

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2174** School Name: **DENISON MONTESSORI SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		R	72.05%	-	-	62.83%	-	-	
		M	70.11%	-	-	50.92%	-	-	
		W	54.84%	-	-	49.18%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	39	-	-	62	-	-	
		M	67	-	-	63	-	-	
		W	50	-	-	67	-	-	

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		ELP	24	-	-	57	-	-	
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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

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Summary of School Plan Timeline	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
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.
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 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 support 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	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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	completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.		
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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?	Extended Learning Time Grant through the National Center for Time and Learning. September 2013 School Improvement Grant May 2014
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kathryn Mattis, Principal
	Email	kathryn_mattis@dpsk12.org
	Phone	303-424-8080
	Mailing Address	1821 S. Yates Street, Denver, CO 80219
2	Name and Title	
	Email	

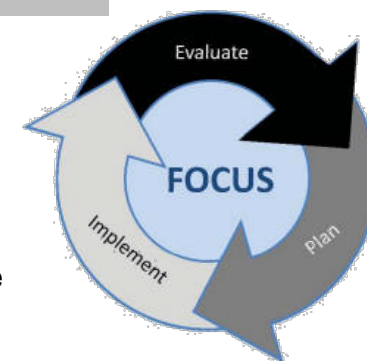
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Phone	
Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

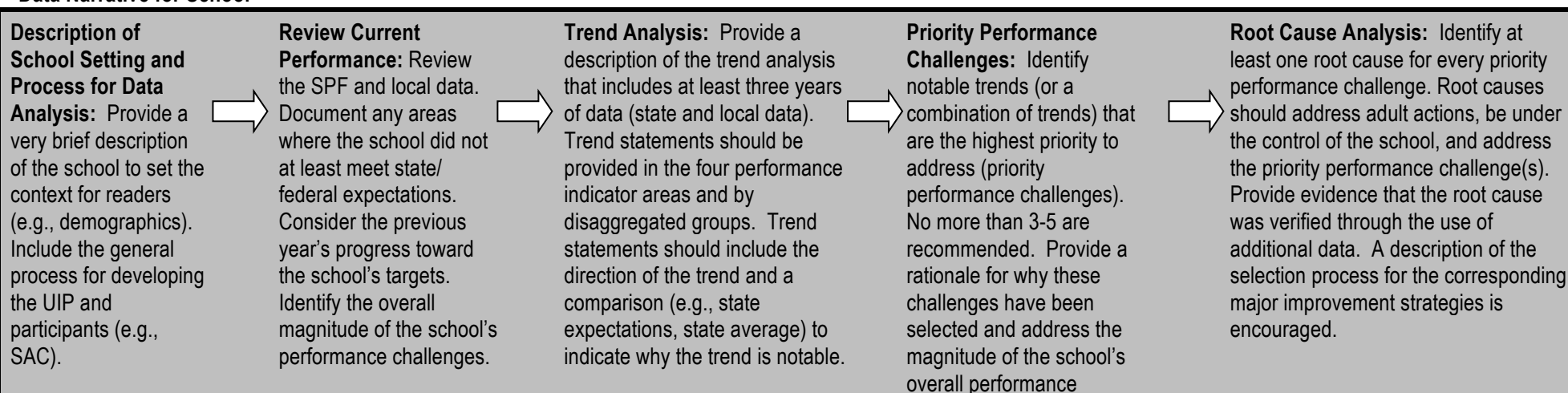
This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section 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



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challenges.

Narrative:

Denison Montessori School is a Montessori school in Southwest Denver that provides a 3 year old through 6th grade Montessori education within Denver Public Schools. Denison Montessori has 5 ELA-E and 1 TNLI (ELA-E/ELA-S) Primary classrooms (ECE (3 & 4 year olds) & Kindergarten). Denison Montessori also has 4 ELA-E and 1 TNLI (ELA-E/ELA-S) Lower Elementary Classrooms (1st, 2nd, 3rd grades) and 4 Upper Elementary classrooms (4th, 5th, 6th grades). Denison is in the process of implementing an extended learning day. The current student day is 7 hours and in 2014-2015 we are hoping to be 7.5 hours. Educating the whole child is fundamental to a Montessori education; at Denison Montessori we provide PE, Music, Library, Science and Drama to students in kindergarten through 6th grades. We also have a Suzuki violin program for 1st to 3rd graders and orchestra for 4th to 6th graders. Additionally, Denison offers an enrichment class to all students in 1st through 3rd (45 minutes/week) and 4th through 6th grade (90 minutes/week) Students select a 6-week enrichment block. Some of the enrichment offerings are computer skills, habitat club, Shakespeare, flag football, soccer, puppetry, Orff music and student government. There are also several after school programs, including Spanish, Shakespeare, Habitat Club, Dance and Sewing. Denison Montessori is recognized as a high growth and top-performing school. All teachers at Denison are either ELA-E and/or ELA-S endorsed (or in the process), NCLB qualified and the Montessori classroom teachers are Montessori trained.

Student Population

Denison Montessori enrolls 420 students in ECE (3 year olds) through 6th grade.

Denison Montessori supports our increasing ELL population (currently 23%) through 1.5 ELL Resource teachers and 2 TNLI Classrooms (1 primary, 1 Lower Elementary)

The special education support staff at Denison Montessori serves 12% of the student body that are currently on IEPs.

We use PBIS and focus on the ROSE (Respect Others, Self, Environment).

Process for Data Analysis

A UIP committee was created; it consisted of all members of the school leadership team and other interested faculty members. This committee explored the data (TCAP, DRA, ACCESS) and identified 3 areas of focus (minority students, collaboration (adult and student) and math). This committee then led a faculty meeting in which the staff worked collaboratively to identify major improvement strategies and action steps.

Review Current Performance

SPF

Denison Meets Expectations on the School Performance Framework with a score of 72.5%. Denison's growth overall exceeds with a score of 84.8%

Denison's status overall meets with a score of 56.7%.

TCAP

Denison's students remained stable in both reading and writing and made a 5% gain in math.

Denison's ELL, Minority and FRL students have a significant gap in all areas.

This chart shows the difference between the gap group and the comparison group

	Reading	Math	Writing
ELL	10%	21%	10%

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FRL	41%	47%	41%
Minority	26%	31%	38%

Denison's students showed high growth in both Math (69) and Writing (61.5) and adequate growth in Reading (58).

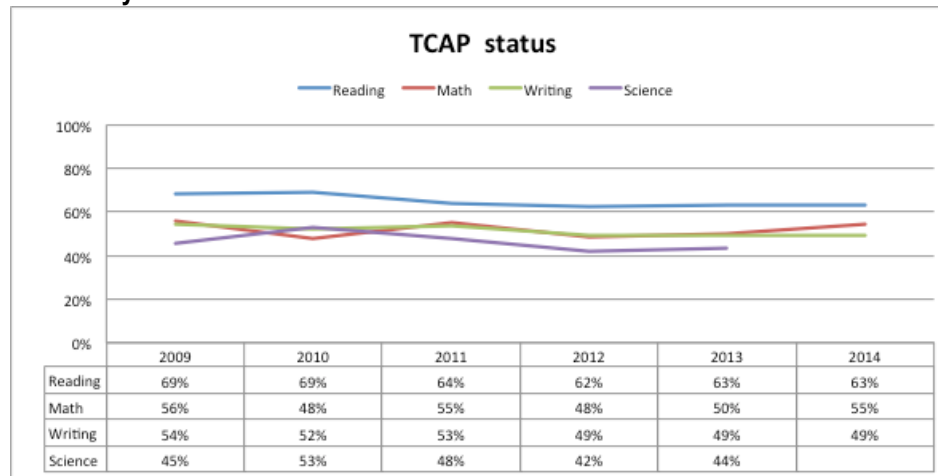
Denison ELL, FRL and SPED students do not show Median Growth Percentile gaps, in fact, these groups show higher growth than their non-gap peers in many areas with ELLs showing significantly higher growth than their non-ell peers.

This chart shows the **difference** between the gap group and the comparison group

	Reading	Math	Writing
ELL	21.50	10.50	14.00
FRL	0.00	-0.50	6.50
Minority	-4.50	-6.50	1.00

Denison is above the median growth percentiles in all areas.

Trend Analysis

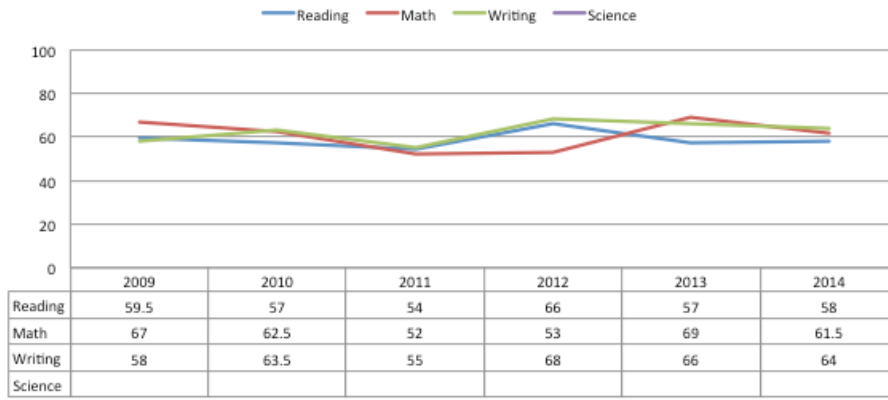


The percentage of students overall at Denison Montessori Scoring Proficient and Advanced on TCAP Reading between the years 2009-2014 has been 69%, 69%, 64%, 62%, 63%, 63% resulting in a stable trend that is 9% lower than the state expectation of 72%

The percentage of students overall at Denison Montessori Scoring Proficient and Advanced on TCAP Math between the years 2009-2014 has been 56%, 48%, 55%, 48%, 50%, 55% resulting in a stable trend that is 15% lower than the state expectation of 70%.

The percentage of students overall at Denison Montessori Scoring Proficient and Advanced on TCAP Writing between the years 2009-2014 has been 54%, 52%, 53%, 49%, 49%, 49% resulting in a stable trend that is 5% lower than the state expectation of 54%

TCAP Overall



The MGP of students overall at Denison Montessori scoring proficient and advanced on TCAP Reading between the years of 2008-2014 has been 59.5, 57, 54, 66, 57, and 58 resulting in a stable trend that is higher than the state expectation of 39 and higher than the district expectation of 50.

The MGP of students overall at Denison Montessori scoring proficient and advanced on TCAP Math between the years of 2008-2014 has been 67, 62.5, 52, 53, 69, 61.5 resulting in a stable trend that is lower than the state expectation of 67 and higher than the district expectation of 50.

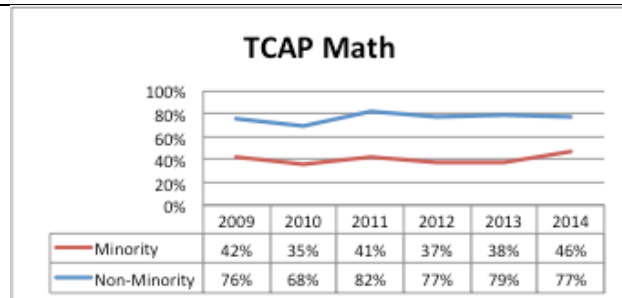
The MGP of students overall at Denison Montessori scoring proficient and advanced on TCAP writing between the years of 2008-2013 has been 58, 63.5, 55, 68, 66, 64 resulting in a stable trend that is higher than the state expectation of 50 and higher than the district expectation of 50.

Priority Performance Challenges

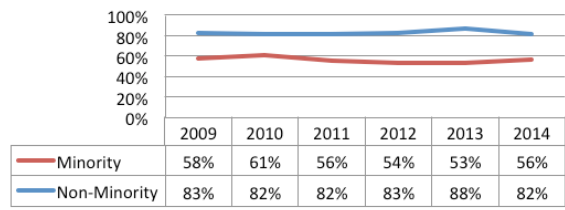
Based on the data analysis done by the UIP committee, we determined that the priority performance areas are minority students, collaboration (adult and student) and math. Denison ELL, FRL and Minority students show significant status gaps in all areas of TCAP and on DRA. However, these gaps do not exist on TCAP status for these groups.

Minority

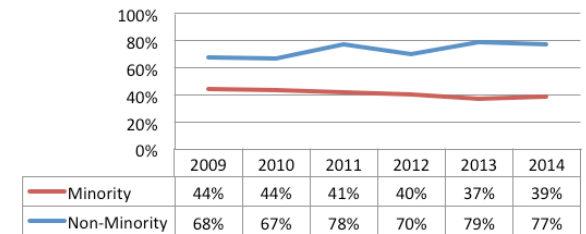
STATUS



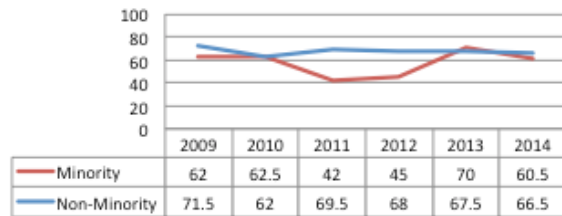
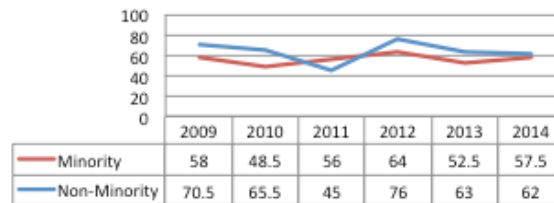
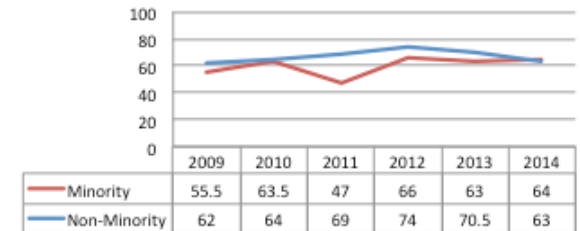
TCAP Reading



TCAP Writing

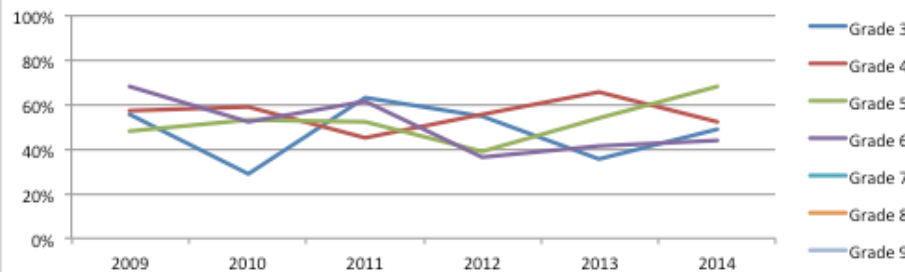


GROWTH

TCAP Math**TCAP Reading****TCAP Writing**

There is a significant Minority TCAP Gap in Status in Reading (26%), Writing (38%) and Math (31%) Minority students are achieving strong growth, equal to or higher than their peers in all areas.

Math

TCAP Math

	3rd	4th	5th	6th
2009	56%	57%	48%	68%
2010	29%	59%	53%	52%
2011	63%	45%	52%	62%
2012	55%	56%	39%	36%
2013	36%	65%	54%	42%
2014	49%	52%	68%	43%

The percentage of students in 3rd grade at Denison Montessori scoring proficient and advanced on TCAP math between the years 2009-2014 has been 56%, 29%, 63%, 55%, 36%, 49%

The percentage of students in 4th grade at Denison Montessori scoring proficient and advanced on TCAP math between the years 2009-2014 has been 57%, 59%, 45%, 56%, 65%, 52%

The percentage of students in 5th grade at Denison Montessori scoring proficient and advanced on TCAP math between the years 2009-2014 has been 48%, 53%, 52%, 39%, 54%, 68%

The percentage of students in 6th grade at Denison Montessori scoring proficient and advanced on TCAP math between the years 2009-2014 has been 68%, 52%, 62%, 36%, 42%, 43%

Root Cause Analysis

These groups fall behind early in their academic time at Denison and while we are able to achieve considerable growth with them, it is not enough to close the gap as their non-ELL, FRL and minority peers are growing at an equal rate.

In looking at our priority performance challenges as a whole staff, we developed the following root causes:

Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups

Math: Montessori math best practices have lost integrity due to over-reliance on supplemental materials and resources

Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.

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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 number of students scoring proficient or higher in math will increase from 48% to 71%	No. We have 55% of students scoring proficient or higher in math. We are 16% away from our target	Our growth was met due to the implementation of our UIP, focusing on math, minority and under-resourced learners. Our status was not met although we did show a 5% increase on our prior year scores. We rewrote our UIP in Fall 2013 to focus on Math instead of literacy and only had 5 months before the TCAP that these measures were based on to implement those changes. Also, we did not have a solid plan for grade level data team meetings to take place so teachers were not collaborating about student work.
Academic Growth	The MGP in math will remain at 60 or above.	Yes. The MGP in math was 61.5	
Academic Growth Gaps	The academic growth gap students will maintain growth of greater than 60 in all areas	Yes. All gap students showed greater than 60 mgp in math (Minority (60.5), ELL (68.5), FRL (61.5), SPED (61)	

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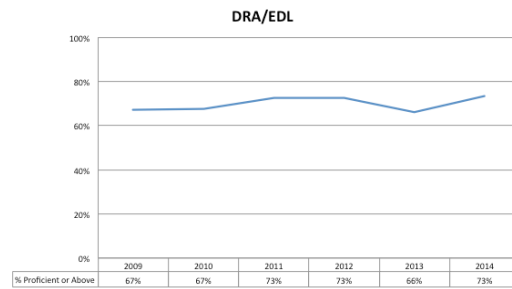
School Name: DENISON MONTESSORI SCHOOL

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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			

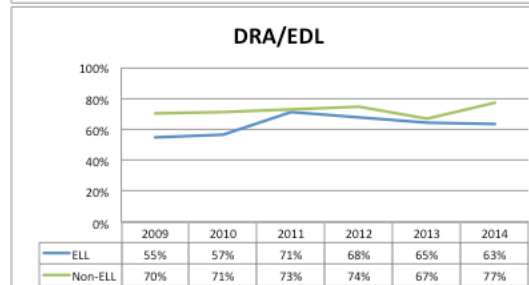
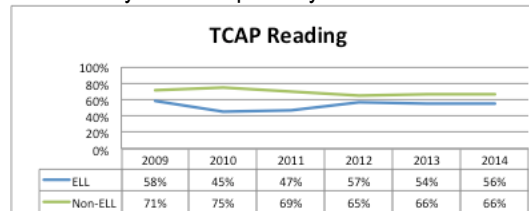
Worksheet #2: Data Analysis

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.

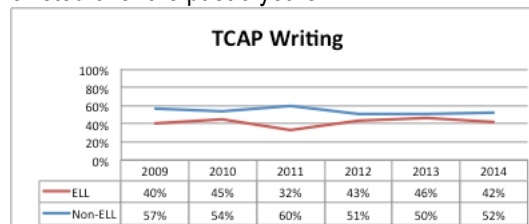
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Achievement (Status)	<div> <div> <p>TCAP status</p> <table> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> <tr> <td>Reading</td> <td>63%</td> <td>63%</td> <td>64%</td> <td>62%</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Math</td> <td>55%</td> <td>48%</td> <td>55%</td> <td>48%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>52%</td> <td>53%</td> <td>49%</td> <td>49%</td> <td>49%</td> </tr> <tr> <td>Science</td> <td>44%</td> <td>53%</td> <td>48%</td> <td>42%</td> <td>44%</td> <td>44%</td> </tr> </table> </div> <div> <p>Denison's TCAP status over the past 3 years has remained stable in Reading, Writing and Math. Reading has shown a 1% change and and Writing has shown no change from 2012 to 2014 while Math showed a 2% and 5% change for a total 7% change from 2012 to 2014.</p> <p>All areas are lower than the state expectation. Reading (63%) is 9% lower of the state' expectation of 72%.</p> <p>Writing (49%) is 5% lower than the state expectation of 54%</p> <p>Math (55%) is 15% lower than the state expectation of 70%</p> </div> </div>		2009	2010	2011	2012	2013	2014	Reading	63%	63%	64%	62%	63%	63%	Math	55%	48%	55%	48%	50%	55%	Writing	49%	52%	53%	49%	49%	49%	Science	44%	53%	48%	42%	44%	44%	<p>Denison ELL, FRL and Minority students show significant status gaps in all areas of TCAP and on DRA. However, these gaps do not exist on TCAP status for these groups.</p>	<p>These groups fall behind early in their academic time at Denison and while we are able to achieve considerable growth with them, it is not enough to close the gap as their non-ELL, FRL and minority peers are growing at an equal rate.</p>
	2009	2010	2011	2012	2013	2014																																
Reading	63%	63%	64%	62%	63%	63%																																
Math	55%	48%	55%	48%	50%	55%																																
Writing	49%	52%	53%	49%	49%	49%																																
Science	44%	53%	48%	42%	44%	44%																																



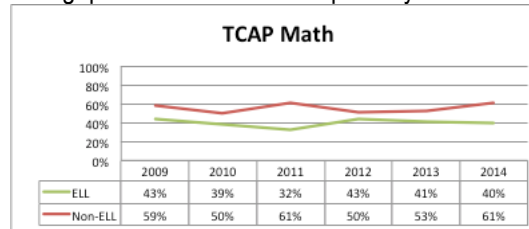
Denison has significant status gaps for ELL, FRL and Minority students. These gaps have existed consistently over the past 3 years.



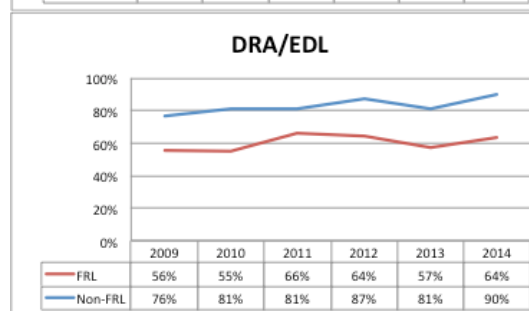
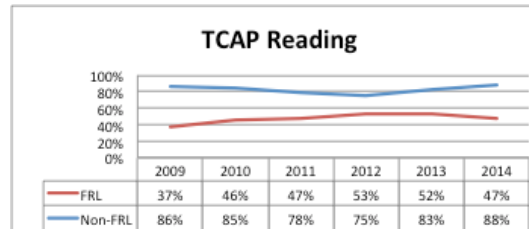
Denison's ELL students have a 10 point gap in TCAP Reading compared to their non-ELL peers and a 14 point gap on the DRA. This gap has existed over the past 3 years.



Denison's ELL students have a 10-point gap in TCAP Writing compared to their non-ELL peers. This gap has existed over the past 3 years.

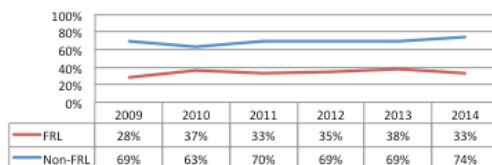


Denison's ELL students have a 21-point gap in TCAP Math compared to their non-ELL peers. This gap has existed over the past 3 years.



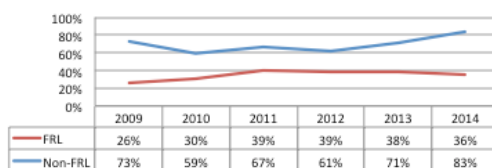
Denison's FRL students have a 41 point gap in TCAP Reading compared to their non-FRL peers and a 26 point gap on the DRA. This gap has existed over the past 3 years.

TCAP Writing



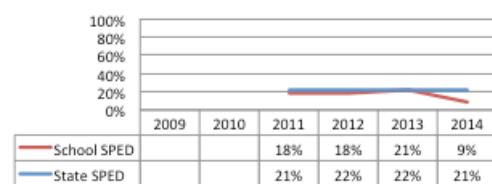
Denison's FRL students have a 31-point gap in TCAP Writing compared to their non-FRL peers. This gap has existed over the past 3 years.

TCAP Math

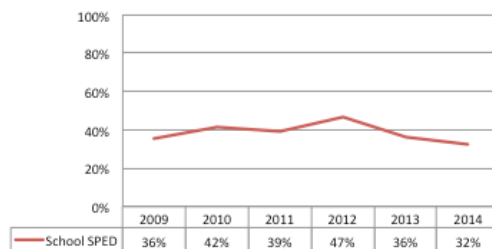


Denison's FRL students have a 47-point gap in TCAP Math compared to their non-FRL peers. This gap has existed over the past 3 years.

TCAP Reading

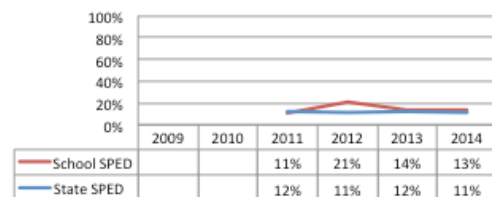


DRA/EDL



Denison's SPED students have a 12-point gap in TCAP Reading compared to their non-SPED peers and 32% proficiency on DRA. This gap has existed over the past 3 years.

TCAP Writing



Denison's SPED students exceed the state by 2% in TCAP Writing compared to their non-SPED peers. This gap has existed over the past 3 years.

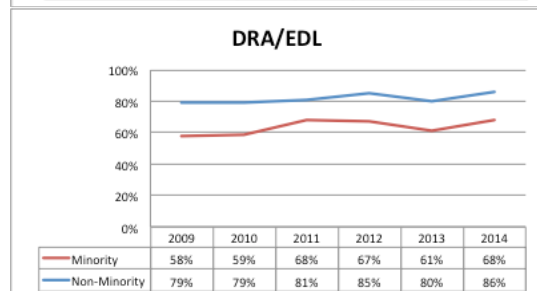
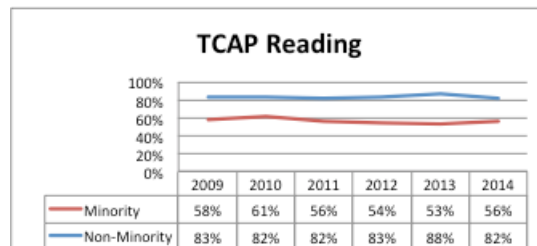
TCAP Math



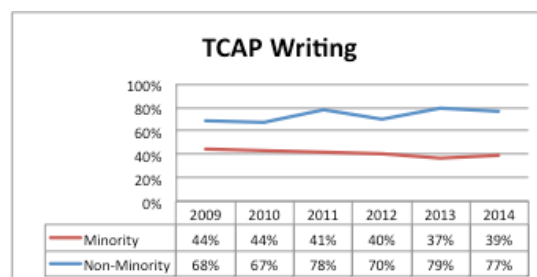
Denison's SPED students exceed the state by 5% in TCAP Math compared to their non-SPED peers. This gap has existed over the past 3 years.

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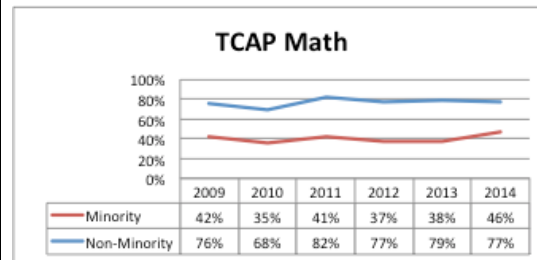
School Name: DENISON MONTESSORI SCHOOL



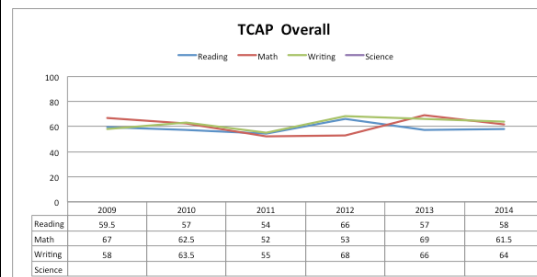
Denison's Minority students have a 26-point gap in TCAP Reading compared to their non-minority peers and an 18-point gap on the DRA. This gap has existed over the past 3 years.



Denison's Minority students have a 38-point gap in TCAP Writing compared to their non-minority peers. This gap has existed over the past 3 years.



Denison's Minority students have a 31-point gap in TCAP Math compared to their non-minority peers. This gap has existed over the past 3 years.



Denison's TCAP growth over the past 3 years has decreased in Reading, remained stable in Writing and increased in Math.

Reading has shown a decrease of 8 from 2012 to 2014. Reading has decreased from being over 60 in 2012 to being 58 in 2014.

Writing has been stable with a decrease of 4 from 2012 to 2014. Writing has been over 60 each of the past 3 years.

Math has shown an increase of 7.5 from 2012 to 2014. Math has been over 60 each of the past 2

Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.

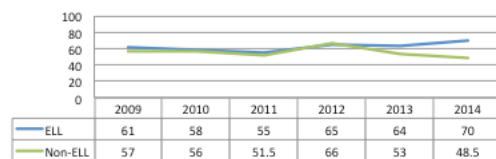
Academic Growth

Academic Growth Gaps

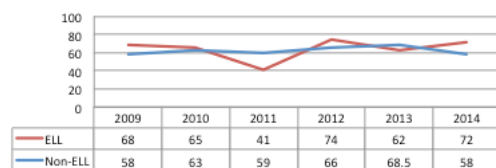
Denison's ELL, Minority and FRL students have a significant status gap in all areas. However, Denison's ELL, and FRL students do not show Median Growth Percentile gaps. In fact, these groups show higher growth than their "non-gap" peers many times within the 3 areas throughout the 3-year period.

	Reading			Writing			Math		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELL	65	64	70	74	62	72	58.5	68	68.5
Non-ELL	66	53	48.5	66	68.5	58	52	69	58
FRL	64.5	62	58	66.5	69	65	48.5	70	61.5
Non-FRL	67	51	58	74	61	58.5	58	67	62
Minority	64	52.5	57.5	66	63	64	45	70	60.5
Non-Minority	76	63	62	74	70.5	63	68	67.5	66.5

TCAP Reading

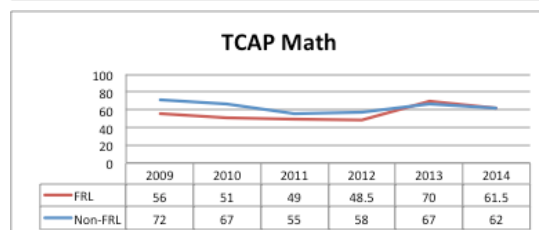
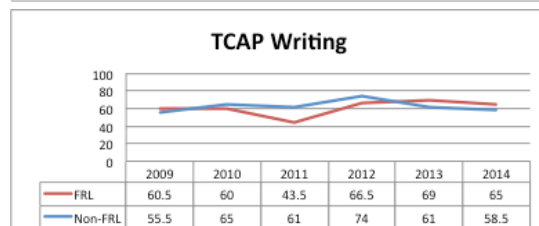
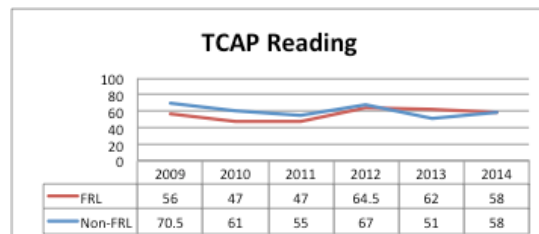


TCAP Writing

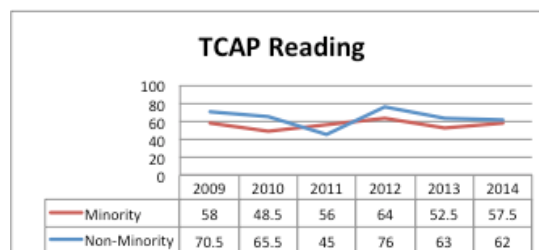


TCAP Math

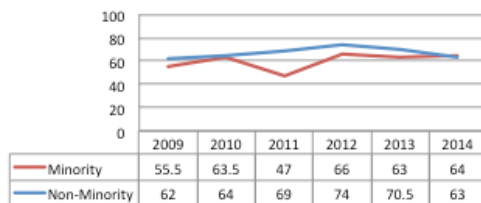




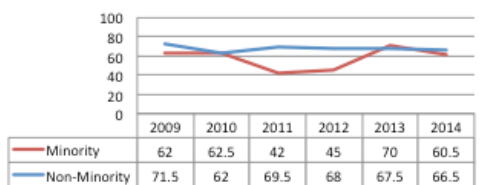
While Denison's minority students show growth of 60 or higher in many areas over the past 3 years, they are consistently growing at a lower rate than their "non-gap" peers.



TCAP Writing



TCAP Math



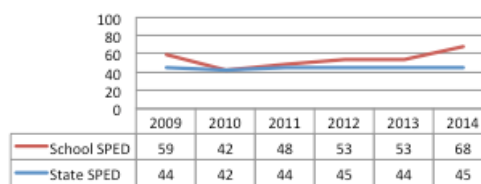
Denison's SPED students all show growth of 60 or higher in 2014 in all areas and have higher growth than the state in all areas.

Reading (68) has shown a growth increase of 15 from 2012 to 2014 and exceeds the state by 23 in 2014

Writing (64) has shown a growth decrease of 5 from 2012 to 2014 and exceeds the state by 20 in 2014

Math (61) has shown a growth increase of 13.5 from 2012 to 2014 and exceeds the state by 17 in 2014

TCAP Reading



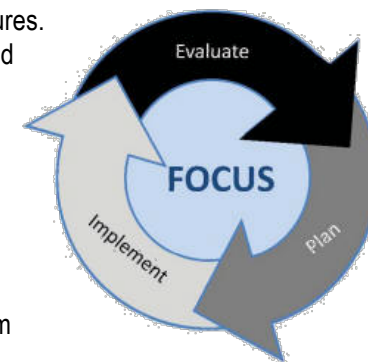
	<div><div><div>TCAP Writing</div><div><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>School SPED</td><td>59</td><td>54</td><td>58</td><td>69</td><td>60</td><td>64</td></tr><tr><td>State SPED</td><td>40</td><td>41</td><td>43</td><td>44</td><td>45</td><td>44</td></tr></tbody></table></div></div></div>		2009	2010	2011	2012	2013	2014	School SPED	59	54	58	69	60	64	State SPED	40	41	43	44	45	44		
		2009	2010	2011	2012	2013	2014																	
School SPED	59	54	58	69	60	64																		
State SPED	40	41	43	44	45	44																		
	<div><div><div>TCAP Math</div><div><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>School SPED</td><td>48.5</td><td>30</td><td>56</td><td>47.5</td><td>65</td><td>61</td></tr><tr><td>State SPED</td><td>43</td><td>42</td><td>43</td><td>44</td><td>43</td><td>44</td></tr></tbody></table></div></div></div>		2009	2010	2011	2012	2013	2014	School SPED	48.5	30	56	47.5	65	61	State SPED	43	42	43	44	43	44		
	2009	2010	2011	2012	2013	2014																		
School SPED	48.5	30	56	47.5	65	61																		
State SPED	43	42	43	44	43	44																		
Postsecondary & Workforce Readiness																								

Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	The percent of students proficient or advanced in Reading has fluctuated between 2009 and 2014 and has remained below the minimum state expectation of 72%	The number of students scoring proficient or higher will increase from 63% to 79%	The number of students scoring proficient or higher will increase from 79% to 84%	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups
		M	The percent of students proficient or	The number of students scoring proficient or	The number of students scoring proficient or	Classroom created	Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement. Minority students: We have gaps with our ELLs,

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			advanced in Math has fluctuated between 2009 and 2014 and has remained below the minimum state expectation of 70%	higher will increase from 51% to 72%	higher will increase from 72% to 78%	formative assessments SCAN created Montessori Common Formative Assessments	<p>Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p> <p>Math: Montessori math best practices have lost integrity due to over-reliance on supplemental materials and resources</p>
		W	The percent of students proficient or	The number of students scoring proficient or	The number of students scoring proficient or	Classroom created	Minority students: We have gaps with our ELLs,

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			advanced in Writing has fluctuated between 2009 and 2014 and has remained below the minimum state expectation of 54%	higher will increase from 49% to 62%.	higher will increase from 62% to 65%	formative assessments SCAN created Montessori Common Formative Assessments	Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local	R	The MGP in reading is above the district expectation of 60	The MGP will remain at 60 or above	The MGP will remain at 60 or above	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps

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	measures						<p>are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p>
		M	The MGP in math is above the district expectation of 60	The MGP will remain at 60 or above	The MGP will remain at 60 or above	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is</p>

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							<p>a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p> <p>Math: Montessori math best practices have lost integrity due to over-reliance on supplemental materials and resources</p>
		W	The MGP in writing is above the district expectation of 60	The MGP will remain at 60 or above	The MGP will remain at 60 or above	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is</p>

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School Name: DENISON MONTESSORI SCHOOL

							<p>a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p>
		EL P	The MGP for ELP was above the state expectation of 50	The MGP will remain at 50 or above	The MGP will remain at 50 or above	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers</p>

							<p>have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p>
Academic Growth Gaps	Median Growth Percentile, local measures	R	<p>Denison students do not have MGP gaps in reading. The MGP of the gap group is often higher than the MGP of their comparison group.</p> <p>ELL: 70 Non-ELL: 48.5</p> <p>FRL: 58 Non-FRL: 58</p> <p>School SPED: 68 State SPED: 45</p> <p>Minority: 57.5 Non-Minority: 62</p>	The academic growth gap students will maintain growth greater than 60	The academic growth gap students will maintain growth greater than 60	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have</p>

							not had time to collaborate as data teams focused on student achievement.
		M	<p>Denison students do not have MGP gaps in math. The MGP of the gap group is often higher than the MGP of their comparison group.</p> <p>ELL: 72 Non-ELL: 58</p> <p>FRL: 61.5 Non-FRL: 62</p> <p>School SPED: 61 State SPED: 44</p> <p>Minority: 60.5 Non-Minority: 66.5</p>	The academic growth gap students will maintain growth greater than 60	The academic growth gap students will maintain growth greater than 60	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p> <p>Math: Montessori math best practices have lost integrity due to over-</p>

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							reliance on supplemental materials and resources
		W	<p>Denison students do not have MGP gaps in writing. The MGP of the gap group is often higher than the MGP of their comparison group.</p> <p>ELL: 72 Non-ELL: 58</p> <p>FRL: 65 Non-FRL: 58.5</p> <p>School SPED: 64 State SPED: 44</p> <p>Minority: 64 Non-Minority: 63</p>	The academic growth gap students will maintain growth greater than 60	The academic growth gap students will maintain growth greater than 60	Classroom created formative assessments SCAN created Montessori Common Formative Assessments	<p>Minority students: We have gaps with our ELLs, Under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups</p> <p>Teacher Collaboration: Denison teachers have not had time to collaborate as data teams focused on student achievement.</p>
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						

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	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: Through independent practice and demonstrated mastery of skills, Denison students will demonstrate their flexibility of mathematical thinking and apply their mathematical knowledge to varied applications

Root Cause(s) Addressed: Montessori math best practices have lost integrity due to over-reliance on supplemental materials and resources

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				
Student progress towards this goal will be tracked through multiple measurement tools.	Establish	Sustain	Admin, Teachers	Montessori Workspace Schoolnet	Tracking within Montessori workspace Tracking of common formative assessment data	In progress
Provide Montessori professional development on Montessori math best-practices	Provide PD Opportunities	Sustain	Admin, Teachers, Outside Consultant	Montessori Consultant	Sign-in sheets from PD Feedback Forms from Teachers	Not begun
Utilize the resources of the national center for time and learning as a support for this Instructional Focus	Sustain	Sustain	Admin, ELT Committee, NCTL	NCTL	Feedback from NCTL	In Progress
Ensure a significant uninterrupted work period for all student through the work of implementing extended learning time	Implement	Sustain	Admin, Staff, NCTL	NCTL DPS Denison	Feedback from stakeholders	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.

Major Improvement Strategy #2: Enhances student achievement through increased collaborative opportunities

Root Cause(s) Addressed: Denison teachers have not had time to collaborate as data teams focused on student achievement.

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				
Provide weekly opportunities for whole grade level meetings, focusing on DDI process through the work of implementing extended learning time	Establish	Sustain	Admin, Teachers	NCTL DPS Denison	Agendas, minutes, data	In progress
Participate in Montessori SCAN to design Montessori based Common Formative Assessments to be used in lieu of district interims.	Establish	Sustain	Teacher Leaders SCAN Committee	CSC Denison SCAN Other Montessori Schools	Assessments	In progress

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

Major Improvement Strategy #3: Provide whole-child support to our Minority Students within the "Gap" group

Root Cause(s) Addressed: Minority students: We have gaps with our ELLs, under resourced and Minority students. We have chosen to focus on our Minority gap because, our ELL student's gaps are not as significant as the gaps of our other gap groups; FRL students can not be individually identified and based on our demographic, there is a large overlap of our ELL students, our FRL students and our minority students. Training has not been provided around culturally responsive education and teachers have not developed strategies that are sensitive to differing student groups

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				
Create individualized support plans for identified students	Establish	Sustain	ALL Denison Staff & Families	Denison	Ongoing progress monitoring in their specific need area	In progress
Create an attendance policy that supports our students and their families	Establish	Sustain	Admin, School Psych, DPS	Denison DPS	Ongoing monitoring of attendance data	Not begun
Support families by providing specific parent education opportunities	Establish	Sustain	Admin, FDM, ELA, Teachers	Denison	Record keeping, sign-ins of opportunities	Not begun
Provide varied opportunities for family engagement	Establish	Sustain	Admin, CSC, Staff, Families	CSC Denison	Sign-in Sheets, parent survey, Communication	In progress
Fall and spring 30 minute conferences for ALL families that focus on individual student achievement and the home/school connection	Establish	Sustain	Admin, Staff, CSC, Families	NCTL DPS Denison CSC		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 Schools Operating a Schoolwide Program (Optional)