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FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: District Name: Denver Public Schools   School Code: School Name: Centennial   Official 2014 SPF:

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.*

UIP draft Priority Performance Challenges

- There is pervasive low achievement and growth across all content areas, all grade levels and all subgroups.
- The gaps between adequate growth and actual growth for all sub groups are quite large indicating that the problem is systemic in nature.

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.*

UIP draft Root Causes

- Teachers continue to need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning targets and ensures differentiation.
- Teachers are not integrating reading, writing and content to provide cohesive instruction, as called for by the Common Core.
- Teachers are not consistently using complex texts with all students across subject areas to build knowledge and understanding.
- We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.
- We have not solidified rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.

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.*

UIP Major Improvement Strategies –
1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.
2. Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.
3. Utilize structures, systems and processes to allow relationship building, academic progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.
4. Engage Centennial families in our school community and the overall education of their students in order to support their success both at home and in school.

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline		
Summary of School Plan Timeline	October 28, 2015	
	January 6, 2016	
	April 6, 2016	

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Schools 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).	[Plan Type] [Year]	
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	TIG Awardee	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Diagnostic Review Grantee	Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.
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.	SIS Grantee	Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.
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.	CGP Systems Change/Capacity Building School	In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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?	Diagnostic School Review and Planning for Improvement Grant- April, 2015-September, 2015
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.	Blue Print Site Visits during 2014-15 school year • 9/30/2014 • 12/11/2014 • 3/3/2015

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

☐ State Accreditation   X Title I Focus School   ☐ Tiered Intervention Grant (TIG)   X 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	Laura Munro, Principal
	Email	Laura_munro@dpsk12.org
	Phone	720-424-8900
	Mailing Address	4665 Raleigh Street, Denver CO 80212
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
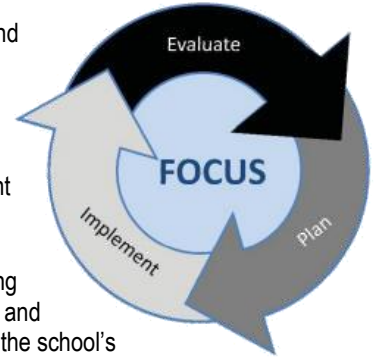
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

Description of School Setting and Process for Data Analysis:	Review Current Performance:	Trend Analysis:	Priority Performance Challenges:	Root Cause Analysis:
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	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.	Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

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Narrative:

Centennial, A School for Expeditionary Learning is an inclusive neighborhood school in North West Denver that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility. Centennial is beginning it's third year implementing Expeditionary Learning. At Centennial there are approximately 406 students currently enrolled in grades ECE-5. Centennial is home to two special education programs- an ECE 3 Model 1 program and a Multi-Intensive Severe program for grades K-5.

Below is a breakdown of the demographics of Centennial's student population based on the 2014-15 numbers provided by the District.

- 67% Minority (This has decreased from 77% from the previous year.)
- 67% Free/Reduced Lunch (This has decreased from 74% from the previous year.)
- 14% Special Education (Centennial currently serves a K-5 self-contained Multi-Intensive Severe special education program and a Model 1 Special Education ECE 3 classroom. This % has remained stable from the previous year.)
- 14% English Language Learner (This has decreased from 17.5% from the previous year.)
- 62% Hispanic (This has decreased from 77% the previous year.)
- 31% White (This is an increase from 26% the previous year.)

In May of 2014-15 school year the Instructional Leadership Team (ILT) met to reflect on the 2014-15 Expeditionary Learning (EL) Work Plan, the progress made toward the work plan goals, and the results of the EL Implementation Review conducted earlier in the spring. During this meeting notes were taken in relation to where the school demonstrated strengths toward EL implementation and our EL Work Plan goals and next steps and actions for the 2015-16 school year were drafted as well. The next steps and actions were created as tools to guide the development of the 2015-16 EL Work Plan. When the 2015-16 school year began the ILT met with the EL School Designer to review student achievement data (Achievement Network interim assessment data 2nd-5th and DPS interim assessment data K-5). The 2015-16 Work Plan identified two main goals for the school- one focused on academic achievement and one focused on school conditions.

The two EL Work Plan goals drafted state:

1. All Centennial teachers create and lead effective and engaging lessons that promote student ownership of academic achievement focused on the integration of reading and writing with content to provide cohesive instruction.
2. At Centennial we will build deep and sustaining relationships with students and families in order to promote equity and engagement.

The academic goal for the EL Work plan was created so that it tightly aligned with the instructional priority set for the year's work with the Achievement Network. This priority reads:

- Integrate reading, writing, and content (science and social studies) to provide cohesive instruction, as called for by the Common Core.

During an August Green Day, Centennial staff were introduced to a high-level view of school-wide student achievement data and the 1st draft of the EL Work Plan. This meeting provided the staff an opportunity to dig deeply into the source data behind the school's SPF (same as 2014-15) and to think about connections to the EL Work Plan and the goals, major improvement strategies that needed to be drafted for the UIP. This first look at the draft EL Work Plan gave teachers a chance to connect with the Faculty Learning Targets associated with each work plan goal and to think about the role they personally and collectively play in supporting their school to make improvement over the course of the year. Faculty Learning targets on the 2015-16 Work Plan include:

- I can plan and use instructional practices that engage students in the construction of their own understanding.
- I can integrate reading and writing with content to provide cohesive instruction.
- I can analyze student data to help me prioritize my planning and instruction.
- I can collectively create and monitor action plans based on student work/data.

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- I can strategically use data to help students engage in and take responsibility for their learning.
- I can help crew members learn from missteps, mistakes or poor choices.
- I can communicate with parents about student progress toward academic growth and WoRLD CARE habits.
- We can provide social/emotional support structures to meet student needs.

On September 12th Centennial held it's first CSC meeting. The meeting focused on sharing the school's UIP and EL Work Plan. The goals from the EL Work Plan were discussed and the following items from the UIP were shared as well:

- UIP draft trend statements
- UIP draft priority performance challenges
- UP Root Causes
  - Teachers continue to need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning targets and ensures differentiation.
  - Teachers are not integrating reading, writing and content to provide cohesive instruction, as called for by the Common Core.
  - Teachers are not consistently using complex texts with all students across subject areas to build knowledge and understanding.
  - We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.
  - We have not solidified rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
  - We need to deepen relationships with parents and the community to help advocate for the school.
- UIP draft Major Improvement Strategies
  - Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.
  - Utilize structures to promote professional collaboration in order to actively progress monitoring students' growth toward proficiency through data analysis and data driven instructional practices.
  - Utilize structures, systems and processes to allow relationship building, academic progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.
  - Engage Centennial families in our school community and the overall education of their students in order to support their success both at home and in school

As part of the EL implementation process, Centennial engages in an Implementation Review, facilitated by our School Designer, each year. During the Implementation Review process, Centennial receives a score on the level of implementation on the EL power practices: Curriculum, Instruction, Assessment, Culture and Character, Leadership. In partnership with EL, Centennial set Implementation Review goals for each year of implementation. The 5-year targets are as follows, 47, 66, 84, 98. These scores are out of a possible total of 130. In 2013-14, during year 1 of implementation, Centennial surpassed the target score of 47 by 19 points and scored a 66. During the 2014-15 school year Centennial's IR target score was a 66, and the school received a score of 66, meeting the established year-two target. Centennial will engage in the Implementation Review for the 2015-16 school year in May- with the goal of obtaining a score of 84.

On December 7th, 8th and 9th 2015 Centennial engaged in a School Quality Review (SQR) facilitated by School Work- an education consulting organization with the mission to build the capacity of educators to advance all aspects of student achievement and well-being. The purpose of the SQR was to provide Centennial with formative feedback in support of school improvement efforts. The SQR will help Centennial understand where implementation is successful or lagging, as well as how our future plans can be improved. The SQR report documents the School Works team's findings (strengths and areas for improvement) for each of the four following domains: Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership and Community. Centennial was assigned the following ratings in the identified domains and key questions.

At the end of the two-day site visit Centennial's Instructional Leadership Team engaged in a prioritization process facilitated by the School Works team. During this process the ILT reviewed ratings and claims, discuss the school's areas of strengths and areas of improvement, prioritize areas for improvement and discuss ways to address those priorities.

The ILT and site visit team identified areas of strengths including: the school provides opportunities for students to form positive relationships with peers and adults in the school; the school reflects a

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CDE Improvement Planning Template for Schools (Version 1.0 – Template Last Updated: June 5, 2015)   8

Domain 1: Instruction	
1. Classroom interactions and organization ensure a classroom climate conducive to learning.	Meets
2. Classroom instruction is intentional, engaging, and challenging for all students.	Partially Meets
3. Teacher regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to	Partially Meets

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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 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	STAR Early Literacy 70% • Kinder: 90% • 1st: 65% Decrease students in kindergarten with SRD from 18% to 10% Decrease students in 1st grade with SRD from 44% to 34% STAR Reading 60% • 2nd: 90% • 3rd: 65% Decrease students in 2nd grade with SRD from 16% to 10% Decrease students in 3rd grade with SRD from 45% to 35%.	Per changes in the District assessment requirements we are no longer using STAR Early Literacy and STAR Literacy as our school-wide literacy assessment. Here is other data. Actual % Correct on EOY DPS Literacy Interim: 1st Grade: 88% 2nd Grade: 47% 3rd Grade: 30% 4th Grade: 21% 5th Grade: 39% DRA2 EOY At/Above Grade Level Data: Kindergarten: 46% 1st Grade: 63% 2nd Grade: 56% 3rd Grade: 48% CMAS PARCC Data:	
	M	% Correct on DPS EOY Math Interim: Kinder: 90%	This goal was met only for 1st grade where they were 2% above the goal. All other grades, Kindergarten and 2nd-5th, did not make their	

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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.
		1st Grade: 77% 2nd Grade: 68% 3rd Grade: 67% 4th Grade: 61% 5th Grade: 55%	stated goals. 3rd grade was the closest to making their goal. They were 8% off their goal. Actual % Correct on DPS EOY Math Interim: Kindergarten: 42% 1st Grade: 79% 2nd Grade: 41% 3rd Grade: 59% 4th Grade: 24% 5th Grade: 20% CMAS PARCC Data:	
	W	% Correct on DPS EOY Writing Interim: 2nd Grade: 60% 3rd Grade: 70% 4th Grade: 65% 5th Grade: 60%	This goal was not met. Actual % Correct on DPS EOY Writing Interim: 2nd Grade: 58% 3rd Grade: 60% 4th Grade: 53% 5th Grade: 34% Centennial was closest to making the goal in 2nd grade where we were 2% off from the target. 3rd-5th grade were at least 10% off the stated target.	
	S	57% Science CMAS	CMAS Data:	

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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.
		5th Grade: 15% Scoring at Strong or Above (up from 8%)		
Academic Growth	R	70 MGP	No data for this goal at this time.	
	M	70 MGP	No data for this goal at this time.	
	W	70 MGP	No data for this goal at this time.	
	ELP	75 MGP	Overall MGP per ACCESS was 44. The goal was not met.	
Academic Growth Gaps	R	70 MGP	No data for this goal at this time.	
	M	70 MGP	No data for this goal at this time.	
	W	70 MGP	No data for this goal at this time.	
Postsecondary & Workforce Readiness		N/A		
		N/A		

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Reading Data:** **2015 CMAS PARCC ELA Data:** (see tables below) The % of students at Centennial meeting expectation per the CMAS ELA assessment is significantly below the District's averages for individual grade levels and all grade levels combined. (see table below) Based on Centennial's performance on the 2015 CMAS PARCC ELA assessment as	Across all grades there is pervasive low achievement and growth. There is a notable achievement gap evident with all subgroups and white students.	• Teachers continue to need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning targets and ensures differentiation. • Teachers are not integrating reading, writing and content to provide cohesive instruction, as called for by the Common Core. • Teachers are not consistently using complex texts with all students across subject areas to build knowledge and understanding.

Grade	Did Not Meet	Partially Meeting	Approached	Met	Exceed
3rd	40%	27.5%	12.5%	20%	0
4th	23%	25.6%	35.9%	15.4%	0
5th	27.9%	30.2%	25.6%	14%	2.3%
All	30.3%	27.9%	24.6%	16.4%	0.8%

Grade	Centennial % Met	District % Met
3rd	20%	31.2%
4th	15.4%	31.8%
5th	16.3%	32.8%
All Combined	17.2%	32.8%

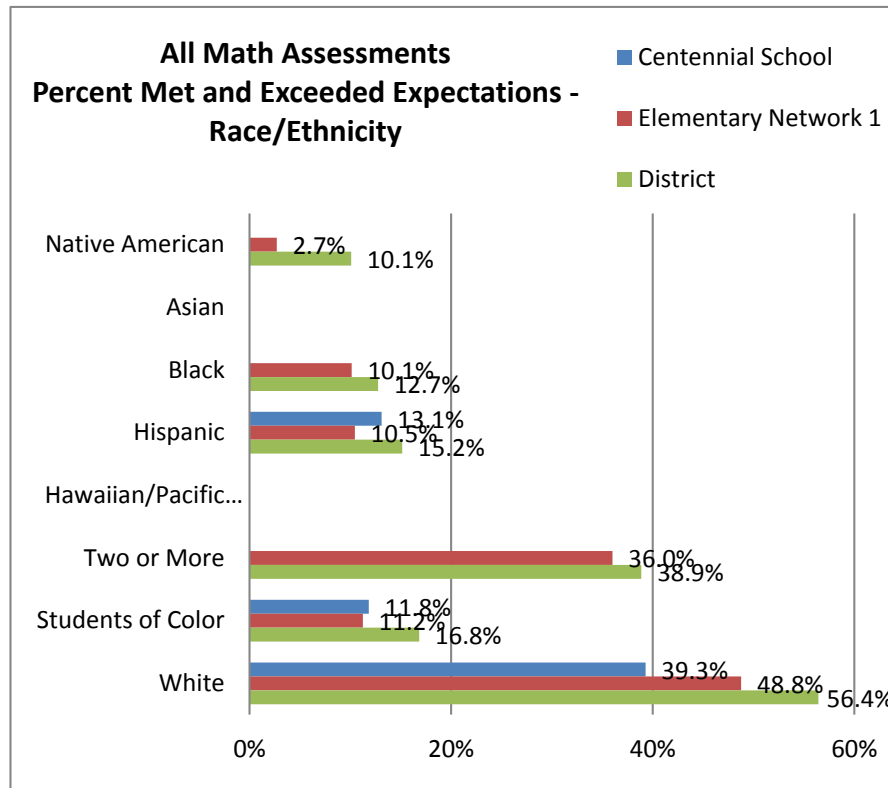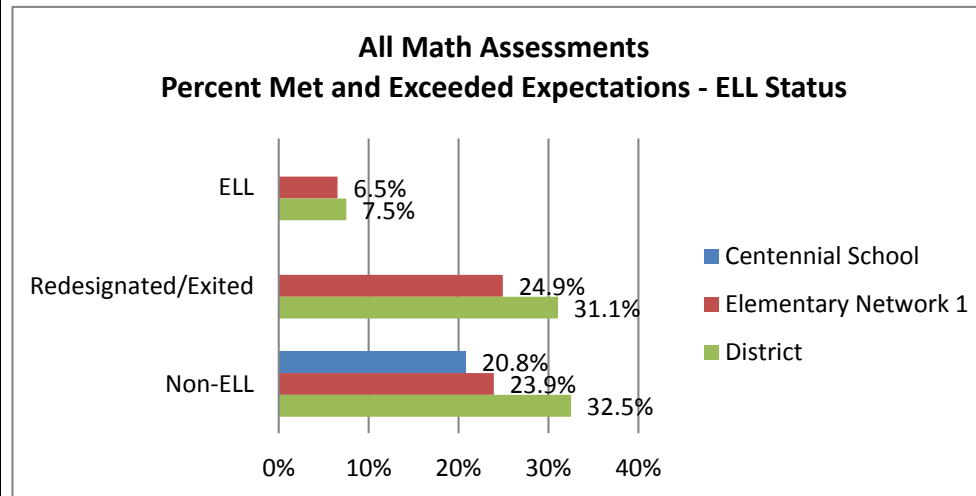School Code: [1400]   School Name: [Centennial, A School for Expeditionary Learning]

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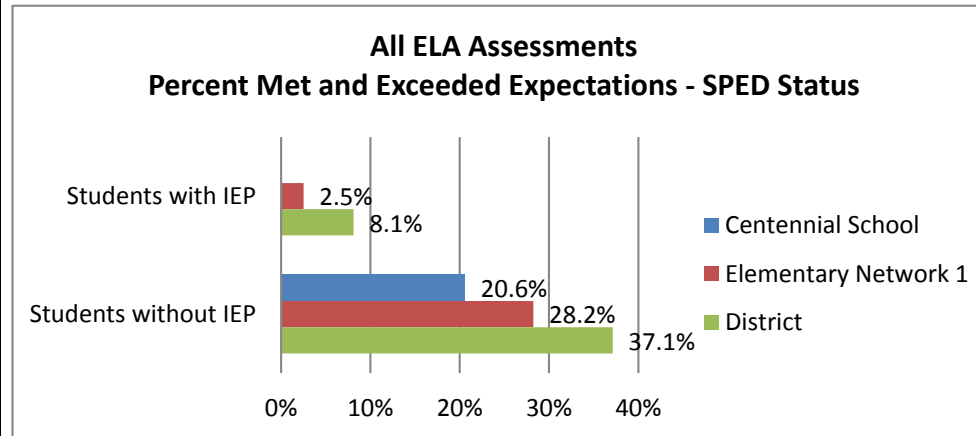FORM # OFP-135
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	compared to performance on the 2014 TCAP, the school moved from the 28th percentile rank to the 36th percentile rank. CMAS PARCC ELA data disaggregated by Race/Ethnicity: 		• We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis. • We have not solidified rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families. • We need to deepen relationships with parents and the community to help advocate for the school.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CMAS PARCC ELA data disaggregated by ELL Students:		

All Math Assessments
Percent Met and Exceeded Expectations - ELL Status

ELL: 6.5% / 7.5%
Redesignated/Exited: 24.9% / 31.1%
Non-ELL: 20.8% / 23.9% / 32.5%

Legend:
- Centennial School
- Elementary Network 1
- District

X-axis: 0% 10% 20% 30% 40%

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CMAS PARCC ELA data disaggregated by Special Education Students: **All ELA Assessments** **Percent Met and Exceeded Expectations - SPED Status** Students with IEP: 2.5%, 8.1% Students without IEP: 20.6%, 28.2%, 37.1% (Centennial School, Elementary Network 1, District) CMAS PARCC ELA data disaggregated by F/R Lunch Status: **All ELA Assessments** **Percent Met and Exceeded Expectations - FRL Status** Free/Reduced: 6.3%, 13.7%, 21.8% Paid: 55.6%, 62.3%, 63.8% (Centennial School, Elementary Network 1, District)		
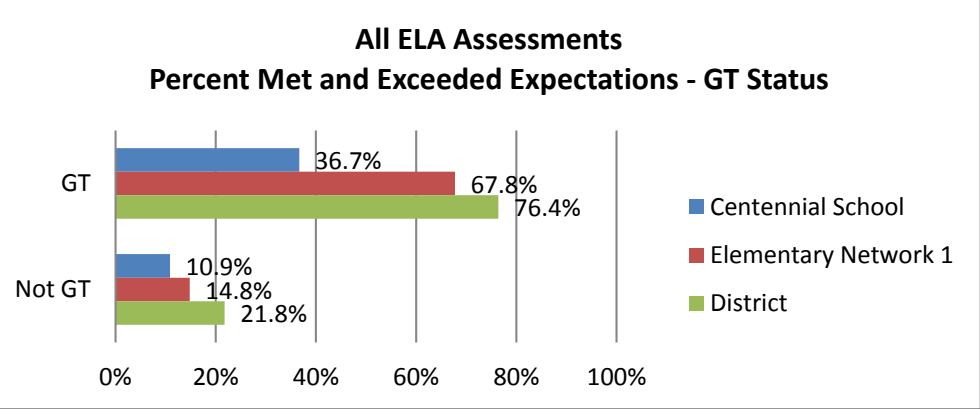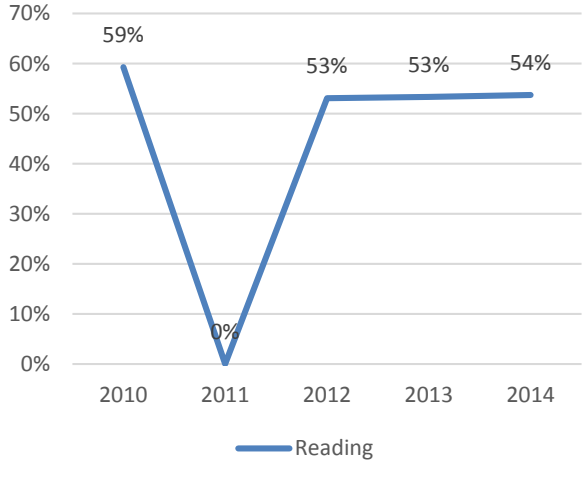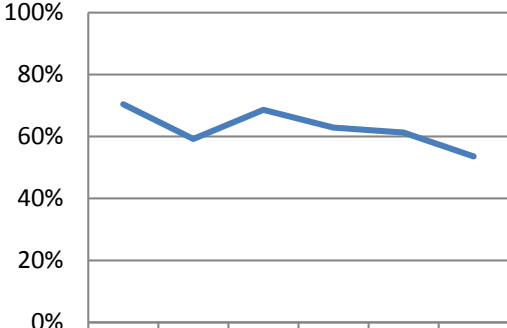
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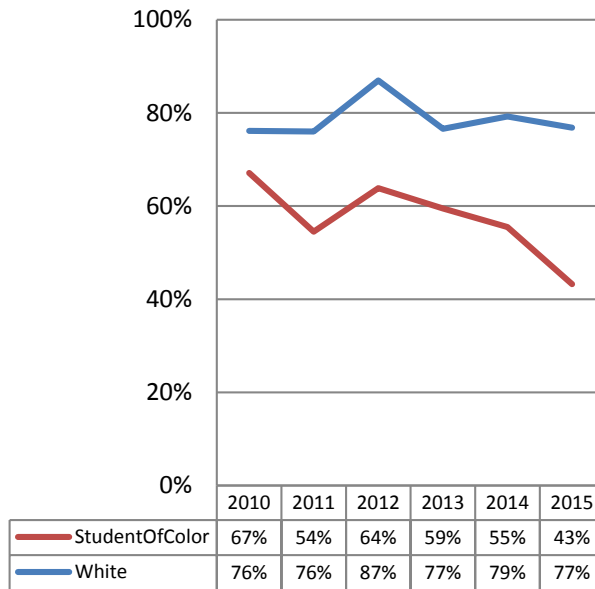| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CMAS PARCC ELA data disaggregated by GT: **All ELA Assessments** **Percent Met and Exceeded Expectations - GT Status** GT: 36.7% (Centennial School), 67.8% (Elementary Network 1), 76.4% (District) Not GT: 10.9% (Centennial School), 14.8% (Elementary Network 1), 21.8% (District) ■ Centennial School ■ Elementary Network 1 ■ District **DPS EOY Reading Interim Overall % Correct Grades 1st-5th:** **Overall Reading Trend Statement:** At the end of the 2014-15 school year, just over half of the students in grades 1-5 at Centennial were not demonstrating proficiency per the EOY DPS interim assessment.		

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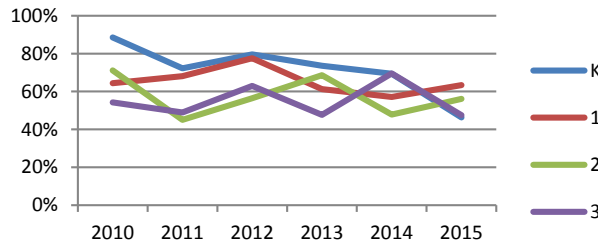
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Spring Interim % Proficient - Reading 70% 59% 60% 53% 53% 54% 50% 40% 30% 20% 10% 0% 0% 2010 2011 2012 2013 2014 —— Reading **READ Act Requirement Data** **Reading Trend Statement:** From 2013 to 2015 there has been a decline in the overall aggregate % of students scoring proficient or above in reading as measured by the READ Act. This trend is evident with all subgroups at Centennial. There is a significant achievement gap with our sub groups.		

School Code: [1400]   School Name: [Centennial, A School for Expeditionary Learning]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	READ Act Overall - Percent at or Above Grade Level 100% 80% 60% 40% 20% 0% 	2010	2011	2012	2013	2014	2015		

Chart data:

	2010	2011	2012	2013	2014	2015
% Proficient or Above	70%	59%	69%	63%	61%	54%

School Code: [1400]   School Name: [Centennial, A School for Expeditionary Learning]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	READ Act - Percent At or Above Grade Level by Students of Color Subgroup		

	2010	2011	2012	2013	2014	2015
StudentOfColor	67%	54%	64%	59%	55%	43%
White	76%	76%	87%	77%	79%	77%

READ Act Trend Statement for Students of Color/White Gap:

While the % of white students reading on/above grade level has stayed relatively stagnant since 2010, the % of students of color reading on/above grade level has decreased and therefore the achievement gap has widened.

School Code: [1400]   School Name: [Centennial, A School for Expeditionary Learning]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	READ Act - Percent At or Above Grade Level by Grade *(line chart: 2010–2015, grades K, 1, 2, 3)* **Trend Statement:** There has been a general decline in the % of students on/above grade level in reading in all grade levels since 2010. 1st and 2nd grade did show an increase in % on/above from 2014-15, but the overall % for those grade levels remains at or below previous years. **Spring 2015 SBGL** *(READ Act Assessments table)* **Trend Statement:** There were no students at/above in the spring with students that were SBGL on the fall Read Act Assessment across all grades.		
		Across all grades there is	• Teachers lack a deep understanding of the

READ Act - Percent At or Above Grade Level by Grade

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

Grade	Year	Centennial		Region		District	
		N	%	N	%	N	%
00	2015	6	0%	44	0%	319	4%
01	2015	4	0%	100	7%	745	11%
02	2015	19	0%	292	14%	1924	13%
03	2015	11	0%	264	13%	1748	9%

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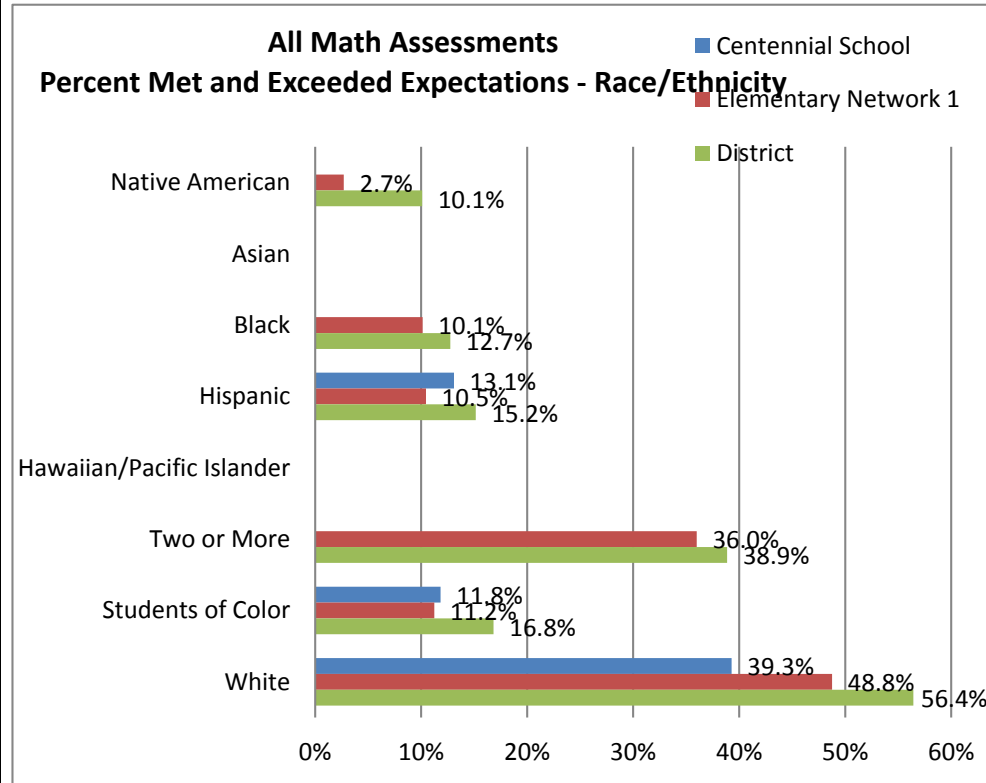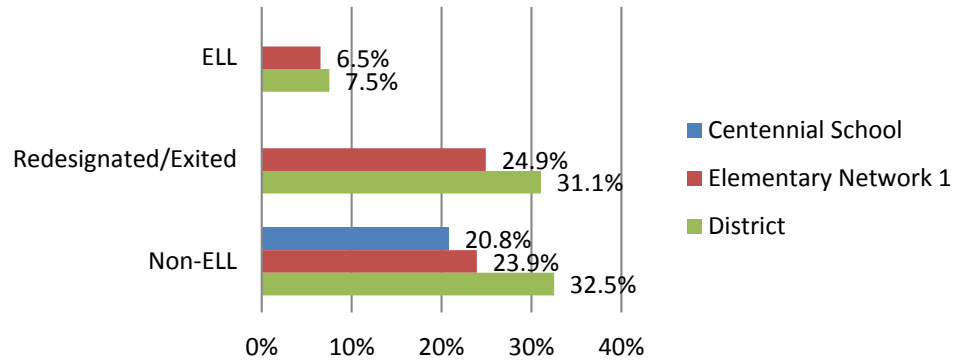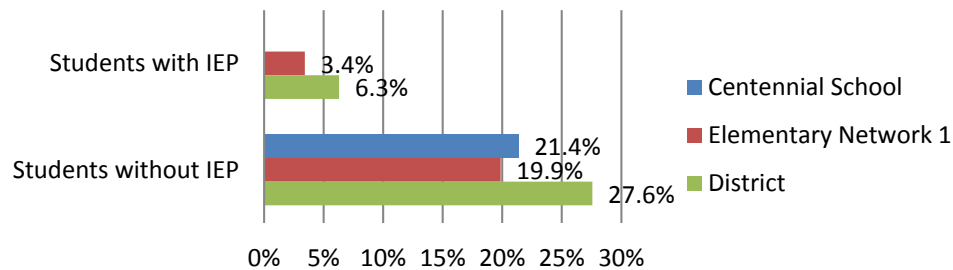| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Math Data

CMAS PARCC Math Data:

Grade	Did Not Meet	Partially Met	Approached	Met	Exceed
3rd	34.2%	15.8%	21.1%	23.7%	5.3%
4th	25.6%	25.6%	38.5%	10.3%	0
5th	18.2%	38.6%	27.3%	15.9%	0
All (3-5)	25.6%	27.3%	28.9%	16.5%	0

The % of students at Centennial meeting expectation per the CMAS Math assessment is significantly below the District's averages for individual grade levels and all grade levels combined.

Grade	Centennial % Met	District % Met
3rd	23.7%	29.5%
4th	10.3%	24.3%
5th	15.9%	25.4%
All Combined	16.5%	26.4%

Based on Centennial's performance on the 2015 CMAS PARCC Math assessment as compared to performance on the 2014 TCAP, the school moved from the 36th percentile rank to the 50th percentile rank.

Priority Performance Challenges:

pervasive low achievement and growth. There is a notable achievement gap evident with all subgroups and white students

Root Causes:

Common Core State Standards to plan standards-based instruction that ensures differentiation.

- Teachers need a higher level of support focusing on the major work of their grade level to understand the demands and aspects of rigor called for by the Common Core Standards.
- We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.

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CMAS PARCC Math data disaggregated by Race/Ethnicity:

All Math Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity

Legend:
- Centennial School (blue)
- Elementary Network 1 (red)
- District (green)

Race/Ethnicity	Centennial School	Elementary Network 1	District
Native American		2.7%	10.1%
Asian			
Black		10.1%	12.7%
Hispanic	13.1%	10.5%	15.2%
Hawaiian/Pacific Islander			
Two or More		36.0%	38.9%
Students of Color	11.8%	11.2%	16.8%
White	39.3%	48.8%	56.4%

(x-axis: 0% to 60%)

CMAS PARCC Math data disaggregated by ELL Status:

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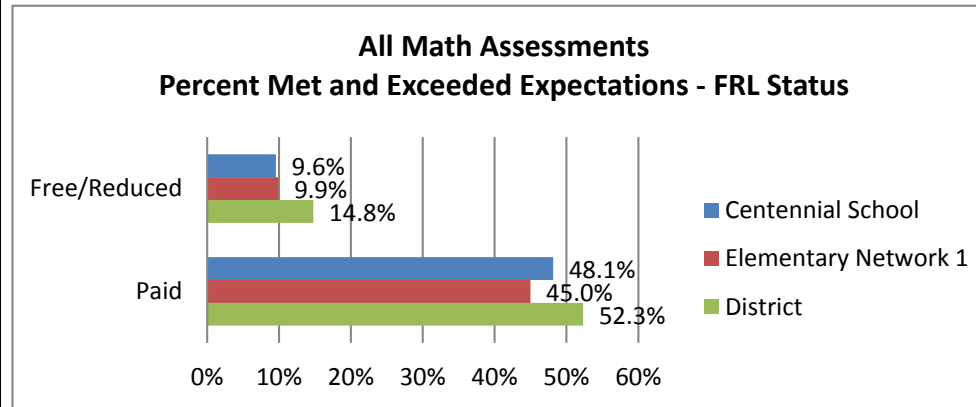FORM # OFP-135
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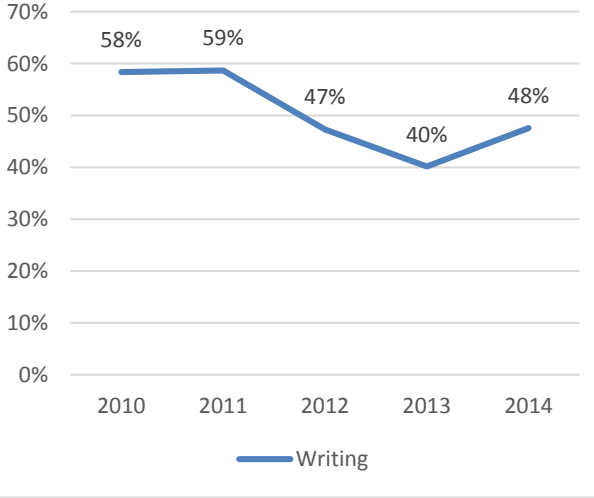| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All Math Assessments **Percent Met and Exceeded Expectations - ELL Status** CMAS PARCC data disaggregated by Special Education: **All Math Assessments** **Percent Met and Exceeded Expectations - SPED Status**		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CMAS PARCC math data disaggregated by F/R Lunch status: **All Math Assessments** **Percent Met and Exceeded Expectations - FRL Status** Free/Reduced: 9.6%, 9.9%, 14.8% Paid: 48.1%, 45.0%, 52.3% ■ Centennial School ■ Elementary Network 1 ■ District CMAS PARCC Math data disaggregated by GT Status: **All Math Assessments** **Percent Met and Exceeded Expectations - GT Status** GT: 41.9%, 53.1%, 63.3% Not GT: 10.0%, 9.9%, 14.9% ■ Centennial School ■ Elementary Network 1 ■ District		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math Trend Statement: Aggregate EOY math % correct has stayed the same since 2014 at 46%. Students in all subgroups, except ELLs, showed slight increases in math proficiency from 2014-2015. However, a notable achievement gap exists between students of color, students qualifying for F/R Lunch, ELLs and white students. **DPS EOY Math Interim Overall % Correct:** **Trend Statement:** The % of student, across all grades, with correct answers on the DPS EOY math interim has remained flat since 2014. The overall % has increased since 2010, but is below the highest rate of 49% in 2011.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Trend Statement: On the DPS math interim, students of color have significantly under performed their white peers with the gap widening since 2013 from approximately 10% to 25% in 2015.		
	Writing Data **DPS EOY Writing Interim Overall % Correct:**	Across all grades there is pervasive low achievement and growth. There is a notable achievement gap evident with all subgroups and white students.	• Teachers continue to need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning targets and ensures differentiation. • Teachers are not integrating reading, writing and content to provide cohesive instruction, as called for by the Common Core.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			• Teachers are not consistently using complex texts with all students across subject areas to build knowledge and understanding. • We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.

Spring Interim % Proficient - Writing

Overall Writing Trend Statement:

From 2014-15 there has been an increase in % of students scoring correct on the District EOY assessment based on aggregate data, but we have not yet recovered to the % correct in 2010. This increase is true for all subgroups except Special Ed- they have stayed the same. While all groups have shown an increase, the achievement gap still exists.

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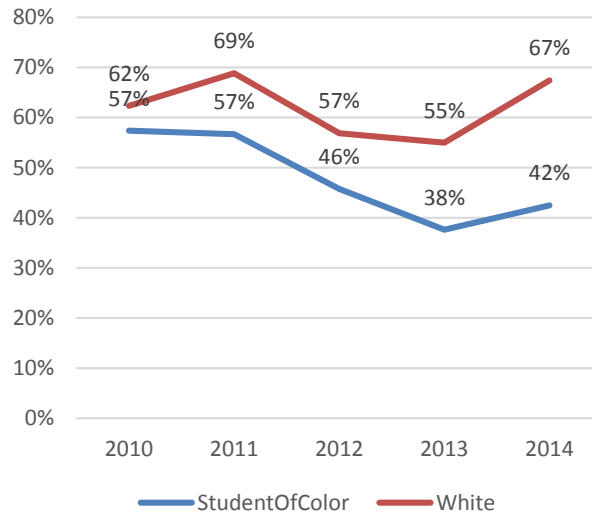FORM # OFP-135
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Spring Interim % Proficient by Students of Color - Writing		

Spring Interim % Proficient by Students of Color - Writing

80%
70% — 62% / 69% / 67%
60% — 57% / 57% / 57% / 55%
50% — 46%
40% — 38% / 42%
30%
20%
10%
0%
2010 2011 2012 2013 2014

— StudentOfColor   — White

2015 Spring Interim % Prof by Students of Color - Literacy

70%
60%
50%
40%
30%
20%
10%
0%
StudentOfColor 43%   White 64%
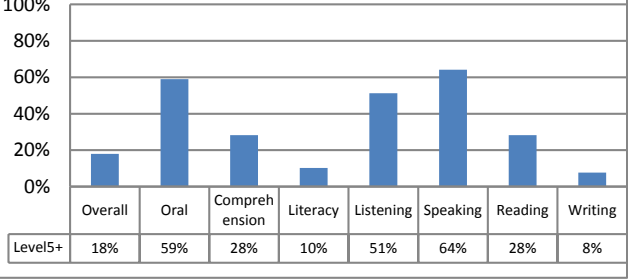
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Trend Statement for Minority Student gap: On the DPS writing/literacy interim, students of color have significantly under performed their white peers with the gap widening since 2013 from approximately 10% to 25% in 2015 and similarly for the 2015 literacy assessment		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Science **Centennial's Two-Year CMAS Data:** |	Limited	Moderate	Strong	Distinguished | |---|---|---|---|---| | **2015** | **56%** | **29%** | **13%** | **0** | | **2014** | **63%** | **23%** | **5%** | **0** | Although there was an increase in the total % of students scoring Strong/Distinguished, Centennial's % of students scoring Strong/Distinguished on 5th grade CMAS Science is below the district %. | | Centennial's % S+D | District % S+D | |---|---|---| | 2015 | 13% | 20% | | 2014 | 5% | 20% |		
	English Language Proficiency	There is low growth as measured by the ACCESS in all grade levels except 1st.	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2015 ACCESS Level 5+		

	Overall	Oral	Comprehension	Literacy	Listening	Speaking	Reading	Writing
Level5+	18%	59%	28%	10%	51%	64%	28%	8%

ACCESS Level 5+ Trend Statement:

While only 18% of ELLs at Centennial scored at a Level 5+, more students demonstrated higher achievement in the oral components of the assessment. 50%+ of students reached Level 5+ in listening and speaking (oral).

Academic Growth

ACCESS MGP per Grade 2013-2015

GRADE	2012-13	2013-14	2014-15
1st Grade	50	2	73
2nd Grade	47.5	13	28
3rd Grade	61	51	43

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4th Grade	51.5	40	49
5th Grade	53	25.5	46
ALL Grades Combined	65	22.5	44

ACCESS MGP Trend Statement:

The overall MGP rate has declined since 2012-13 but it has incrased since 2013-14. Students in 1st grade showed the highest MGP for the 2014-15 school year.

ACCESS Trajectory: On-Track Rate per Grade 2013-2-15

GRADE	2013-14	2014-15
1st Grade	29% (7)	100% (4)
2nd Grade	14% (7)	33% (6)
3rd Grade	89% (9)	67% (6)
4th Grade	30% (10)	100% (4)
5th Grade	25% (4)	29% (7)

ACCESS Trajectory Trend Statement:

In every grade level, except 3rd, there was an increase in the % of students demonstrating they were 'on track' per ACCESS data. The % of students on track per ACCESS remains low in grades 2 and 5.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

Section IV: Action Plan(s)

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

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

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

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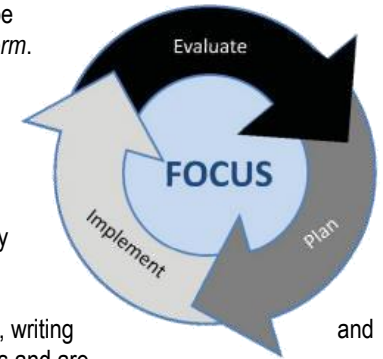
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Across all grades there is pervasive low achievement.	80% of all students will be reading on or above grade level or will demonstrate 1.5 year's growth as measured by the DRA2.	CMAS PARCC ELA 3rd Grade: 25% 4th Grade: 22% 5th Grade: 22% All Grades: 22% Centennial is setting goals so that our over all % of students scoring at the 'Met' category will be at/above the district average of 32.8% in no more than 3 years. Centennial's overall % Met will increase from 17.2% to 33% by 2017-18.	• Assess 2nd-5th grade students with Achievement Network Interim assessments, quizzes and tests. • Progress monitor all students K-3 with Running Records. • Assess students in kindergarten and students in grades 1-5 in READ Act cohort 3x year with DRA2. • Administer DRA2 progress monitoring assessments to identified students in READ Act cohort. • Students identified as needing Tier III intervention will be assessed with AIMS Web progress monitoring tools. • Assess students K-5 with grade level created common assessments.	1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math. 2. Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instruction.
		READ		80% of all students will be reading on or above grade level or will demonstrate 1.5 year's	80% of all students will be reading on or above grade level or will demonstrate 1.5 year's	• Assess all students K-3 with the DRA2 progress monitoring	1. Utilize strategic instructional systems, structures and

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				growth as measured by the DRA2.	growth as measured by the iStation assessment	passages and running records monthly.	processes to support increased growth and achievement in reading. 2. Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instruction.

| | M | Across all grades there is pervasive low achievement. | % Correct on EOY DPS Math Interim:
Kinder: 90%
1st Grade: 90%
2nd Grade: 80%
3rd Grade: 70%
4th Grade: 70%
5th Grade: 65% | CMAS PARCC Math
3rd: 27%
4th: 15%
5th: 21%
Overall: 21%

Centennial is setting goals so that our over all % of students scoring at the 'Met' category will be at/above the district average of 26.4% in no more than 3 years. Centennial's overall %Met will increase from 16.4% to 26.4% by | • Assess 2nd-5th grade students with Achievement Network Interim Assessments, quizzes and tests up to 4x a year.
• Assess students in grades 3rd-5th with MAPS up to 3x a year.
• Daily exit tickets for students in grades 3rd-5th during daily 45-minute DPS Math Tutoring sessions.
• Assess students using common assessments from Engage NY math curriculum, or through | 1. Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing and math.
2. Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instruction. |

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					2017-18.	• common assessments created by grade level teams. • Assess students in grades 2nd-5th with Zearn Math quizzes and end of unit assessments. • Assess students in grades 2nd-5th with STAR Math 2x year.
		S	There is low achievement in 5th grade science.	13% at Strong/Distinguished	20% of 5th Grade students will score at in the Strong/Distinguished category in CMAS Science.	
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				
		M				
		ELP				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA				
		M				
Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Utilize strategic instructional systems, structures and processes to support increased growth and achievement in reading, writing, and math

Root Cause(s) Addressed:

- Teachers continue to need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards-based learning targets and ensures differentiation.
- Teachers are not integrating reading, writing and content to provide cohesive instruction, as called for by the Common Core.
- Teachers are not consistently using complex texts with all students across subject areas to build knowledge and understanding.
- We have not yet developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.

_____

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Curriculum Planning and Development Days • Unpacked Engage NY Math curriculum and aligned with Achievement Network Schedule of Assess Standards • Professional development on Lucy Calkins Units of	June 2015	--	Instructional Guide Teachers- new and returning	CDE Diagnostic Review and Improvement Planning Grant • $8400 for extra duty pay	• Long term targets for math identified K-5 • Long term targets identified for writing K-5 • Implementation of Guided Reading Plus lesson planning template • Walkthrough data will be analyzed weekly by the	Completed June 2015

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Study in Writing • Analyzed exemplars of writing in grades K-5 • Guided Reading PD • PD on Crew					Admin team to assure instructional/program adjustments are made as needed • Observation/Feedback Tracker data will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed	
Expeditionary Learning 101 • EL School Designer will lead 3-hour EL 101 sessions for all teachers new to Centennial so they can develop/deepen understanding of Crew and Expeditions.	Nov 11 Nov 18 Dec 2 Dec 9 Dec 16	TBD	New Teachers EL School Designer	EL 2015-16 MOU		In progress
20 Direct Service Days from Expeditionary Learning School Designer • Direct Coaching • Professional Development • Curriculum Development • Leadership Coaching	SY 2015-16	TBD	EL School Designer Principal Instructional Guide Teachers	DPS SIS Grant Funds • 20 days x 1,300/day = $26,000	• EL Work Plan created • Walkthrough form created to align with EL Work Plan academic and culture goals	In progress
Centennial Instructional Coaching Initiative • Weekly coaching team meetings to discuss:	SY 2015-16	SY 2016-17	Principal Instructional		• Pre/post instructional coaching cycle surveys • Individual coaching action plans	

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o Coaching assignments and caseloads o Instructional coaching cycles- growth seen from coaching, next steps/needs identified through coaching o Professional development needs based on evaluation of coaching action plans			Guide Teacher Effectiveness Coach (TEC)		• Coaching schedules • Teacher Effectiveness data as measured by LEAP • Student academic data (growth and proficiency) • Student Perception Survey data • Teacher Perception Survey Data • Observation/Feedback Tracker data will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed • DPS Student Learning Objective (SLO) data	
Coaching support from District Early Ed and Literacy Support Partners	SY 2015-16	TBD	DPS Early Ed Partner DPS Literacy Partner Instructional Guide Principal K-2 Teachers	No cost associated	• Growth in students' reading proficiency as measured by the DRA2 and District Literacy Tracker • Implementation of Daily 5/Literacy Stations in all K-2 classrooms • Walkthrough data will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed • Teacher Effectiveness	

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					• data as measured by LEAP • Student Learning Objectives (SLO) data	
Participation in DPS Guided Reading Plus professional development course	SY 2015-16	TBD	Identified teachers K-2	No Cost Associated	• Implementation of Guided Reading Plus lesson planning templates • Growth in students' reading proficiency as measured by the DRA2 and District Literacy Tracker • Walkthrough data will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed • Teacher Effectiveness data as measured by LEAP • Student Learning Objectives (SLO) data	
Participation in Compact Blue Math Initiative • Identified teachers will collaborate with teachers in high performing DPS Charter or neighborhood schools around mathematical practices in order to develop/incubate new/existing data-driven instructional practices and to document and disseminate	SY 2015-16 9/15, 9/17 10/6-10/7 10/27 11/10 12/3, 12/8 1/19-1/20 2/18, 2/24 3/15, 3/23	TBD	Identified Teachers K-5 Instructional Guide Compact Blue Peer to Peer Facilitator	No Cost Associated	• Teacher Effectiveness data as measured by LEAP • Achievement Network math interim data • End of Unit math assessment data • Observation/Feedback Tracker data will be analyzed weekly by the Admin team to assure instructional/program	In progress

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effective practices with colleagues back in schools. • Participating teachers will receive ongoing coaching from a Peer to Peer Facilitator	5/17, 5/18				adjustments are made as needed	
Implement DPS Math Fellow Program • Daily, 45-minute math tutoring for students in grades 3,4,5	SY 2015-16	TBD	Math Fellow Coordinator 3 DPS Math Fellows	No cost associated	• Growth on MAPs • Growth on Achievement Network Math Interim assessments	In progress
Implement Zearn Math in grades 2, 3, 4 and participate in all associated professional development	SY 2015-16	TBD	7 teachers in grades 2-5	No Cost Associated	• Student Perception Survey results • Teacher Effectiveness data as measured by LEAP • Student academic achievement data	In progress
Implement DPS Literacy Fellow Program • Daily, 45-minute literacy tutoring for students in grades K, 1, 2	Jan. 2016-May 2016	TBD	Literacy Fellow Coordinator Literacy Fellows (3-4)		• Leveled Literacy Intervention assessment tools • Growth measured by Running Records • 1.5 year growth in reading as measured by DRA2	Not yet started
Per SQR process: Develop a criteria for success rubric to measure effective lesson planning (specifically for checks for understanding and feedback), and a protocol for Tuesday collaborative planning time focusing on math and writing.	Jan. 2016-March 2016		ILT	No Cost Associated	• Criteria for Success created • Walkthrough Tool • Classroom walkthroughs will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as	In progress

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				needed • Professional development agendas and weekly Exit tickets. Exit tickets will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed • Protocol for collaborative planning time/note catcher • Observation/Feedback • LEAP Data	

* 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: Utilize structures to promote professional collaboration in order to actively progress monitor students' growth toward proficiency through data analysis and data driven instructional practices.

Root Cause(s) Addressed

_____

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Weekly 60-minute data team meetings every Thursday during grade level teams' planning time focusing on: • Analysis of formative/summative and progress monitoring data • Analysis of student work, exit tickets and do-now's • Identification of effective instructional strategies to support teaching and acceleration • Development of common instructional tasks and assessments • Identification of support and resources needed • Analysis of Network Literacy Tracker (independent and instructional reading levels of all students K-3)	SY 2015-16	SY 2016-17	Principal Instructional Guide All classroom teachers and support staff DPS Early Ed and Literacy Support Partners	No cost associated	• Data Team Rubric developed by the West Denver Network • Teacher Effectiveness data as measured by LEAP • Student achievement data • Data from Observation/Feedback Tracker will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed • Fall and Spring Staff Culture and Climate Survey	In progress

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Implement Data Driven Instruction (DDI) cycle and process school-wide	SY 2015-16	SY 2016-17	All Staff	No Cost Associated	• EL Implementation Rubric • DDI Rubric • Teacher Lesson Plans following interim assessment windows and school-wide data analysis • Exit tickets from staff at Data Analysis PD sessions following each interim assessment window • Data team meeting agendas and protocols will be analyzed by the Admin team to assure instructional/program adjustments are made as needed	In progress
Utilize Achievement Network (ANet) interim assessments in grades 2-5 at least 3x a year	October-June	TBD	Instructional Leadership Team Teachers and support staff grades 2-5	Funded with District Level Title I funds	• EL Implementation Rubric • Walkthrough tools created/data gathered demonstrating implementation of Core Actions/CCSS shifts • Teacher data analysis and reflection and re-teach plans following interim assessment administration	In progress

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

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COLORADO
Department of Education

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Major Improvement Strategy #3: Utilize structures, systems and processes to allow relationship building, progress monitoring, and character development to ensure all students at Centennial are known well, their needs are met, and their individual strengths are discovered.

Root Cause(s) Addressed:

- Teachers need a high level of support transitioning to the Common Core State Standards and planning standards-based instruction that clearly communicates standards based learning targets and ensures differentiation.
- We have not fully developed the knowledge and skills of every teacher to collaboratively review, analyze and respond to data on a consistent basis.

_____

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

Whole staff retreat to YMCA of the Rockies at Snow Mountain Ranch
 	
• I can foster a community wide understanding of crew in order to impact academics and character at Centennial.
  o I can build relational trust with my crew through engaging in discussion, play, and risk taking together.
  o I can collaboratively create consistent systems and structures that reinforce our WoRLD CARE Habits.
  o I can use a common language for consistent system and structures through out the community.
	August 2015	TBD	ALL staff	General Fund budget funds
				
				CDE Diagnostic Review and Improvement Planning Grant
				  • Extra Duty Pay for teachers
					• Centennial Rituals and Routines document for common areas revised
					• Crew Courtesies revised
					• WoRLD CARE continuum updated to include CARE
					• EL Implementation Rubric
						Completed

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Teachers will post habit of scholarship learning targets during academic blocks and will provide students descriptive feedback on how they are meeting those targets.	SY 2015-16	TBD	All staff EL School Designer	MOU with EL to cover School Designer costs	• EL Implementation Rubric • Teacher Effectiveness data per LEAP • Walkthrough data will be analyzed weekly by the Admin team to assure instructional/program adjustments are made as needed	In progress
Improve communication and processes for attendance recognition and incentive systems • Centennial will have a school-wide attendance rate of 95% or higher	SY 2015-16	TBD	Attendance Committee City Year Corps Member Attendance Coordinator	General fund budget to purchase attendance incentives	• Attendance bulletin board tracking weekly data • Monthly attendance recognition and celebration in crews and Community Circle	In progress
Weekly Social/Emotional Support team meeting	SY 2015-16	TBD	Social/Emotional Support Team	No costs associated	• Decrease in Discipline Referrals to office • IC documentation in Conference Tab • Multi-Tiered System of Support meeting notes • Individual support plans drafted and implemented • Teacher Effectiveness data as measured by LEAP • Student Perception Survey data	In progress

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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.

Major Improvement Strategy #4: Engage Centennial families in our school community and the overall education of students in order to support their success both at home and at school.

Root Cause(s) Addressed:

- We have not solidified rituals and routines that build trust, support relationships and foster dialogue between teachers, students and families.
- We need to deepen relationships with parents and the community to help advocate for the school.

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Implement a structure for informative events or strategies to be communicated from the school to all parents/guardians. • Thursday Folder Emails • PTA Weekly Newsletters • Parents Nights (3xyear) • Student Led Conferences (2xyear) • Celebration of Learning Night • Teacher websites • School Website	SY 2015-16	SY 2016-17	Principal 21st Century Grant Neighborhood Center Coordinator	GF Budget Title I Parent Involvement funds	• Parent Perception Survey • Attendance/Sign In Sheets for events • Increase in number of parents receiving Thursday Folder Emails	In progress
Implement a structure for social events focusing on the DPS Core Values-Students First, Integrity, Equity,	SY 2015-16	SY 2016-17	All staff	No cost associated	• Parent Satisfaction Survey • Fall Culture and	In progress

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					Climate Survey	
Collaboration, Accountability and Fun • First Friday Books and Breakfast • Community Circle					• Attendance/Sign In Sheets	
Implement a structure for small group conversations between the school administration and small groups of parents/guardians and/or community members. • Monthly Coffee Chats co-facilitated by Principal and PTA President for all interested parents	SY 2015-16	SY 2016-17	Principal PTA President	No cost associated- funded by PTA	• Parent Satisfaction Survey • Attendance/Sign In Sheets	In progress
Volunteer Program: Continue to deepen partnership with Metro Volunteers in order to further increase participation of parents, and community members in an effort to support our school on a daily basis.	SY 2015-16	SY 2016-17	Parent Volunteer Coordinator Principal	No cost associated	• Electronic sign in on office computer • Increase in volunteer hours from 2014-15 • Increase in number of parents trained to volunteer by the Volunteer Coordinator	In progress
Implement a structure for parent workshops, family nights, continuing education classes, conference, etc. • Celebration of Learning Night • Student Led Conferences (2xyear) • Family Nights (3xyear)	October November February May	TBD	All staff	No cost associated	• Parent Satisfaction Survey • Attendance/Sign In sheets	

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- **Section V: Supporting Addenda Forms**
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- **Required For Schools or Districts with a Turnaround Plan under State Accountability**
- All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.	☐ **Turnaround Partner.** A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. ***Provide name of Turnaround Partner:*** _____ ☐ **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. ☐ **School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. ***Provide name of Management Contractor:*** _____ ☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school. ☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. ☐ **School Closure.** ☐ **Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model"). "The Denver Public Schools District Turnaround Plan focuses on 3 Major Improvement Strategies: Instruction and Instructional Systems, Professional Growth and Development, and

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		Family/Community Engagement."