



COLORADO  
Department of Education

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

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 2125

School Name: DENVER GREEN 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.

#### 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.*

This year our school is focusing on school culture, Data Driven Instruction, and observation and feedback as the three key levers to impact the effectiveness of teacher instruction and student achievement in reading, writing, and mathematics.

We will continue our focus on Middle School Math as a priority, where Denver Green School (DGS) resides below state expectations for proficiency. DGS' current level of students meeting or exceeding expectations is 26%. DGS is continuing to work on aligning daily instruction to the levels of rigor required of students in PARCC and CMAS. We are targeting this gap through the identification of individual student targets, formative assessment alignment with state standards, and increased student accountability to meet high expectations. This year the math committee has designed and implemented a math work plan to guide the UIP goals and we are also engaged in Compact Blue for math professional development and strategies for increasing our proficiency in math.

Writing remains a priority based on our goals. We will continue with a more defined set of goals for improving writing which include the following targets: Elementary School- by 2016 69% of students will be proficient or advanced in CMAS Elementary Writing. Middle School- By 2016 69% of students will be proficient or advanced in CMAS Middle School Writing. We did not meet the 10% goal we had established for previous years, however we realize now that this growth goal was perhaps too ambitious.



Although our strategies were effective they were not comprehensive enough. There was a lack of a school wide writing program/assessments/student work analysis and professional development for teachers in support of that.

This year we continue to Implementation of the writing work plan that was created last year which includes the following learning targets: (1) Teachers will use CCSS-based rubrics to assess student work to a) determine student progress toward meeting/exceeding the standards and b) plan instruction. (2) Teachers will plan and implement effective writing instruction.

Education for Sustainability is at the heart of who we are at DGS. Education for Sustainability (EfS) is defined as a transformative learning process that equips students, teachers, and school systems with the new knowledge and ways of thinking we need to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend. For our last focus, we are choosing to improve our EfS Standards and our EfS progressions. Both of these have undergone changes in the last year; and will be rolled out this year through professional development and coaching from our EfS coordinator. Our goal is that classroom teachers will help students create developmentally appropriate EfS Portfolios. The portfolios can be any creative way that enables students to communicate their progress towards the EfS Standards. As developmentally appropriate, students should collect evidence for specified EfS skills, knowledge, or values and reflect on it. It is our school wide goal that by the end of the year 2015 - 2016, students will be able to show how they demonstrated one of the values, skills or knowledge in each (10) of the EfS Standards.

**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.*

Math continues to be below state and federal expectations for proficiency. The root cause for this problem is inconsistencies in the level of rigor and student accountability amongst our classrooms. We are also seeing lower student achievement in the classrooms of less experienced teachers. An Identification of individual student targets, formative assessment alignment with state standards, student accountability are needed to address this gap. This year the math committee has designed and implemented a math work plan to guide the UIP goals and we are also continuing to engage in Compact Blue for math professional development and strategies for increasing our proficiency in math.

Writing remains a school priority. Our previous target was Middle School- By 2016 69% of students will be proficient or advanced in CMAS Middle School Writing. We did not meet the 10% goal we had established for previous years, however we realize now that this growth goal was perhaps too ambitious. Although our strategies were effective they were not comprehensive enough. There were inconsistencies in our school-wide writing program/assessments/student work analysis and professional development for teachers in support of that.

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This year we continue to Implementation of the writing work plan that was created last year which includes the following learning targets: (1) Teachers will use CCSS-based rubrics to assess student work to a) determine student progress toward meeting/exceeding the standards and b) plan instruction. (2) Teachers will plan and implement effective writing instruction.

**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.*

Our three major improvement strategies are focused on the following key areas:

1. School Culture: School wide there is a renewed focus on student behavior and improving student culture so that it will not inhibit growth in the key academic areas.
2. Data Driven Instruction teams: After a successful pilot last year of data teams across grade levels and content areas, we have rolled our data teams out school wide this year as a means to improve performance in our key content areas--connected to our goals above.
3. Observation and Feedback cycles: We are in year two of our Differentiated Roles Grant that has allowed the formation of our Teacher Leadership Cohort to thrive. This cohort comprised of Lead Partners and Teacher Leaders allows 6 of us (as Team Leads) to have caseloads of no greater than 8 teachers, thus making our learning cycles with teachers far more effective than in year's past. Teachers are receiving weekly observations from their team leads and weekly coaching and feedback as well.

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

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**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**

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

<b>State Accountability</b>			
<b>READ Act</b>	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> 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 <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
<b>Plan Type Assignment</b>	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204,

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	(determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).		small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
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.

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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?	DGS participates in two Compact Blue grants: 1. Literacy focus where we partner with Montclair Elementary (started last year) 2. Math focus where we partner with the Odyssey School DGS participates in the Differentiated Roles grant. This is our second year and has allowed our teacher leadership to blossom at DGS while at the same time giving teachers the coaching and differentiated supports they need.
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.	We have not partnered with any external evaluators.

**Improvement Plan Information**

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

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

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

1	Name and Title	Prudence Daniels, Lead Partner
	Email	<a href="mailto:Prudence_Daniels@denvergreenschool.org">Prudence_Daniels@denvergreenschool.org</a>
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2	Name and Title	Frank Coyne, Lead Partner
	Email	<a href="mailto:Frank_Coyne@denvergreenschool.org">Frank_Coyne@denvergreenschool.org</a>
	Phone	720-424-7480
	Mailing Address	6700 E Virginia Ave, Denver, CO 80224
3	Name and Title	Kartal Jaquette, Lead Partner
	Email	<a href="mailto:Kartal_Jaquette@denvergreenschool.org">Kartal_Jaquette@denvergreenschool.org</a>
	Phone	720-424-7480
	Mailing Address	6700 E Virginia Ave, Denver, CO 80224

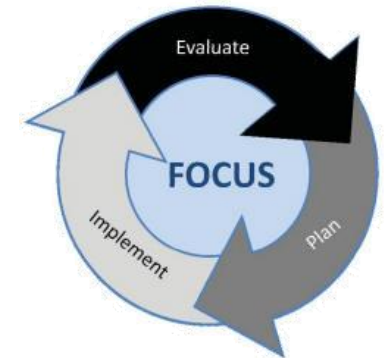
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### Section III: Narrative on Data Analysis and Root Cause Identification

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><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g.,</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the</p>	<p><b>Trend Analysis:</b> 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</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control</p>
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<p>demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>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>recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p>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><b>Description of School Setting and Process for Data Analysis:</b>          The Denver Green School is a Denver Public School with innovation status through the Colorado Department of Education. The following is a description of the school's demographics.          540 enrolled          64% FRL          60% minority combined          25% ELLs          13.5 % SPED</p> <p>The Denver Green School is an ECE-8 serving southeast Denver. Our focus is on providing students with a relevant and highly engaging learning experience for students that centers on building a sustainable future as individuals and as a part of our global community. We believe strongly in shared leadership, and relied on a variety of stakeholder groups to inform the UIP writing process. Some groups included the Partnership (our school secretary, Lead Partners, and Teacher Leaders) and the Big House (students, parents/community members, teachers, and a Lead Partner) to review school achievement data, determine greatest leverage areas to focus on to address our priority areas, hypothesize about root causes within priority areas, and then brainstorm strategies to effectively address root causes.</p> <p><b>Review Current Performance:</b></p>				

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<b>Subject</b>	<b>TCAP 2014</b>	<b>PARCC 2015</b>	<b>Percentile Change</b>
Elem. ELA	75th percentile	66th percentile	-9
Elem. Math	75th percentile	68th percentile	-7
MS ELA	72nd percentile	71st percentile	-1
MS Math	48th percentile	55th percentile	+7

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		2015 CMAS: PARCC ELA											
PARCC ELA Grade/Test	Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
		#	%	#	%	#	%	#	%	#	%		
3rd Graders	55	16	29.1%	11	20.0%	15	27.3%	13	23.6%	0	0.0%	50.9%	<b>23.6%</b>
4th Graders	52	9	17.3%	12	23.1%	12	23.1%	16	30.8%	3	5.8%	59.6%	<b>36.5%</b>
5th Graders	46	4	8.7%	8	17.4%	13	28.3%	18	39.1%	3	6.5%	73.9%	<b>45.7%</b>
6th Graders	57	8	14.0%	16	28.1%	9	15.8%	18	31.6%	6	10.5%	57.9%	<b>42.1%</b>
7th Graders	44	6	13.6%	5	11.4%	15	34.1%	11	25.0%	7	15.9%	75.0%	<b>40.9%</b>
8th Graders	45	1	2.2%	10	22.2%	13	28.9%	19	42.2%	2	4.4%	75.6%	<b>46.7%</b>
All Grades	299	44	14.7%	62	20.7%	77	25.8%	95	31.8%	21	7.0%	64.5%	<b>38.8%</b>

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Grade/TEST	2015 CMAS: PARCC Math												
	Total Tested	Did not yet meet expectations		Partially met expectations		Approached Expectations		Met Expectations		Exceeded Expectations		% Approaching or Above	% Met or Above
		#	%	#	%	#	%	#	%	#	%		
3rd Graders	55	10	18.2%	14	25.5%	17	30.9%	13	23.6%	1	1.8%	56.4%	25.5%
4th Graders	52	9	17.3%	17	32.7%	7	13.5%	19	36.5%	0	0.0%	50.0%	36.5%
5th Graders	46	7	15.2%	14	30.4%	12	26.1%	11	23.9%	2	4.3%	54.3%	28.3%
6th Graders	59	14	23.7%	13	22.0%	16	27.1%	15	25.4%	1	1.7%	54.2%	27.1%
7th Graders - All Tests	44	4	9.1%	12	27.3%	19	43.2%	9	20.5%	0	0.0%	63.6%	20.5%
7th Grade Test Only	44	4	9.1%	12	27.3%	19	43.2%	9	20.5%	0	0.0%	63.6%	20.5%
8th Graders - All Tests	46	13	28.3%	12	26.1%	13	28.3%	8	17.4%	0	0.0%	45.7%	17.4%
8th Grade Test Only	37	13	35.1%	12	32.4%	10	27.0%	2	5.4%	0	0.0%	32.4%	5.4%

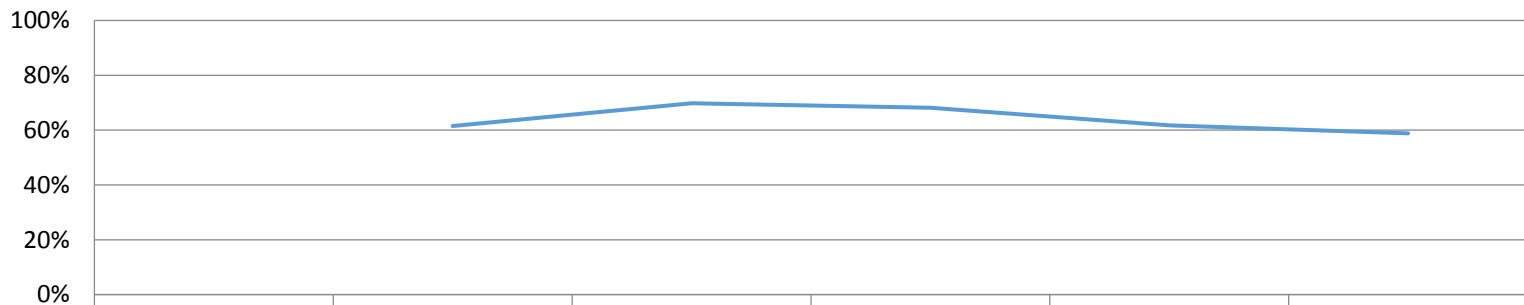
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All Grades	302	57	18.9%	82	27.2%	84	27.8%	75	24.8%	4	1.3%	54.0%	<b>26.2%</b>
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### READ Act Overall - Percent at or Above Grade Level



	2010	2011	2012	2013	2014	2015
% Proficient or Above		61%	70%	68%	62%	59%

**ACCESS Median Growth Percentile Data:**

2013- 31.5

2014- 71

2015- 62

**Trend Analysis:**

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We are trending upward in middle school math. MS ELA is holding steady for the last two years. Both elementary ELA and Math decreased in performance.

**Priority Performance Challenges:**

School Culture, Data Driven Instruction: Mathematics and Writing, and Observation and Feedback.

**Root Cause Analysis:**

We are trending upwards in MS math as we increase alignment of classroom tests to the rigor of the CCSS and state assessments. Staffing stability in middle school and instability in elementary school have resulted in the varied assessment trends. Our elementary staff has a much greater percentage of newer teachers than our middle school.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R- 71% proficient and advanced in both elementary and middle M- 45% proficient and advanced in middle school 70% proficient and advanced in 4 <sup>th</sup> grade W- 61% proficient and advanced in elementary and 54% in middle school S- 40% proficient in MS	READ Act Fall 2015- 59% proficient and advanced K-3  CMAS PARCC: English Language Arts-38.8% Met or Above Expectations. Math-26.2% Met or Above Expectations.	Reading and Writing data were previously reported separately. As of 2015, both are reported together which prevents us from meaningfully comparing year over year data and MGP.  DGS has a strong focus on English language development. English Language Learners are continuing a strong upward trend on ACCESS, most notably in 3rd grade.
Academic Growth	R- Increase growth percentile to 65 M- Increase growth percentile to 65 W- Increase growth percentile to 65	Average MGP for ACCESS in 2015= 64.1. Target less than 1% point below meeting.	The ELP target was less than one percentage point away from being met. ELD teachers coached general educators to provide

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	ELP- Increase growth percentile to 65		language supports to all students aligned to the WIDA Speaking Rubric.
Academic Growth Gaps	R- Increase growth percentile to 65 M- Increase growth percentile to 65 W- Increase growth percentile to 65 ELP- Increase growth percentile to 65		
Postsecondary & Workforce Readiness			

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## Worksheet #2: Data Analysis

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Steady growth in writing for all demographics over past three years. (Reading and Writing now combined into Literacy.) TCAP Writing 2013: (3,4,6,7,8) Overall Writing: U: 4% PP: 46% P: 44% A: 7% 3 <sup>rd</sup> grade Writing: U: 6% PP:51% P:37% A:6% 4 <sup>th</sup> grade Writing: U: 7% PP: 38% P:45% A:9% 6 <sup>th</sup> grade Writing: U: 2% PP:39% P:51% A:8% 7 <sup>th</sup> grade Writing: U: 2% PP:49% P: 41% A:5% 8 <sup>th</sup> grade Writing: U:0% PP:53% P:43% A:4%	Middle School Math is below state and federal expectations for proficiency. Federal and State level: 52.48% (2014)	See executive summary

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	<p><i>TCAP Writing 2014: (3,4,5,6,7,8)</i></p> <p><i>Overall Writing: U: 3% PP:42 % P:42 % A:13 %</i></p> <p><i>3<sup>rd</sup> grade Writing: U:0 % PP:42% P:37% A:21%</i></p> <p><i>4<sup>th</sup> grade Writing: U:13 % PP:38 % P:38% A:11%</i></p> <p><i>5<sup>th</sup> grade Writing: U:3% PP: 46% P:34% A:16</i></p> <p><i>6<sup>th</sup> grade Writing: U: 5% PP21:% P60:% A:14%</i></p> <p><i>7<sup>th</sup> grade Writing: U:0 % PP:43% P:45 % A:12%</i></p> <p><i>8<sup>th</sup> grade Writing: U:0% PP:56% P:40% A:2%</i></p> <p><i>TCAP Math 2013: (6,7,8 grades)</i></p> <p><i>Overall Math: U: 19% PP: 26% P: 31% A: 23%</i></p> <p><i>3<sup>rd</sup> grade Math: U: 4% PP:18% P:36% A:42%</i></p> <p><i>4<sup>th</sup> grade Math: U: 11% PP: 18% P:38% A:33%</i></p> <p><i>6<sup>th</sup> grade Math: U: 22% PP:37% P:39% A:10%</i></p> <p><i>7<sup>th</sup> grade Math: U: 29% PP:34% P: 22% A:12%</i></p> <p><i>8<sup>th</sup> grade Math: U:33% PP:37% P:18% A:12%</i></p> <p><i>TCAP Math 2014: (6,7,8 grades)</i></p> <p><i>Overall Math: U:19 % PP:28 % P:27 % A:27 %</i></p> <p><i>3<sup>rd</sup> grade Math: U:5 % PP:9% P:26% A:60%</i></p> <p><i>4<sup>th</sup> grade Math: U: 11% PP: 28% P:40% A:21%</i></p> <p><i>6<sup>th</sup> grade Math: U:14 % PP:33% P24:% A:29%</i></p>		
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7<sup>th</sup> grade Math: U: 24% PP:41% P:28 % A:7%  
8<sup>th</sup> grade Math: U:44% PP:30% P:14% A:10%

Grade/ Test	2015 CMAS: PARCC Math						
	Did not yet meet expectations	Partially met expectations	Approached Expectations	Met Expectations	Exceeded Expectations	% Approaching or Above	% Met or Above
	%	%	%	%	%		
3rd Graders	18.2%	25.5%	30.9%	23.6%	1.8%	56.4%	<b>25.5%</b>
4th Graders	17.3%	32.7%	13.5%	36.5%	0.0%	50.0%	<b>36.5%</b>
5th Graders	15.2%	30.4%	26.1%	23.9%	4.3%	54.3%	<b>28.3%</b>
6th Graders	23.7%	22.0%	27.1%	25.4%	1.7%	54.2%	<b>27.1%</b>
7th Graders - All Tests	9.1%	27.3%	43.2%	20.5%	0.0%	63.6%	<b>20.5%</b>
8th Graders - All Tests	28.3%	26.1%	28.3%	17.4%	0.0%	45.7%	<b>17.4%</b>

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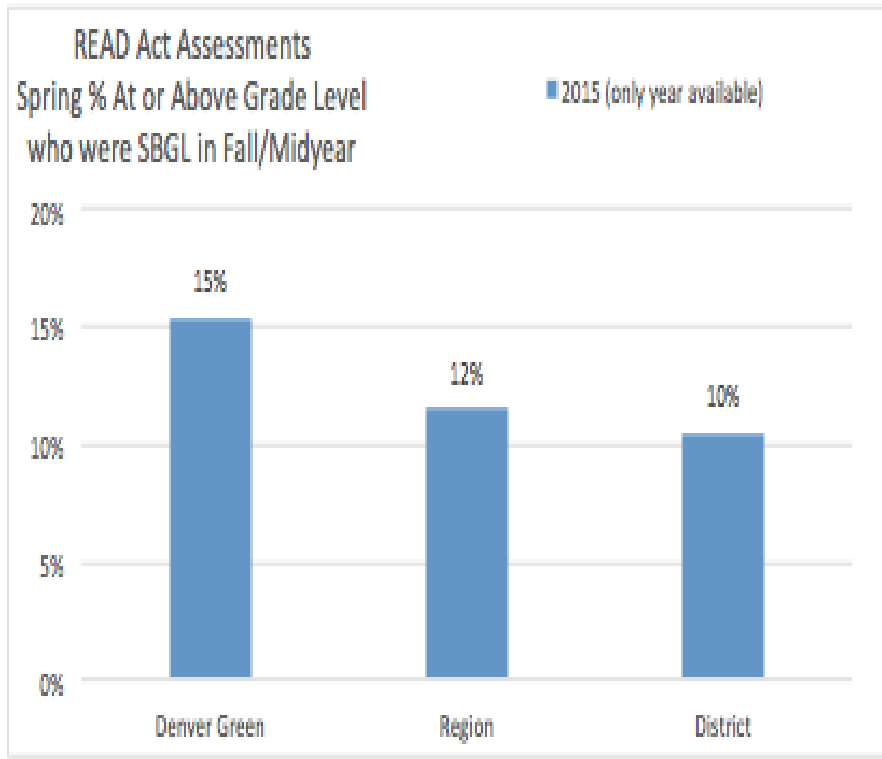
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	All Grades	18.9%	27.2%	27.8%	24.8%	1.3%	54.0%	<b>26.2%</b>			

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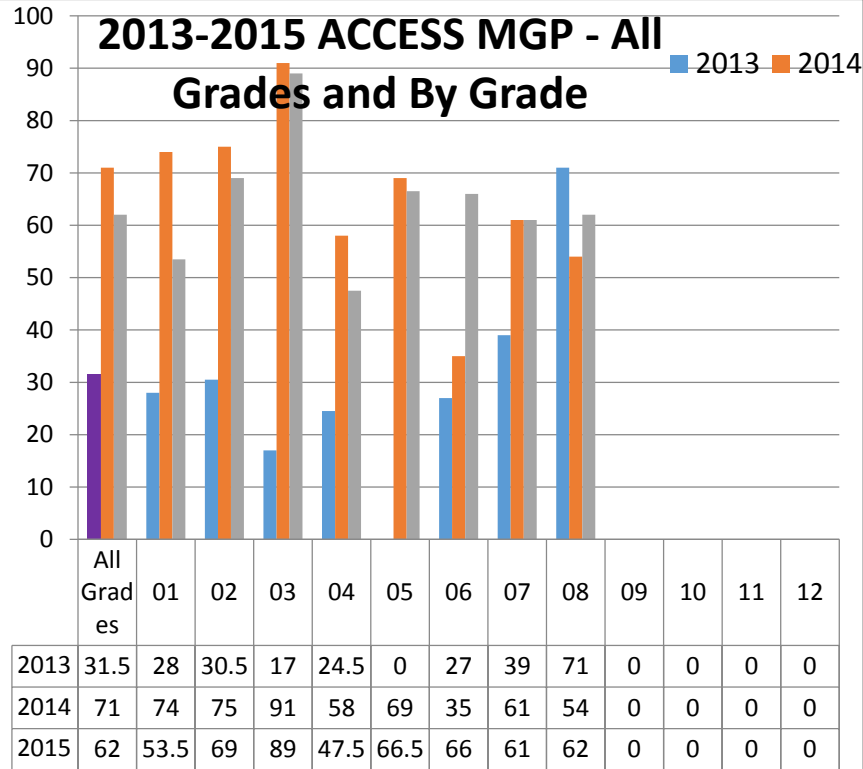
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Academic Growth



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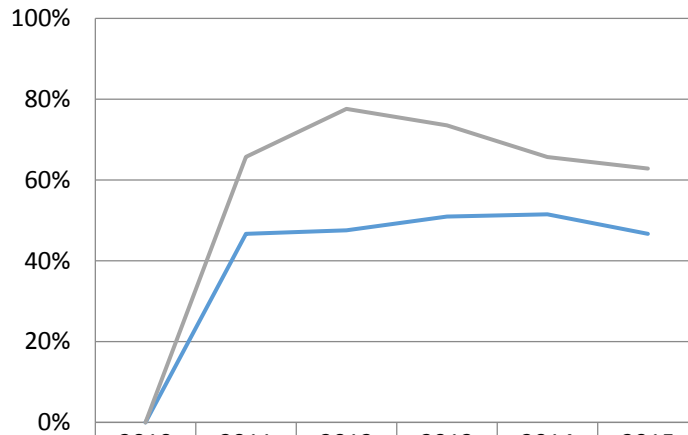


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Academic Growth Gaps

### READ Act - Percent At or Above Grade Level by ELL Subgroup



	2010	2011	2012	2013	2014	2015
ELL	0%	47%	48%	51%	52%	47%
Non-ELL	0%	66%	78%	74%	66%	63%

NA

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Postsecondary & Workforce Readiness	NA		
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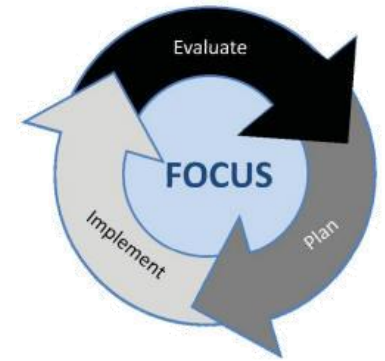
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## Section IV: Action Plan(s)

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

### School Target Setting Form

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



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

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### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	PARCC 2015: 38.8% Met or Above	Students will achieve at 44% overall meets and exceeds for 15.16 which is an increase of 6% from 14.15 data.	Students will achieve at 50% overall meets and exceeds for 16.17 school year which is an increase of 6% from 15.16 data. This performance target includes ALL grades	Fall 2015 Interim Results: Reading: 22% proficient or advanced  Writing: 13% proficient or advanced	Weekly formative data meetings. Teacher developed interims aligned to PARCC released items. School-wide professional learning focus on increasing rigor. Regular observation and feedback cycles with all teachers.
		READ	Percent of students significantly below grade level for 15.16 is 15%.	Decrease students significantly below grade level for 15.16 to 10%.	Decrease students significantly below grade level for 16.17 to 5%.		
		M	Middle School Math is below state and	Students will achieve at 35% overall meets and exceeds for 15.16	Students will achieve at 44% overall meets and exceeds for 15.16	Fall 2015 Interim Results: Math: 44% proficient or advanced	Weekly formative data meetings.

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			<p>federal expectations for proficiency. Federal and State level: <b>52.48%</b> PARCC 2015: 54% Approaching or Above, 26.2% Met or Above</p> <p>4<sup>th</sup> grade drop in proficiency and MGP.</p>	<p>which is an increase of 9% from 14.15 data. This performance target includes ALL grades</p>	<p>which is an increase of 9% from 15.16 data. This performance target includes ALL grades</p>		<p>Teacher developed interims aligned to PARCC released items. School-wide professional learning focus on increasing rigor. Regular observation and feedback cycles with all teachers.</p>
		S	<p>CMAS 2015: Science: 53% Moderate or Above, 13% Strong or Above.</p> <p>Social Studies: 59% Moderate or Above, 18% Strong or Above.</p>				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	No MGP Data Available				
		M					

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		ELP	2013- 31.5% MGP 2014- 71% MGP	71			
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Will add upon analysis of 15.16 PARCC data.				
		M	Will add upon analysis of 15.16 PARCC data.				
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disag. Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT		NA				
	Other PWR Measures		NA				

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**Action Planning Form for 2015-16 and 2016-17**

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

**Major Improvement Strategy #1: School Culture**

**Root Cause(s) Addressed:**

1. Need for increased student investment to their own learning characterized by their attendance, behavior and student work
2. Need for improved schoolwide systems and structures in supporting students' social and emotional needs
3. Need for improved representation of the families in the school community

**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				

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Structured School culture by implementing the “Relay-Uncommon Schools School Culture Levers” (Ref <i>Leverage Leadership</i> , 2012)	August 2015-June 2016		All school administration faculty and staff, Behavior Team		Increase In classroom productivity, school safety, and consistent expectations for behavior; decrease in daily behavioral incidents	In progress
Increasing the Student Attendance Rate	August 2015-2016		Admin leaders, Social Work Intern Team, Teachers		Attendance Task Force Weekly Attendance Reports provided to all teachers with a 95% attendance rate goal Utilizing the Parent Teacher Home Visit Program (PTHV) for monthly home visits	In progress
Family and Community Engagement outreach	August 2015-June 2016		All Staff		Bi-Monthly Parent Meetings (PTA and Big House Meetings); Monthly Parent Coffee with Lead Partners; Home Visit Program; Parent Advisory Committee; Parent volunteers	In progress

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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.

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**Major Improvement Strategy #2:** Data Driven Instruction

**Root Cause(s) Addressed:**

1. Increased responsiveness to student needs
2. Increased alignment between daily instruction, Education for Sustainability, and grade level standards
2. Improved school wide systems for interventions for reading, writing and math

**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				
Six Week Data Cycles in Grade Level (ECE-2) and Vertical Content Teams (3-8 <sup>th</sup> )	August 2015-June 2016		Lead Partners, Data Team Facilitators, Teachers		Weekly formative data meetings	In progress

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Utilizing a Response to Intervention (RtI) and Student Intervention Team (SIT) process to provide behavior management and targeted support for students	August 2015-June 2016		RtI Team, faculty, staff, and students		Increase in targeted support/services for students; decrease in daily behavioral incident reports and in and out of school suspensions	In progress

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

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**Major Improvement Strategy #3:** Observation and Feedback

**Root Cause(s) Addressed:**

1. Inconsistent teacher observation and feedback coaching cycles
2. Improved focus on rigor and differentiation of instruction in the classroom
3. Improved school wide systems for transitioning and supporting the English Language Learners

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Weekly teacher observations and coaching sessions based on DPS LEAP and Relay "Teacher Action Steps:	September 2015- June 2016		Administration, Teacher Leaders, Partners	LEAP Observation handbook; "Teacher Action Steps" rubric	All teachers will receive a minimum of 15 classroom observations with coaching and out of those visits there will be 5 LEAP partials and 1 full observation scored in SchoolNet	In Progress

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Utilizing a Teacher Action Steps tracker in Google docs to outline themes for improvement and for accountability with improvement in effective instruction	September 2015- June 2016		Administration and Teacher Leaders	Teacher Action Steps GoogleTracker, SchoolNet, Whetstone	All teachers will have observation and bite size feedback recorded in the tracker subsequent to each observation/coaching meeting	In Progress

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

## Section V: Appendices

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

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

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