

Hi Jason

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1846** School Name: **COLUMBINE 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.*

- Only 27% of students met expectations on PARCC in reading

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.*

- Teachers do not have the resources, skill, and training to meet learner needs and respond with data driven intervention.
- Current core instruction is misaligned and often ineffective due to low expectations for behavior and academic potential
- We have lacked a long term, school-wide instructional focus which has made it difficult to understand where we have grown and what has been effective school

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.*

- Columbine will organize systems and structures to allow for continuous progress monitoring cycles, focus extended planning time on data driven instruction
- Columbine will prioritize responsive instructional strategies and move toward masterful implementation of those strategies in order to differentiate instruction and ensure students are still exposed to a learning environment grounded in common core standards
- Columbine We will develop a school culture that has high expectations for student outcomes, student behavior, and professional practice*

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 UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	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).	Priority Improvement Plan - Entering Year 3 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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

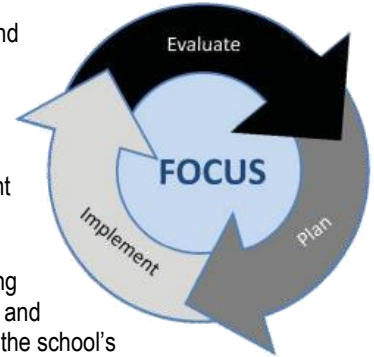
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
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 checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jason Krause, Principal
	Email	Jason_Krause@dpsk12.org
	Phone	720-424-8510
	Mailing Address	2590 E. 29 th Avenue Denver, CO 80205
2	Name and Title	Dawn Salter, Assistant Principal
	Email	Dawn_Salter@dpsk12.org
	Phone	720-424-8510
	Mailing Address	2590 E. 29 th Avenue Denver, CO 80205

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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>
<p>Narrative:</p> <p>Columbine Elementary School is a school in the City Park, Cole and Whittier neighborhood intersection. Over the last eight years Columbine has had five different principals leaving the school. During that timeframe there have been many initiatives started that were never unsuccessful due to leadership turnover. In 2014, principal Jason Krause moved from a neighboring school, Smith Renaissance School to lead Columbine. The 2015-2016 school year represents only the second time in 10 years where is principal is leading Columbine with more than one year of experience as a</p>				

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school leader.

Columbine joined a small strategic network of schools in 2014. This network focused on high yield instructional systems in order to quickly close the achievement gap. Teachers and leaders participated in intensive professional development around Guided Reading Plus and Data Driven Instruction. In the spring of 2015, Columbine won a grant to support the work to personalize the learning experience for students. Columbine teacher leaders and school administration participated in an eight-session school design process. This process included school visits to high-performing schools across the country. The school team visited schools in San Diego, Chicago, San Francisco, and Atlanta. Between January 2015 and January 2016, the team at Columbine purchased 150 mobile devices. These devices are currently supporting innovative instruction, progress monitoring, collaborative projects, and several learning management systems. More details of this plan can be found on Columbine's website. You will see this plan frames our long term work in vision as we commit to personalize learning experiences.

That said, we understand and Columbine cannot wait five years to make dramatic improvements to our school environment and our instructional practices in order to prepare students for lifelong success. School leadership strongly values building a team of exceptional educators who are able to collaborate with one another in no more than two content areas. With support from the CSC and the SLT the 2015-2016 school year introduced to our community a new staffing plan in grades one through five. This gave every student a teacher who specializes in literacy and another who specializes in math and science. Additionally, the staffing plan provided every English language learner in our building the opportunity to learn in a classroom taught by a fully bilingual teacher.

Prior to the start of the school year, our instructional leadership team analyzed reading data from previous school years. We determined that many of our students fell behind grade level before entering 1st grade. Even more concerning is that meant students entering 1st grade at grade level began to fall behind grade level before starting 5th grade. We made the following modifications:

- Teachers will have at least one running record for each student entered in to our tracker each four weeks
- Professional development for guided reading plus will be differentiated for each teacher and focus on individual student progress rather than structures of lessons
- A new schedule was developed which provided teachers in grades kindergarten through fifth grade to have 180 continuous minutes per week to analyze student work. This also provided 45 minutes per week to work with a guided reading coach.

In the fall 2015 Columbine participated in his school quality review. In addition to that review we partnered with a third party to conduct a similar review which was focused more upon perception of our students' staff and parents. Not surprisingly both processes brought to surface similar trends. A team of 9 representing our instructional leadership team, social and emotional team and school leadership team convened for two days to analyze the review and commit to next steps. They were:

- more consistent, effective instruction that promotes learning for students at all levels;
- a learning environment which eliminates distraction and promotes multi-dimensional respect for all individuals involved the learning process;
- a commitment to decreasing school wide discipline instances to create an emotionally safe school.

In the action steps below, you will see red font. This symbolizes actions that taken which directly addresses the reviewers' reports and subsequent commitments made by our team. Some of these action steps were already in motion and some were initiated with a high level of urgency following the reviews.

Demographic Data for 2015-2016, and Projected for 2016-17

Student Enrollment K-5		Gender		Race		Special Education		English Language Learners	
2015-2016	Projected 2016-2017	2015-2016	Projected 2016-2017	2015-2016	Projected 2016-2017	2015-2016	Projected 2016-2017	2015-2016	Projected 2016-2017
225 (rising)	350	Male: 136 Female: 109	Male: 190 Female: 160	Black: 113 Hispanic: 100 White/Other: 20	Black: 150 Hispanic: 150 White/Other: 50	52 Includes Affective Needs Center program	70 Includes MIS Center Program	44	80

Review Current Performance

ELA Assessments

Grade	PARCC Performance Outcomes - ELA - All ELA Assessments											
	Test Taken	Columbine Elementary School							Elementary Network 6		District	
		% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	90	38.9%	26.7%	18.9%	15.6%	0.0%	34.4%	15.6%	35.1%	12.4%	57.0%	33.5%
3rd	33	60.6%	21.2%	9.1%	9.1%	0.0%	18.2%	9.1%	24.2%	8.5%	52.0%	31.2%
4th	33	21.2%	21.2%	30.3%	27.3%	0.0%	57.6%	27.3%	38.8%	15.0%	58.1%	31.8%
5th	24	33.3%	41.7%	16.7%	8.3%	0.0%	25.0%	8.3%	40.1%	12.9%	58.4%	32.8%
6th												
7th												

- In ELA, our 3rd grade and fifth grade underperformed our 4th grade students by nearly 20 percentage points.
- In ELA, 3rd and 5th grade students made up 28 of the 35 students in the does not meet category
- In ELA, 34% were in approaching and above which was at the network average but 20 points below the district

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ELA Gender

Gender	Columbine Elementary School								Elementary Network 6		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
F	44	25.0%	27.3%	22.7%	25.0%	0.0%	47.7%	25.0%	43.5%	16.5%	64.1%	39.4%
M	46	52.2%	26.1%	15.2%	6.5%	0.0%	21.7%	6.5%	28.3%	9.0%	50.0%	27.7%

- In ELA, Columbine females were four times more likely to have scored “Met and Above” than Columbine boys.
- In ELA, Columbine boys were four times as likely to score in the does not meet category than Columbine females
- In ELA, the percentage of Columbine males scoring approaching or above was half of the district percentage.
- In ELA, the percentage of Columbine females scoring approaching or above was 2/3rd the district percentage

Race/Ethnicity

Race/Ethnicity	Columbine Elementary School								Elementary Network 6		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Native American												
Asian												
Black	32	46.9%	25.0%	12.5%	15.6%	0.0%	28.1%	15.6%	39.0%	15.0%	46.2%	22.1%
Hispanic	51	39.2%	25.5%	19.6%	15.7%	0.0%	35.3%	15.7%	33.3%	11.1%	48.2%	22.6%
Hawaiian/Pacific Islander												
Two or More												
Students of Color	83	42.2%	25.3%	16.9%	15.7%	0.0%	32.5%	15.7%	34.6%	12.4%	49.8%	24.8%
White	*								50.0%	11.1%	84.2%	66.4%

- In ELA, there was unremarkable differences in overall performance in our subgroups compared to one another

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- In ELA, black students in approaching and above were seven percentage points lower than the district
- In ELA, Hispanic students at or above expectations was fifteen percentage points below the district average
- For both Black and Hispanic students in our building, it is more likely to score 'not meeting expectations than it is approaching or above

Math Assessment

PARCC Performance Outcomes - MATH - All Math Assessments												
Columbine Elementary School									Elementary Network 6		District	
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
All Grades	89	33.7%	19.1%	23.6%	23.6%	0.0%	47.2%	23.6%	41.1%	13.0%	50.4%	24.9%
3rd	33	48.5%	24.2%	18.2%	9.1%	0.0%	27.3%	9.1%	31.9%	8.1%	53.8%	29.5%
4th	33	12.1%	9.1%	27.3%	51.5%	0.0%	78.8%	51.5%	50.5%	19.9%	51.4%	24.3%
5th	23	43.5%	26.1%	26.1%	4.3%	0.0%	30.4%	4.3%	41.9%	11.3%	52.7%	25.4%

Math Gender

Columbine Elementary School												
Columbine Elementary School									Elementary Network 6		District	
Gender	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
F	44	27.3%	22.7%	20.5%	29.5%	0.0%	50.0%	29.5%	46.3%	14.6%	52.6%	25.8%
M	45	40.0%	15.6%	26.7%	17.8%	0.0%	44.4%	17.8%	36.9%	11.7%	48.2%	24.0%

- In math, females narrowly out performed their male peers at Columbine
- In math, nearly half our male students scored "Did not meet" while only one-quarter of our females did
- In math, both females and males were within 5% points if the district for approaching and above
- Both genders in grade 3 and 5 performed 40% points loser than their fourth grade peers

Math Race/Ethnicity

Race/Ethnicity	Columbine Elementary School								Elementary Network 6		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Native American												
Asian												
Black	32	43.8%	21.9%	12.5%	21.9%	0.0%	34.4%	21.9%	34.7%	16.8%	35.8%	12.7%
Hispanic	50	30.0%	20.0%	26.0%	24.0%	0.0%	50.0%	24.0%	40.7%	10.7%	42.2%	15.2%
Hawaiian/Pacific Islander												
Two or More												
Students of Color	82	35.4%	20.7%	20.7%	23.2%	0.0%	43.9%	23.2%	40.7%	12.7%	43.0%	16.8%
White	*								55.6%	22.2%	79.3%	56.4%

- In math, more black students scored “Does not Meet” than “Meets” expectation
- In math, Hispanic students scoring in “Approaching and Above” outperformed their Black peers by 17%
- In math, both our black and Hispanic students outperformed the district by 10% points for students scoring in the Meeting or above category
- In Math, 51% of Black and Hispanic students in grade 4 landed in the meet expectations which is 43% higher then grades 3 and 5

Priority Performance Challenges

On September 23rd, 2014 Columbine’s staff convened to examine TCAP and ACCESS status and growth reports.. Additionally, we analyzed DRA2 and DPS Interim results. We examined data tables and accompanying graphs and then entered relevant information into a Google form graphic organizer. We noted a wide variety of trends all of which are documented in the trends column of the data analysis worksheet used by the SLT to isolate priority performance challenges. After analyzing the first year of PARCCC results, it appears

The following trends and performance challenges continue:

- School wide, math and reading scores are far below expectations and scores demonstrate that performance outcomes are vary between grades
- There is a school wide lack of urgency as evidenced by inconsistent habits of progress monitoring and corresponding adjustments in instruction
- Staff struggles with student behavior and it interferes with cohesive instruction and implementation of many instructional best practices and the maximization of learning time

The following trends appear to be changing course:

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- Math scores moved out of the bottom quintile on TCAP to the mid quartile in math
- The chronic low growth for ACCESS reversed course due to intentional, data driven grouping and standards based planning using WIDA indicators
- There was a lower rate of teacher turnover and no administrative nor instructional leadership turnover for the first time in six years
- Enrollment showed increases for two consecutive years following eight years of decline

School Quality Reviews and Root Cause

In October of 2013, Columbine worked with School Works LLC who conducted a school quality review of the school. The following were the key next steps that were identified as areas for improvement. (*indicates an marked improvement following SQR finalized in January of 2016)

- *Teachers must maximize the use of data to make decisions about instruction**
- *Students must be provided more feedback on their learning*
- *Columbine needs to set high expectations for students and celebrate students when they make academic gains*
- *Columbine needs a comprehensive professional development plan**
- *Columbine needs a stronger culture of professional collaboration related to student learning and student progress**
- *Principal must focus on instruction and support teachers understand how to use data to guide instruction**

In December of 2015, School Works conducted another school review. The following were identified as next steps:

- Improve classroom interaction and organization to ensure a climate conducive to learning
- Regularly assess students' progress toward mastery of key skills and concepts, and use assessment data to make adjustments to instruction and to provide feedback to students **during the lesson**
- Establish high expectations to support a safe, supportive learning environment

During the process to build the 2014--2015 UIP, it was very clear that the Columbine Community has endured too much administrative change. The community had expressed that Columbine was not a school of choice and teacher efficacy and student learning did not produce any sustained improvement. Last year, Columbine introduced its 5th principal in seven school years. Columbine retained all instructional leaders moving into the 2015-2016 school year as well as the top performing teachers in the school as measured by student outcomes and student perception surveys. Leadership was also able to recruit four experienced and effective teachers. Columbine won a grant that provided teachers with technology for instruction and intervention. These all addressed identified root causes one year ago.

The following root causes were identified last year that resurfaced again this year:

- Student mobility makes it difficult to establish classroom communities
- School-wide employees differing expectations for academic outcomes throughout a students' experience at Columbine
- There is insufficient support and training for teachers to support the social and emotional needs of Columbine's students
- There are inadequate interventions to promote both the social and emotional and academic needs of student

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)	Literacy target for 14-15 excluded as they were written for percent points earned on ANET interims	The percent not provided to evaluate target	There was a focus on K-3 Guided reading and progress monitoring. This emphasis supported us meeting our goal. The literacy interim was significantly below the target. We do not think this is an accurate representation of our students. We do however, think we fell below the goal.
	The percentage of our K-3 students scoring at or above reading level on DRA2 will be 43% .	The percentage of our K-3 students scoring at or above reading level on DRA2 was 50% , which is 7% above the target.	
	The percentage of our K-3 ELLs scoring at or above reading level on DRA2 will be 57% .	The percentage of our K-3 ELLs on DRA2 scoring at or above grade level was 56% which is 1% below the target	
	Math target for 14-15 excluded as they were written for percent points earned on ANET interims	The percent not provided to evaluate target	
Academic Growth	The percentage of our students moving from below proficient to proficient or advanced on the Literacy Interim (<i>target excluded</i>)	The percent not provided to evaluate target	
	The percentage of our students moving from below proficient to proficient or advanced on the Math Interim (<i>target excluded</i>)	The percent not provided to evaluate target	
	The median growth percentile for our ELLs on the ACCESS Overall will be 65 MGP .	The median growth percentile for our ELLs on the ACCESS Overall was 63% , which is 2% below the target.	

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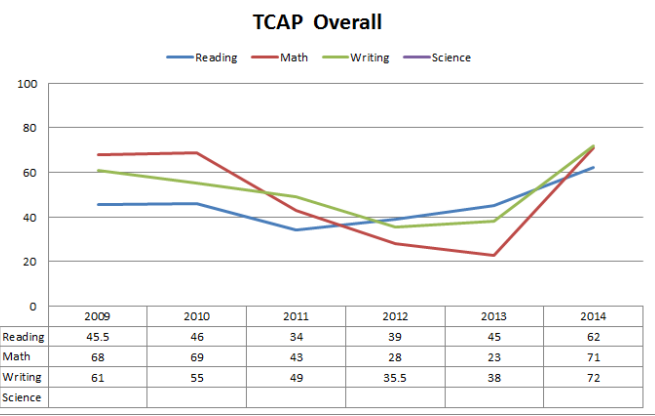
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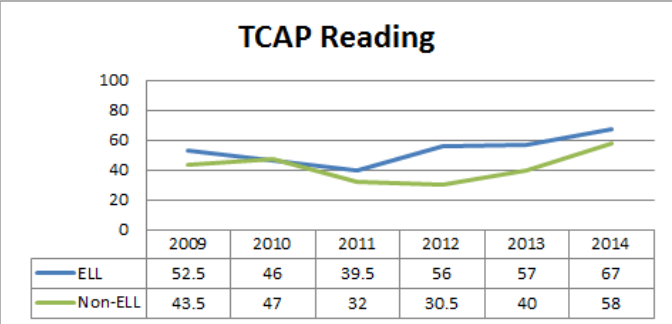
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	The percentage of our ELLs scoring Proficient or Advanced on the Literacy Interim will be 65% .	The percentage of our ELLs scoring Proficient or Advanced on the Literacy Interim was 35% , which is 30% above/below the target.	
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, 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;">TCAP Status</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>42%</td> <td>40%</td> <td>31%</td> <td>29%</td> <td>44%</td> </tr> <tr> <td>Math</td> <td>38%</td> <td>47%</td> <td>46%</td> <td>17%</td> <td>23%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>31%</td> <td>37%</td> <td>18%</td> <td>11%</td> <td>24%</td> </tr> <tr> <td>Science</td> <td>23%</td> <td>20%</td> <td>7%</td> <td>0%</td> <td>8%</td> <td></td> </tr> </tbody> </table> <p>Students proficient in reading from 2009-2014 has only increased 2% points and has never exceeded 44%, which is 27% points below state expectations.</p> <p>Overall students scoring Proficient in Reading has increased by only 2% from 2009 to 2014 (42%, 42%, 40%, 31%, 29%, 44%), with a significant increase of 15% from 2013 to 2014.</p> <p>Overall students scoring Proficient in Writing has decreased by 14% from 2009 to 2014 (38%, 31%, 37%, 18%, 11%, 24%).</p>		2009	2010	2011	2012	2013	2014	Reading	42%	42%	40%	31%	29%	44%	Math	38%	47%	46%	17%	23%	29%	Writing	38%	31%	37%	18%	11%	24%	Science	23%	20%	7%	0%	8%		Students proficient in reading from 2009-2014 have only increased 2% points, and have never exceeded 44%, which is 27% points below state expectations.	<ul style="list-style-type: none"> • Current core instruction is misaligned and often ineffective • Teachers do not have the resources, skill, and training to meet learner needs and respond with data driven intervention • Columbine has lacked a long term, school wide instructional focus which has made it difficult to understand where we have grown and what has been effective school
	2009	2010	2011	2012	2013	2014																																
Reading	42%	42%	40%	31%	29%	44%																																
Math	38%	47%	46%	17%	23%	29%																																
Writing	38%	31%	37%	18%	11%	24%																																
Science	23%	20%	7%	0%	8%																																	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	Students in K-3 scoring At or Above Grade level as measured by READ Act assessments (DRA/EDL) has decreased from 44.5% At or Above in 2012 to 30% At or Above in 2015.																																					
	Science scores have decreased from 2014 to 2015, with CMAS Science overall 7% Strong Command or Distinguished in 2014 to 0% in 2015. Social Studies scores have remained stagnant from 2014 to 2015, with CMAS Social Studies overall 0% Strong Command or Distinguished in both 2014 and 2015..																																					
Academic Growth	<p style="text-align: center;">TCAP Overall</p>  <table border="1" data-bbox="373 1008 1010 1110"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45.5</td> <td>46</td> <td>34</td> <td>39</td> <td>45</td> <td>62</td> </tr> <tr> <td>Math</td> <td>68</td> <td>69</td> <td>43</td> <td>28</td> <td>23</td> <td>71</td> </tr> <tr> <td>Writing</td> <td>61</td> <td>55</td> <td>49</td> <td>35.5</td> <td>38</td> <td>72</td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Overall student Growth in Math from 2009 to 2014 has increased only 3 MGP (68, 69, 43, 28, 23, 71), with a significant increase of 48 MGP from 2013 to 2014.</p> <p>Overall student Growth in Reading from 2009 to 2014 has increased 16.5 MGP (45.5, 46, 34, 39, 45, 62), with a significant increase of 28 MGP from 2011 to 2014.</p>		2009	2010	2011	2012	2013	2014	Reading	45.5	46	34	39	45	62	Math	68	69	43	28	23	71	Writing	61	55	49	35.5	38	72	Science							The median growth percentile for students overall in reading from 2010-2014 has surpassed the 46%ile only once, resulting in insufficient, inconsistent growth compared to the state requirement of the 60%ile	
	2009	2010	2011	2012	2013	2014																																
Reading	45.5	46	34	39	45	62																																
Math	68	69	43	28	23	71																																
Writing	61	55	49	35.5	38	72																																
Science																																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>The median growth percentile for students overall In reading from 2010-2014 has surpassed the 46%ile inly once, resulting in insufficient, inconsistent growth compared to the state requirement of the 60%ile</p> <p>The MGP of our ELL students on ACCESS has increased from 2013 (40 MGP) to 2015 (61 MGP).</p> <p>The current On-Track Rate for our ELL students taking ACCESS is 80%.</p>																							
Academic Growth Gaps	<p style="text-align: center;">TCAP Reading</p>  <table border="1" data-bbox="380 984 993 1073"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>52.5</td> <td>46</td> <td>39.5</td> <td>56</td> <td>57</td> <td>67</td> </tr> <tr> <td>Non-ELL</td> <td>43.5</td> <td>47</td> <td>32</td> <td>30.5</td> <td>40</td> <td>58</td> </tr> </tbody> </table> <p>For the past five years, ELLs have scored on average 30% below the state expectation of 72% in reading on TCAP</p>		2009	2010	2011	2012	2013	2014	ELL	52.5	46	39.5	56	57	67	Non-ELL	43.5	47	32	30.5	40	58	<p>For the past five years, ELLs have scored on average 30% below the state expectation of 72% in reading on TCAP</p>	
	2009	2010	2011	2012	2013	2014																		
ELL	52.5	46	39.5	56	57	67																		
Non-ELL	43.5	47	32	30.5	40	58																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>66</td> <td>60.5</td> <td>40</td> <td>37</td> <td>21</td> <td>18</td> </tr> <tr> <td>State SPED</td> <td>40</td> <td>41</td> <td>43</td> <td>44</td> <td>45</td> <td>44</td> </tr> </tbody> </table> <p>The median growth percentile for students with special needs in reading from 2009-2014 has decreased (66, 60.5, 40, 37, 21, 18) compared to the state requirement of the 60%ile and state performance of 44%ile.</p>		2009	2010	2011	2012	2013	2014	School SPED	66	60.5	40	37	21	18	State SPED	40	41	43	44	45	44		
	2009	2010	2011	2012	2013	2014																		
School SPED	66	60.5	40	37	21	18																		
State SPED	40	41	43	44	45	44																		
Postsecondary & Workforce Readiness																								

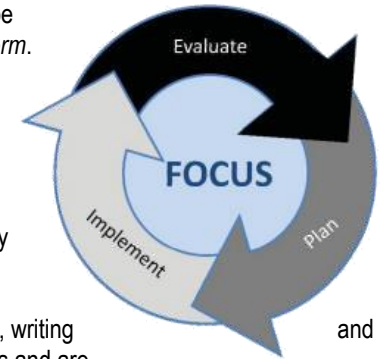
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Students proficient in reading from 2009-2014 have only increased 2% points, and have never exceeded 44%, which is 27% points below state expectations.	35% of our 3-5 students will meet/exceed expectations on the ELA PARCC	50% of our 3-5 students will meet/exceed expectations on the ELA PARCC	Results from interim tests and teacher progress monitoring	MIS 1 MIS 2
		READ		70% of K-3 students will read at/above grade level in Spring (K: 6, 1 st : 16, 2 nd : 28, 3 rd : 38) 50% of K-3 students that are identified as SBGL in Fall will be at/above grade level by Spring K: 2 → 1 1 st : 4 → 2 2 nd : 18 → 9 3 rd : 12 → 6	80% of K-3 students will read at/above grade level in Spring (K: 4, 1 st : 16, 2 nd : 28, 3 rd : 38) 75% of K-3 students that are identified as SBGL in Fall will be at/above grade level by Spring	Results from interim tests and teacher progress monitoring	MIS 1 MIS 2
		M		50% of our 3-5 students will meet/exceed expectations on the ELA PARCC	65% of our 3-5 students will meet/exceed expectations on the ELA PARCC	Results from interim tests and teacher progress monitoring	MIS 1 MIS 2
		S		25% of students will be Strong/Distinguished	40% of students will be Strong/Distinguished	Results from interim tests and teacher progress monitoring	MIS 1 MIS 2

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	
		M	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	
		ELP		60	60		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	
		M	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	
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: We will organize systems and structures to allow for continuous progress monitoring cycles, focus extended planning time on data driven instruction

Root Cause(s) Addressed: We lack an annual focus on data driven instruction and progress monitoring throughout all the grades and are unable to meet the demands of the students due to traditional systems and outdated habits of practice

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				
Schedule time to ensure there is regular time for teacher collaboration, standards based planning and a relentless commitment to a school –wide data cycle	X	X	Principal	Local: Salaries, \$110,00	Guided Reading Plus groups will be data driven and demonstrate consistent adherence to guided reading plus planning format 100% Math classrooms will use a workshop model incorporating core instruction, skill review, small group practice and iReady (computer based learning management)	Ongoing
	X	X	Teacher Effectiveness	Local Salaries: \$225,000 Federal: TIF: \$5000; supplies		In progress In progress and Ongoing

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		Coach SDT Teacher	\$8000	system) 100% of Teachers use the planning google docs to sequence standard based lessons and document their data cycles containing differentiated groups and corresponding instructional strategies	
Construct a data wall capturing student achievement across multiple measures and adjust it following each six progress monitoring cycle to publicly share how each student is responding to our instructional program running records, IReady, ANet, STAR		Principal TEC SDT-Math	Local: Salaries: \$175,000 Federal: TIF: \$8,000	Data wall is used during planning meetings to identify subgroups of students needing particular supports Instructional Team meetings include analysis of wall to determine rates of student growth and overall achievement for all subgroups	Complete, ongoing each six weeks: iReady Growth monitoring and diagnostic assessment ; ANet four times per year, running records
Design a blended learning schedule for students using iReady and Light Sail		SDT-Math TEC Personal Learning Coordinator	Local: \$240,000	Schedule is posted data driven, equitable and flexible	Complete September: Revisited each six weeks depending on student data

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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: We will prioritize responsive instructional strategies and move toward masterful implementation of those strategies in order to differentiate for the academic and behavioral needs of students and align instruction to the rigor of the common core

Root Cause(s) Addressed: We have not used data to target responsive instructional strategies for differentiating for academic and behavioral needs while focusing on the rigor of the common core

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				
Unpack CCSS standards in math and literacy in order to plan lessons and units that match the level of rigor and text complexity students should be engaging in	x	x	Principal TEC ANET Coach SDT Lead	\$300,000	<p>Student performance for percent of points earned increase from A1-A3</p> <p>CLOs and daily standards are forecast and written into Standard Calendar</p> <p>Observations yield undeniable evidence that student tasks are rigorous and aligned with major work of the grade level standards using the Instructional Practice Guide from Student Achievement Partners</p> <p>Observations yield undeniable evidence that teachers are teaching with specific aspects of text</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Monthly</p>

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					complexity and asking text dependent questions, using the Instructional Practice Guide from Student Achievement Partners	
Analyze interim data and running records to identify big picture trends and plan for next steps	X	X	Principal Assistant Principal Teacher Effectiveness Coach SDT Teachers ANet Coach	Local: Salaries: \$410,00, ANet partnership: \$35,000	Literacy teachers will have evidence of planning for aspects of text complexity in ANET reteach plans Math teachers will focus on clusters of standards and teaching to identified sub skills Using a data tracker all guided reading plus teachers will identify trends in their class as students move through the reading continuum which will influence	Completed, In progress October 19, 2015; January 4, 2016; February 29, 2016; April 11, 2016 Completed, In progress October 19, 2015; January 4, 2016; February 29, 2016; April 11, 2016 Completed, in progress Weekly
During three reteach windows (10/22-25, 1/6-1/9, 2/18-2/21) the instructional leadership team will provide feedback on plans and observe re-teach lessons	x	x	Principal Assistant Principal Teacher Effectiveness Coach ANet Coach	Local: Salaries: \$410,00, ANet partnership: \$35,000	Feedback will be housed in reteach plans and will focus on aligning instructional moves to address misconceptions identified in item analysis Feedback will be housed in reteach plans and will focus on a clear progression of text	In progress In progress

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					<p>dependent questions to support student understanding the complex text</p> <p>Observations will show 100% of 2-5 teachers implementing action plans responding to feedback</p>	
Evaluate student progress following reteach windows by administering a re-assessments 10/28, 1/10, 3/1 that will be scored collaboratively during grade level meetings	x	x			<p>Student scores will increase from initial assessment to re-assessment</p> <p>Teachers can identify the specific instructional moves they made that resulted in the improved student outcomes 100% of the time</p>	<p>In progress reteach windows (10/22-25, 1/6-1/9, 2/18-2/21)</p> <p>In progress reteach windows (10/22-25, 1/6-1/9, 2/18-2/21)</p>
Plan for and teach targeted guided reading instruction using guided reading plus format	X	X	<p>Guided Reading Plus Coach</p> <p>Teacher Effectiveness Coach</p> <p>Principal</p> <p>Literacy Teachers</p>	Local Salaries:\$990,000	<p>Weekly 1:1 Sessions with GRP coach to provide support by:</p> <p>Providing feedback following observations housed in feedback tracker</p> <p>Ensuring data driven student grouping decisions are timely</p> <p>Co-Analyzing running records</p>	In progress

		Intervention Teachers		that are input into the tracker	
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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: We will develop a school culture that has high expectations for student outcomes, student behavior, and professional practice

Columbine was awarded a Connect for Success grant that kicked off 1/22; There will be a needs analysis assessment that will support this work assuming the findings will parallel the SQR that was conducted in December of 2015.

Root Cause(s) Addressed: We lacked, consistent high expectations for behavior and academics

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				
Initiate book study "Teach Like a Champion" in order to set a vision of excellent classroom culture to promote masterful content delivery	X	x	Teacher Effectiveness Coach Principal Assistant Principal SDT Lead	\$300,000	Measurable improvement in LEAP indicators LE2 and LE 3 between September-January 100% of teachers beginning the day with a do now In feedback conversations staff respond to coaching around TLAC strategies	Complete October 2015-January 2016 Complete Ongoing
Implement a series of real time coaching focusing on Non Nonsense Nurturing	x	x		Centrally funded	Teacher Prioritization Ladder Weekly Session for 4 sessions: 1. Precise Directions; 2. Positive Narration; 3. Consequences & Class Points 4. Building Relationships	Complete November 2015-February 2016

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					Improve LEAP data Decrease referral data	
Alongside families, build a culture of achievement by celebrating and sharing growth results, providing recognition and praise, and making results public as we focus on growth mindsets			Principal Assistant Principal SDT Teachers		Following Reteach and re-assessment windows, staff will have a reflection meeting to publicly recognize the results and corresponding effective practice Ensure that parents and community are included in schoolwide events, student celebration, including a series of iReady celebrations to recognize students growing academically in their reading Alongside families, implement a student of the month program to honor students who are showing leadership, effort and accountability in relationship to their education	Complete: October 2015, January 2016, March 2016 Ongoing: January 2016 May 2016 Ongoing: Monthly
Develop a restorative justice model that shifts approaches to behavior intervention	December 2015		Psychologist Assistant Principal RJ		Formed a Prevention and Intervention Team (PIT) Presentation to Staff twice a month	Complete Ongoing

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			Coordinator Teacher Lead		Assigned In-School Intervention Room Developed a pre-survey sent to all staff	Ongoing January 2016
Create small groups for behavior intervention based upon antecedent behavior rather than referred behavior	January 2015		Psychologist Assistant Principal RJ Coordinator Teacher Lead MHCD Counselor		Groups created Referral data decreases by 20% Pre-post assessment for groups	Groups begin January 12, 2016; ongoing Monthly Intervention specific
Differentiate school hosted events to increase attendance and overall parental and community engagement	August 2015- June 2016		SDT Leads Principal Assistant Principal		Over the course of the year, our goal is to connect with every family 2 or more times at the following events: Back to School Night Fall Festival Family Dinner for current families Family Dinner for prospective	September 4, 2015 October 24, 2015 December 3, 2015 December 10, 2015

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					families Principal Community Nights with Barrett families Math and Science Night Art Night Kickin' It with Krause Family Consulting Group Neighborhood Walk	September 23, October 1, October 22, November 10, 2015 February 9, 2016 December 8, 2015 Monthly As needed August 17 & 20, 2015
Partner with MHCD to provide families therapeutic services	2015-2016 school year		MHCD Counselor	Mental Health Expansion; \$40,000	Referral process to MHCD counselor developed	confidential
Monitor student behavior interventions using CICO data system that will concretely show the effectiveness of each support and ensure that students are receiving the maximum minutes of academic programming	2015-2016 school year		SDT Lead Psychologist Principal Assistant Principal	\$300,000	Develop individual student goals for Check In Check Out Intervention	As needed

* 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

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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.*

For Schools Operating a Title I Schoolwide Program

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)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<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> (pgs. 5-8, 20-33)
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?	Section IV: Action Plan	<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> (pgs. 20-33)
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	The Professional Development opportunities were collaboratively defined with teachers as part of the development of this UIP with the use of the most current summative data and corresponding trends. (pgs. 5-8, 20-31)
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	(pgs. 5-8, 32-33)

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School Name: COLUMBINE ELEMENTARY SCHOOL

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>The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about \$2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional \$2500). This is a significant salary differential.</p> <p>DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.</p> <p>(pgs. 5-8, 20-22)</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>Teachers engage in bi-weekly collaborative planning and data teams facilitated by school leadership and/or the Teacher Effectiveness Coach. The partnership with Achievement Network (ANet) provides the Instructional Leadership Team and designated teacher leaders with the opportunity to facilitate Assessment Reflection and Assessment Re-Teach professional development sessions. The ANet Reflection meetings review grade and school-wide trends, and the re-teach window allows teachers to create action plans, receive feedback on those plans from school leadership, and reflect on the effectiveness of the re-teach window. Teacher leaders that are members of the ILT participate in PD and coaching meetings with an ANet Coach. This cycle is done three times a year.</p> <p>(pgs. 5-8, 20-31)</p>
<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>There is scheduled release time for teacher grade level teams to plan and analyze literacy and math lessons using formative data. Guided Reading Plus groups are created to include students falling below grade level, with daily objectives determined by their Running Records data and incremental growth. Teachers learning to analyze running records in order to set individualized GRP lesson focus for their students ensures that students are being taught the right skills at the right time to ensure timely progress. Progress monitoring of reading skills using DRA2/EDL2 and Running Records gives a school-wide focus on trends and adjustments to the instructional program.</p> <p>(pgs. 20-31)</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be</p>	<p>Section IV: Action Plan</p>	<p>(pgs. 32-33)</p>

increased? How will parent involvement allow students served to become proficient or advanced on state assessments?		
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	Section IV: Action Plan	<p>In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meetings are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardín de infancia." The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten.</p> <p>(pgs. 32-33)</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	Section IV: Action Plan, Resource Column	<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></p> <p>(pgs. 20-33)</p>
Additional Information/ Comments		<p>These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation</p>

Required For Schools or Districts with a Turnaround Plan under State Accountability

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

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

**Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*