

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1928** School Name: **COWELL ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

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

Executive Summary

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

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

Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and subgroups.

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.*

Root Cause(s) Addressed: Previous professional development has focused more on strategy and less on knowledge of developing pedagogical practices.

Root Cause(s) Addressed: Cowell is still developing high-quality DDI, but teachers have not transferred DDI outside of weekly data teams

Root Cause(s) Addressed: Cowell lacks a well implemented MTSS structure that supports students in classroom to maintains a positive learning environment for all students.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Major Improvement Strategy #1: Teachers need to engage in more effective planning using Backward Design and executing rigorous guided reading lessons that are aligned with the instructional practices of Jan Richardson and Guided Reading Plus.

Major Improvement Strategy #2: Using ongoing data team meetings and ANet practices, teachers will develop an understanding of how to analyze and utilize data to effectively impact their instruction of re-teach and re-assess for students who are not meeting grade level expectations.

Major Improvement Strategy #3: Cowell needs to develop a culture that holds high expectations and accountability for behaviors of staff and students.

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

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.

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

Section II: Improvement Plan Information

Additional Information about the School

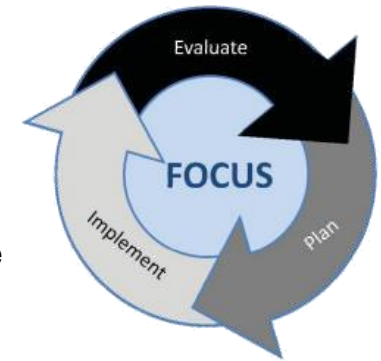
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Stacy Turnbull, Assistant Principal
	Email:	stacy_turnbull@dpsk12.org
	Phone	720-424-8309
	Mailing Address	4540 W 10 th Avenue, Denver 80205
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

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.



Data Narrative for School

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

Data Narrative for School

<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., SAC).</p>	<p>Review Current Performance: Review the SPF 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). 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 strategies is encouraged.</p>
<p>Narrative:</p> <p>School Description:</p> <p>Cowell Elementary School serves the immediate neighborhood living North of 6th Avenue, East of Sheridan Blvd., West of Perry Street and South of 12th Avenue. We do not have center-based programs in our school, we do have bused students who come into our Model III ECE program. In our population of 486 students in ECE through 5th grade, 94.7% qualify for FRL, 4% qualify for GT services, 54% speak Spanish as their primary language, 10% of students qualify for Special Education services and 97.8% are minority. The ethnicity of our students is 94% Hispanic, 1% mixed race, 2% white, and less than one percent Native American and Asian, 2% Black. Our border on Sheridan Blvd. is a business strip that is 90% vacant and a bakery, and barbershop in the occupied spaces. There is not a city or county recreation center nor a public library within our boundaries nor within walking distance of our school.</p> <p>This year Cowell is participating as an Achievement Network School.. These are steps taken to address some of the issues described in the processes below.</p>				

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

Data Analysis Process:

Cowell Elementary teachers analyzed school data and available assessment results on the first day back for the 2015-16 school year. The whole staff gathered again to look at priority performance challenges in the beginning of October. A survey was developed that invited teachers to further share their thinking. The Leadership Team used this information to develop the root cause analysis, improvement strategies and action steps.

Current Performance:

Cowell remains a yellow school on the 2014 School Performance Framework. In 2014, Our (growth) MGP in reading fell from 52.5 to 42, in math dropped one percentile point from 49 to 48, and in writing went from 56 to 48. Students who demonstrated the lowest scores were students who were continually enrolled over time. Our ACCESS MPG went from 42 to 60.5. The number of students proficient and above (status) in reading went from 46% to 40%, in math went from 45% to 44%, falling one percent, and in writing went from 34% to 29%. Our status for ACCESS went from 30 to 36%.

In 2015, we scored 6.6% on the PARCC English Language Arts and 14.2% on the PARCC math. Our ACCESS Scores ____ We have not made significant, sustainable increases in reading, writing or math again this year.

Trend Analysis:

We currently do not adequately perform in any of the content areas, sub claims, grades and and subgroups, they are all below district averages. This information tells us that our teachers are not adequately preparing students. Discussion in this area has revolved around lack of planning structures, vertical team work to align expectations grade to grade, and inadequate professional development to address gaps in teacher pedagogical knowledge. Also, although data was gathered on student performance, we identified a need for next steps in both interpreting data, teacher knowledge of instructional practices in relationship to data and identifying systematic quality resources that would best meet the needs of both teachers and students in working with the ever-increasing rigor of the CCSS.

Additionally, we analyzed school culture and focused on the behavior of staff and students that does not contribute to overall success in learning. We lack consistent school-wide expectations that align, and consistent habits of behavior to support our educational goals. Cowell has had a turnover in teaching staff, and the addition of new members has not brought higher results in performance to the school.

Priority Performance Challenges:

Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and subgroups.

Root Cause Analysis:

- Previous professional development has focused more on instructional strategies and less on developing knowledge of pedagogical practices.
 - In reviewing PD agendas for the year prior, we spent a considerable amount of time on the guided practices. While guided reading has helps in one specific part of the academic day, it is not a skill that is transferrable across multiple subject areas; therefore, it is difficult to make broad gains with such a narrow focus.

- There have been several years of significant staff turnover, which has made communicating and building a culture of strong common beliefs difficult.
 - This year, Cowell has 10 probationary teachers. 2 of whom are novices, one has 17 years of teaching, and the remaining 7 have an average of 2 years of experience.
- Cowell lacks a well implemented MTSS structure that supports students in classroom to maintains a positive learning environment for all students.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	-The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 54% -The percentage of students scoring proficient or advanced on the End of Year Math interim will be 44%	-The percentage of students scoring proficient or advanced on the End of Year Literacy interim was 42% and did not meet the target. -The percentage of students scoring proficient or advanced on the End of Year Math interim was 36% and did not meet the target	Teachers pedagogical knowledge was not deep enough and their habits of planning not rigorous enough to sufficiently raise academic achievement. Not enough time is given to science instruction.
	The percentage of students scoring proficient or advanced on the End of Year Science interim will be 18%	The percentage of students scoring proficient or advanced on the End of Year Science interim was 1% and did not meet the target	
Academic Growth	ELP- Target MGP is >= 45	ELP- Target MGP was 52 which exceeded the target	
Academic Growth Gaps	N/A	N/A	

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.
Postsecondary & Workforce Readiness	NA	NA	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<p>On the 2015 PARCC ELA assessment, Cowell Students performed 6.6% met or above which is below the district average of 32%.</p> <table border="1"> <thead> <tr> <th colspan="4">2015 CMAS: PARCC ELA</th> </tr> <tr> <th>Grade/Test</th> <th>Total Tested</th> <th colspan="2">% Met or above</th> </tr> </thead> <tbody> <tr> <td>Cowell Elementary School</td> <td>3rd Graders</td> <td>53</td> <td>9.4%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>4th Graders</td> <td>73</td> <td>8.2%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>5th Graders</td> <td>70</td> <td>2.9%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>All Grades</td> <td>196</td> <td>6.6%</td> </tr> </tbody> </table>	2015 CMAS: PARCC ELA				Grade/Test	Total Tested	% Met or above		Cowell Elementary School	3rd Graders	53	9.4%	Cowell Elementary School	4th Graders	73	8.2%	Cowell Elementary School	5th Graders	70	2.9%	Cowell Elementary School	All Grades	196	6.6%	<p>Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and subgroups.</p>	<p>Previous professional development has focused more on strategy and less on knowledge of developing pedagogical practices.</p> <p>Cowell is still developing high-quality DDI, but teachers have not transferred DDI outside of weekly data teams:</p> <ul style="list-style-type: none"> • Our use of data is not driving instruction that meets the learning needs of our students outside of the lesson covered during data teams. • We have begun implementing reteach practices, but
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School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

Performance Indicators

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

Priority Performance Challenges

Root Causes

Cowell Elementary School				
ELA Subclaims	Student Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All ELA Subclaims		62.6%	20.0%	17.4%
Informational Text	196	57.7%	27.0%	15.3%
Knowledge and Use of Language Conventions	196	57.7%	19.4%	23.0%
Literary Text	196	60.7%	24.0%	15.3%
Vocabulary	196	62.8%	18.9%	18.4%
Written Expression	196	74.0%	10.7%	15.3%

Cowell Elementary School				
Test: A1				
Grade	Count of Subclaims tested	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	980	62.6%	20.0%	17.4%
3rd	265	48.3%	24.5%	27.2%
4th	365	59.2%	21.9%	18.9%
5th	350	76.9%	14.6%	8.6%

On the DRA READ Act assessment, Cowell grew 3% of the students who were SBGL in the fall to at/above GL in the spring, which is below the district average of 10%

READ Act Spring % At or Above Grade Level						
Year	Cowell		Region		District	
	N	%	N	%	N	%
2014	294	56%	4155	63%	29215	62%
2015	284	49%	4084	66%	29201	64%

READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear*						
*Note: Kindergarten identified at midyear, all other grades identified in Fall						
Year	Cowell		Region		District	
	N	%	N	%	N	%
2015	59	3%	700	12%	4736	10%

they are not applied outside of the data team structures

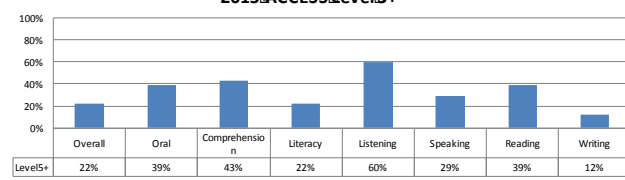
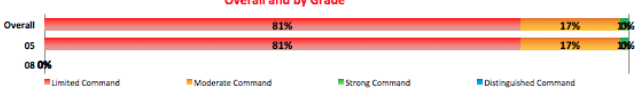
- Teacher abilities to analyze and reteach using data when not in data teams is not strong.
- We don't plan well to meet the needs of all students at their learning level based on data-driven instruction.

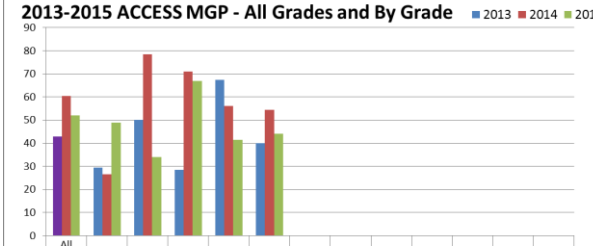
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																																																		
	<p>On the 2015 PARCC Math assessment, Cowell Students performed 14.2% met or above which is below the district average of 26%.</p> <table border="1" data-bbox="483 535 1113 787"> <thead> <tr> <th colspan="4">2015 CMAS: PARCC Math</th> </tr> <tr> <th></th> <th>Grade/Test</th> <th>Total Tested</th> <th>% Met or Above</th> </tr> </thead> <tbody> <tr> <td>School</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cowell Elementary School</td> <td>3rd Graders</td> <td>80</td> <td>26.3%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>4th Graders</td> <td>75</td> <td>8.0%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>5th Graders</td> <td>70</td> <td>7.1%</td> </tr> <tr> <td>Cowell Elementary School</td> <td>All Grades</td> <td>225</td> <td>14.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="483 836 1113 1023"> <thead> <tr> <th colspan="5">Cowell Elementary School</th> </tr> <tr> <th>Math Subclaims</th> <th>Student Count</th> <th>%Below Expectations</th> <th>% Nearly Meets Expectations</th> <th>% Meets or Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td>All Math Subclaims</td> <td></td> <td>56.6%</td> <td>22.3%</td> <td>21.1%</td> </tr> <tr> <td>Additional & Supporting Content</td> <td>225</td> <td>53.3%</td> <td>20.0%</td> <td>26.7%</td> </tr> <tr> <td>Expressing Mathematical Reasoning</td> <td>225</td> <td>57.3%</td> <td>21.3%</td> <td>21.3%</td> </tr> <tr> <td>Major Content</td> <td>225</td> <td>62.2%</td> <td>21.8%</td> <td>16.0%</td> </tr> <tr> <td>Modeling & Application</td> <td>225</td> <td>53.3%</td> <td>26.2%</td> <td>20.4%</td> </tr> </tbody> </table> <table border="1" data-bbox="483 1079 1113 1266"> <thead> <tr> <th colspan="5">Cowell Elementary School</th> </tr> <tr> <th colspan="5">Test: All</th> </tr> <tr> <th>Grade</th> <th>Count of Subclaims tested</th> <th>%Below Expectations</th> <th>% Nearly Meets Expectations</th> <th>% Meets or Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>900</td> <td>56.6%</td> <td>22.3%</td> <td>21.1%</td> </tr> <tr> <td>3rd</td> <td>320</td> <td>40.9%</td> <td>25.6%</td> <td>33.4%</td> </tr> <tr> <td>4th</td> <td>300</td> <td>62.0%</td> <td>22.3%</td> <td>15.7%</td> </tr> <tr> <td>5th</td> <td>280</td> <td>68.6%</td> <td>18.6%</td> <td>12.9%</td> </tr> </tbody> </table>	2015 CMAS: PARCC Math					Grade/Test	Total Tested	% Met or Above	School				Cowell Elementary School	3rd Graders	80	26.3%	Cowell Elementary School	4th Graders	75	8.0%	Cowell Elementary School	5th Graders	70	7.1%	Cowell Elementary School	All Grades	225	14.2%	Cowell Elementary School					Math Subclaims	Student Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	All Math Subclaims		56.6%	22.3%	21.1%	Additional & Supporting Content	225	53.3%	20.0%	26.7%	Expressing Mathematical Reasoning	225	57.3%	21.3%	21.3%	Major Content	225	62.2%	21.8%	16.0%	Modeling & Application	225	53.3%	26.2%	20.4%	Cowell Elementary School					Test: All					Grade	Count of Subclaims tested	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	All Grades	900	56.6%	22.3%	21.1%	3rd	320	40.9%	25.6%	33.4%	4th	300	62.0%	22.3%	15.7%	5th	280	68.6%	18.6%	12.9%	<p>Cowell is experiencing pervasive low achievement across all</p>	
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School Name: COWELL ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;">2015 ACCESS Level 5+</p>  <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Subject</th> <th>Level 5+</th> </tr> </thead> <tbody> <tr><td>Overall</td><td>22%</td></tr> <tr><td>Oral</td><td>39%</td></tr> <tr><td>Comprehension</td><td>43%</td></tr> <tr><td>Literacy</td><td>22%</td></tr> <tr><td>Listening</td><td>60%</td></tr> <tr><td>Speaking</td><td>29%</td></tr> <tr><td>Reading</td><td>39%</td></tr> <tr><td>Writing</td><td>12%</td></tr> </tbody> </table> <p style="text-align: center;">2015 Cowell</p> <p style="text-align: center;">2015 CMAS Science % Strong Command & Distinguished Command</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">School</th> <th colspan="2">Region</th> <th colspan="2">District</th> </tr> <tr> <th>% S & D</th> <th>Total N</th> <th>% S & D</th> <th>Total N</th> <th>% S & D</th> <th>Total N</th> </tr> </thead> <tbody> <tr> <td>1%</td> <td>70</td> <td>23%</td> <td>816</td> <td>20%</td> <td>12459</td> </tr> </tbody> </table> <p style="text-align: center; color: red;">Cowell 2015 CMAS Science: Percentage by Proficiency Band Overall and by Grade</p> 	Subject	Level 5+	Overall	22%	Oral	39%	Comprehension	43%	Literacy	22%	Listening	60%	Speaking	29%	Reading	39%	Writing	12%	School		Region		District		% S & D	Total N	% S & D	Total N	% S & D	Total N	1%	70	23%	816	20%	12459	<p>contents, subclaims, grades and subgroups.</p>	
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Academic Growth	<p>On the 2015 ACCESS assessment median growth percentiles were 52 which was a decline by 8 points.</p>	<p>Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and subgroups.</p>	<ul style="list-style-type: none"> • 																																				

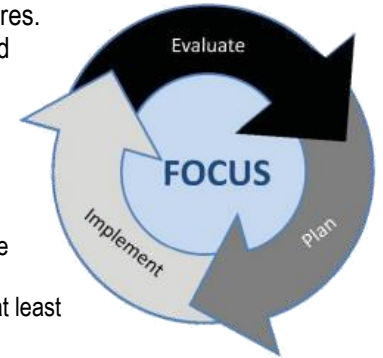
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Section IV: Action Plan(s)

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



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	Lit		The percentage of students meet or exceed on the CMAS ELA assessment will be 15%	The percentage of students meet or exceed on the CMAS ELA assessment will be 23%	BOE for student data throughout the year and in regular data team meetings to follow growth in running records, DRA progress monitoring and full DRA in the spring, STAR, Interim and ANET assessments.	Major improvement strategy # 1, 2, 3
		M	Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and subgroups.	The percentage of students meet or exceed on the CMAS math assessment will be 19%	The percentage of students meet or exceed on the CMAS math assessment will be 24%	Math progress monitoring on Engage module assessments, interim assessments, ANET and student data gathered in weekly data teams.	Major improvement strategy # 1, 2, 3
		S		The percentage of students scoring strong or distinguished on the CMAS science assessment will be 8%	The percentage of students scoring strong or distinguished on the CMAS science assessment will be 15%	Science curriculum needs to be progress monitored at each grade level 3 x per year. Science notebooks to follow students for 5 years.	Major improvement strategy # 1, 2, 3
	Median Growth Percentile (TCAP & ACCESS), local measures	ELA	N/A				
		M	N/A				
		ELP	Cowell is experiencing pervasive low achievement across all contents, subclaims, grades and	Target MGP is 60	Target MGP is 60		Major improvement strategy # 1, 2, 3

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

			subgroups				
Academic Growth Gaps	Median Growth Percentile, local measures						
		ELA	N/A				
		M	N/A				
Postsecondary & Workforce Readiness	Graduation Rate	NA	NA	NA	NA	NA	NA
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Teachers need to engage in more effective planning using Backward Design and executing rigorous guided reading lessons that are aligned with the instructional practices of Jan Richardson and Guided Reading Plus.

Root Cause(s) Addressed: Previous professional development has focused more on strategy and less on knowledge of developing pedagogical practices.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Continue Guided Reading PD focus	All Year	All Year	Facilitator, TEC, TLs, principal, L2L, teachers	Title 1 funds allocated for additional materials - use of district personnel - use of staff development funds for Scholastic partner	August 2015: 75% of teachers will participate in guided PD.	completed
Teachers engage in the "Internalization Process" provided by ANET and in backward planning in order to unit plan and annotate lesson plan in math and English Language Arts.	All Year	All Year	Facilitator, TEC, TLs, principal, L2L, teachers	General Fund, staff development dollars	-Common release time for all teachers grade-levels 2 nd -5 th to plan math and ELA units in October, December, February, and April	In progress
Create improved weekly planning structures	Spring - ongoing	Fall – ongoing	Facilitator, TEC, L2L	General Funds.	Implement a needs assessment in the Spring of	Spring 2016

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

	for each group	for each group	principal and Principal leads		2016 to analyze weekly planning in Cowell and then determine weekly planning structures for Cowell by March with implementation in April and May. --February: Take 3 teachers to complete 3 school visits to observe planning structures in other schools --March: Begin implementation of planning structures	
Use of data from Achievement Network assessments to align our instruction with CCSS.	All Year	All Year	Principals, TEC, Facilitator, Teachers	Funds used for PD purchase of ANET partnership.	-Reteach/Reassess Dates: November, January, March (math) April (ELA)	On going

* 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: Using ongoing data team meetings and ANet practices, teachers will develop an understanding of how to analyze and utilize data to effectively impact their instruction of re-teach and re-assess for students who are not meeting grade level expectations.

Root Cause(s) Addressed: Cowell is still developing high-quality DDI, but teachers have not transferred DDI outside of weekly data teams

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Twice data meetings with all staff using the RELAY protocol	All Year	All Year	Principal, L2L, TEC, teachers	General Fund	-100% of teachers will participate reading data teams on Tuesday and math on Thursday. 100% week data analysis and regrouping of GR in -Quarterly review of reteach data aligned with ANET -Ongoing review of data with staff during feedback conversations	In progress
ANET assessment analysis protocols and re-teach/re-assess work.	All Year	All Year	Principal, L2L, TEC, facilitator, teachers, ANET lead	Staff development funds have been allotted in the school budget	Ongoing participation in the ANET assessments, data analysis, re-teach, re-assess with ANET personnel/staff -Guided practice role out from ANET in October, Principal in December, Teacher Leaders in February and whole staff by end of the year.	In progress – cycles 1 and 2 complete

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

Running record and progress monitoring the literacy cycle	All Year	All Year	Principal, L2L, TEC, teachers	General fund dollars, Title 1 literacy funds	Shared evidence of progress monitoring for each student -	Cycle 1 complete. In progress.
Implement School-wide data tracker in Google docs to monitor reading data for all students.	All Year	All Year	All Teachers, School Leaders	NA	Data Tracker filled in every six weeks to monitor progress.	Fall – complete. Ongoing
Student Data Wall	All Year	All Year	All Teachers, School Leaders	NA	-Use of data cards to visually create a grade level “reading wall” that allows us to follow student progress.	Ongoing

* 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: Cowell needs to develop a culture that holds high expectations and accountability for behaviors of staff and students.

Root Cause(s) Addressed: Cowell lacks a well implemented MTSS structure that supports students in classroom to maintains a positive learning environment for all students.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Universal implementation of Tier One behavior supports	All Year	All year	ALL Staff Parents Students	General Fund	August: Share Tier One interventions at staff meeting September: Creation of School-wide culture checklist, which includes tier one interventions November: 100% of classrooms will be at approaching on the checklist December : 100% Will be at effective January – June: Ongoing classroom walkthroughs and verbal de-escalation training for 80% of the staff	
Implement with PBIS and behavior	All Year	All year	Principal, TLs,	Staff Development in the	August: PBIS training for new	In Progress

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

structures with fidelity			Facilitator	school budget	<p>teachers</p> <p>September: Create PBIS Committee</p> <p>November: 100 of classrooms have PBIS materials in their classroom</p>	
Create a comprehensive intervention system for students reading significantly below grade-level					<p>August/September: 100% of teachers will be trained in DIBELS/IDEL progress monitoring.</p> <p>October: Hire additional 1.0 intervention teacher</p> <p>November: Begin intervention groups</p> <p>November: Both interventionists will be trained</p> <p>December: 100% of students in grades K-5 will be progress monitored and regrouped</p> <p>December: MTSS team and interventionists will meet to evaluate how program is functioning.</p> <p>January – June: On-going regrouping and progress monitoring using DRA, DIBELS, IDEL for 100% of students reading below</p>	In progress

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

				grade-level	
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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.

Section V: Appendices

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- **For Schools Operating a Title I Schoolwide Program (Optional)**
- 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>Please find this information in the Data Narrative on Pages 5-7 in the UIP.</i>
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>Please find this information in the UIP Action Plan on Pages 15-19 in the UIP.</i>
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	PD is based on staff needs that surface during observation, can be determine from student data analysis and as warranted in next steps for school wide growth. PD plans are included in the UIP Action Plan steps on pages 15-19 of the UIP.
Community Involvement: How are staff, parents and other members of the	Section III: Data Narrative and	Our parents work with the school on the Collaborative School Committee, the Leadership Committee, monthly parent meetings, and individual responses that are taken into consideration. The school works closely with the community on

School Code: 1928

School Name: COWELL ELEMENTARY SCHOOL

community collaborating to influence program design?	Section IV: Action Plan	the implementation of CCSS to define their role in this important transition, which is outlined in the Major Improvement Strategy #3 on page 19 of the UIP.
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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>Observation, feedback and implementation of the LEAP Framework for teacher evaluation, growth and development is firmly in place. Mid-year and End of Year conversations with teachers are structured around a growth model. Recruitment for highly qualified individuals is practiced with the assistance of the DPS Human Resources Department, with close follow through on pre-screening and references.</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 are involved in progress monitoring student literacy data and conducting data analysis with administration every six weeks. The Achievement Network assessments are analyzed three times each year to drive instruction on the Common Core State Standards and student growth toward mastery at their grade level. We assess at the end of the year in math and literacy using DPS district interim measurements.</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>Students are identified within the first few weeks of school as on or below grade level. Their literacy need determines how many times each week they receive individual instruction and with whom. Students are progress monitored and this data is reviewed with administration every six weeks. Students are identified for the MTSS assistance team, closely monitored for 12 weeks of interventions (6 weeks and then different intervention for an additional six weeks) if they are not growing. At that point, based on data, parent interview, and teacher instructional practices, we determine the need for further identification of needs.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>Parent meetings are held the first Friday of each month. We cover curriculum needs and how to support students at each grade level. We also host parent informational nights for literacy and math to provide materials for at-home use that support student learning and engage parents in educational needs. Additionally, parents are contacted and included in instructional decisions when concerns arise regarding student progress.</p>
<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>	<p>Section IV: Action Plan</p>	<p>Early Childhood Teachers gather data on their students just like our other grades. They have curriculum to support needs, identify students who are not progressing, and relay information to kindergarten teachers and parents regarding additional needs and resources to assist students in their learning.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Please see pages 15-19 in the Action Steps of the UIP.</i></p>

other ESEA, state and local funds?		
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