

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2652** School Name: **ELLIS ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

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

Executive Summary

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

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

21.8% of students Met or Exceeded Expectations on CMAS ELA which was below the district average of 33.5%.
 15.5% of Students of Color scored Met/Exceeds Expectations on CMAS ELA which was below the district average of 24.8%.
 18.6% of students identified as receiving Free/Reduced Lunch scored Meets/Exceeds Expectations on CMAS ELA which was below the district average of 21.8%.
 29.3% of students Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 24.9%.
 The difference in performance between students identified as receiving Free/Reduced Lunch and Paid Lunch on CMAS Math was 29.9%.
 Only 6% of students identified as being Significantly Below Grade Level improved to At/Above Grade Level which was below the district average of 10%.

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.*

Although teachers have experience in and knowledge of backwards planning, we are in need of more support and guidance to ensure that we are incorporating the appropriate level of rigor and the CCSS instructional shifts into both our unit essential learning goals as well as at the lesson level.

Although teachers have ample experience and knowledge around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap groups.

Although different teachers at Ellis have a wide range of experience and expertise in Literacy instruction, as a school, we have not clearly communicated our expectations nor have we provided sufficient support around the components of the literacy block or specified criteria of effective teaching and learning behaviors, nor have we monitored implementation or provided targeted feedback around these expectations, most specifically in Guided Reading.

There has been a lack of emphasis and consistency of school wide expectations for behavior and for social- emotional skill development.

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.*

If teachers deepen their expertise in the data inquiry cycle and collaborate to make decisions based on data for instructional planning, then student achievement will increase as a result of targeted differentiated instruction, progress monitoring and feedback.

If teachers deepen their expertise in the CCSS **instructional shifts** and in planning **rigorous tasks** in order to better inform their instructional planning and lesson delivery, then students will be better prepared for college and career by entering middle school at or above grade level expectations.

If we build teachers' capacity in explicitly teaching and practicing a common set of school culture expectations including an asset based discipline system, and as a staff we celebrate and hold each other accountable for implementing those common school culture expectations, then students will develop the social-emotional skills they need to be successful in school, at home, in the community and for the rest of their lives.

If we create clear expectations and provide targeted individualized support around the components, structures and time of and for Guided Reading, including effective teaching and learning behaviors before, during and after Guided Reading lessons, then teachers will acquire the skills, knowledge and experience necessary to deliver high quality, differentiated Guided Reading instruction to all students which will result in **all** students making expected growth in Reading.

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

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	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, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

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

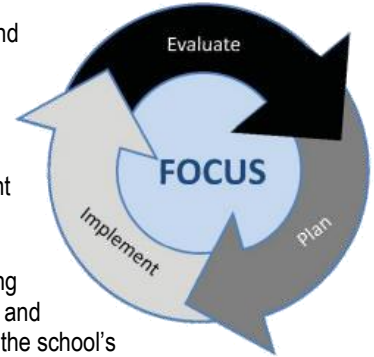
1	Name and Title	Nichole Whiteman Principal
	Email	Nichole_whiteman@dpsk12.org
	Phone	720-424-7700
	Mailing Address	1651 S Dahlia St Denver CO 80222
2	Name and Title	Connie Clifton
	Email	constance_clifton@dpsk12.org
	Phone	720-424-7700
	Mailing Address	1651 S Dahlia St Denver CO 80222

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p>Ellis Elementary School is a neighborhood school located in southeast Denver and serves a uniquely diverse student population which includes 85.8% of students qualifying for free or reduced lunch, 48% of students learning English as another language, 71.4% of students falling within the Minority Subgroup, and 10.7% of students qualifying for Special Education services. Programs and services offered at Ellis include, three center based programs (PLEX primary and intermediate as well as Model I- Integrated Preschool for three and four years olds), English as a Second Language Resource services, Sheltered English Instruction (ELA-E), and Native Language Instruction in a bilingual setting (TNLI) which most closely mirrors a traditional Transitional Bilingual instructional program. We also offer Specials education which include PE, Dance, Music, Art</p>				

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and Technology. Ellis does offer some after school activities/ options such as Kids Adventures Child Care, Running Club, Jump Rope Club, and limited After School Tutoring. Ellis Elementary has a reputation for being one of the most diverse elementary schools in DPS and we pride ourselves in creating a welcoming and inclusive environment for all of our students and families. Additionally, our staff works very hard to ensure that we are meeting all student needs through targeted and differentiated instruction.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 46.0% in 3rd grade, 18.3% in 4th grade, and 8.6% in 5th grade. Overall, 21.8% of students in grades 3 through 5 Met or Exceeded Expectations. Overall performance was below the district average of 33.5%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 8.2% for Hispanic students, 20.8% for Black students and 15.5% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 36.7%.

11.6% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 30.5% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.

18.6% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 44.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 42.3% in 3rd grade, 26.7% in 4th grade, and 17.6% in 5th grade. Overall, 29.3% of students in grades 3 through 5 Met or Exceeded Expectations. Overall performance was slightly above the district average of 24.9%.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 19.4% for Hispanic students, 20.8% for Black students and 23.6% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 46.6%.

22.4% of students identified as English Language Learners Met or Exceeded Expectations on CMAS Math which was above the district average of 7.5%. 34.1% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS Math.

26.1% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was above the district average of 14.8%. 56.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science decreased slightly from 11% in 2014 to 10% in 2015. Both years were significantly below the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 67% in 2014 to 73% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.

6% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.

40% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

ACCESS:

The MGP for ACCESS increased from 43 in 2013 to 76 in 2014 followed by a decrease to 49 in 2015.

Priority Performance Challenges:

21.8% of students Met or Exceeded Expectations on CMAS ELA which was below the district average of 33.5%.

15.5% of Students of Color scored Met/Exceeds Expectations on CMAS ELA which was below the district average of 24.8%.

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29.3% of students Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 24.9%.

The difference in performance between students identified as receiving Free/Reduced Lunch and Paid Lunch on CMAS Math was 29.9%.

Only 6% of students identified as being Significantly Below Grade Level improved to At/Above Grade Level which was below the district average of 10%.

Root Cause Analysis:

Literacy:

Although teachers have ample experience and knowledge around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap groups. Teachers have not yet mastered how to incorporate the CCSS Instructional Shifts to ensure lesson planning, delivery and student tasks reflect the level of rigor that is required of students on standardized assessments. In regards to students in the English Learner subgroup, In general, there is a lack of explicit teaching, practicing and feedback of academic language in addition to (in general) a lack of instructional supports for student learning English as another language in the regular classroom.

Math:

Every Day Math curriculum was not aligned with CCSS and presented challenges around ensuring CCSS Instructional Shifts as well as new standards were consistently implemented by teachers. Additionally, although teachers have ample experience around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap groups. Teachers have not yet mastered how to incorporate the CCSS Instructional Shifts to ensure lesson planning, delivery and student tasks reflect the level of rigor that is required of students on standardized assessments. There is a school wide need to shift instruction in the primary grades more toward conceptual development/ conceptual understanding so that students are better prepared for more complex math concepts, problem solving and procedural skills in the upper grades.

READ Act:

Although different teachers at Ellis have a wide range of experience and expertise in Literacy instruction, as a school, we have not clearly communicated our expectations around the components of the literacy block or specified criteria of effective teaching and learning behaviors, nor have we monitored implementation or provided targeted feedback around these expectations. Teachers are lacking training, coaching and implementation monitoring when it comes to Guided Reading systems, structures and lesson components as a consistent part of their Literacy Block. Guided Reading Instruction is still lacking in regards to effectively addressing students' needs as identified by data collected to target student misconceptions.

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)			Guided Reading Instruction is still lacking in regards to effectively addressing students' needs as identified by data collected to target student misconceptions
Academic Growth	The percentage of students scoring Proficient or Advanced on End of Year English Literacy Interim will be 60%	55% of students scored Proficient/Advanced on the End of Year Literacy Interim. The target was not met by 5%.	
Academic Growth Gaps	The percentage of students scoring Proficient or Advanced on End of Year English Literacy Interim will be 60%	55% of students scored Proficient/Advanced on the End of Year Literacy Interim. The target was not met by 5%.	In regards to not meeting our goal with our Minority subgroup, we are still learning how to effectively analyze student work in order to be able to identify trends and appropriately address student needs in small group and individualized re-teaching settings.
	The percentage of Minority students scoring Proficient or Advanced on the End-Of-Year English Math Interim will be 70%.	49% of Minority students scored Proficient/Advanced on the End of Year Math Interim. The target was not met by 21%.	
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)	<div data-bbox="493 698 1281 1169"> <p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p> <table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Ellis Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>21.8%</td> <td>50.7%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>46.0%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>18.3%</td> <td>47.4%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>8.6%</td> <td>53.8%</td> <td>32.8%</td> </tr> </tbody> </table> </div> <p> The percentage of students who Met or Exceeded Expectations on CMAS ELA was 46.0% in 3rd grade, 18.3% in 4th grade, and 8.6% in 5th grade. Overall, 21.8% of students in grades 3 through 5 Met or Exceeded Expectations. Overall performance was below the district average of 33.5%. </p>	Grade	Ellis Elementary School	Elementary Network 5	District	All Grades	21.8%	50.7%	33.5%	3rd	46.0%	51.1%	31.2%	4th	18.3%	47.4%	31.8%	5th	8.6%	53.8%	32.8%	<p>21.8% of students Met or Exceeded Expectations on CMAS ELA which was below the district average of 33.5%.</p>	<p>Although teachers have experience in and knowledge of backwards planning, we are in need of more support and guidance to ensure that we are incorporating the appropriate level of rigor and the CCSS instructional shifts into both our unit essential learning goals as well as at the lesson level.</p>
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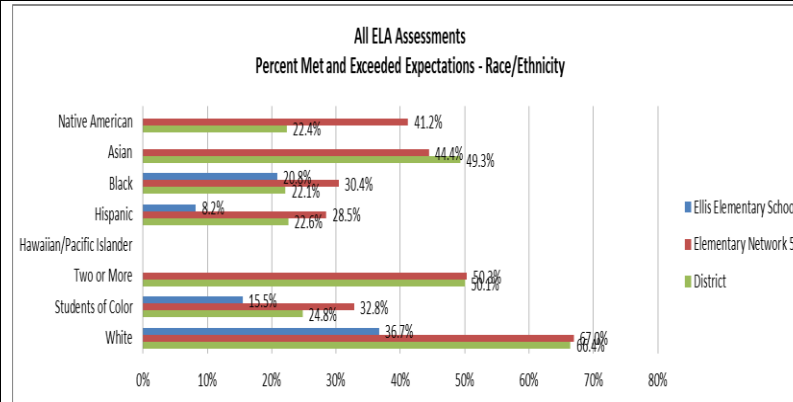
School Name: ELLIS ELEMENTARY SCHOOL

Performance Indicators

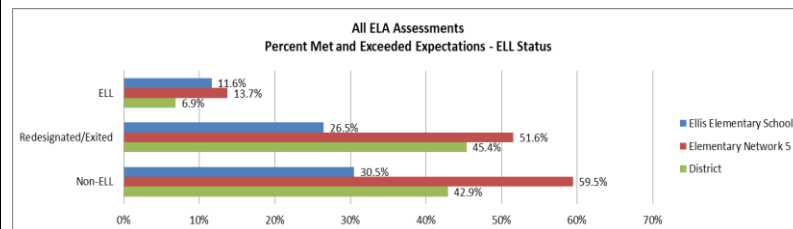
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes



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Although teachers have ample experience and knowledge around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap groups.

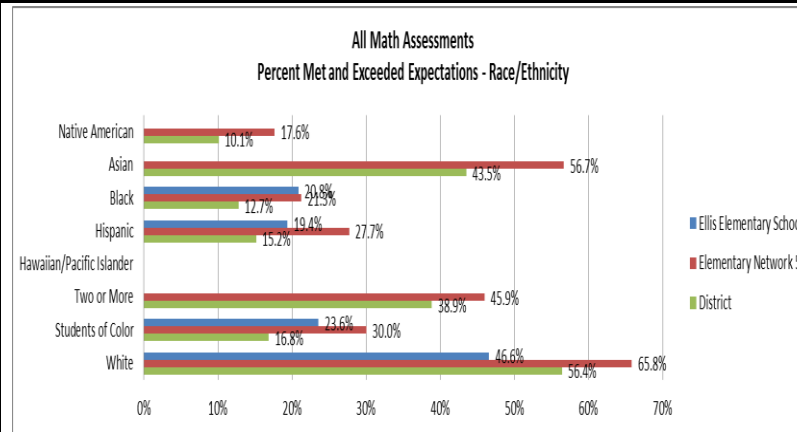
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations - FRL Status</p> <p>18.6% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 44.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.</p>	<p>18.6% of students identified as receiving Free/Reduced Lunch scored Meets/Exceeds Expectations on CMAS ELA which was below the district average of 21.8%.</p>	
	<p style="text-align: center;">All Math Assessments Percent Met and Exceeded Expectations</p> <p>The percentage of students who Met or Exceeded Expectations on CMAS Math was 42.3% in 3rd grade, 26.7% in 4th grade, and 17.6% in 5th grade. Overall, 29.3% of students in grades 3 through 5 Met or Exceeded Expectations. Overall performance was slightly above the district average of 24.9%.</p>	<p>29.3% of students Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 24.9%.</p>	<p>Although teachers have experience in and knowledge of backwards planning, we are in need of more support and guidance to ensure that we are incorporating the appropriate level of rigor and the CCSS instructional shifts into both our unit essential learning goals as well as at the lesson level.</p>

Performance Indicators

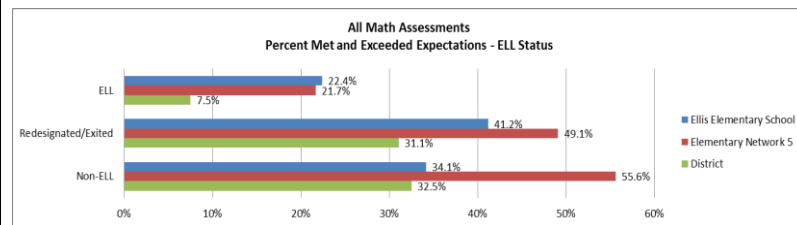
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Priority Performance
Challenges

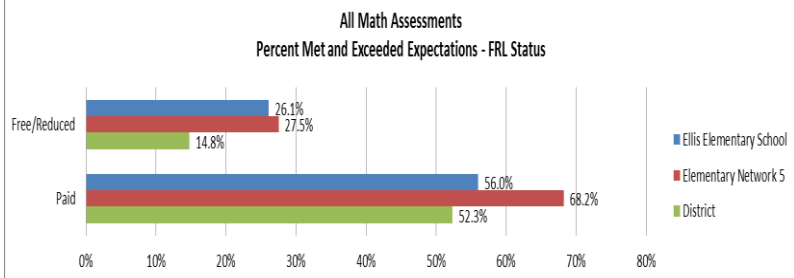
Root Causes



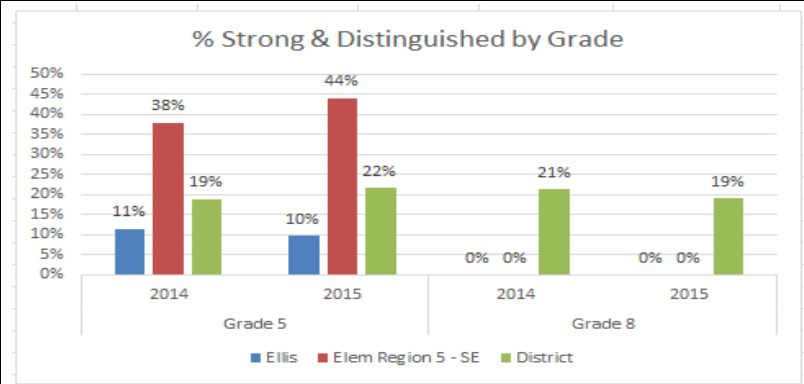
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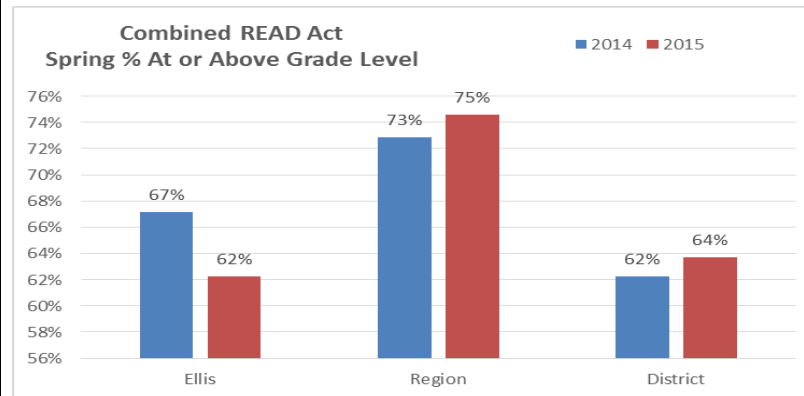
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">All Math Assessments Percent Met and Exceeded Expectations - FRL Status</p>  <p>26.1% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was above the district average of 14.8%. 56.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.</p>	<p>The difference in performance between students identified as receiving Free/Reduced Lunch and Paid Lunch on CMAS Math was 29.9%.</p>	<p>Although teachers have ample experience and knowledge around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap groups.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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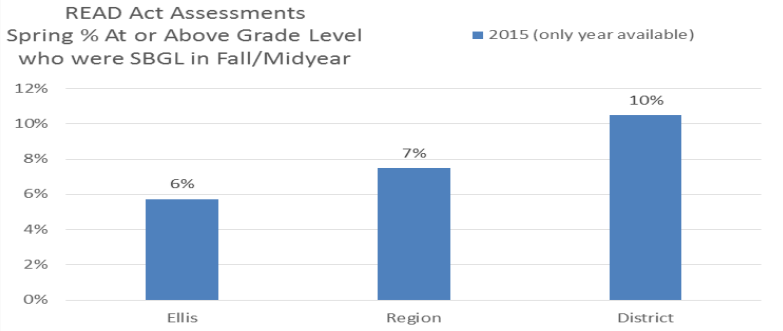
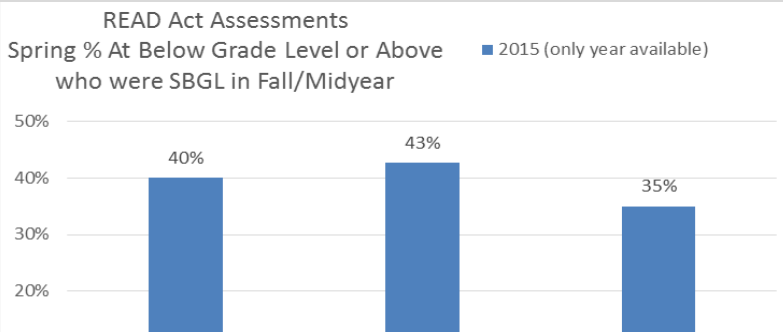
The percentage of students performing at Strong and Distinguished on CMAS Science decreased slightly from 11% in 2014 to 10% in 2015. Both years were significantly below the district averages of 21% in 2014 and 19% in 2015.



The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 67% in 2014 to 73% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</p>  <table border="1"> <caption>Spring % At or Above Grade Level (2015)</caption> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Ellis</td> <td>6%</td> </tr> <tr> <td>Region</td> <td>7%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table> <p>6% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.</p> <p>READ Act Assessments Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear</p>  <table border="1"> <caption>Spring % At Below Grade Level or Above (2015)</caption> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Ellis</td> <td>40%</td> </tr> <tr> <td>Region</td> <td>43%</td> </tr> <tr> <td>District</td> <td>35%</td> </tr> </tbody> </table> <p>40% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.</p>	Entity	Percentage	Ellis	6%	Region	7%	District	10%	Entity	Percentage	Ellis	40%	Region	43%	District	35%	<p>Only 6% of students identified as being Significantly Below Grade Level improved to At/Above Grade Level which was below the district average of 10%.</p>	<p>Although different teachers at Ellis have a wide range of experience and expertise in Literacy instruction, as a school, we have not clearly communicated our expectations nor have we provided sufficient support around the components of the literacy block or specified criteria of effective teaching and learning behaviors, nor have we monitored implementation or provided targeted feedback around these expectations, most specifically in Guided Reading.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
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	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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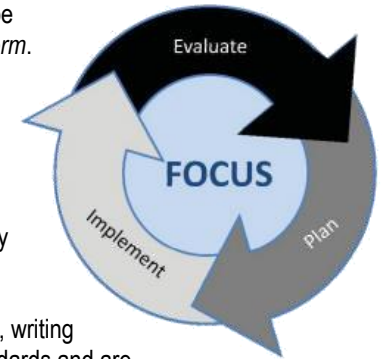
Section IV: Action Plan(s)

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.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	<p>21.8% of students Met or Exceeded Expectations on CMAS ELA which was below the district average of 33.5%. 15.5% of Students of Color scored Met/Exceeds Expectations on CMAS ELA which was below the district average of 24.8%. 18.6% of students identified as receiving Free/Reduced Lunch scored Met/Exceeds Expectations on CMAS ELA which was below the district average of 21.8%.</p>	<p>The percentage of students that Meet or Exceed Expectations on CMAS ELA will increase from 21.8% to 43.6%. The percentage of Students of Color that Meet or Exceed Expectations on CMAS ELA will increase from 15.5% to 35%. The percentage of FRL students that Meet or Exceed Expectations on CMAS ELA will increase from 18.6% to 40 %.</p>	<p>The percentage of students that Meet or Exceed Expectations on CMAS ELA will increase from 43.6 % to 80%. The percentage of Students of Color that Meet or Exceed Expectations on CMAS ELA will increase from 35% to 70 %. The percentage of FRL students that Meet or Exceed Expectations on CMAS ELA will increase from 40% to 80%.</p>	ANet Interim Assessments	<p>If teachers deepen their expertise in the data inquiry cycle and collaborate to make decisions based on data for instructional planning, then student achievement will increase as a result of targeted differentiated instruction, progress monitoring and feedback.</p> <p>If teachers deepen their expertise in the CCSS instructional shifts and in planning rigorous tasks in order to better inform their instructional planning and lesson delivery, then students will be better prepared for college and career by entering middle school at or above grade level expectations.</p>
		<p>Only 6% of students identified as being Significantly Below Grade Level improved to At/Above Grade Level which was</p>	<p>The percentage of students identified as SBGL that improve to At/Above Grade Level will meet or exceed the district average.</p>	<p>The percentage of students identified as SBGL that improve to At/Above Grade Level will meet or exceed the district average.</p>	DRA, monthly progress monitoring, Running Records	<p>If we create clear expectations and provide targeted individualized support around the components, structures and time related to</p>

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			below the district average of 10%.				Guided Reading, including effective teaching and learning behaviors before, during and after Guided Reading lessons, then teachers will acquire the skills, knowledge and experience necessary to deliver high quality, differentiated Guided Reading instruction to all students which will result in all students making expected growth in Reading.
		M	<p>29.3% of students Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 24.9%.</p> <p>The difference in performance between students identified as receiving Free/Reduced Lunch and Paid Lunch on CMAS Math was 29.9%.</p>	<p>The percentage of students that Meet or Exceed Expectations on CMAS Math will increase from 29.3% to 58.6%.</p> <p>The percentage of FRL students that Meet or Exceed Expectations on CMAS ELA will increase from 26.1% to 52.2%.</p>	<p>The percentage of students that Meet or Exceed Expectations on CMAS Math will increase from 58.6% to 80%.</p> <p>The percentage of FRL students that Meet or Exceed Expectations on CMAS ELA will increase from 52.2% to 80%.</p>	ANet Interim Assessments	<p>If teachers deepen their expertise in the data inquiry cycle and collaborate to make decisions based on data for instructional planning, then student achievement will increase as a result of targeted differentiated instruction, progress monitoring and feedback.</p> <p>If teachers deepen their expertise in the CCSS instructional shifts and in planning rigorous tasks in order to better inform their instructional planning and lesson delivery, then students</p>

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							will be better prepared for college and career by entering middle school at or above grade level expectations.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: : If teachers deepen their expertise in the data inquiry cycle and collaborate to make decisions based on data for instructional planning, then student achievement will increase as a result of targeted differentiated instruction, progress monitoring and feedback.

Root Cause(s) Addressed: Although teachers have ample experience and knowledge around using data to drive instruction, we are lacking specific support and guidance in how to narrow our focus on our highest leverage opportunities to improve learning outcomes for students in our gap 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
 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				
Develop Team Leads to facilitate Data Meetings and Backwards Planning to include: -identified proficiency criteria -exemplars to match demands of PARCC -CCSS instructional shifts -gap analysis of student work -re-teaching plans/ progress monitoring	Weekly	2016-2017	Senior Team Leads, AA/DTR Coordinator, AP, Principal, Teacher Leader Capacity Partner, Teacher Leaders	Title I, District support for DR program, school based budget	End of Trimester I: Data Team Protocol used consistently and effectively to inform re-teaching of high leverage skills End of Trimester II: Evidence of Instructional shifts found in 70% of teachers' lesson delivery and in student work End of Trimester III:	In Progress

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					<p>Evidence of Instructional shifts found in 85% of teachers' lesson delivery and in student work</p> <p>30% Increase in grade level interim results (growth, not status) between A1 and A3</p>	
Utilize Blue/Green Days to analyze interim data to inform instructional decision making regarding	<p>October 19th</p> <p>January 5th</p> <p>February, 2016</p> <p>May, 2016</p>		Senior Team Leads, AA/DTR Coordinator, AP, Principal, Teacher Leader Capacity Partner, Teacher Leaders	Title I, District support for DR program, school based budget		In Progress
Team Leads engage in observation & Feedback (coaching cycles) that is tied to Data Team meetings to deliver aligned feedback and next steps	Ongoing		Senior Team Leads, AA/DTR Coordinator, AP, Principal, Teacher Leader Capacity Partner,	Title I, District support for DR Program, school based budget		In Progress

			Teacher Leaders			
Intentional Data-Analysis of Minority Students with focus on: <ul style="list-style-type: none"> • Differentiation and grouping based on data • Data-tracking to support effective math & Literacy instruction • Interim Assessment Protocol 	August 2015 - June 2016	2016-2017	Team Leads Teacher Leaders, Principal, Administrative Assistant, DTR Coordinator/ AA	Math Intervention Teacher paid for by Mill Levy funds, Framework For Effective Teaching 101 Sessions, Teacher Leader Academy, Khan Academy		In Progress

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

Major Improvement Strategy #2: If teachers deepen their expertise in the CCSS **instructional shifts** and in planning **rigorous tasks** in order to better inform their instructional planning and lesson delivery, then students will be better prepared for college and career by entering middle school at or above grade level expectations.

Root Cause(s) Addressed: Although teachers have experience in and knowledge of backwards planning, we are in need of more support and guidance to ensure that we are incorporating the appropriate level of rigor and the CCSS instructional shifts into both our unit essential learning goals as well as at the lesson level.

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				
Regularly Facilitate Collaborative Planning Time to include backwards planning of ELA and Math* units	Ongoing/ every six weeks	Ongoing for the 16-17 school year	Senior Team Leads Team Specialists Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	Unit Plans in Google Drive	In Progress *Not Started
Integrate Grade level SLOs into the backwards planning process for each Literacy Unit including collection of evidence and creation of exemplars	Ongoing/ every six weeks	Ongoing for the 16-17 school year	Senior Team Leads Team Specialists Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	SLOs entered into SLO application including end of course command levels Student work samples that serve as evidence of student learning Student growth on SLO end of course command levels	In Progress

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<p>Create a Backwards Design process protocol to include:</p> <ul style="list-style-type: none"> • Outline/ sequence starting with end of unit assessment • Guiding Questions that require explicit articulation of standards being taught, conceptual understanding tied to standard and applicable CCSS Instructional Shifts • The What and the How (What will be taught, i.e. determining importance (what), Modeling thinking, graphic organizer with questions to guide student thinking (how) • Creation of exemplar(s) to reflect demonstration of standard mastery at appropriate level of rigor 	<p>Will begin drafting 4/22/16</p>	<p>Ongoing for the 16-17 school year</p>	<p>Senior Team Leads Team Specialists Teachers</p>	<p>School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time</p>	<p>Protocol that includes all bullet point articulated in the far left column</p>	<p>Not Started</p>
<p>Create a schedule of Backwards Design meetings and a checklist/ protocol for facilitating these meetings</p>	<p>August 2016</p>	<p>Ongoing for the 16-17 school year</p>	<p>Senior Team Leads Team Specialists Teachers</p>	<p>School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time</p>	<p>Calendar and/or schedule in Google Drive for each team that includes at least six Backwards Design Meetings scheduled</p>	<p>Not Started</p>
<p>Provide feedback of strengths and next steps for team and for facilitator regarding Backwards Design CPT meetings and usage of protocol(s)</p>	<p>September 2016- May 2016</p>	<p>Ongoing for the 16-17 school year</p>	<p>Senior Team Leads Team Specialists</p>	<p>School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time</p>	<p>Schedule for each person providing feedback Feedback conversations/ meetings scheduled and completed</p>	<p>Not Started</p>

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			Principal		Concrete action steps documented in Google Drive Increase effectiveness in use of protocol to ensure key components of this MIS are being included in teacher teams' unit plans	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: If we build teachers' capacity in explicitly teaching and practicing a common set of school culture expectations including an asset based discipline system, and as a staff we celebrate and hold each other accountable for implementing those common school culture expectations, then students will develop the social-emotional skills they need to be successful in school, at home, in the community and for the rest of their lives.

Root Cause(s) Addressed: There has been a lack of emphasis and consistency of school wide expectations for behavior and for social- emotional skill development.

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				
Create a Student Culture Team	August 2015	completed	Principal, Assistant Principal, Student Culture Team	School based budget	Team created and communicated to staff	Complete
Create a Staff Culture Team	August 2015	completed	Assistant Principal, Staff Culture Team	School based budget	Team Created and communicated to staff	Complete
Participate in the District Initiative, Personal Success Factors/ Character Education Program	August 2015 ongoing	ongoing	Principal, Assistant Principal, Student Culture Team Dean of School Culture	School based budget	Team meeting to make decision in August Completed PSF application in March of 2016 Kick off cohort participation in August of 2016	In Progress

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Create and maintain school wide systems and structures for Character Educations	2015-2016	2016-2017	Principal, Assistant Principal, Student Culture Team, Ellis Staff	School based budget	Banners, Monthly Team Meetings, Blue/Green Day presentation, Grade level Support Partners, celebration traditions, morning announcements, specific structures for Tier I-III levels of support	In Progress
Create opportunities for parents and community members to learn about our program	2015-2016	2016-2017	Principal, Assistant Principal, Ellis Staff	School based budget	Family Fun Nights, Family Literacy and Math Nights, Character Strengths Videos, News stories on website and face book, visuals throughout school, parent forums, coffee with the principal	In Progress
Create and maintain systems and structures to implement staff culture awareness and celebrations	2015-2016	2016-2017	Assistant Principal, Principal, Staff Culture Team, Ellis Staff	School based budget	Blue Green Days events, acknowledgments, weekly and monthly traditions, peer to peer recognition, staff member displays	In Progress
Hire Dean of School Culture to lead Character Education for staff and students	March 2016	NA	Personnel Committee	School based budget	Hiring completed by March of 2016	Complete

* 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 #4: If we create clear expectations and provide targeted individualized support around the components, structures and time of and for Guided Reading, including effective teaching and learning behaviors before, during and after Guided Reading lessons, then teachers will acquire the skills, knowledge and experience necessary to deliver high quality, differentiated Guided Reading instruction to all students which will result in **all** students making expected growth in Reading.

Root Cause(s) Addressed: Although different teachers at Ellis have a wide range of experience and expertise in Literacy instruction, as a school, we have not clearly communicated our expectations nor have we provided sufficient support around the components of the literacy block or specified criteria of effective teaching and learning behaviors, nor have we monitored implementation or provided targeted feedback around these expectations, most specifically in Guided Reading.

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				
Train teachers to provide high quality guided reading lessons that include key components to move students forward as readers in K-3	NA	Fall 2016	Principal Senior Team Leads Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	All K-3 Teachers trained in Guided Reading either through one on one coaching or through GR PDU offered in Fall by December of 2016	Not Started
Train teachers to provide high quality guided reading lessons that include key components to move students forward as readers in 4-5	NA	Spring 2017	Principal Senior Team Leads Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	All 4-5 Teachers trained in Guided Reading either through one on one coaching or through GR PDU offered in Spring of 2017 by EOY of 2017	Not Started
Provide coaching (support, modeling, observation and feedback) around	NA	Jan. 2017	Principal	School Based Budget	Coaching Logs in Google Drive	Not Started

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creating high quality mini-lessons that include effective teaching and learning behaviors in K-3)		June 2017	Senior Team Leads Teachers	District funding for Teacher Leadership and Collaboration stipends and release time	50% of teachers will have documented coaching in this area by January of 2017 75% of teachers will have documented coaching in this area by June of 2017	
Provide coaching (support, modeling, observation and feedback) around creating high quality Expeditionary Learning whole group lessons that include effective teaching and learning behaviors (such as differentiated supports) in 3-5 and that allow time for Guided Reading and differentiated independent work	NA	Jan. 2017 June 2017	Principal Senior Team Leads Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	See directly above	Not Started
Train teachers on how to effectively collect meaningful data on individual students in reading, writing and word study in order to inform small group instructional foci as well as differentiated independent work in K-5	Jan. 2017 June 2017		Principal Senior Team Leads Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	50 % of teachers will have had documented Guided Reading Analysis and Planning conversations one on one or in small groups/ pairs by January of 2017 75 % of teachers will have had documented Guided Reading Analysis and Planning conversations one on one or in small groups/pairs by EOY 2017	Not Started
Provide differentiated support to all teachers around managing/ scheduling small group and independent work time including rituals and routines, behavior management and transitions*			Principal Senior Team Leads	School Based Budget District funding for Teacher Leadership and	Increased effectiveness in use of time and time on task as measured by timing of transitions and monitoring time on task first to gather	Not Started

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			Teachers	Collaboration stipends and release time	baseline data and then to measure progress after coaching cycle *provided to teachers as need is identified	
Create two demonstrations classrooms / learning labs, one in primary and one in intermediate to provide real time, job embedded professional learning opportunities for teachers			Principal Senior Team Leads Teachers	School Based Budget District funding for Teacher Leadership and Collaboration stipends and release time	Identify teachers for demonstration classrooms by Fall of 2016 Determine support personnel to assist with demo classrooms/ lesson studies by Fall of 2016 Begin Learning labs by February of 2017	Not Started

* 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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