

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1788** School Name: **COLLEGE VIEW ELEMENTARY SCHOOL** Official 2014 SPF: **1**
Year

Section I: Summary Information about the School

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

Executive Summary

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

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

Several students overall at College View are reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 37%, 1: 57%, 2: 50%, 3: 46%, 4: 23% SBGL (BG not provided), 5: 16% SBGL (BG not provided). Of these students, NON-ELL includes K: 45%, 1: 50%, 2: 50%, 3: 46%, 4: 33% SBGL (BG not provided), 5: 28% SBGL (BG not provided). ELL includes: K: 23%, 1: 44%, 2: 57%, 3: 0%,

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.*

DDI - We have not fully implemented a new DDI+ cycle with a clear protocol for planning, analysis, and reflection. This has been a process and we are continuing to refine and improve as our staff makes this shift.

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.*

Major Improvement Strategy #1: Create and implement a clear protocol for DDI+ that includes an action plan (that includes planning, analysis, and reflection).

Major Improvement Strategy #2: Observation and Feedback –Calibrated around the Relay protocol of observation and feedback

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

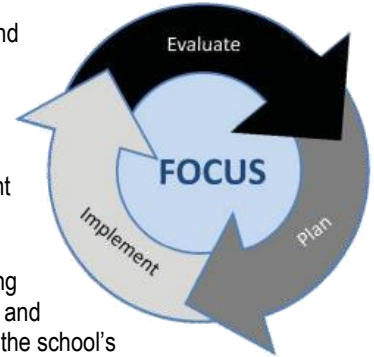
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kyle Gamba, Principal
	Email	Kyle_gamba@dpsk12.org
	Phone	720-424-8660
	Mailing Address	2675 S Decatur St. Denver, Co 80209
2	Name and Title	Jane Paz, Assistant Principal
	Email	Jane_paz@dpsk12.org
	Phone	720-424-8660
	Mailing Address	2675 S Decatur St. Denver, Co 80209

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:

Setting and Process
College View Elementary is located in urban southwest Denver surrounded by residential dwellings, the neighborhood community center and other

community organizations and businesses. A diverse, student population of 460 students with a variety of cultural and linguistic backgrounds exists at College View (97.8% FRL, 63.2% ELL, 9.2% SPED, and 84.3% Minority). College View's "Caring Community of Learners" promotes a safe, caring and respectful learning environment.

The children attending College View Elementary are from a wide variety of multicultural families. These are Latin, Anglo, Asian, Native American, African American, and African. Being immersed in these many cultures provides the opportunity for the teachers and students to widen their appreciation of the nationalities of the United States and the world.

All of the grades, Early Childhood Education through Fifth grade emphasize a student's literacy skills. The disciplines of math and the sciences are also strongly emphasized with student participation in Physical Education, Art and Technology as Specials courses.

Due to the fact College View was built in 1995, it is a building that has all of the contemporary facilities. The totally wireless equipped building is air conditioned throughout, with all of the classrooms carpeted and equipped with Smartboard technology.

The College View instructional leadership team engaged in the district's UIP Plus strategic planning process over a six week period, gathering input from staff throughout the process.

Mission

At College View, learning and leading are the outcomes that drive the school's systems and structures. Students develop into independent thinkers, collaborative problem-solvers, and better world citizens who contribute to the larger community. They learn empathy, compassion, and perseverance through putting forth effort, taking risks, and working together. Reading, writing, math, and oral communication skills are the cognitive skills that enable our students to think, learn, and lead.

Vision

College View students will be *Better World Citizens*:

- _Producers, not consumers
- _Critical independent thinkers that have compassion, grit, confidence, and a huge skill set to tackle 21st century problems
- _Successful in whatever they choose, dream, and aspire to do
- _Capable of navigating through a variety of cultural environments
- _Persevering in the face of adversity and taking charge of their lives

Values

Our beliefs about a successful student:

- _Thinks, asks questions, doesn't give up, leads to successful life choices, communicate, life learners, advocate for themselves
- _Is inquisitive and thoughtful about the world around them, is not afraid to learn or fail, understands the process of learning
- _Curious, tries hard and has a skill base that can help with problem solving

- _Respectful to peers and adults, that they always give their personal best and try hard and believe in themselves
- _Has a true love of learning, is an independent thinker and can explain that thinking. Is curious and confident!
- _Can teach, learn, and work both with each other and independently
- _Has skills and resolve to solve problems, is respectful of others
- _Can reason and critique the reasoning of others in a respectful way

GOAL: Classroom instruction is consistently intentional, rigorous, and engaging.

Our cycle: Focus on student learning, using the common core and collecting meaningful evidence, next steps based on evidence - teaching differently!

Data Analysis:

During the UIP retreat, SLTs graphed achievement, growth, and gap data, (from tables provided) onto posters and presented to the rest of the group. While their team listened, individuals recorded both the direction of the trend and differences in the state or district expectation for each content area and metric (status or growth) onto index cards. From there teams narrowed down patterns, where the biggest challenges were, and identified a priority performance challenge.

Then we used a process for root cause grounded in each of the 3 levers (DDI, Obs & Fdbk, School Culture).

First we identified best practices for the lever (share out 2 ideas no repeats, transfer to an index card and post). Then teams gather to clarify, and combine similar, and name category.

Then individuals rate where they are as a school on a continuum for that "ideal state". Then we ask "what are we not doing to be here (far right of continuum)? Identifying what the school is not doing currently (using the same process, and the ideal state as a lens--share out 2 ideas no repeats, transfer to an index card and post, clarify, combine similar, name category, dot vote on the root cause.)

Flip into MIS statement, and use remaining categories as action steps, because they're key pieces that the team is saying they need and are often foundational to what they voted on.

Findings:

Achievement-

College View is Approaching in Achievement.

Several students overall at College View are reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 37%, 1: 57%, 2: 50%, 3: 46%, 4: 23% SBGL (BG not provided), 5: 16% SBGL (BG not provided). Of these students, NON-ELL includes K: 45%, 1: 50%, 2: 50%, 3: 46%, 4: 33% SBGL (BG not provided), 5: 28% SBGL (BG not provided). ELL includes: K: 23%, 1: 44%, 2: 57%, 3: 0%,

Reading: Students overall at College View Elementary scoring proficient and advanced on TCAP Reading between the years of 2009-2014 has been 37%, 34%, 32%, 41%,

49%, and 45%, resulting in a slightly upward trend that is 27% below the State expectation of 72%.

Writing: Students overall at College View Elementary scoring proficient and advanced on TCAP Writing between the years of 2009-2014 has been 24%, 18%, 24%, 23%, 31%, and 34%, resulting in a slightly upward trend that is 21% below the State expectation of 55%.

Math: Students overall at College View Elementary scoring proficient and advanced on TCAP Math between the years of 2009-2014 has been 36%, 36%, 38%, 38%, 49%, and 57%, resulting in an upward trend that is 13% below the State expectation of 70%.

Growth and Growth Gaps-

College View is Meeting in Growth and Growth Gaps.

Reading: The MGP for overall students at College View Elementary in TCAP Reading, between the years of 2009-2014, has been 47.5, 45, 40, 50, 53, and 43.5, resulting in a slightly downward trend that is 16.5 points below the district expectation of 60.

Writing: The MGP for overall students at College View Elementary in TCAP Writing, between the years of 2009-2014, has been 44, 42, 51, 45, 52, and 58, resulting in an upward trend that is 8 points below the district expectation of 60.

Math: The MGP for overall students at College View Elementary in TCAP Math, between the years of 2009-2014, has been 56, 51, 38, 42, 64, and 58.5, resulting in a flat trend that is 1.5 points below the district expectation of 60.

Gaps:

The MGP for non-ELL students at College View Elementary in TCAP Writing between the years of 2009-2014 has been 42, 32, 44, 31, 52, and 39.5 in a downward trend and a gap of 22.5 points between non-ELL and ELL students.

The percentage of proficient and advanced for SPED students at College View Elementary in TCAP Reading between the years of 2011-2014 has been 4%, 10%, 0%, and 0%, resulting in a downward trend and a 21% gap between SPED and State SPED students.

The percentage of proficient and advanced for minority students at College View Elementary in TCAP Reading between the years of 2009-2014 has been 33%, 34%, 31%, 41%, 45%, and 40%, resulting in a downward trend and a 38% gap between minority and non-minority students.

The percentage of proficient and advanced for minority students at College View Elementary in TCAP Math between the years of 2009-2014 has been 30%, 34%, 37%, 34%, 46%, and 52%, resulting in an upward trend and a 33% gap between minority and non-minority students.

The percentage of proficient and advanced for minority students at College View Elementary in TCAP Writing between the years of 2009-2014 has been 20%, 17%, 26%, 21%, 27%, and 29%, resulting in an upward trend and a 34% between minority and non-minority students.

The MGP for minority students at College View Elementary in TCAP Writing between the years of 2009-2014 has been 45, 41, 47, 41, 52, and 55, resulting in an upward trend and a 20 point gap between minority and non-minority students.

The MGP for minority students at College View Elementary in TCAP Math between the years of 2009-2014 has been 59, 47.5, 37.5, 42, 65, and 52.5, resulting in a slightly downward trend and a gap of 25 points between minority and non-minority students.

Priority Performance Challenge: Achievement across all content areas.

Students overall at College View Elementary scoring proficient and advanced in all TCAP content areas are significantly below the state expectation.

Reading is 27% below the State expectation of 72%. **Writing** is 21% below the State expectation of 55%. **Math** is 13% below the State expectation of 70%.

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: 53% M: 57% W: 36%	R: 45% No (-8%) M: 57% YES!! W: 34% No (-2%)	DDI – We didn't yet fully implement a DDI cycle with a clear protocol for planning, analysis, and reflection. Observation and Feedback – We haven't consistently calibrated around the Relay protocol of observation and feedback.
	80% of Kindergarteners and 3 rd graders will read at or above grade level as measured by the Spring 2015 DRA/EDL	No. Kindergarten: 63% (-17% below target), 3 rd grade: 54% (-26% below grade level)	
		PARCC ELA 3 rd -5 th grade- 23.9% met or exceeded expectations PARCC Math 3-5 th grade- 15.6 % met or exceeded expectations	
Academic Growth	R: 60 M: 60 W: 60	R: 43.5 NO (-16.5) M: 58.5 NO (-1.5) W: 58 NO (-2)	
Academic Growth Gaps	N/A	N/A	
Postsecondary & Workforce Readiness			

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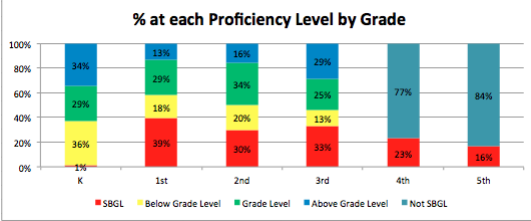
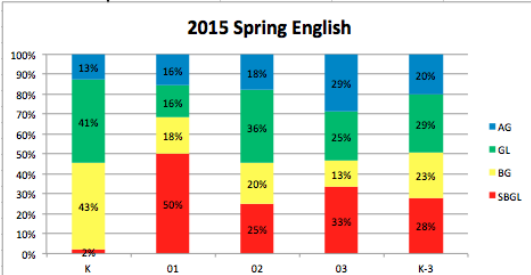
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Worksheet #2: Data Analysis

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)	<p style="text-align: center;">% at each Proficiency Level by Grade</p>  <p>Students overall at College View reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 37%, 1: 57%, 2: 50%, 3: 46%, 4: 23% SBGL (BG not provided), 5: 16% SBGL (BG not provided).</p> <p style="text-align: center;">2015 Spring English</p> 	<p>Several students overall at College View are reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 37%, 1: 57%, 2: 50%, 3: 46%, 4: 23% SBGL (BG not provided), 5: 16% SBGL (BG not provided). Of these students, NON-ELL includes K: 45%, 1: 50%, 2: 50%, 3: 46%, 4: 33% SBGL (BG not provided), 5: 28% SBGL (BG not provided). ELL includes: K: 23%, 1: 44%, 2: 57%, 3: 0%,</p>	<p>DDI – We didn't yet fully implement a DDI cycle with a clear protocol for planning, analysis, and reflection.</p> <p>Observation and Feedback – We haven't consistently calibrated around the Relay protocol of observation and feedback.</p>

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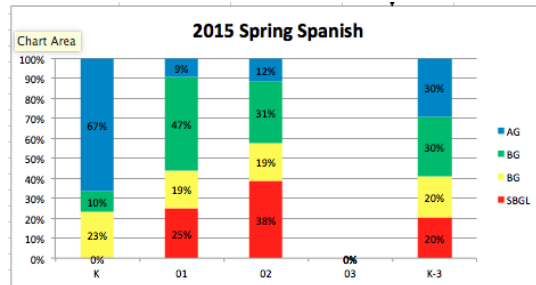
Performance Indicators

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

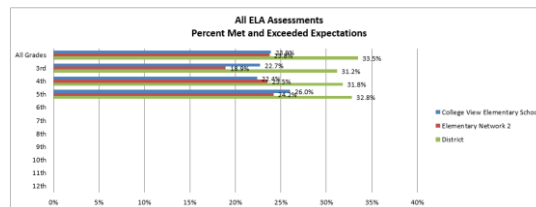
Priority Performance
Challenges

Root Causes

Non-ELL students at College View reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 45%, 1: 50%, 2: 50%, 3: 46%, 4: 33% SBGL (BG not provided), 5: 28% SBGL (BG not provided).



ELL students at College View reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 23%, 1: 44%, 2: 57%, 3: 0%,



3rd-5th grade performing below district levels with 5th grade in particular at 22.4% below

3rd-5th grade performed at 23.9% "Met Expectations" in ELA assessments

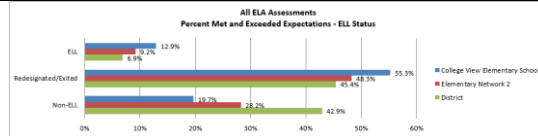
DDI – We didn't yet fully implement a DDI cycle with a clear protocol for planning, analysis, and reflection

Performance Indicators

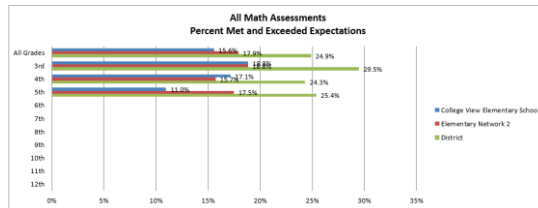
Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

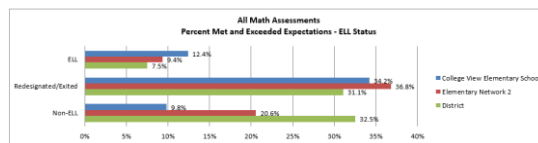
Root Causes



ELLs outperformed other ELLs in the district by 6% and the network by 3.7%



3-5th grade students performed at 15.6% proficiency overall



ELL students at 12.4% proficiency in math.

2015 CMAS: PARCC ELA					
School CMAS ELA N tested	School CMAS ELA % met or above	District CMAS ELA % met or above	CMAS ELA Rank (within grade range)	2014 TCAP Reading and Writing Rank (within grade range)	Change in Percentile (2014 TCAP to 2015 CM) (within ELA and grade range population >=5 in both years)
184	23.9%	31.9%	51st percentile	35th percentile	16

3rd-5th grade students at College View performed the same as or better than 51% of their peers

23.9% of 3rd-5th grade students “met expectations” on the PARCC ELA assessment.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>across the state (51st percentile) which is an increase of 16 percentile points from the previous year's TCAP percentile rank.</p> <table border="1" data-bbox="485 570 1020 768"> <thead> <tr> <th colspan="4">2015 CMAS: PARCC Math</th> </tr> <tr> <th>District CMAS Math % met or above</th> <th>CMAS Math Rank (within grade range)</th> <th>2014 TCAP Math Rank (within grade range)</th> <th>Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)</th> </tr> </thead> <tbody> <tr> <td>26.4%</td> <td>44th percentile</td> <td>57th percentile</td> <td>-13</td> </tr> </tbody> </table> <p>3rd-5th grade students at College View performed the same as or better than 44% of their peers across the state (44st percentile) which is an decrease of 13 percentile points from the previous year's TCAP percentile rank.</p>	2015 CMAS: PARCC Math				District CMAS Math % met or above	CMAS Math Rank (within grade range)	2014 TCAP Math Rank (within grade range)	Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)	26.4%	44th percentile	57th percentile	-13	<p>15.6% of 3rd-5th grade students “met expectations” or “exceeded” on the PARCC Math assessment.</p>	
2015 CMAS: PARCC Math															
District CMAS Math % met or above	CMAS Math Rank (within grade range)	2014 TCAP Math Rank (within grade range)	Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)												
26.4%	44th percentile	57th percentile	-13												
Academic Growth															
Academic Growth Gaps															

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

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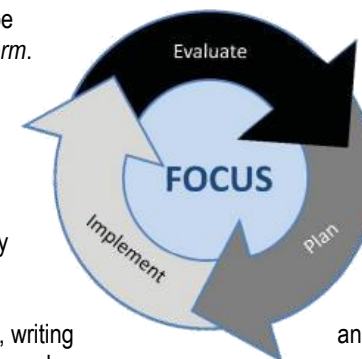
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Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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	23.9 % of 3 rd -5 th grade students “Met Expectations” on ELA assessments	40% of 3 rd -5 th grade students will meet expectations on ELA assessments	50% of 3 rd -5 th grade students will meet expectations on ELA assessments	Anet Assessments	Create and implement a clear protocol for DDI+ that includes an action plan (that includes planning, analysis, and reflection).
		Several students overall at College View are reading below grade level and significantly below grade level (on READ Plans) across all grade levels include: K: 37%, 1: 57%, 2: 50%, 3: 46%, 4: 23% SBGL (BG not provided), 5: 16% SBGL (BG not provided). Of these students, NON-ELL includes K: 45%, 1: 50%, 2: 50%, 3: 46%, 4: 33% SBGL (BG not provided), 5: 28% SBGL (BG not provided). ELL includes: K: 23%, 1: 44%, 2: 57%, 3: 0%,	60% of Kindergarten and 3 rd Grade Students will end the year reading at grade level (IND DRA/EDL 4 for Kindergarteners, IND DRA/EDL 38 for 3 rd)	75% of Kindergarten and 3 rd Grade Students will end the year reading at grade level (IND DRA/EDL 4 for Kindergarteners, IND DRA/EDL 38 for 3 rd)	DRA/EDL Progress Monitoring	
			60% of Kindergarten and 3 rd Grade Students will end the year reading at grade level (IND DRA/EDL 4 for Kindergarteners, IND DRA/EDL 38 for 3 rd)			

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		READ					
		M	23.9 % of 3 rd -5 th grade students "Met Expectations" on Math PARCC assessments	40% of 3 rd -5 th grade students will meet expectations on Math PARCC assessments 70% P&A on Math Interims	60% of 3 rd -5 th grade students will meet expectations on Math PARCC assessments 85% P&A on Math Interims	Anet Assessments DPS Math Interims Math Tutoring Formative Assessments, EDM Unit Assessments	
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	NA- Meeting	60	60	ACCESS	ACCESS
		M		60	60		
		ELP		60	60		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	NA- Meeting				
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: __ Create and implement a clear protocol for DDI+ that includes an action plan (that includes planning, analysis, and reflection).
Root Cause(s) Addressed: __ DDI - We have not fully implemented a new DDI+ cycle with a clear protocol for planning, analysis, and reflection. This has been a process and we are continuing to refine and improve as our staff makes this shift.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Create Protocol for Backward planning from assessments, and analyzing interims to turnkey to staff.	2015-16	2016-17	ILT, DR's	Student growth data, PGP's	6 week data conversations held with ILT to review and track reading growth.	In progress.
Create Scope and sequence/map of meetings and work	2015-16	2016-17	Teachers, ILT, and staff	Student data binders, character growth cards, assessment scores	Data binders will be utilized 3 times a year in Student led conferences. Teachers will hold individual conferences with students.	In progress.
Identify WHAT data, including common formative assessment and student work	2015-16	2016-17	Personal success factors, City year personnel	Morning meetings centered around the personal success factors pilot, classwork focused on character strengths	In progress	Personal success factors, City year personnel
Dignity and positive tone	2015-16	2016-17	ILT, teachers and staff	Personal success factors, City year personnel, Growth	Morning meetings centered around the personal success	In progress

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			"Mindset" book	factors pilot, classwork focused on character strengths	

* 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: ___ Observation and Feedback –Calibrated around the Relay protocol of observation and feedback.

Root Cause(s) Addressed: ___ Observation and Feedback - We haven't yet consistently calibrated around the College View Way of observation and feedback.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Actionable and bite-size feedback	2015-16	2016-17	DR, ILT	Uncommon schools, LEAP framework and coaching doc.	In September teachers were assigned coaches. Coaching cycles began. In November coaching staff aligned. In March the ILT team and DR's realigned and will continue throughout the end of the year.	In progress.
Coaching and teacher ownership of feedback	2015-16	2016-17	DR, ILT	LEAP framework and coaching documents	Each coach has established benchmarks with teachers.	In progress.
Alignment of leadership to ensure consistency	2015-16	2016-17	DR, ILT	LEAP observation tool	ILT calibration meetings, Accountability coaching meetings	In progress.

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

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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
 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				

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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