

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1774 School Name: COLFAX ELEMENTARY SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Executive Summary

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

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

Pervasive, flat low achievement in all content areas, subclaims and grades approximately 20% lower than district averages (On 2015 CMAS, ELA=9.2%, Math=8.1%. On 2014 TCAP, R=43%, Math=45%, Writing 24%).

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.*

There is not a widespread understanding of standards-based effective lesson design.
 Teachers do not consistently use data to plan standards-based lessons.
 Teachers do not consistently use data gathered in a lesson to adjust instruction during the Guided Practice portion of the lesson.

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.*

Standards-based effective lesson design based on the gradual release model and small group habits from Great Habits, Great Readers.
 Data-driven planning and guided content delivery

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
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.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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?	N/A
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.	N/A

Improvement Plan Information

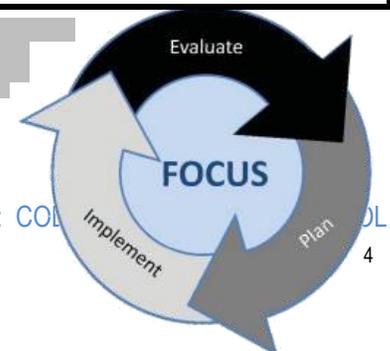
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

1	Name and Title	Eleanor Conger-Milnes, Principal
	Email	Eleanor_Conger-Milnes@dpsk12.org
	Phone	720-424-8740
	Mailing Address	1526 Tennyson St., Denver, CO 80204
2	Name and Title	Suzy O'Doriso, Assistant Principal
	Email	Suzy_O'Doriso@dpsk12.org
	Phone	720-424-8740
	Mailing Address	1526 Tennyson St., Denver, CO 80204

Section III: Narrative on Data Analysis and Root Cause Identification



School Code: 1774

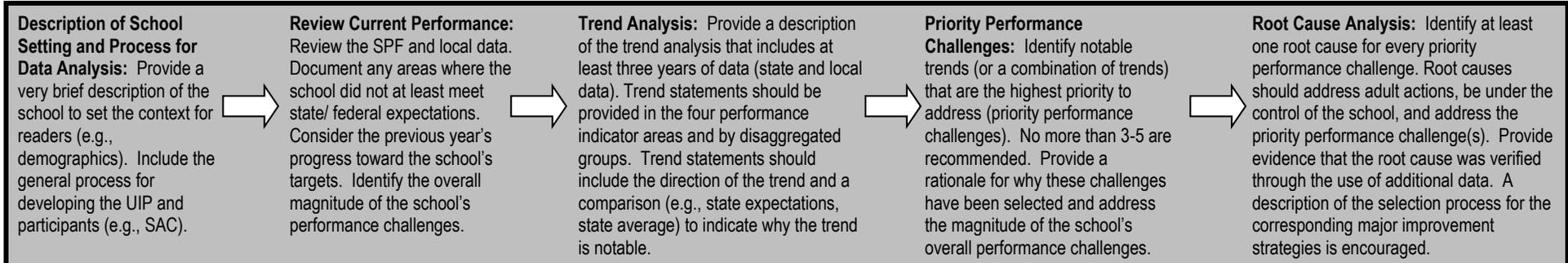
School Name: COL

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



Narrative:

Description of School

Colfax Elementary school is a traditional elementary school in northwest Denver that serves 343 students, grades ECE through 5th. Colfax’s population consists of 93.9% of students that receive Free or Reduced Price Lunch and 34.7% of students are English Language Learners. Additionally, 11.4% of students receive Special Education services and our Minority percentage is 92.4%.

Process for Data Analysis

The process for developing the UIP involved various stakeholders. The entire teaching staff first analyzed current strengths, growth areas, and trends in the data. The School Leadership Team (SLT) then identified the priority needs and brainstormed possible root causes for these needs. Teacher Leaders (TLs) then prepared for and led two meetings in which the entire teaching staff gave input into a school-wide instructional focus. TLs and school leadership then identified an instructional focus to best meet the needs of Colfax students. Lastly, the Principal and Assistant Principal compiled the root causes and priority challenges based on teacher input and observation data. The SLT and CSC then reviewed and gave feedback to produce a final version of the Colfax UIP. In 2015-2016, school leaders refined the action steps and implementation benchmarks after analysis of 2015 PARCC data. The CSC frequently refers back to the UIP to ensure budget alignment with school improvement priorities. The SLT ensures that the school

schedule and professional development plan address the major improvement strategies outlined in this document.

Review Current Performance

Due to the change in state assessments and inconsistencies in interim assessment, Colfax did not receive a School Performance Framework rating, change, or MGP data for the 2015-2016 school year. We did, however, receive an MGP of 46 for ACCESS, which exceeded the district target of 2015. As a result, we continue to celebrate a “Meets Expectations” rating on the DPS School Performance Framework (SPF). Though we were rated “Meets Expectations” for the Growth Status, we earned an “Approaching” rating for Achievement Status. Additionally, our State School Performance Framework shows an overall rating of “Improvement” and a rating of “Does Not Meet” for Academic Achievement and “Approaching” ratings for Academic Growth and Academic Growth Gaps. With our most recent data, on 2015 CMAS, the percentage of students overall at Colfax scoring Met or Above (ELA=9.2%, Math=8.1%) was far below the district average (ELA= 31.9% and Math=26.4%). With respect to K-3 performance on DRA/EDL, though the percent of Colfax students who scored P/A declined in 2012 and 2014 we are pleased to report an upward trend over the past 7 years (35% of students scored P/A in 2009 compared to 65% of students in 2015). In comparing the 2013-2014 school results with the state expectations, we exceeded the target of a Reading MGP of 53 and achieved an MGP of 57. We also exceeded the state expectation of an MGP for ELP of 29 with an MGP of 66. Unfortunately, we did not meet targets for growth in Math or Writing.

Trend Analysis

An analysis of Colfax’s status data reveals pervasive low achievement in Reading, Writing, and Math across all grade levels. On 2015 CMAS, the percentage of students overall at Colfax scoring Met or Above (ELA=9.2%, Math=8.1%) was far below the district average (ELA= 31.9% and Math=26.4%). The percentage of students overall at Colfax scoring P/A on TCAP Reading between 2009 and 2014 (34%, 43%, 39%, 43%, 45%, 43%) has increased by 9% but is far below the state expectation of 72.05%. The percentage of students overall at Colfax scoring P/A on TCAP Math between 2009 and 2014 (39%, 41%, 42%, 38%, 40%, 45%) has increased by 6% but is far below the state expectation of 70.11%. Due to the fact that Colfax has a relatively homogenous student population there was no need to disaggregate any further in all contents, grades and subclaims. In particular, the percent of students scoring P/A in Writing was only 24% and has, in fact, decreased between 2009 and 2014 (26%, 35%, 33%, 30%, 26%, 24%). Another cause for concern is the declining growth of students in Reading (MGP=44 in 2014 compared to MGP=51 in 2009) and Writing (MGP=46 in 2014 compared to MGP=53 in 2009). School-wide, Math growth has increased (MGP=52.5 in 2009, MGP=57 in 2014). Given this data, we have prioritized all content areas and Writing in particular for the 2014-15 and 2015-16 school years.

Priority Performance Challenges

We have identified one priority performance challenge related to Academic Achievement Status:

- Pervasive, flat low achievement in all content areas, subclaims and grades approximately 20% lower than district averages (On 2015 CMAS, ELA=9.2%, Math=8.1%. On 2014 TCAP, R=43%, Math=45%, Writing 24%).

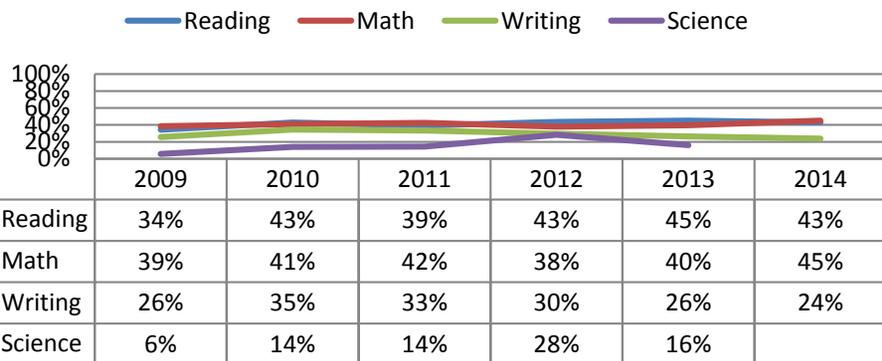
[Link back to Introduction](#)

2015 CMAS: PARCC ELA			
School	Grade/Test	Total Tested	% Met or above
Colfax Elementary School	3rd Graders	41	4.9%
Colfax Elementary School	4th Graders	51	11.8%
Colfax Elementary School	5th Graders	49	10.2%
Colfax Elementary School	All Grades	141	9.2%

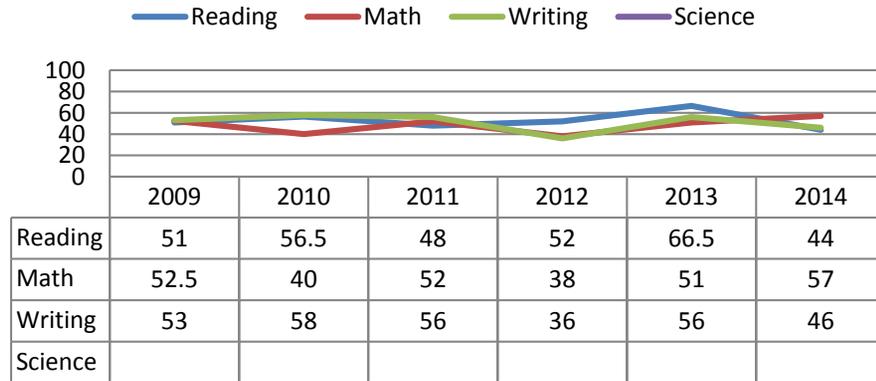
[Link back to Introduction](#)

2015 CMAS: PARCC Math			
School	Grade/Test	Total Tested	% Met or Above
Colfax Elementary School	3rd Graders	48	8.3%
Colfax Elementary School	4th Graders	51	13.7%
Colfax Elementary School	5th Graders	49	2.0%
Colfax Elementary School	All Grades	148	8.1%

TCAP status



TCAP Overall



Root Cause Analysis:

After identifying the priority needs for the school, the SLT then brainstormed possible reasons (root causes) for the weaknesses in achievement in ELA and Math. After this conversation and after reviewing the previous UIP, school leaders came to believe that there are several reasons for these areas of weakness.

We determined that low numbers of students scoring Proficient/Advanced in Reading, Writing and Math is due to:

- There is not a widespread understanding of standards-based effective lesson design.
- There is not a consistent use of data to plan standards-based lessons.
- Data is not consistently gathered in a lesson to adjust instruction during the Guided Practice portion of the lesson.

In order to verify that our root cause analysis was accurate, school leaders conducted walkthroughs to evaluate current practices in all classrooms. As a result of these observations, the priority needs and root causes were determined to be accurate.

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)	The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 47%	The percentage of students scoring proficient or advanced on the End of Year Literacy interim was 48%.	<p>We made our literacy target because of a high focus on Guided Reading and monthly progress monitoring of students' instructional reading levels. Our professional development supported teachers in their Guided Reading instruction.</p> <p>We did not make our Math target because our math instruction did not promote mastery of the standards. We did not progress monitor Math data frequently and did not use data to adjust our instruction.</p> <p>We made our ACCESS MGP target because of a strong focus on correct placement of ELL students and a strong focus on Guided Reading, including strong oral language development and written responses.</p>
	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 56%	The percentage of students scoring proficient or advanced on the End of Year Math interim was 34%.	
	The percentage of students scoring proficient or advanced on the End of Year Science interim will be 23%	N/A	
Academic Growth			
	Target MGP is ≥ 45 .	MGP=46.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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>PARCC 2015 overall ELA – The percent of students at our school in all grades that were meeting or above on PARCC ELA was 9.2% in 2015 which is below the district measure of 31.9%.</p> <p>Link back to Introduction</p> <table border="1"> <thead> <tr> <th colspan="4">2015 CMAS: PARCC ELA</th> </tr> <tr> <th>School</th> <th>Grade/Test</th> <th>Total Tested</th> <th>% Met or above</th> </tr> </thead> <tbody> <tr> <td>Colfax Elementary School</td> <td>3rd Graders</td> <td>41</td> <td>4.9%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>4th Graders</td> <td>51</td> <td>11.8%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>5th Graders</td> <td>49</td> <td>10.2%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>All Grades</td> <td>141</td> <td>9.2%</td> </tr> </tbody> </table> <p>PARCC 2015 ELA Subclaims- all students – The percent of students meeting or exceeding the expectation on all ELA subclaims combined was 17.4%. The percent of students meeting or exceeding in the Vocabulary subclaim was 11.3% which was the lowest of all subclaims.</p>	2015 CMAS: PARCC ELA				School	Grade/Test	Total Tested	% Met or above	Colfax Elementary School	3rd Graders	41	4.9%	Colfax Elementary School	4th Graders	51	11.8%	Colfax Elementary School	5th Graders	49	10.2%	Colfax Elementary School	All Grades	141	9.2%	<p>Pervasive, flat low achievement in all content areas, subclaims and grades approximately 20% lower than district averages (On 2015 CMAS, ELA=9.2%, Math=8.1%. On 2014 TCAP, R=43%, Math=45%, Writing 24%).</p>	<p>There is not a widespread understanding of standards-based effective lesson design.</p> <p>Teachers do not consistently use data to plan standards-based lessons.</p> <p>Teachers do not consistently use data gathered in a lesson to adjust instruction during the Guided Practice portion of the lesson.</p>
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	Informational Text	141	59.6%	24.1%	16.3%																																		
	Knowledge and Use of Language Conventions	141	53.2%	20.6%	26.2%																																		
	Literary Text	141	63.1%	20.6%	16.3%																																		
	Vocabulary	141	68.1%	20.6%	11.3%																																		
	Written Expression	141	66.7%	16.3%	17.0%																																		
	<p>READ Act 2015 – The percent of students at our school that were at or above grade level in the Spring on READ Act was 65% in 2015 which was a 10% increase from 2014.</p>																																						
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<p>READ Act 2015 fall SBGL and Spring at/above – Of all the students that were SBGL in the Fall or Midyear, 30% were on grade level by Spring compared to only 10% on grade level by Spring at the district level.</p>																																							

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	<p style="text-align: center;">READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear*</p> <p style="text-align: center;">*Note: Kindergarten identified at midyear, all other grades identified in Fall</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Colfax</th> <th colspan="2">Region</th> <th colspan="2">District</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>44</td> <td>30%</td> <td>700</td> <td>12%</td> <td>4736</td> <td>10%</td> </tr> </tbody> </table> <p>PARCC 2015 Math overall - The percent of students at our school in all grades that were meeting or above on PARCC Math was 8.1% in 2015 which is below the district measure of 26.4%.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;">Link back to Introduction</th> <th rowspan="2">Grade/Test</th> <th rowspan="2">Total Tested</th> <th colspan="1">2015 CMAS: PARCC Math</th> </tr> <tr> <th>% Met or Above</th> </tr> <tr> <th>School</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Colfax Elementary School</td> <td>3rd Graders</td> <td>48</td> <td>8.3%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>4th Graders</td> <td>51</td> <td>13.7%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>5th Graders</td> <td>49</td> <td>2.0%</td> </tr> <tr> <td>Colfax Elementary School</td> <td>All Grades</td> <td>148</td> <td>8.1%</td> </tr> </tbody> </table> <p>PARCC 2015 Math subclaims all students - The percent of students meeting or exceeding the expectation on all Math subclaims combined was 13.5%. Colfax students meeting or exceeding the Major Content subclaim was 10.8%, which is below other subclaims.</p>	Year	Colfax		Region		District		N	%	N	%	N	%	2015	44	30%	700	12%	4736	10%	Link back to Introduction	Grade/Test	Total Tested	2015 CMAS: PARCC Math	% Met or Above	School				Colfax Elementary School	3rd Graders	48	8.3%	Colfax Elementary School	4th Graders	51	13.7%	Colfax Elementary School	5th Graders	49	2.0%	Colfax Elementary School	All Grades	148	8.1%		
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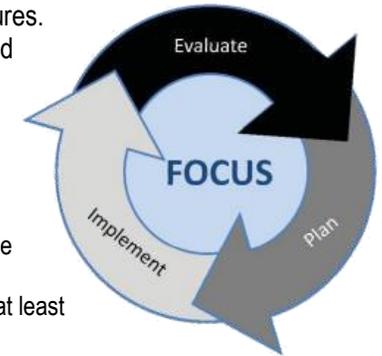
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness			

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 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.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-2016	2016-17		

Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	ELA	Pervasive, flat low achievement in all content areas, subclaims and grades approximately 20% lower than district averages (On 2015 CMAS, ELA=9.2%, Math=8.1%. On 2014 TCAP, R=43%, Math=45%, Writing 24%).	16.7% of Colfax students will meet or exceed on the PARCC ELA assessment.	24.3% of Colfax students will meet or exceed on the PARCC ELA assessment.	DRA2/EDL2, Literacy Interims, STAR/Accelerated Reader in Grades 2-5, common formative assessments in Grades 3-5 through ANet	Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u> . Data-driven planning and guided content delivery
		Read Act		70% of Colfax students will score at or above on the DRA/EDL Read Act assessment.	75% of Colfax students will score at or above on the DRA/EDL Read Act assessment.	Progress monitoring with a cold read running record in December for all 1-3 students, DRA2/EDL2 midyear assessment in Kindergarten	Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u> . Data-driven planning and guided content delivery
		M		15% of Colfax students will meet or exceed on the PARCC Math assessment.	20.5% of Colfax students will meet or exceed on the PARCC Math assessment.	Math ANet Interims, common summative unit tests, daily exit tickets	Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u> . Data-driven planning and guided content delivery
		S		15% of Colfax students	25% of Colfax students		Standards-based effective

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				will score strong or distinguished on the CMAS Science assessment.	will score strong or distinguished on the CMAS Science assessment.		<p>lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u>.</p> <p>Data-driven planning and guided content delivery</p>
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELA		Target MGP is ≥ 60	Target MGP is ≥ 60	DRA2/EDL2, Literacy Interims, STAR/Accelerated Reader in Grades 2-5, common interim assessments in Grades 2-5 through ANet	<p>Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u>.</p> <p>Data-driven planning and guided content delivery</p>
		M		Target MGP is ≥ 60	Target MGP is ≥ 60	Math ANet Interims, common summative unit tests, daily exit tickets	<p>Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u>.</p> <p>Data-driven planning and guided content delivery</p>
		ELP		Target MGP is ≥ 45 on ACCESS	Target MGP is ≥ 45 on ACCESS	DRA2/EDL2, Literacy Interim	<p>Standards-based effective lesson design based on the gradual release model and small group habits from <u>Great Habits, Great Readers</u>.</p> <p>Data-driven planning and</p>

							guided content delivery
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 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: Standards-based effective lesson design based on the gradual release model and small group habits from Great Habits, Great Readers. **Root Cause(s) Addressed:** There is not a widespread understanding of standards-based effective lesson design; the lack of a common understanding of standards-based effective lesson design in Reading and Writing.

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)
	2015-16	2016-17				
Teachers will analyze independent work daily in ELA and Math and weekly, write effective reteach lessons that incorporate student misconceptions.	Ongoing	Ongoing	Teachers, Teacher Effectiveness Coach, School Leaders, ANet Coach, Senior Team Leads, Team Specialists, Instructional Dean	General Funds & Title funds for some teaching positions	1) 100% of teachers will submit formative assessments to school leaders in advance of Data Team meetings every week. 2) 100% of teachers will identify the key student error that needs to be addressed by analyzing the student work in Data Team meetings. 3) 100% of teachers will intentionally design a reteach lesson that is rigorous and addresses the key student error, based on observation. 4) 100% of teachers will implement an effective reteach lesson (gradual release model or small	In Progress

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					group) in the upcoming week, based on observation.	
<p>School Leadership Team will develop and implement a targeted PD plan that is responsive to classroom observations by school leaders.</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>School Leadership Team, School Leaders, Teacher Leaders, Senior Team Leads, Teacher Effectiveness Coach, Instructional Dean</p>	<p>General funds for Professional Development materials (books)</p>	<ol style="list-style-type: none"> 1) Beginning in the Fall of 2015, weekly PD sessions will focus on Standards-based Lesson Design 2) 100% of teachers will receive feedback on lesson plans submitted following each Standards-based Lesson Design PD session. 3) School leaders and Teacher Leaders will conduct classroom observations of 100% of teachers to determine professional development needs by May 2016 for the upcoming school year. 4) School leaders and Teacher Leaders will develop a PD plan based on needs assessments by June 2016. 5) School leaders and Senior Team Leads will implement the PD plan for 100% of teachers beginning in August 2016. 6) School leaders and Senior Team Leads will conduct classroom observations of 100% of teachers to determine level of effectiveness and implementation. For those not implementing effectively, school leaders and Senior Team Leads will provide additional trainings by November 2016. 	<p>In Progress</p>

<p>Teachers will backwards plan using module/unit assessments, scope and sequence documents and the ANet Schedule of Assessed Standards.</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>School Leaders, Teacher Leaders, Teachers</p>	<p>General and Title Funds for substitutes and Acuity</p>	<ol style="list-style-type: none"> 1) 100% of teachers will analyze the upcoming unit/module 2-4 weeks before the unit begins. 2) 100% of teachers will take the mid- and end of module assessments before before the unit begins. 3) 100% of teachers will calendar daily objectives to ensure alignment between instruction and the upcoming assessment and adequate pacing. 4) 100% of teachers will adjust and supplement lessons based on the targeted standards for each unit, skills required in the mid/end of unit assessments and Student Learning Objectives. 	<p>In Progress</p>
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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 #2: Data-driven planning and guided content delivery **Root Cause(s) Addressed:** There is not a consistent use of data to data to plan standards-based lessons; Data is not consistently gathered in a lesson to adjust instruction during the Guided Practice portion of the lesson; Teachers do not consistently use data gathered in a lesson to adjust instruction during the Guided Practice portion of the lesson.

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)
	2015-16	2016-17				
School leaders and Senior Team Leads will provide weekly coaching to all teachers based on Data Team outcomes (observation of the reteach lesson planned in Data Teams).	Ongoing	Ongoing	School Leaders, Senior Team Leads, Instructional Dean, Teachers	N/A	1) School leaders/Senior Team Leads will observe the Data Team reteach lesson for 100% of teachers prior to the feedback meeting. 2) School leaders will plan for the feedback meeting by reflecting on the success of implementation of the prior week's action step and setting a high leverage, bite size action step for the teacher to implement in the upcoming week. 3) School/teacher leaders and the teacher will plan and practice the action step in 100% of coaching meetings.	In Progress
Teachers will use progress monitoring tools and ANet interim assessments to understand what student next steps are in ELA and Math (and other indicators as applicable in ECE).	Ongoing		Teachers Teacher Leaders Senior Team		1) 100% of K-3 teachers will progress monitor students monthly using Guided Reading texts and cold reads 3 times/year. 100% of 2-5 teachers will progress monitor students	In progress In progress

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			Leads ANet Coach		using STAR and/or iStation 3 times/year. 2) 100% of K-5 teachers will create an action plan for students not on track to meet their end of year goal 3 times/year during Data Team meetings. The interventionist will use student data to identify students for 6-8 week interventions. 3) 100% of grades 2-5 teachers will use AR diagnostic report weekly to set goals with students to target their highest leverage action step for effective Independent Reading. 4) 100% of grades 3-5 teachers will administer ANet to students 3 times/year. 5) 100% of grades 3-5 teachers will engage in interim assessment data analysis and action planning after each ANet assessment. 6) 100% of grades 3-5 teachers will receive feedback on their ANet reteach plans prior to implementation.	
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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 #3: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

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

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a School-wide Program (Optional)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> p.5-8</p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> p.20-24</p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>p.5-8 p.20-24</p> <ol style="list-style-type: none"> 1. Beginning in the Fall of 2015, weekly PD sessions will focus on Standards-based Lesson Design 2. 100% of teachers will receive feedback on lesson plans submitted following each Standards-based Lesson Design PD session. 3. School leaders and Teacher Leaders will conduct classroom observations of 100% of teachers to determine professional development needs by May 2016 for the upcoming school year. 4. School leaders and Teacher Leaders will develop a PD plan based on needs assessments by June 2016. 5. School leaders and Senior Team Leads will implement the PD plan for 100% of teachers beginning in August 2016. 6. School leaders and Senior Team Leads will conduct classroom observations of 100% of teachers to determine level of effectiveness and implementation. For those not implementing effectively, school leaders and Senior Team Leads will provide additional trainings by November 2016.
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>p. 5</p> <p>Parents and community members are a part of the Collaborative School Committee that meets monthly. Many parents attend these meetings and offer input into school priorities. The CSC reviews the UIP on a regular basis. Staff input is gathered through both the Collaborative School Committee and the School Leadership Team.</p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Colfax has a Personnel Committee that works collaboratively with the Principal and Assistant Principal to screen and select candidates for all teaching openings. All finalists are viewed teaching a lesson and reference checks are completed with current supervisors. All candidates selected for positions must be HQ and ELA certified or training to be.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>p.20, 23-24</p> <ol style="list-style-type: none"> 1. 100% of teachers will submit formative assessments to school leaders in advance of Data Team meetings every week. 2. 100% of teachers will identify the key student error that needs to be addressed by analyzing the student work in Data Team meetings. 3. 100% of teachers will intentionally design a reteach lesson that is rigorous and addresses the key student error, based on observation. 4. School leaders/Senior Team Leads will observe the Data Team reteach lesson for 100% of teachers prior to the feedback meeting. 5. School leaders will plan for the feedback meeting by reflecting on the success of implementation of the prior week's action step and setting a high leverage, bite size action step for the teacher to implement in the upcoming week. 6. School/teacher leaders and the teacher will plan and practice the action step in 100% of coaching meetings. 7. 100% of K-3 teachers will progress monitor students monthly using Guided Reading texts and cold reads 3 times/year. 100% of 2-5 teachers will progress monitor students using STAR and/or iStation 3 times/year. 8. 100% of K-5 teachers will create an action plan for students not on track to meet their end of year goal 3 times/year during Data Team meetings. The interventionist will use student data to identify students for 6-8 week interventions. 9. 100% of grades 2-5 teachers will use AR diagnostic report weekly to set goals with students to target their highest leverage action step for effective Independent Reading. 10. 100% of grades 3-5 teachers will administer ANet to students 3 times/year. 11. 100% of grades 3-5 teachers will engage in interim assessment data analysis and action planning after each ANet assessment. 12. 100% of grades 3-5 teachers will receive feedback on their ANet reteach plans prior to implementation.
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>p. 23-24</p> <ol style="list-style-type: none"> 1) 100% of K-3 teachers will progress monitor students monthly using Guided Reading texts and cold reads 3 times/year. 100% of 2-5 teachers will progress monitor students using STAR and/or iStation 3 times/year. 2. 100% of K-5 teachers will create an action plan for students not on track to meet their end of year goal 3 times/year during Data Team meetings. The interventionist will use student data to identify students for 6-8 week interventions.

		<ol style="list-style-type: none"> 3. 100% of grades 2-5 teachers will use AR diagnostic report weekly to set goals with students to target their highest leverage action step for effective Independent Reading. 4. 100% of grades 3-5 teachers will administer ANet to students 3 times/year. 5. 100% of grades 3-5 teachers will engage in interim assessment data analysis and action planning after each ANet assessment. 6. 100% of grades 3-5 teachers will receive feedback on their ANet reteach plans prior to implementation.
<p>Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>The principal meets monthly with the Parent Leadership Team. Often these meetings focus on ways to support students' education. A parent engagement team, made up of school leaders and staff, meets biweekly to plan upcoming events and support our parent engagement strategy. Colfax hosts a number of parent activities, including Back to School Night, parent-teacher conferences, Math Night, Early Literacy Night, Kinder Literacy Night, Healthy Cooking for Families, Family Hiking Trip, Understanding Your Child's Report Card, Academic Standards Night, Teaching High Frequency Words to Your Child, Museum of Nature and Science Family Trip and more. In 2015-2016, several parents participated in a series of Parenting Partners workshops. In all of these events, we seek to empower parents with strategies and activities they can use at home to support their child's education.</p>
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>ECE teachers attend professional development with other Colfax teachers and receive coaching from school leaders so they are aware of school data and priorities. ECE data teams focus on TS Gold indicators and the Pre-A Guided Reading Plus lesson activities. ECE teachers are also aware of the Word Analysis tasks and align their instruction so that students are at mastery with these tasks at the beginning of Kindergarten. The focus on literacy and language directly supports success in Kinder and future grades.</p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i> <i>p. 20-24</i></p>