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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2880 School Name: FAIRVIEW ELEMENTARY 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?
			Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement:
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 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	34.35%	-	-	**Does Not Meet**
		M	70.11%	-	-	38.22%	-	-	* Consult your School Performance Framework for the ratings for each content area at each level.
		W	54.84%	-	-	22.78%	-	-	
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:
			Elem	MS	HS	Elem	MS	HS	**Does Not Meet**
		R	55	-	-	42	-	-	* Consult your School Performance Framework for the ratings for each content area at each level.
		M	77	-	-	47	-	-	
		W	66	-	-	44	-	-	
		ELP	28	-	-	35	-	-	

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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: **Does Not Meet** * 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

Summary of School Plan Timeline	October 31, 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.

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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.	Awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model - Transformation. Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Awarded a Diagnostic Review and Planning Grant	Schools receiving a Diagnostic Review and Planning grant should include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria.
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 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?	Yes. TIG Grant awarded this academic school year.
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.	In 2013-2014, Fairview Elementary was one of several schools to receive a comprehensive School Quality Review this year. The SQR, created and conducted by SchoolWorks, a two-day visit designed to collect evidence that will be useful in the creation of strategic plans for improvement.

Improvement Plan Information

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

☐ State Accreditation   ☐ Title I Focus School   X Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

| School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Antoinette Hudson, Principal
	Email	Antoinette_Hudson@dpsk12.org
	Phone	720-424-7542
	Mailing Address	2715 W. 11th Ave., Denver, CO 80204
2	Name and Title	
	Email	
	Phone	

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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.
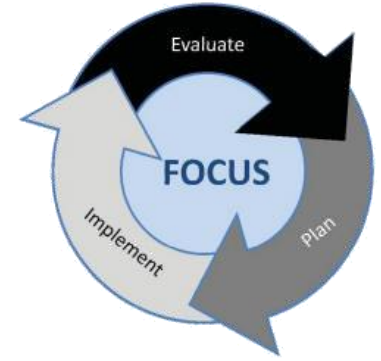
Data Narrative for School
Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) 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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	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.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Description of School Setting and Process for Data Analysis:

Fairview is an ECE-5th grade elementary school with 258 students. 97% of the students receive free or reduced lunch. 80% of the students are minority status. Race and ethnicity of students at the school is the following: 48% Hispanic, 6% White, 31% African American, 10% Asian/Pacific Islander, 1% American Indian, 5% Multiple Races. 33% of the students are classified as non-exited English Language Learners. 21% of the students receive Special Education services. Fairview has been identified for additional support based on the District's Tiered Supports Framework. As a result, the school received the support of a consultant to work with school leadership to complete the UIP+ alongside the UIP and UIP Tracker. The following team met weekly throughout October and November to collaborate on the various components of this plan: Antoinette Hudson (Principal), Aylane Dibildox (Assistant Principal), Matthew Dennis (School Improvement Partner), Anne Boyce (Teacher Effectiveness Coach), Several meetings were held with the school staff to get input and discuss various aspects of the UIP. In order to build buy-in, create shared ownership and

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facilitate a safe, transparent environment where multiple perspectives are valued, Fairview staff contributed to the UIP+/UIP process wherever possible. At the beginning of the school year, staff participated by analyzing recent quantitative data, developing trend statements, identifying root causes and major improvement strategies. A "Title 1 Night" was held in October to provide information about Title 1 schools, to look at Fairview's SPF, and to discuss some of the school's initial improvement strategies, like use of Achievement Network to increase rigor with instruction and support all learners through Guided Reading Plus. Feedback from some parents indicated that Fairview students are struggling academically and they are willing to support school initiatives. Additional ongoing opportunities for parent engagement include monthly CSC meetings, Parent Advisory Committee meetings, parent newsletters, and a system of home visits where staff seek to build relationships with families, and monthly Parent Tea meetings to increase engagement in the school and bridge culture gaps between the school and community.

Review Current Performance:

Overall Performance Statements:

- Over the past 3-5 years, Fairview students consistently score far below expectations in all academic areas.
- Over the past three years, all of Fairview's significant subgroups score below the district and state averages for their peers; Hispanic and FRL consistently score significantly below their peers; ELLs approach state and district averages.

On the 2014 School Performance Framework, Fairview earned 15% of the total points for which it was eligible. As a result the school is required to adopt and implement a Priority Improvement Plan. Fairview did not meet district, state or federal expectations in status on the TCAP in any subject area (Reading, Math, Writing, Science). Also, Fairview did not meet expectations in overall Median Growth Percentile in any subject area (Reading, Math, Writing, ELP), nor did any subgroups (Hispanic, Black, FRL, ELL, IEP) meet Median Growth Percentile expectations. In addition, all significant subgroups showed less growth in all academic areas than those same averages for both the district and the state. Investigation of data before 2013 indicates that low performance and growth in these areas has been a trend at Fairview for at least the past 3 to 5 years.

Trend Analysis:

Fairview staff, led by the school's Data Partner, met in September to examine data and identify trends. The statements below reveal trends in TCAP status for all curricular areas between the years 2009-2014:

Reading: The % of students at Fairview who scored proficient or advanced on Reading TCAP increased from 28% to 33% between 2009 and 2013, and decreased by 3% to 30% in 2014, which is still significantly below state expectations of 72.05%. The percentage of our Non-ELL students scoring proficient or advanced on the reading TCAP decreased from 2012-2014 and is below the state's expectations of 72.5%.

Students overall at Fairview scoring Proficient and Advanced in Reading between the years of 2009-2014 has been 28%, 50%, 28%, 40%, 33%, 30%, resulting in stagnation that is 42% below state expectations.

The gap between FRL and non-FRL scoring Proficient and Advanced in Reading in the year 2014 was 20%.

The gap between students with special needs at Fairview and students with special needs in the state scoring Proficient and Advanced in Reading in the year 2014 was 15%.

Writing: The % of students at Fairview who scored proficient or advanced on writing TCAP/CSAP declined from 18% to 14% between 2009 and 2013, and slightly increased by 12% to 26% in 2014 which is significantly below state expectations of 55%.

Math: The % of students at Fairview who scored proficient or advanced on Math TCAP slightly increased from 34% to 36% between 2009 and 2013, and decreased by 3.5% to 34.5% in 2014, which is still significantly below state expectations of 70.11%. The percentage of our Non-ELL students scoring proficient or advanced on the math TCAP is inconsistent from 2011-2014 and is below the state's expectations of 70.11%.

Science: The % of students at Fairview who scored proficient or advanced on Science TCAP grew from 0% in 2009 to 16% in 2013, which is still significantly below the state expectation of 45%.

The median growth percentile on TCAP reading decreased from 59.5 to 38 between 2009 and 2013, and increased by 3.5 median growth percentile points in 2014, which is significantly below the district expectation of 60.

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Fairview students for at least the past 3 to 6 years have scored below or significantly below the averages both locally in the district and when compared to state averages. What's more, Fairview's significant subgroups are consistently outperformed by students in the same subgroups both in the district and at the state level.

See Worksheet #2, Data Analysis.

Priority Performance Challenges:

The following PPCs are identified in Worksheet #2 in the Data Analysis section:

Academic Achievement (Status):

The percentage of our non-ELL students scoring Proficient or Advanced on the Reading TCAP decreased from 2012-2014, and is below the state's expectation of 72.5%.

The percentage of our non-ELL students scoring Proficient and Advanced on Math TCAP is inconsistent from 2011-2014, and is below the state's expectation of 70.11%.

For the past 5 years the % of students scoring proficient or above in reading, writing, math and science has been significantly below district and state averages for both students overall and students within significant subgroups.

Academic Growth: For the past five years student growth on TCAP has been significantly below the growth averages of both the district and the state.

Academic Growth Gaps: Over the past four years, the Median Growth Percentile (MGP) of our ELL students on the Math TCAP declined from 2012-2014, and is below the state's median of 77.

The performance challenges at Fairview are very significant in all subject areas and for all groups of students. It is for this reason that a specific subject area was not chosen as a particular PPC. Students perform significantly below expectations in all areas. Economically disadvantaged students, ELLs, students with IEPs, Hispanic students and Black students all perform below their peers in all subject areas. The PPCs above address status scores in all subject areas, academic growth in all subject areas, and the academic growth gaps between Fairview students and their peers. These are the highest priorities to address.

Root Cause Analysis:

Fairview staff began looking at data to identify Root Causes in September. The staff identified the following as the Root Causes of low performance:

Teachers have not had the professional development opportunity to unpack what rigorous instruction looks like given CCSS.

- The definition, strategies and support on how to differentiate instruction is not clearly modeled/defined throughout the building. We do not communicate, model, exemplify the high expectations and care for our students' achievement—and the grit that it takes to get there. We do not create relationships with students and familiesto leverage in the instructional environment
We have not mastered the ability to provide instruction with fidelity to "be on the same page," and as a result we lack adequate time to plan and prepare for achievement for our students.

In 2013, school leaders then applied the REAL criteria to this list and reduced the Root Causes into the following three areas:

1. Data Driven Instruction: If we set expectations around data driven instructional systems that includes high quality professional development, student achievement will increase.
2. Observation and Feedback: If we set expectations around teacher observations and instructional coaching to improve instructional practices, aligned to school-wide goals, we will see increases in student achievement and instructional practices.

Student Culture: If we establish expectations on student culture, to increase student's access to instruction and provide students with opportunities to learn, student achievement will increase. These Root Causes address adult actions and are under the control of the school. In addition, they all address each Priority Performance Challenges noted above because unclear expectations, lack of adequate professional development and lack of accountability lead to poor student achievement.

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In addition, the School Quality Review report completed by SchoolWorks, in 2013, justifies these root causes. It points out the following:

- Classroom instruction is not challenging for all students.
- Assessments are not used to adjust instruction.
- The school does not provide effective services for ELLs and at-risk students.
- The school does not have a culture of high expectations.
- PD is not yet high quality and multifaceted.
- The school does not have a safe, transparent, and trustworthy professional climate.
- School leaders have not established an effective communication system.
- School leaders do not involve all teachers in making and implementing meaningful decisions that guide school improvement.

In 2014, the school has partnered with Achievement Network and will facilitate Guided Reading Plus to address the following:
- Classroom instruction is not challenging for all students.
- Assessments are not used to adjust instruction.
- The school does not have a culture of high expectations.
- PD is not yet high quality and multifaceted.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 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.*
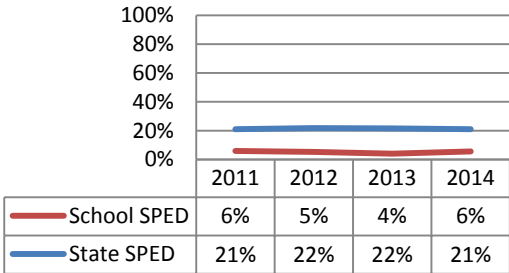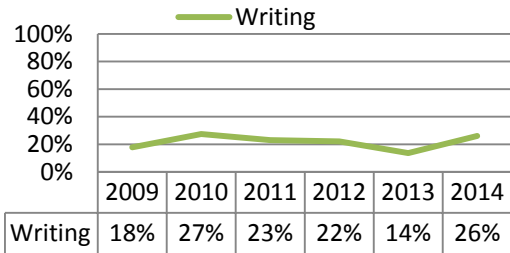
Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	2013-14 TCAP Target for reading was 60%	Reading TCAP results for 2014: 30% prof/adv The school's reading target was not met; the school was 30% short of meeting the reading target	Personnel changes occurred within the 4th and 5th grade classrooms; 2 teachers were frequently absent which resulted in continuous substitutes. Instructional staff lacked a clear definition of rigorous instruction, failure to differentiate instruction for all students.
	2013-14 TCAP Target for math was 56%	Math TCAP results for 2014: 34% prof/adv The school's math target was not met; the school was 22% short of meeting the math target.	
	2013-14 TCAP Target for writing was 36%	Writing TCAP results for 2014: 26% prof/adv The school's writing target was not met; the school was 10% short of meeting the writing target	
Academic Growth	2013-14 TCAP Median Academic Growth Target for reading was 60	The school's MGP target for reading was not met; the school scored 36 MGP; 24 MGP short of meeting the reading target	
	2013-14 TCAP Target Median Academic Growth Target for math was 60	The school's MGP target for math was not met; the school scored 46 MGP; 14 MGP short of meeting the math target	
	2013-14 TCAP Target Median Academic Growth Target for writing was 60	The school's MGP target for writing was not met; the school scored 44 MGP; 16 MGP short of meeting the writing target	
Academic Growth Gaps	The 2013-14 UIP	No target was set.	

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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.
	N/A	N/A	
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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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 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.
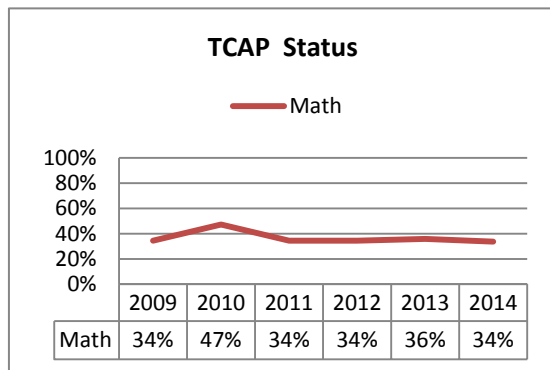
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**TCAP Status** — Reading 	Year	2009	2010	2011	2012	2013	2014
Reading	28%	50%	38%	40%	33%	30% | **Reading:** Students overall at Fairview scoring Proficient and Advanced in Reading between the years of 2009-2014 has been 28%, 50%, 28%, 40%, 33%, 30%, resulting in stagnation that is 42% below state expectations.	**Academic Achievement (Status):** For the past 5 years the % of students scoring proficient or above in reading, has been significantly below district and state expectations of 42% for both students overall and students within significant subgroups.	**The following Root Causes were identified by staff as the general causes for the school's low performance in all areas as well as the school's chosen Priority Performance Challenges*:** **Academic Achievement Root Cause Analysis:** Fairview staff began looking at data to identify Root Causes in September. The staff identified the following as the Root Causes of low performance Teachers have not had the opportunity in professional development to unpack standards and determine what rigorous instruction looks like given CCSS in mathematics and literacy. We have not mastered the ability to provide instruction with fidelity due to continuous shifts in expectations in curriculum and methodology and lack of training to "be on

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

TCAP Reading

	2011	2012	2013	2014
School SPED	6%	5%	4%	6%
State SPED	21%	22%	22%	21%

The gap between students with special needs at Fairview and students with special needs in the state scoring Proficient and Advanced in Reading in the year 2014 was 15%.

TCAP Status

— Writing

	2009	2010	2011	2012	2013	2014
Writing	18%	27%	23%	22%	14%	26%

Writing: Between 2009 and 2013, the % of students at Fairview who scored proficient or advanced on writing TCAP/CSAP declined from 18% to 14% and slightly increased by 12% to 26% in 2014 which is significantly below state expectations of 55%.

Priority Performance Challenges:

For the past 5 years the % of students scoring proficient or above in writing which is 19% below state expectations of 55%. for both students overall and students within significant subgroups.

For the past 5 years

Root Causes:

the same page," and as a result we lack adequate time to plan and prepare for achievement for our students.

School Quality Review –

In addition, the School Quality Review report completed by SchoolWorks, in 2013, justifies these root causes. It points out the following. Classroom instruction is not challenging for all students.

Assessments are not used to adjust instruction.

The school does not have a culture of high expectations.

PD is not yet high quality and multifaceted.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		the % of students scoring proficient or above in math has been 33% district and state expectations of 70.11% for both students overall and students within significant subgroups.	

TCAP Status

———— Math

	2009	2010	2011	2012	2013	2014
Math	34%	47%	34%	34%	36%	34%

Math: Students overall at Fairview scoring Proficient and Advanced in Math between the years of 2009-2014 has been 34%, 47%, 34%, 34%, 36%, and 34%, resulting in stagnation that is 46% below state expectations which is still significantly below state expectations of 70.11%.

TCAP Math

	2009	2010	2011	2012	2013	2014
ELL	37%	44%	36%	38%	33%	33%
Non-ELL	33%	50%	33%	32%	38%	35%

The percentage of our Non-ELL students scoring proficient or advanced on the math TCAP is inconsistent from 2011-2014 and is below the

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	state's expectations of 70.11%. In Math between the years of 2009-2014 has been 34%, 47%, 34%, 34%, 36%, and 34%, resulting in stagnation that is 36% below state expectations. **TCAP Math** The gap between FRL and non-FRL scoring Proficient and Advanced in Math in the year 2014 was 17%.		

TCAP Math

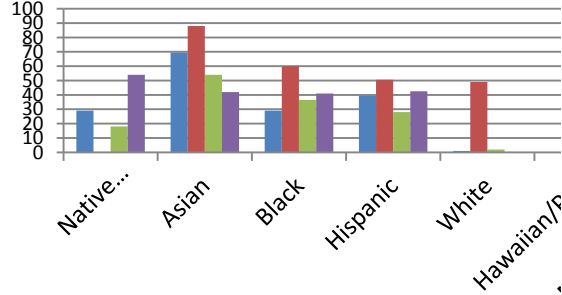|	2009	2010	2011	2012	2013	2014
FRL	34%	47%	35%	35%	36%	33%
Non-FRL	50%	50%	0%	0%	0%	50%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Status Science 		

	2009	2010	2011	2012	2013	2014
Science	0%	0%	7%	32%	16%	

Science: Between 2009 and 2013, the % of students at Fairview who scored proficient or advanced on Science TCAP grew from 0% to 16%.

Performance Indicators	Description of Notable Trends	Priority Performance Challenges	Root Causes
Academic Growth	**TCAP Overall** Reading	**Academic Growth:** For the past five years student growth on TCAP has been significantly below the growth averages of both the district and the state by 22 MGP.	**Academic Growth Root Cause Analysis:** Fairview staff began looking at data to identify Root Causes in September. The staff identified the following as the Root Causes of low performance:

	2009	2010	2011	2012	2013	2014
Reading	59.5	65.5	32	57	38	34.5

Reading: Between 2009 and 2013, the MGP in

- The definition, strategies and support on how to differentiate instruction is not clearly modeled/defined throughout the building.
- We have not mastered the ability to provide instruction with fidelity due to continuous shifts in expectations in curriculum and methodology and lack of training to "be on the same page," and as a result we lack adequate time to plan and prepare for achievement for our students.

School Quality Review – Root Cause Analysis

In addition, the School Quality Review report completed by SchoolWorks, in 2013, justifies these root causes. It points out the

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	reading on TCAP decreased from 59.5 to 38, in 2014 the MGP declined by 2 MPG to 34.5 resulting in a downward trend that is 22 MGP below state expectations. ELL: Between 2011 and 2013, the MGP for ELLs has increased slightly from 48 to 49 and decreased to 29 in 2014.		following: • Classroom instruction is not challenging for all students. • Assessments are not used to adjust instruction. • The school does not provide effective services for ELLs and at-risk students. • The school does not have a culture of high expectations.

TCAP Reading

	2009	2010	2011	2012	2013	2014
FRL	59.5	68.5	32	53	38	33
Non-FRL		52.5	70	70		63

FRL: Between 2011 and 2013, the MGP for FRLs has increased slightly from 32 to 38 and decreased to 33 MGP in 2014.

The MGP gap between FRL and non-FRL in Reading in the year 2014 was 30.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Overall — Writing chart | 2009	2010	2011	2012	2013	2014 | Writing: 48, 56.5, 35, 56, 32.5, 42 **Writing:** Between 2011 and 2013, the MGP in writing on TCAP has decreased slightly from 36 to 33. In 2014, writing MGP increased to 42. **TCAP Writing** — bar chart (Native..., Asian, Black, Hispanic, White, Hawaiian/P...) Hispanic: Between 2011 and 2013, the MGP for Hispanic students decreased significantly from 42 to 28. In 2014, MGP for Hispanic students increased from 28 to 42.5.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP Writing | 2009	2010	2011	2012	2013	2014 | ELL	56	63	44.5	75	33.5	42 | Non-ELL	40.5	45	29	46.5	31.5	52.5 | ELL: Between 2011 and 2013, the MGP for ELLs has decreased from 45 to 34. In 2014, MGP for ELLs increased from 34 to 42. **TCAP Writing** | 2009	2010	2011	2012	2013	2014 | FRL	48	56.5	34.5	56	32.5	42 | Non-FRL		54.5	37	44		72.5 | FRL: Between 2011 and 2013, the MGP for FRLs has decreased slightly from 35 to 33. In 2014, MGP for FRL increased from 33 to 42.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**TCAP Overall** ── Reading ── Math ── Writing 100 80 60 40 20 0 *(line chart)* 		2009	2010	2011	2012	2013	2014
Reading	59.5	65.5	32	57	38	34.5
Math	66	56	40	53	41	44
Writing	48	56.5	35	56	32.5	42 | **Overall:** Over the past three years, all of Fairview's significant subgroups score below the district and state averages for their peers; Hispanic and FRL consistently score significantly below their peers; ELLs approach state and district averages.	**Academic Growth Gaps:** Over the past three years Hispanics and FRLs consistently showed significantly less growth on the TCAP in all subject areas than both the district and state averages for those same subgroups. **Academic Growth Gaps:** Over the past four years, the Median Growth Percentile (MGP) of our ELL students on the Math TCAP declined from 2012-2014, and is below the state's median of 77.	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Reading: The gap between FRL and non-FRL scoring Proficient and Advanced in Reading in the year 2014 was 20%.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

TCAP Reading

	2009	2010	2011	2012	2013	2014
FRL	59.5	68.5	32	53	38	33
Non-FRL		52.5	70	70		63

ection 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
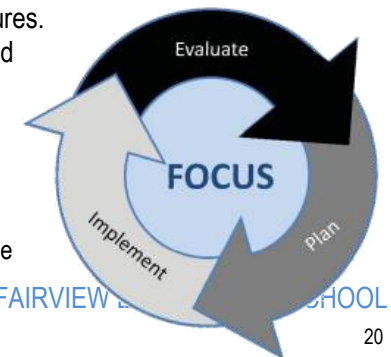
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connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that 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.

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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	For the past 5 years the % of students scoring proficient or above in reading has been significantly below district and state averages.	60%	67%	STAR Early Literacy (K-2) and Early Reading (3-5) benchmarks • Fall Baseline: K-2 37%; 3-5 27% • Winter Goals: K-2 47%; 3-5 37% • Spring Goals: K-2 70%; 3-5 60%	The three MIS's below are designed to address all of the school targets outlined here:
		M	For the past 5 years the % of students scoring proficient or above in math has been significantly below district and state averages.	56%	64%	ANet and District Math Interims • Fall Baseline: K-2 58%; 3-5 13% • Winter Goals: K-2 67%; 3-5 25% • Spring Goals: K-2 90%; 3-5 56%	MIS: 1 Data Driven Instruction If we set expectations around data driven instructional systems that includes high quality professional development, student achievement will increase.
		W	For the past 5 years the % of students scoring proficient or above in writing has been significantly below district and state averages.	36%	41%	ANET Writing Interims (2-5) • Fall Baseline: 6% Prof/Adv • Winter Goal: 15% Prof/Adv • Spring Goal: 36% Prof/Adv	MIS: 2 Observation and Feedback If we set expectations around teacher observations and instructional

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							coaching to improve instructional practices, aligned to school-wide goals, we will see increases in student achievement and instructional practices.
		S	For the past 5 years the % of students scoring proficient or above in science has been significantly below district and state averages.	33%	42%		MIS: 3 Student Culture If we establish expectations on student culture, to increase student's access to instruction and provide students with opportunities to learn, student achievement will increase.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	For the past three years student growth in reading on TCAP has been significantly below the growth averages of both the district and the state.	60%ile	60%ile	STAR Early Literacy and Early Reading benchmarks	MIS: 1 Data Driven Instruction If we set expectations around data driven instructional systems that includes high quality professional development,

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							student achievement will increase**.**
		M	For the past three years student growth in math on TCAP has been significantly below the growth averages of both the district and the state.	60%ile	60%ile	ANet and District Math Interims	**MIS: 2 Observation and Feedback** If we set expectations around teacher observations and instructional coaching to improve instructional practices, aligned to school-wide goals, we will see increases in student achievement and instructional practices.
		W	For the past three years student growth in writing on TCAP has been significantly below the growth averages of both the district and the state.	60%ile	60%ile	ANet and District Writing Interims	**MIS: 3 Student Culture** If we establish expectations on student culture, to increase student's access to instruction and provide students with opportunities to learn, student achievement will increase.

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		ELP	MGP for ELLs was 50% for 2013.			STAR Reading Interims	
Academic Growth Gaps	Median Growth Percentile, local measures	R	Over the past three years Hispanics, ELLs and FRLs consistently showed significantly less growth on the TCAP in reading than both the district and state averages for those same subgroups.	60%	60%	STAR Reading Interims	
		M	Over the past three years Hispanics, ELLs and FRLs consistently showed significantly less growth on the TCAP in math than both the district and state averages for those same subgroups.	60%	60%	ANet and District Math Interims	
		W	Over the past three years Hispanics, ELLs and FRLs consistently showed significantly less growth on the TCAP in writing than both the district and state averages for those same subgroups.	60%	60%	ANet and District Math Interims	
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						

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	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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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 If we set expectations around data driven instructional systems that includes high quality professional development, student achievement will increase.

Root Cause(s) Addressed:

Teachers have not had the professional development opportunity to unpack what rigorous instruction looks like given CCSS.

The definition, strategies and support on how to differentiate instruction is not clearly modeled/defined throughout the building.

We do not communicate, model, exemplify the high expectations and care for our students' achievement—and the grit that it takes to get there.

We have not mastered the ability to provide instruction with fidelity to "be on the same page," and as a result we lack adequate time to plan and prepare for achievement for our students.

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

☐ State Accreditation   X Title I Focus School   X 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				
Data Inquiry Cycle: Weekly planning session w/TEC a week in advance to make sure teachers are organized and in line with pacing and planning. Teachers will receive sub days for unit planning and backwards planning for literacy & math instruction in alignment with interim assessments to address grade level expectations and CCSS standards students are to master.	October		Principal, Assistant Principal, Teacher Effectiveness Coach, Math/Science Facilitator Classroom	Reserved money to pay for substitutes as teachers are released to backwards plan instruction. PD on using CCSS – during collaborative planning time	Begun in Aug, complete by EOY Measure/Metric: Meeting agendas& minutes that provide next steps Exit Tickets and Checks for Understanding following instruction Midyear interim data: District and ANet	In progress

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| Teachers will gain a stronger understanding of CCSS, how to plan and instruct students by unpacking standards. Professional Development: All literacy teachers will receive PD on Guided Reading Plus to increase student's reading proficiency and address reading challenges and accommodate READ ACT Plans.

Teachers will write mid-unit and daily checks for understandings in addition to formative assessments (using STAR and interim data ANet data), to create small differentiated groups for instruction. | | | Teachers | Achievement Network, District's Scope and Sequence, SchoolNet | Guided Reading Plus Observations

Item Analysis Plans following assessments | |

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Instruction: Expectations: Utilize platooning strategy for 2nd-5th grades, clarify rigor in literacy and math instruction, and define grade level CCSS expectations. PD: Increase teachers' content knowledge around math and literacy instruction at weekly PD meetings; create opportunities for teachers to observe effective instruction within building and at other schools. Literacy teachers will increase student's access to reading complex texts and answering text dependent questions Mathematics teachers will increase student's understanding how to solve mathematics problems and increase their ability to preserve in solve them Teachers will plan using Depth Of Knowledge or Bloom's Taxonomy Action Verbs, and Achievement Network resources to increase rigor with instruction.	Complete	Ongoing	Principal, Assistant Principal, Anne Boyce, Teacher Effectiveness Coach, Susan Schieffer, Math/Science Facilitator Classroom Teachers Guided Reading Plus Network Facilitator	Using Achievement Network resources; teachers are instructing using complex texts and other read aloud materials to support student's access to rigorous content and answer text dependent questions.	Begun in Aug, complete by EOY Measure/Metric: TEC's meeting agendas, PD Notebook, LEAP data in SchoolNet Action Plans for Re-teach standards from ANet assessment results Complete Backwards Planning Templates per grade level	In progress
School Structures (RMTSS): Dawn will support RMTSS process of helping teachers establish the RMTSS process, working on Tier 1 classroom differentiation and interventions, Develop tiers 2 interventions with progress monitoring resources and. -establish clear systems and expectations to address student needs referring students to RMTSS	Complete	Ongoing	Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal; Dawn Salter, Fairview,	none	Begun in Spring of 2013, complete by EOY Measure/Metric: PD Notebook, PD agendas, SIT meeting agendas/minutes, PBIS meeting agendas/minutes	In progress

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		Special Education Program Manager			

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

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Major Improvement Strategy #2: If we set expectations around teacher observations and instructional coaching to improve instructional practices, aligned to school-wide goals, we will see increases in student achievement and instructional practices.

Root Cause(s) Addressed: _____

The definition, strategies and support on how to differentiate instruction is not clearly modeled/defined throughout the building.

We do not communicate, model, exemplify the high expectations and care for our students' achievement—and the grit that it takes to get there.

_____

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				
Accountability: LEAP focus areas for year: I.1 clearly communicate content and language objectives, I.2 provide students with rigorous tasks to promote critical thinking during instruction I.4 and ensure all students have access to academic language aligned to school-wide goals through weekly classroom walkthroughs bi-monthly partials and fulls for every teacher, all entered into SchoolNet.	Ongoing		Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal;	LEAP Framework Schoolnet	2014 – 2015 - Ongoing	In Progress
Observe teachers weekly following to ensure instructional changes occur as a result of implementing professional development Weekly coaching cycles with teachers (Observation, Debriefs, plan next steps)			Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal;	Leverage Leadership by Paul Bambrick-Santoyo		

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| Observe teachers during Guided Reading Plus instruction to ensure fidelity to increase reading achievement with students | | | Antoinette Hudson, Principal;

Aylane Dibildox Assistant Principal;

Anne Boyce, Teacher Effectiveness Coach | Guided Reading Plus intervention resources | | |

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

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Major Improvement Strategy #3: If we establish expectations on student culture, to increase student's access to instruction and provide students with opportunities to learn, student achievement will increase.

Root Cause(s) Addressed:

The definition, strategies and support on how to differentiate instruction is not clearly modeled/defined throughout the building.

We do not communicate, model, exemplify the high expectations and care for our students' achievement—and the grit that it takes to get there.

We do not create relationships with students and familiesto leverage in the instructional environment.

Student Culture: If we establish expectations on student culture, to increase student's access to instruction and provide students with opportunities to learn, student achievement will increase.

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

☐ State Accreditation   ☐ Title I Focus School   X 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				
Positive Behavior and Intervention Support (PBIS): Touchstone: Students will exemplify SOAR behaviors and live our Touchstone values: "Fairview students, teachers, and staff value the unique diversity of our community. We provide a warm welcoming environment where all students feel safe, are able to learn and succeed. We are respectful, caring, and responsible individuals who SOAR toward excellence in all that we do. Each day we prepare our minds to think, our hearts to care, and our hands to serve. As we SOAR, we will show respect to others, remain outstanding citizens,	2014-2015	2014-2015	Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal Vittoria Eckard, Dean of Culture and Equity PBIS Committee members	SWIS enter school data on Think Sheets, Refocuses, Referrals Infinite Campus; enter all suspensions	Monthly PBIS Meetings Monthly Student Recognition for SWAG and Flying Higher Weekly SOAR drawings Ongoing Behavior Contracts	In Progress

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accept responsibility for our actions, and rise to the occasion to achieve academic success." SOAR (Show Respect, Outstanding Citizens, Accept Responsibility, Rise to the Occasion) PBIS: PBIS: Through a needs assessment: We created and will monitor tiered discipline management w/ Real Time Coaching and No Nonsense Nurturing to match NNN: Support teachers with real time coaching to increase positive relationships with students by utilizing effective classroom management practices School-wide Discipline Policy 1. Verbal Warning 2. Think sheet 3. Refocus 4. Office Referral 5. Continuous referrals results in behavior plan or contract with support from a Check-in and Check-out person with Parent Contact 6. Conference with student SOAR: Distribute weekly SOAR recognition for exemplifying school-wide behaviors SWAG: Provide students with monthly		Dawn Salter, SPED Program Manager Terra Couch, School Psychologist			

SWAG awards for student's exceling academically Flying Higher: Provide students with monthly Flying Higher awards for student's exceling behaviorally						
Monitoring student refocus and think sheets as teachers follow the school's discipline policy to reduce office referrals and in/out of school suspensions.			Vittoria Eckard, Dean of Culture and Equity			
Parent and Family Engagement Informational Meetings Title 1 Night Fairview's SPF Night Ongoing meetings in the spring to mediate student reading progress. Monthly CSC meetings to discuss budgeting and school systems Two Parent Advisory Committee meetings for ESL parents	2014-2015	2014-2015	Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal Brittnee Merritt, Community Engagement Specialist		Increase parent attendance at informational meetings – by 30% Parent-Teacher conferences – attendance up to 80% parent attendance	
Strengthening Relationships An ongoing system to increase Parent-Teacher Home visits where staff seek to build relationships with families Parent-Teacher Conferences (2 times a year)			Antoinette Hudson, Principal Aylane Dibildox Assistant Principal		Increase parent volunteers in the school from Parent-Principal Tea –from 0 to 20 parent volunteers Reach PTHV goal – 200 visits among staff.	

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Weekly Parent-Child Bonding classes in the Spring			Brittnee Merritt, Community Engagement Specialist Classroom Teachers		Parent-Teacher conferences – attendance up to 80% parent attendance	
School Based Meetings Monthly Parent Tea meetings with the principal to increase engagement in the school and bridge culture gaps between the school and community. Three Family Nights: Reading, Movement, and Science Nights Monthly parent newsletters			Antoinette Hudson, Principal; Aylane Dibildox Assistant Principal Brittnee Merritt, Community Engagement Specialist		Increase parent attendance at school based meetings – by 30%.	

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

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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)

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	*Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.* (pgs. 5-8, 27-36)
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	*Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.* (pgs. 27-36)
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	The Professional Development opportunities were collaboratively defined with teachers as part of the development of this UIP with the use of the most current summative data and corresponding trends. (pgs. 5-8, 27-32)
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	Parent education nights and daytime meetings to extend instruction in reading, math at home and school's vision and mission. Leverage community partnerships to remediate, reinforce, and extend instruction. Through completing both of these Action Steps, the increased parent and community involvement will have a direct impact on more students increasing toward Proficient and Advanced on state assessments.

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Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about $2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional $2500). This is a significant salary differential. DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain. (pgs. 5-8, 31-32)
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Teachers engage in weekly collaborative planning and data teams facilitated by school leadership and/or the Teacher Effectiveness Coach. The partnership with Achievement Network (ANet) provides the Instructional Leadership Team and designated teacher leaders with the opportunity to facilitate Assessment Reflection and Assessment Re-Teach professional development sessions. The ANet Reflection meetings review grade and school-wide trends, and the re-teach window allows teachers to create action plans, receive feedback on those plans from school leadership, and reflect on the effectiveness of the re-teach window. Teacher leaders that are members of the ILT participate in PD and coaching meetings with an ANet Coach. This cycle is done three times a year. (pgs. 5-8, 27-32)
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	There is scheduled release time for teacher grade level teams to plan and analyze literacy and math lessons using formative data. Prioritized students receive additional support through the Step Up Math curriculum both during and in addition to general math instructional time. Guided Reading Plus groups are created to include students falling below grade level, with daily objectives determined by their Running Records data and incremental growth. Teachers learning to analyze running records in order to set individualized GRP lesson focus for their students ensures that students are being taught the right skills at the right time to ensure timely progress. Progress monitoring of reading skills using DRA2/EDL2 and Running Records gives a school-wide focus on trends and adjustments to the instructional program. (pgs. 27-29, 32)
Parent Involvement:	Section IV: Action	(pgs. 35-36)

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How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Plan	
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meeting are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardindo infancia." The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten. (pgs. 27-36)
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* (pgs. 27-36)
Additional Information/ Comments		These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation

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Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model
Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	TIG Grant funds were used to fund a Dean of Culture and Equity, SPED Program Manager, SPED paraprofessional, 2 Fairview Math Tutors for students in grades 4 and 5. Extra support was provided by the LEA in the assignment of a full time Teacher Effectiveness Coach and budget assistance for 2 FTEs; our Math/Science Facilitator and Literacy Intervention Teacher. LEA has a partnership with Achievement Network (ANet) to support work on data driven instruction aligned to the CCSS. Also, LEA has supported release time and stipends for teachers required to complete work with ANet. Flexibility in budgeting means that SEA financial support was available for additional professional development, as well as release time for each literacy and math backwards planning using CCSS across grades K-5. Pages 27–29
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan or Required TIG Addendum	LEA supports the school by having the network's Instructional Superintendent conduct weekly coaching sessions with the principal. Additionally, we have regular visits from Support Partners, including regarding literacy, early childhood, special education, mental health, etc. We receive weekly and ongoing professional development from our Guided Reading Plus Partner and support with from our Early Childhood Education Partner to assist teachers with TS Gold and planning. There is support from ANet to lead the data inquiry cycle for data driven instruction with the provision of interims, their online platform to support teachers, specialized data information. Pages 27–29
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan	The principal and assistant principal began as the leaders of Fairveiw in summer, 2013; during the 2013-14 school year, the transformation model was selected for our school. Therefore, the principal and assistant principal were not replaced in 2014-15, but that replacement occurred the year prior in 2013-14.

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Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan or Required TIG Addendum	Denver Public Schools uses a framework of evaluation called LEAP-Leading Effective Academic Practice which uses 12 indicators, 4 on classroom environment and 8 on instruction. The LEAP framework uses student outcomes as another component in the evaluation of teachers. We make several observations during three different windows throughout the year. Additionally, kindergarten and third grade teachers receive bi-weekly observations and feedback. Instructional Superintendent and his support team do frequent grade level observations and provide building leadership with descriptive feedback from their observations. School admin and coaching personnel have in place a coaching system to support all teachers in improving their instructional practice. Teachers are observed/coached biweekly basis. Literacy teachers also receive additional support on Guided Reading Plus from a Guided Reading Plus partner. Pages 31-32
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan or Required TIG Addendum	Teachers and leaders receive a monetary stipend for achieving pre-determined UIP strategies and for improving the school performance framework designation and student achievement. Midyear conversations with teachers as well as interim data conversations about performance address performance concerns. After supports are put in place and practice hasn't changed, teachers are recommended for a plan for improvement. Pages 31-32

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Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	**Instruction:** Expectations: Utilize platooning strategy for 2nd-5th grades, clarify rigor in literacy and math instruction, and define grade level CCSS expectations. PD: Increase teachers' content knowledge around math and literacy instruction at weekly PD meetings; create opportunities for teachers to observe effective instruction within building and at other schools. Literacy teachers will increase student's access to reading complex texts and answering text dependent questions Mathematics teachers will increase student's understanding how to solve mathematics problems and increase their ability to preserve in solve them Teachers will plan using Depth Of Knowledge or Bloom's Taxonomy Action Verbs, and Achievement Network resources to increase rigor with instruction. **Data Inquiry Cycle:** Weekly planning session w/TEC a week in advance to make sure teachers are organized and in line with pacing and planning. Teachers will receive sub days for unit planning and backwards planning for literacy & math instruction in alignment with interim assessments to address grade level expectations and CCSS standards students are to master. Teachers will gain a stronger understanding of CCSS, how to plan and instruct students by unpacking standards. Professional Development: All literacy teachers will receive PD on Guided Reading Plus to increase student's reading proficiency and address reading challenges and accommodate READ ACT Plans. Teachers will write mid-unit and daily checks for understandings in addition to formative assessments (using STAR and interim data ANet data), to create small differentiated groups for instruction. Pages 27 - 29

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Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	Teachers receive "ProComp" compensation from the district to work in Hard-to-Serve/Hard-to-staff schools. Fairview is designated as a Hard-to-Serve School.

Teachers can also receive high growth incentives for significantly increasing student achievement.

Specified teachers (5 at Fairview) are considered as Teacher Leaders throughout the building. They also serve in School Development Team (SDT) roles as teacher leaders for math/literacy/guided reading/ and school culture. Each teacher receives funding as Teacher Leaders and as School Development Team members from the district. |
| Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; | Section III: Data Narrative and Section IV: Action Plan | A process was used to determine Priority Performance Challenges which then led to determine root causes and subsequent action steps that address the instructional program.

Pages 11 – 20 and Pages 27 - 32 |
| Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. | Section IV: Interim Measures on Target Setting Form and Action Plan | The data inquiry cycle occurs in two ways; summative and formative. At the summative level, using ANET interim assessments. On an on-going basis, teacher teams analyze formative assessments and determine next instructional steps in data teams/collaborate planning.

Pages 22 – 25 and Pages 27 - 29 |
| Establish schedules and implement strategies that provide increased learning time. | Section IV: Action Plan | The school schedule accounts for the instructional time required for the delivery of content instruction and for independent practices opportunities students need to master concepts and skills.

A specific focus on literacy instruction was given to ensure teachers instruct all students with a set amount of time (30-35 minutes) in Guided Reading Plus small group instruction. Time was also solidified throughout the building for increased opportunities for students to work independently using skills and strategies taught during math mini-lessons. |
| Provide ongoing mechanisms for family and community engagement. | Section IV: Action Plan | Frequent parent meetings occur throughout the school year:
"Title 1 Night" was held in October to provide information about Title 1 schools.
Fairview's SPF Night, discussed some of the school's initial improvement strategies, like use of Achievement Network to increase rigor with instruction and support all learners through Guided Reading Plus.
Monthly CSC meetings to discuss budgeting and school systems
Two Parent Advisory Committee meetings for ESL parents
Three Family Nights: Reading, Movement, and Science Nights
Monthly parent newsletters, |

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		An ongoing system to increase Parent-Teacher Home visits where staff seek to build relationships with families
		Monthly Parent Tea meetings to increase engagement in the school and bridge culture gaps between the school and community.
		Weekly Parent-Child Bonding classes in the Spring
		Ongoing meetings in the spring to mediate student reading progress.
		Pages 5 and 6

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

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

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

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

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