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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1816 School Name: COLUMBIAN 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.

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.*

Our Priority Performance Challenges are:

Reading and writing: The DRA2/EDL scores are indicating that our K-3 students are showing growth in the percentage of proficient or above. CMAS is showing that our 3-5 grade students decreased last year compared to previous TCAP scores on the reading and writing tests that requires more application of their reading skills.

Math: On TCAP and CMAS our students are showing an upward trend. We need to increase the number of proficiencies in order to meet the state expectations.

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.*

In order to create aligned assessments to backwards plan the units, there is a need to build an understanding of the CCSS literacy standards and ensure the instruction matches the rigor in the CCSS.

There is a need to focus our weekly data teams on student data and instructional strategies to support our students.

Family engagement activities have been focused on social aspects of the school. There has not been a balance between social, academic, and attendance.

There is inconsistent or lack of guided reading in classrooms.

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.*

The teachers will conduct pre-cycle work for each unit/module and build understanding of the CCSS in literacy



Focus our weekly data team meetings and collaborative planning time on student data and instructional strategies to support our students.
Take steps to improve school community engagement with academic and social focus between staff, students and families.

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.

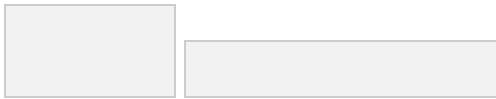
Accountability Status and Requirements for Improvement Plan

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 .

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.

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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

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
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.	No

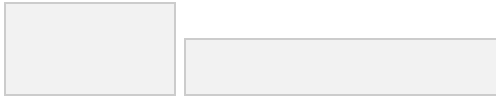
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

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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:

Columbian Elementary School is located in Northwest Denver. Our current enrollment is 308 and our students' ages range from 3 years old to students in fifth grade. We have two MI center programs, primary and intermediate, and approximately 16% of students have IEPs. The percentage of minority students is 91.5%. 86.8% of our students qualify for free or reduced lunch. 36.4% of our students are ELLs. Parent choice for EL programming denotes students in grades ECE through five have a low percentage of students that are opted into receiving Spanish language instruction.

In order to develop the Unified Improvement plan, in the fall we presented the most recent READ Act and interim data to the staff to determine significant concerns and possible areas of focus. The gains between 2014 and 2015 were inconsistent between grade-levels. The percentage of students at or above grade level increased for 1st and 3rd grade from 2014-2015. The percentage of students decreased for Kindergarten and 2nd grade. The Instructional Leadership Team met and determined the focus will continue to be meeting expectations in reading status. Once CMAS and ACCESS data was released the ILT reconvened to confirmed the need to maintain the literacy focus.

Current Performance: Interim Assessments - We are still below state expectations in reading, writing and math. Spring literacy interims showed 44% of students in grades 3-5 scored proficient on the spring interim exam. Our data shows 48% of students scored P/A on the 2015 spring interim assessment. s Read Act - The percentage of students scoring at or above grade level on DRA are K -51%, 1st grade 72%, 2nd grade 56%, and 3rd grade 65%r 1st and 3rd grade from 2014-2015. Science CMAS - 9% of students had a strong comand on 2015 CMAS Science. In 2015, 5% of our students had strong command of social studies skills.

Trend Analysis: Interim Math - students that our proficient or above in grades 3 - 5 in math on Spring Interims for the last five years show stability with scores varying by only 1% point. (2010 – 49%, 2011 – 44%, 2012 – 48%, 2013 –51%, 2014 – 50%, 2015 - 48%) READ Act data - The percentage of students (K-3) that are proficient or above on the DRA/EDL is in an upward trend. From 2010 to 2015, our percentage has increased about 20%. We had an increase in students reading at or above grade level in 1st (70% in 2014 to 72% in 2015) and third (61% in 2014 to 65% in 2015) grade. We had a dip in both Kindergarten (64% in 2014 to 51% in 2015) and 2nd grade (65% in 2014 to 56% in 2015). There was a slight increase in students scoring a strong command in CMAS Science between 2014 and 2015 (6% in 2014 to 9% in 2015). There was a slight increase in students scoring strong command in CMAS Social Students between 2014 and 2015 (2% in 2014 to 5% in 2015).

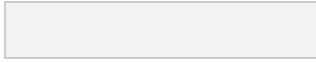
Priority Performance Challenges and Root Cause:

Reading and writing: The DRA2/EDL scores are indicating that our K-3 students are showing growth in the percentage of proficient or above. CMAS is showing that our 3-5 grade students decreased last year compared to previous TCAP scores on the reading and writing tests that requires more application of their reading skills.

Math: On TCAP and CMAS our students are showing an upward trend. We need to increase the number of proficiencies in order to meet the state expectations.

In order to create aligned assessments to backwards plan the units, there is a need to build an understanding of the CCSS literacy standards and ensure the instruction matches the rigor in the CCSS.

There is a need to focus our weekly data teams on student data and instructional strategies to support our students.



Family engagement activities have been focused on social aspects of the school. There has not been a balance between social, academic, and attendance. There is inconsistent or lack of guided reading in classrooms.



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.*

Academic Achievement (Status)	Reading Target 72%	We did not meet our target last year for reading and writing, Literacy interims. Our 2015 Literacy interims show only 44% proficient or above. Thus students are not performing at the application level.	In order to create aligned assessments to backwards plan the units, there is a need to build an understanding of the CCSS literacy standards and ensure the instruction matches the rigor in the CCSS.
	Writing Target 64%		
Academic Growth	Math Target 71%		There is a need to focus our weekly data teams on student data and instructional strategies to support our students.
			Family engagement activities have been focused on social aspects of the school.
Academic Growth Gaps			There has not been a balance between social, academic, and attendance.
			There is inconsistent or lack of guided reading in classrooms.
Postsecondary & Workforce Readiness			

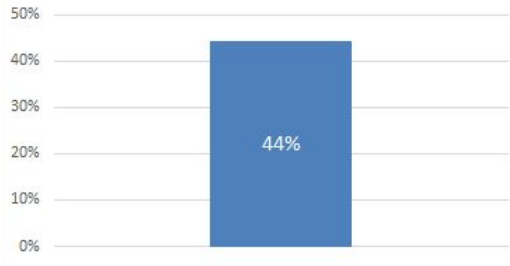
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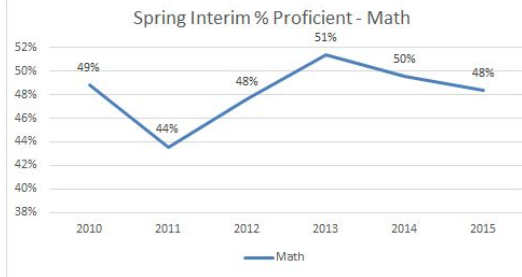
Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, 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.

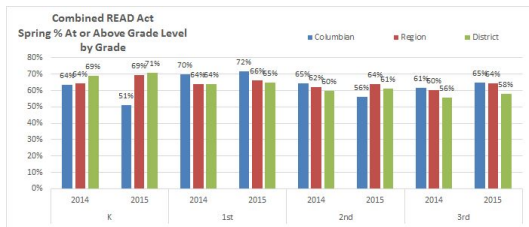
<p>Academic Achievement (Status)</p>	<p>2015 Spring Interim % Prof - Literacy</p>  <p>Our literacy scores for the 2014-15 school year show at or above proficiency at 44% for our 1st through 5th grade students.</p>	<p>The DRA2/EDL scores are indicating that our K-3 students are showing growth in the percentage of proficient or above. Our 2015 Literacy interims show only 44% proficient or above. Thus students are not performing at the application level.</p>	<p>In order to create aligned assessments to backwards plan the units, there is a need to build an understanding of the CCSS literacy standards and ensure the instruction matches the rigor in the CCSS.</p> <p>There is a need to focus our weekly data teams on student data and instructional strategies to support our students.</p> <p>Family engagement activities have been focused on social aspects of the school. There has not been a balance between social, academic, and attendance.</p> <p>There is inconsistent or lack of guided reading in classrooms.</p>
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Our data shows students that our proficient or above in grades 3 - 5 in math on Spring Interims for the last five years. (2010 – 49%, 2011 – 44%, 2012 – 48%, 2013 –51%, 2014 – 50%, 2015 - 48%) The last two years at Columbian, the data has shown stability. Our scores vary by a percentage.



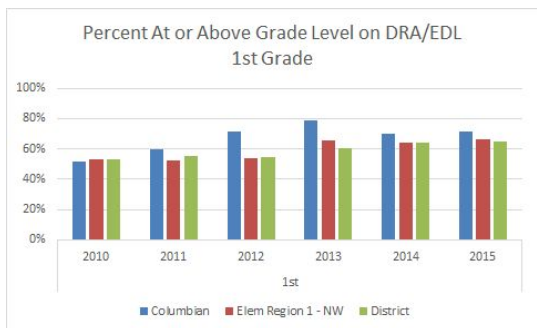
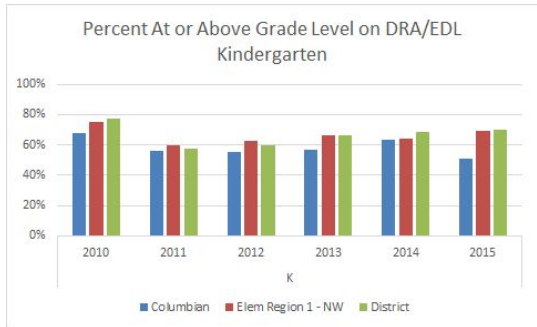
Grade	Year	READ Act Spring % At or Above Grade Level per Grade					
		Columbian		Region		District	
		N	%	N	%	N	%
K	2014	44	64%	1096	64%	7630	69%
	2015	43	51%	1019	69%	7386	71%
1st	2014	33	70%	1115	64%	7481	64%
	2015	46	72%	1048	66%	7544	65%
2nd	2014	31	65%	969	62%	7109	60%
	2015	32	56%	1041	64%	7323	61%
3rd	2014	44	61%	975	60%	6995	56%
	2015	37	65%	976	64%	6948	58%

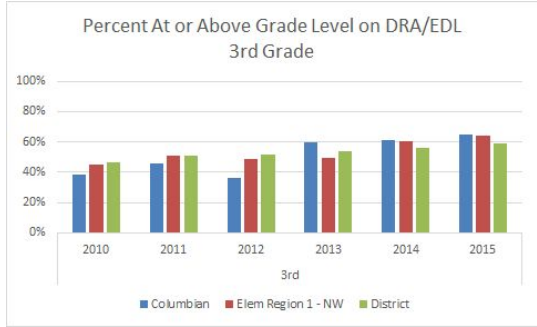
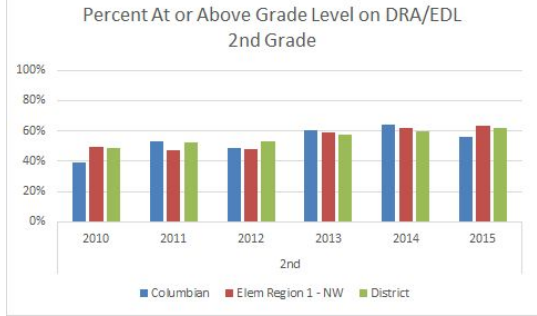
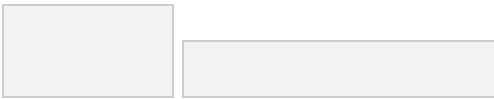
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The percentage of students at or above grade level increased for 1st and 3rd grade from 2014-2015. The percentage of students decreased for Kindergarten and 2nd grade.





The percentage of students (K-3) that are proficient or above on the DRA/EDL is in an upward trend. From 2010 to 2015, our percentage has increased about 20%. We had a slight dip in both Kindergarten and 2nd grade.

2014 CMAS Science % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
6%	54	21%	755	20%	11985

Columbian 2014 CMAS Science: Percentage by Proficiency Band
Overall and by Grade



2015 CMAS Science % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
9%	45	23%	816	20%	12459

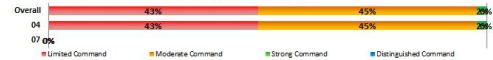
Columbian 2015 CMAS Science: Percentage by Proficiency Band
Overall and by Grade



In 2015, 9% of our students had a strong command of science which is a 3% increase from the previous year.

2014 CMAS Social Studies % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
2%	49	10%	875	11%	12799

Columbian 2014 CMAS Social Studies: Percentage by Proficiency Band
Overall and by Grade



2015 CMAS Social Studies % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
5%	40	15%	800	15%	12920

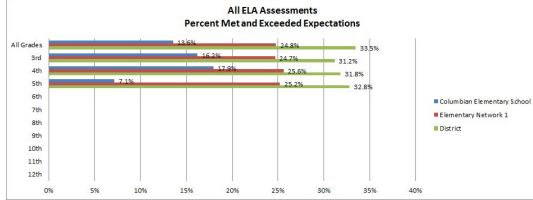
Columbian 2015 CMAS Social Studies: Percentage by Proficiency Band
Overall and by Grade



In 2015, 5% of our students had strong command of social studies skills which is a 3% increase from 2014.

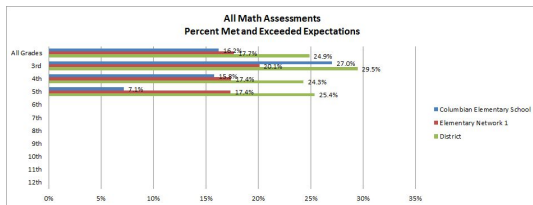
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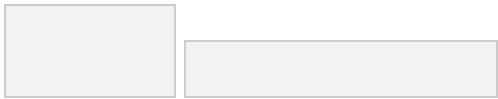
PARCC Performance Outcomes - ELA - All ELA Assessments												
All Students	Test Taken	Columbian Elementary School				Elementary Network 1				District		
		% Did not meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Met and Above	% Approaching and Above	% Met and Above	% Approaching, Met and Above		
Overall	118	22.8%	24.6%	39.0%	15.6%	0.0%	52.5%	13.6%	30.6%	24.8%	37.0%	33.3%

In 2015, 18.6% of Columbian students were meeting or above on the PARCC in ELA.



PARCC Performance Outcomes - MATH - All Math Assessments												
All Students	Test Taken	Columbian Elementary School				Elementary Network 1				District		
		% Did not meet Expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Met and Above	% Approaching and Above	% Met and Above	% Approaching, Met and Above		
Overall	117	33.3%	35.0%	35.0%	16.2%	0.0%	53.1%	16.2%	45.1%	17.7%	30.8%	24.9%

In 2015, 16.2% of Columbian students were meeting or above on the PARCC in math.



Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade ■ 2013 ■ 2014 ■ 2015</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>47</td> <td>43.5</td> <td>23.5</td> <td>47</td> <td>61</td> <td>69</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>46</td> <td>36</td> <td>49</td> <td>69</td> <td>34.5</td> <td>57</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>40.5</td> <td>64</td> <td>40</td> <td>58</td> <td>20</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	47	43.5	23.5	47	61	69	0	0	0	0	0	0	0	2014	46	36	49	69	34.5	57	0	0	0	0	0	0	0	2015	40.5	64	40	58	20	15	0	0	0	0	0	0	0		
		All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																													
2013	47	43.5	23.5	47	61	69	0	0	0	0	0	0	0																																														
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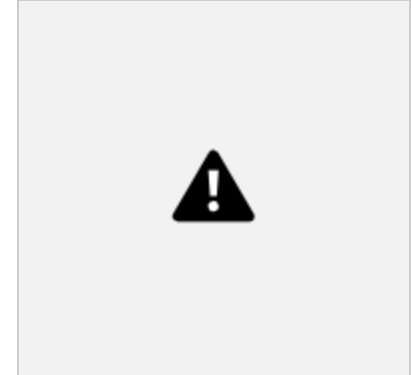
Section IV: Action Plan(s)

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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School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	EL A Reading and writing: The DRA2/EDL scores are indicating that our K-3 students are showing growth in the percentage of proficient or above. CMAS is showing that our 3-5 grade students decreased last year compared to previous TCAP scores on the reading and writing tests that requires more application of their reading skills.	53	62	44	The teachers will conduct pre-cycle work for each unit/module and build understanding of the CCSS in literacy. Focus our weekly data team meetings and collaborative planning time on student data and instructional strategies to support our students. Take steps to improve school community engagement with academic and social focus between staff, students and families.
		-----	66	72	44	
		M On TCAP and CMAS our students are showing an upward trend. We need to increase the number of proficiencies in order to meet the state expectations.	54	61	48	
		S				

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	EL A					
		M					
		EL P					
Academic Growth Gaps	Median Growth Percentile, local measures	EL A					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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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: The teachers will conduct pre-cycle work for each unit/module and build understanding of the CCSS in literacy. **Root Cause(s)**

Addressed: In order to create aligned assessments to pre-cycle work, there is a need to build an understanding of the CCSS literacy standards and ensure the instruction matches the rigor in the CCSS.

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				
PDU focused on guided reading plus (K-2)	Sept. - May		TLs, Literacy Partner, district resources	Guided Reading materials	Course enrollment and end of course certificate.	In progress
Weekly data meetings to dig into teaching learning cycle.	Sept. - May		Teachers, TEC, Admin, teacher leaders	Standards, Data Tracker	Unit plans and assessment	In progress

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Implementing new curriculum by conducting pre-cycle work for each unit/module (every six weeks).	August - April		TEC, Teachers	Teachers, guest teachers, Expeditionary Learning modules (3-5), Benchmark Advance units (K-1), tracker	complete pre-cycle plans	In progress
Weekly Instructional Leadership Team	August-May		Admin, TEC	Trackers, observation data, reflections on PD	Notes	In progress

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



Major Improvement Strategy #2: Focus our weekly data team meetings and collaborative planning time on student data and instructional strategies to support our students.

Root Cause(s) Addressed: There is a need to focus our weekly data teams on student data and instructional strategies to improve student outcomes.

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				
Weekly data team meetings focusing on CCSS, instructional strategies and differentiation	Sept. - May		Admin, TEC, Teachers, teacher leaders	Columbian Data Tracker	Weekly meeting notes and data trackers, data being turned in and/or in tracker before meeting.	In progress
Implementing new curriculum by conducting pre-cycle work for each unit/module (every six weeks).	August - April		TEC, Teachers	Teachers, guest teachers, Expeditionary Learning modules (3-5), Benchmark Advance units (K-1), tracker	complete pre-cycle plans	In progress
SLO process	August - April		Admin, TEC, Teachers	Student work, data tracker, Beginning, middle and end of year leader/teacher conversations	SLO tracker and New LEAP tool	In progress
Collaboration planning meetings	August - April		Teacher teams	literacy plans, pre-cycle plans	Note catcher	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: Take steps to improve school community engagement with academic and social focus between staff, students and families.

Root Cause(s) Addressed: Family engagement activities have been focused on social aspects of the school. There has not been a balance between social, academic, and attendance.

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				
Parenting Partners	Oct. 15 th - June		Ivonne America Galan, Alex Ramirez and parents	District and school funding FACE partner	Pre/post assessment	In progress
Home Visit Program	Sept - May		Andrew, teachers	District and school funding FACE Home Visit Partner	Form each time you visit a home	In progress
Student Family Liaison			Ivonne America Galan	School funding		In progress
FACE leadership school			Briton Sloan, parents, students	School funding, Empowerment Academy		In progress

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Organized family engagement groups (PTO, Chat and Charla, Family and Community Engagement Committee)			Parents, Alex Ramirez Admin, 3 teachers, Teacher Leaders America	PTO fundraising, food	Monthly meeting notes, Chat and Charla agendas and/or power point	In progress
Various informational sessions for families to inform and highlight standards in each content area (PTO, Family Nights)			Principal, Teachers, School Social worker	Cost of copying and supplies, local cost, Title 1 family engagement funds	Monthly	In progress

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I 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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