2015.			See above	Strategy #1 Strategy #2
		M	MGPs not calculated for PARCC in 2015.				Strategy #3
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	MGPs not calculated for PARCC in 2015.				
		M	MGPs not calculated for PARCC in 2015.				
Postsecondary & Workforce Readiness	Graduation Rate		n/a				
	Disag. Grad Rate		n/a				
	Dropout Rate		n/a				
	Mean CO ACT		n/a				
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

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: Develop teachers', interventionists', and paras' understandings of end-of-year goals for reading expectations, using data to implement appropriate guided reading and close reading as tools for deepening students' reading comprehension, including vocabulary.

Root Cause(s) Addressed: Interim data indicates that there have been inconsistent school-wide practices for instruction on answering text dependent questions and citing evidence. Additionally, 50% of students are reading below grade level, and unable to access complex text, indicating that reading instruction has not sufficiently targeted struggling readers' needs in order to close learning gaps.

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				
Staff, including classroom teachers, interventionists, and specialists, will receive professional development	n/a	Completed by Fall 2016	Administrators Literacy	Title I budget School budget DPS-purchased instructional materials	Foundations for Literacy, July 2016	Not begun

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Coaching and feedback sessions from the Literacy Interventionist , Administration and beginning September 2016			Interventionist Teacher Leaders All Teachers		Benchmark Training K-2, July 2016 Expeditionary Learning, 3rd grade (first year), May 2016; 4-8th (second year), Summer 2016 6-8th GLAD Training, June 2016	
Supporting primary readers through daily use of Guided Reading, with regular focus lessons on fluency and comprehension strategies.	Started Fall 2014	ongoing	Administrators Literacy Interventionist Teacher Leaders All Teachers	Additional resources from IStation and Benchmark.	Coaching and feedback sessions from Administration and Literacy Interventionist, beginning mid-October 2016.	Begun and in progress as teachers will continue to have PD and coaching on an ongoing basis.
Supporting intermediate and middle school teachers through weekly use of Close Reading, with regular focus lessons on annotating text, main idea, summarizing, and citing evidence from text	Fall 2013	ongoing	Administrators Literacy Interventionist Teacher Leaders All Teachers	GLAD strategies; DPS Purchased	Coaching and feedback sessions from Administration and Literacy Interventionist, beginning mid-October 2016.	Begun and in progress as teachers will continue to have PD and coaching on an ongoing basis.
Implementation of SLO's specifically	Fall 2015	ongoing	Administrators		Admin will present the point	In place

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<p>focusing on those identified by DPS as 2015-16 Focus Standards (RL*.1, RL*.2, RL*.3 and RI*.1, RI*.2, RI*.3)</p>			<p>Literacy Interventionist Teacher Leaders All Teachers</p>		<p>formula of SLOs in September</p> <p>All literacy teachers will submit at least one SLO goal that is linked to a major improvement strategy.</p> <p>Collect student BOE's to demonstrate proficiency with identified standards</p>	<p>In progress</p>
<p>Weekly team meetings by grade level (K,1- 2, 3-4, and 5-6, 7-8) for the purposes of:</p> <ul style="list-style-type: none"> - Progress monitoring using quantitative data (e.g. SRI, DRA2/EDL2 progress monitoring passages) and classroom data, (e.g. conference notes, running records and written responses). - Planning and adjusting curriculum- as outlined in the DPS Literacy Scope and Sequence. - Viewing videos, discussing and implementing best practices during team meetings. 	<p>Fall 2013</p>	<p>ongoing</p>	<p>Administrators Teacher Leaders Classroom teachers SPED teachers</p>	<p>Title 1 Budget</p> <p>School Budget</p> <p>DRA2/EDL2, DRA2/EDL2 Progress Monitoring Passages, IStation, ANet</p> <p>Use of DPS Change Over Time document</p> <p>Two teachers attend Guided Reading Plus P.D., and shares guidelines and</p>	<p>Utilizing progress monitoring passages and conference notes to plan instructional next steps or re-teaching</p> <p>Monthly review of Data Notebooks/Google Docs</p> <p>Ongoing data team meetings</p>	<p>In place</p>

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				strategies with all literacy teachers		
<p>DATA</p> <p>Elementary: Unpack the end of year reading assessments</p> <p>3rd-8th: Unpack the ANet Tools & Expeditionary Summative tools using RI, RL, Science and Social Studies Standards</p> <p>Data will be gathered and reported monthly through school-wide Google docs</p>	<p>n/a</p> <p>Fall 2015</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Administrators</p> <p>Teacher Leaders</p> <p>Classroom teachers</p> <p>SPED teachers</p>	<p>Available online</p> <p>Google Docs</p>	<p>August Green Days 2016</p> <p>Begin August 2016: Monthly review of Google Docs & data entry</p>	<p>Not yet begun</p> <p>In progress</p>
<p>Leadership will conduct walkthroughs and support teachers in the collection and use of data, as well as implementation of best practices.</p>	<p>Fall 2014</p>	<p>ongoing</p>	<p>Administration (Principal, A.P., Principal Resident)</p> <p>Teacher Leader</p> <p>Facilitator</p>	<p>LEAP Framework, ELA Lookfors</p>	<p>Ongoing feedback loops with teachers (begin September; differentiate according to need throughout the year)</p>	<p>In progress</p>

* 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: Develop teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics. Strengthen students' explanation of texts, both informative and fiction.

Root Cause(s) Addressed: We have not yet developed teachers' understanding of consistent elements of effective writing, as defined by the CCSS rubrics nor clarified what quality explanation of texts, both informative and fiction should look like.

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				
Staff, including classroom teachers, will receive professional development and coaching in: <ul style="list-style-type: none"> - CCSS purposes for writing (e.g. narratives, informative/explanatory, persuasive) - Elements of effective writing (content/focus, organization, development, language usage) - Implementation of DPS Curriculum (including DPS Literacy) 	Fall 2014	ongoing	Administrators Humanities Facilitator Teacher Leaders All Teachers	Title I budget School budget Common Core Writing Rubrics	Continued professional development for staff in the elements of writing instruction. Leadership team will conduct walkthroughs, using observation sheets to monitor implementation of best practices using protocols introduced during	In progress

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Scope and Sequence)					weekly team or staff meetings.	
Conduct vertical alignment with Reading Response Rubric.						
Teachers will use writing data to create S.M.A.R.T. goals, teach to student needs, monitor progress toward learning targets, and adjust instruction. CCSS/DPS rubrics will be used to score common formative assessments. Reinforcement and feedback, will occur at a variety of levels: - Leadership team to teachers - Teacher to teacher - Teacher to students - Students to students	Fall 2014	ongoing	Administrators Teacher Leaders All teachers	Title I budget School budget	Once every 6 weeks	In progress
Monthly data teams focused on writing	Fall 2015	ongoing	Administrators Teacher Leaders All teachers	Title I budget School budget	Approximately once a month	n progress
Common school-wide graphic organizers	Fall 2014	ongoing	Teacher Leaders All teachers	Title I budget School budget	Coaching and feedback sessions from Administration and Literacy Interventionist, beginning	In progress

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				mid-October 2016.	
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* 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 Implement high-impact instructional moves for math by building and developing inquiry and questioning skills to support moving from the concrete to the abstract. Staff needs to include more concrete representations when introducing new concepts.

Root Cause(s) Addressed: Inconsistent understanding, implantation, and monitoring of math instruction with existing and new staff.

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				
Staff, including classroom teachers, interventionists, and specialists, will receive professional development. <ul style="list-style-type: none"> ● Summer PD ● Gather survey data from teachers to differentiate professional development, ● create and deliver PD 	n/a	Summer 2016, ongoing	Administrators Math Interventionist Teacher Leaders All Teachers	Title I budget School budget Common Core Math Standards LEAP professional development resources	Elementary & Intermediate: Bridges Curriculum, July 2016 Creating and utilizing exit tickets. Middle: Elements of effective math instruction (number talks, whole class)	Not begun

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					<p>launch, explore in small groups, students summary of lesson/work completed, differentiated groups).</p> <p>Coaching and feedback sessions from the Math Interventionist , Administration and beginning September 2016.</p>	
<p>DATA</p> <p>Create exit slips</p> <p>Weekly team meetings by grade level (K-1, 2-3, 4-5, 6-8) for the purpose of:</p> <p>Progress monitoring of key math components using quantitative data (e.g. RSA, ELP's, Math Olympics, Pre and Post Administration of End of Unit Tests)</p> <p>Use data to plan and adjust instruction</p> <p>Differentiate instruction to meet the needs of learners</p> <p>Discussing and implementing best practices</p>	n/a	Fall 2016, ongoing	<p>Administrators</p> <p>Math Interventionist</p> <p>Teacher Leaders</p> <p>All Teachers</p>	<p>Title I budget</p> <p>School budget</p> <p>LEAP professional development resources</p>	<p>Survey responses, Fall 2016</p> <p>Green Blue Days as needed throughout the year</p> <p>Individual coaching as needed</p> <p>Leadership team will conduct walkthroughs to monitor implementation of best practices using protocols introduced during team or staff meetings beginning October 2016</p>	<p>Begun</p> <p>In progress- via team meetings.</p> <p>In progress</p>

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Targeted instruction for struggling math students in math in grades 3-5 as identified by 2015 ANet A2 results and Math Olympics for new students.	Fall 2014	ongoing	Interventionist	Mill Levy Funds		In Progress-teaching strategies around number sense (decomposing numbers, making 10, etc.)
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* 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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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)
- Supporting primary readers through daily use of Guided Reading, with regular focus lessons on fluency and comprehension strategies.
- Supporting intermediate and middle school readers through weekly use of Close Reading, with regular focus lessons on annotating text, main idea, summarizing, and citing evidence from text
- Implementation of SLOs, specifically focusing on those identified by DPS as 2015-16 Focus Standards (RL*.1, RL*.2, RL*.3 and RI*.1, RI*.2, RI*.3)
- Weekly team meetings by grade level (K,1- 2, 3-4, and 5-6, 7-8) for the purposes of: 1.) Progress monitoring using quantitative data (e.g. SRI, DRA2/EDL2 progress monitoring passages) and classroom data, (e.g. conference notes, running records and written responses). 2.) Planning and adjusting curriculum- as outlined in the DPS Literacy Scope and Sequence. 3.) Viewing videos, discussing and implementing best practices during team meetings.
- Data will be gathered and reported monthly through school-wide Google docs.
- Leadership will conduct walkthroughs and support teachers in the collection and use of data, as well as implementation of best practices.
- For reading: guided reading, close reading as tools for deepening students' reading comprehension, including vocabulary.

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