

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3296** School Name: **GARDEN PLACE ELEMENTARY SCHOOL** Official 2014 SPF: **1**  
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.*

For the past 3 years, we have approached the state expectations for status, we have met or exceeded for growth and we have met expectations for growth gaps. On the DPS School Performance Framework from the last 4 years, we have been rated as "meeting" district expectations. Over the course of those 4 years, we have trended downward in the overall percentage of points earned (76%, 70, 63, 60). Further, data gathered from the DRA2 from Spring 2015, indicates that the following percentages of students scoring at or above grade level: KDG- 42%, 1<sup>st</sup>- 52%, 2<sup>nd</sup>- 67%, 3<sup>rd</sup>- 27%. Also, CMAS scores from Spring 2015 for 4<sup>th</sup> grade social studies showed that 0% of students were strong/distinguished. Lastly, 5<sup>th</sup> grade science resulted in 5% of students were strong/distinguished.

This year, our school PD has revolved around building consistent effective instruction across classrooms grounded in the LEAP Framework, increase the intentionality around a driven culture in the content areas of reading, writing and math, intentional lesson planning in all classrooms.

##### 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.*

We have not created an intentional data driven culture that includes strategic action and reteach plans, consistent progress-monitoring systems, and timely targeted intervention supports and adjustments for students.  
Lesson planning has not been highly detailed and/or intentional.

##### 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.*

1. Data Driven Culture: We will create a culture that focuses on the use of data to drive intentional planning and help provide targeted real-time and targeted supports for students.
2. Lesson Planning: We will develop highly detailed, highly intentional, daily lesson plans

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

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

### Pre-Populated Report for the School

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

### Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

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

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

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

#### Improvement Plan Information

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

- ☒ 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)

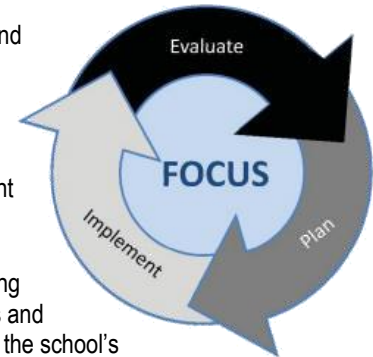
1	Name and Title	Rebecca Salomon, Principal
	Email	rebecca_salomon@dpsk12.org
	Phone	720-424-7220
	Mailing Address	4425 Lincoln Street Denver, CO 80216
2	Name and Title	Andrea Renteria, Assistant Principal
	Email	andrea_renteria@dpsk12.org
	Phone	720-424-7220
	Mailing Address	4425 Lincoln Street Denver, CO 80216

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

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

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



**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.

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	<b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control 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.
<b>Description of READ Act Results</b> <i>(Include a brief description of READ Act (Students Reading At/ Above Grade Level and READ Act SBGL Growth))</i>  The percentage of students reading at or above grade level in the spring increased from 55% in 2014 to 62% in 2015. Grades K and 2 increases (K 44% to 55%; 2 43% to 77%) while grades 1 and 3 decreased (1 80% to 75%; 3 56% to 36%) from 2014-2015. Of the 62 students who were significantly below grade level in the fall, 10% were reading at or				

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

above grade level by the spring.

### **State and Federal Accountability Expectations**

*Our PARCC ELA data reflects that 13.5% of our students met or exceeded expectations. A potential area for leveraged growth is our group of students whose data reflects 39.1% Approaching.*

*Our PARCC Math data reflects that 12.4% of our students met or exceeded expectations. A potential area for leveraged growth is our group of students whose data reflects 33.5% Approaching.*

*Our ACCESS growth reflects a MGP of 57% overall—the highest it has been in the last 3 years.*

### **Progress Toward Last Year's Targets**

Our Academic Achievement 2014-2015 target was that the percentage of our students scoring proficient and advanced on the spring district literacy interim would be 33%. The percentage of our students scoring proficient and advanced on the spring district literacy interim was 48%. We exceeded our target by 15 points.

Our Academic Growth 2014-2015 target was that the percentage of our students scoring proficient and advanced on the spring district literacy interim would be 33%. The percentage of our students scoring proficient and advanced on the spring district literacy interim was 48%. We exceeded our target by 15 points.

Our Academic Growth Gaps 2014-2015 target was that the percentage of our male students scoring proficient and advanced on the spring district literacy interim would be 33%. The percentage of our male students scoring proficient and advanced on the spring district literacy interim was 35. We exceeded our target by 2 points.

### **Trends Data**

Since we do not have enough years of data, we do not have trends for PARCC and CMAS. Because we don't have trends for PARCC and we changed our district assessments, the primary data we have trends for is the DRA.

In the past three years our kindergarten and 3<sup>rd</sup> grade students have scored consistently below network and district performance. Our second grade DRA data is inconsistent with only two out of the three years performing at or above network and district performance, and our first grade DRA data has consistently performed at or above network and district performance.

### **Priority Performance Challenges**

For the past 3 years, we have approached the state expectations for status, we have met or exceeded for growth and we have met expectations for growth gaps. On the DPS School Performance Framework from the last 4 years, we have been rated as "meeting" district expectations. Over the course of those 4 years, we have trended downward in the overall percentage of points earned (76%, 70, 63, 60). Further, data gathered from the DRA2 from Spring 2015, indicates that the following percentages of students scoring at or above grade level: KDG- 42%, 1<sup>st</sup>- 52%, 2<sup>nd</sup>- 67%, 3<sup>rd</sup>- 27%. Also, CMAS scores from Spring 2015 for 4<sup>th</sup> grade social studies showed that 0% of students were strong/distinguished. Lastly, 5<sup>th</sup> grade science resulted in 5% of students were strong/distinguished.

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL



### 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)	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 33.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 48. We exceeded our target by 15 points.	<p>MET:</p> <p>During collaborative planning time, teachers engaged in the data inquiry cycle: determined essential learning targets, defined proficiency, increased rigor to curriculum, determined leveraged instructional steps and created common formative assessments to monitor student growth and achievement throughout the year.</p>
Academic Growth	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 33.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 48. We exceeded our target by 15 points.	<p>During data analysis days, teachers would analyze interim and body of evidence data to determine student strengths and gaps and create instructional action/reteach plans to ensure students were closing the gap to proficiency</p>
Academic Growth Gaps	The percentage of our male students scoring proficient and advanced on the spring district literacy interim will be 33.	The percentage of our male students scoring proficient and advanced on the spring district literacy interim was 35. We exceeded our target by 2 points.	<p>Our year- long professional development focus was to ground understanding and implement best practices of reading workshop and guided reading. We also used our STAR and STAR Early Literacy data to plan for targeted instruction and monitor adequate student growth in Reading for all students.</p>
Postsecondary & Workforce Readiness	N/A		<p>We used AR diagnostic reports to monitor</p>

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

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.
			<p>student comprehension, their just-right book level and set and monitored goals for students during independent reading</p> <p>We incorporated Bridging strategies in our ELA –S classrooms to promote bi-literacy and bilingualism. All classrooms had a 45- minute ELD block and students were grouped and regrouped by language proficiency throughout the year.</p> <p>(This is not a definitive list.)</p>

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

## 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)	<table border="1"><caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption><thead><tr><th>Grade</th><th>Garden Place Elementary School</th><th>Elementary Network 3</th><th>District</th></tr></thead><tbody><tr><td>All Grades</td><td>13.5%</td><td>31.5%</td><td>42.3%</td></tr><tr><td>3rd</td><td>8.5%</td><td>31.2%</td><td>40.3%</td></tr><tr><td>4th</td><td>12.0%</td><td>31.8%</td><td>43.2%</td></tr><tr><td>5th</td><td>14.0%</td><td>32.8%</td><td>45.1%</td></tr><tr><td>6th</td><td>15.0%</td><td>33.0%</td><td>46.0%</td></tr><tr><td>7th</td><td>16.0%</td><td>34.0%</td><td>47.0%</td></tr><tr><td>8th</td><td>17.0%</td><td>35.0%</td><td>48.0%</td></tr><tr><td>9th</td><td>18.0%</td><td>36.0%</td><td>49.0%</td></tr><tr><td>10th</td><td>19.0%</td><td>37.0%</td><td>50.0%</td></tr><tr><td>11th</td><td>20.0%</td><td>38.0%</td><td>51.0%</td></tr><tr><td>12th</td><td>21.0%</td><td>39.0%</td><td>52.0%</td></tr></tbody></table>	Grade	Garden Place Elementary School	Elementary Network 3	District	All Grades	13.5%	31.5%	42.3%	3rd	8.5%	31.2%	40.3%	4th	12.0%	31.8%	43.2%	5th	14.0%	32.8%	45.1%	6th	15.0%	33.0%	46.0%	7th	16.0%	34.0%	47.0%	8th	17.0%	35.0%	48.0%	9th	18.0%	36.0%	49.0%	10th	19.0%	37.0%	50.0%	11th	20.0%	38.0%	51.0%	12th	21.0%	39.0%	52.0%	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 13.5.	<ul style="list-style-type: none"><li>We have not focused on data-driven instruction and intentional lesson planning as a school.</li><li>We have inconsistently implemented effective instruction across classrooms.</li><li>We have not created a values-based school culture that is explicitly connected to academic success and is consistently implemented in all areas of the school at all times.</li></ul>
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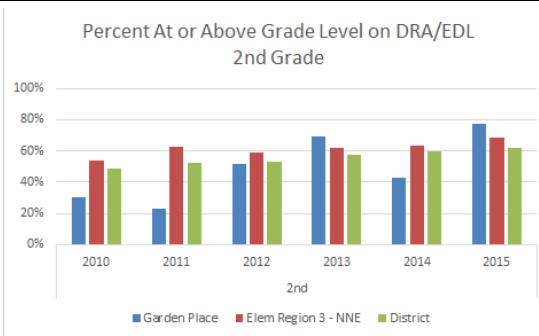
School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

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Hispanic/Pacific Islander	10.0%	12.0%	19.8%																																			
Two or More	10.0%	12.0%	19.8%																																			
Students of Color	10.0%	12.0%	19.8%																																			
White	10.0%	12.0%	19.8%																																			
<div><p><b>2015 ACCESS Level 5+</b></p><table><thead><tr><th>Category</th><th>Garden Place Elementary School</th><th>Elementary Network 3</th><th>District</th></tr></thead><tbody><tr><td>Overall</td><td>29%</td><td>60%</td><td>55%</td></tr><tr><td>Oral</td><td>60%</td><td>20%</td><td>69%</td></tr><tr><td>Comprehension</td><td>55%</td><td>57%</td><td>46%</td></tr><tr><td>Literacy</td><td>20%</td><td>4%</td><td>4%</td></tr><tr><td>Listening</td><td>69%</td><td>4%</td><td>4%</td></tr><tr><td>Speaking</td><td>57%</td><td>4%</td><td>4%</td></tr><tr><td>Reading</td><td>46%</td><td>4%</td><td>4%</td></tr><tr><td>Writing</td><td>4%</td><td>4%</td><td>4%</td></tr></tbody></table></div>	Category	Garden Place Elementary School	Elementary Network 3	District	Overall	29%	60%	55%	Oral	60%	20%	69%	Comprehension	55%	57%	46%	Literacy	20%	4%	4%	Listening	69%	4%	4%	Speaking	57%	4%	4%	Reading	46%	4%	4%	Writing	4%	4%	4%		
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<div><p><b>Percent At or Above Grade Level on DRA/EDL Kindergarten</b></p><table><thead><tr><th>Year</th><th>Garden Place</th><th>Elem Region 3 - NNE</th><th>District</th></tr></thead><tbody><tr><td>2010</td><td>80%</td><td>75%</td><td>75%</td></tr><tr><td>2011</td><td>70%</td><td>65%</td><td>60%</td></tr><tr><td>2012</td><td>60%</td><td>65%</td><td>60%</td></tr><tr><td>2013</td><td>60%</td><td>65%</td><td>60%</td></tr><tr><td>2014</td><td>45%</td><td>70%</td><td>65%</td></tr><tr><td>2015</td><td>55%</td><td>65%</td><td>65%</td></tr></tbody></table></div>	Year	Garden Place	Elem Region 3 - NNE	District	2010	80%	75%	75%	2011	70%	65%	60%	2012	60%	65%	60%	2013	60%	65%	60%	2014	45%	70%	65%	2015	55%	65%	65%										
Year	Garden Place	Elem Region 3 - NNE	District																																			
2010	80%	75%	75%																																			
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2013	60%	65%	60%																																			
2014	45%	70%	65%																																			
2015	55%	65%	65%																																			

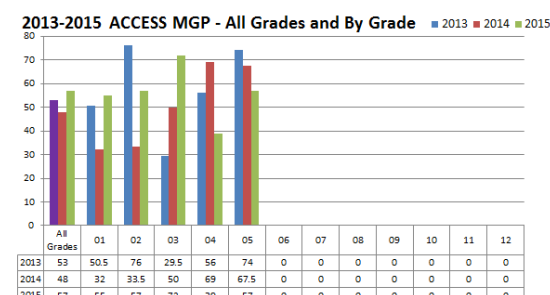
School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Percent At or Above Grade Level on DRA/EDL 1st Grade</p> 		
	<p>Percent At or Above Grade Level on DRA/EDL 2nd Grade</p> 		
	<p>Percent At or Above Grade Level on DRA/EDL 3rd Grade</p> 		

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																							
Academic Growth	<div><p><b>2013-2015 ACCESS MGP - All Grades and By Grade</b> ■ 2013 ■ 2014 ■ 2015</p><table><thead><tr><th></th><th>All Grades</th><th>01</th><th>02</th><th>03</th><th>04</th><th>05</th><th>06</th><th>07</th><th>08</th><th>09</th><th>10</th><th>11</th><th>12</th></tr></thead><tbody><tr><td>2013</td><td>53</td><td>50.5</td><td>76</td><td>29.5</td><td>56</td><td>74</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2014</td><td>48</td><td>32</td><td>33.5</td><td>50</td><td>69</td><td>67.5</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2015</td><td>57</td><td>55</td><td>57</td><td>72</td><td>39</td><td>57</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></tbody></table></div>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	53	50.5	76	29.5	56	74	0	0	0	0	0	0	0	2014	48	32	33.5	50	69	67.5	0	0	0	0	0	0	0	2015	57	55	57	72	39	57	0	0	0	0	0	0	0	
		All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																												
2013	53	50.5	76	29.5	56	74	0	0	0	0	0	0	0																																													
2014	48	32	33.5	50	69	67.5	0	0	0	0	0	0	0																																													
2015	57	55	57	72	39	57	0	0	0	0	0	0	0																																													
Academic Growth Gaps	N/A																																																									
Postsecondary & Workforce Readiness	N/A																																																									

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

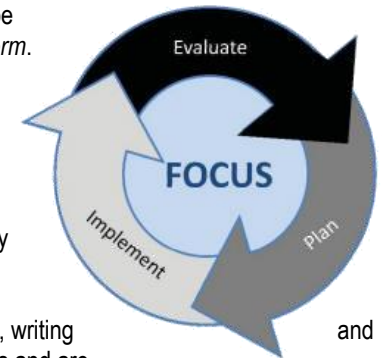
## Section IV: Action Plan(s)

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 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 Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

### 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	ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 13.5.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 20%	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 25%	STAR/SEL benchmark testing—4x a year DRA/EDL testing -3 times a year DRA/EDL progress-monitoring-- Students below grade level: 1x a month STAR/SEL progress monitoring once a month. Data team work: Pre and post unit assessments, 3 formative cycles within each unit  AR Diagnostic Reports— reviewed bi-monthly to assess growth in comprehension and book level	School-wide focus on data-driven instruction and Intentional Lesson Planning  Effective <b>Instruction</b> (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 10.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 20%	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 25%		
		M	The percentage of our students meeting or	The percentage of our students meeting or	The percentage of our students meeting or		

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL



			exceeding expectations on the 2015 CMAS: PARCC Math was 12.4.	exceeding expectations on the 2015 CMAS: PARCC Math will be 20%	exceeding expectations on the 2015 CMAS: PARCC Math will be 25%		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile for our English Language Learners for ACCESS overall was 57	The median growth percentile for our English Language Learners for ACCESS overall will be 60	The median growth percentile for our English Language Learners for ACCESS overall will be 65		
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						

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

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

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

**Major Improvement Strategy #1:** School-wide focus on data-driven instruction and Intentional Lesson Planning

**Root Cause(s) Addressed:** We need to shift from data analysis to action: How are we intentionally planning and providing differentiated, real-time supports for students based on our analysis of progress-monitoring and benchmark data in reading, writing and math?

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Participate in Data Inquiry Cycle and Data Analysis Training	August--Oct.	TBD	Teacher Leaders Teachers Admin	N/A	100% of teachers will participate in data teams as evidenced by google document	In progress
Create a school-wide expectation for lesson plans and integrate planning in all data team and PLC work	Aug-Sept	TBD	Teacher Leaders Team Leads Admin Classroom Teachers TEC	N/A	100% of teachers will have lesson plans accessible in classrooms	In progress
During collaborative planning time,		TBD		N/A		

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

teachers engage in the data inquiry cycle: determine essential learning targets, define proficiency, increase rigor to curriculum, determine leveraged instructional steps and create common formative assessments to adjust instruction and monitor student growth and achievement.	1x a week		Teacher Leaders, Grade-Level Teams, Admin		100% of classroom teachers will participate in weekly data teams as evidenced by Data Cycle Team Notes, and Summative & Formative Assessment data	In progress
Teachers will monitor adequate growth for students with the DRA/EDL aim-line and a body of evidence (STAR record book, STAR/STAR Early Literacy, STAR Diagnostic report, running records, EDL/DRA progress monitoring, TS GOLD) to provide and plan for targeted skills-based instruction in Guided Reading and Reading Workshop.	1x month	TBD	Teachers, Admin	\$200 in materials: binders, tabs, copies,	100% of classroom teachers (ECE-5) will have updated and current assessment binders to track students growth and progress, as evidenced by Guided Reading Lesson plans and bodies of evidence for each student.	In progress
On data analysis days, all classroom teachers will analyze interim and body of evidence data to determine student strengths and gaps and create instructional action/reteach plans to ensure we are closing the gap to Proficiency.	October January February April	TBD	Teachers Team Leads Admin	N/A	100% of teachers will participate in data analysis days as evidenced by Reteach Action Plans and revised lesson plans.	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.

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

**Major Improvement Strategy #2: Effective Instruction** (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement.

**Root Cause(s) Addressed:** Inconsistent implementation of effective instruction across classrooms

**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				
ILT will conduct weekly observations with face-to-face debriefs for all classroom educators and bi-weekly for all other educators	1x a week minimum	TBD	Admin DR Team Leads TEC	N/A	100% of teachers participate in short cycle observation feedback cycles as evidenced by our ILT teacher tracker	In progress
ILT will use a data inquiry cycle approach to set goals, align and adjust intentional support and measure and monitor growth of teachers	Bi-weekly	TBD	Admin DR Team Leads TEC	N/A	100% of classroom teachers participate in short observation feedback cycles as evidenced by our ILT teacher tracker.	In progress
Differentiated Roles team leads design and provide professional development (PLCs) aligned to our observation/feedback cycles and ground work in LEAP Framework (This is also being offered as a PDU.)	1x a week	TBD	DR Team Leads TEC	N/A	100% of teachers will participate in weekly PLCs as evidenced by Agendas, Google Doc ILT folder,	In progress
Develop and monitor a Teacher Effectiveness Plan that defines school strategy for developing and maintaining a highly effective team of educators	August/September  Monitor throughout the year	TBD		N/A	100% of teachers will increase in individual and school averages on LEAP indicators and overall performance as evidenced by LEAP tool.	Completed  Monitor throughout the year—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.

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

**Major Improvement Strategy #3:** Create a values-based school culture that is explicitly connected to academic success and is consistently implemented in all areas of the school at all times.

**Root Cause(s) Addressed:** We have not created a values-based school culture that is explicitly connected to academic success and is consistently implemented in all areas of the school at all times.

**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				
Collaboratively define 5 core values that will drive our work and actions	August	TBD	Staff Students Families Community Partners	\$1,000 for DU convention room for retreat \$700.00 for catered breakfast and lunch for entire staff.	100% of staff will attend our staff kick-off retreat in August as evidenced by powerpoint, agenda, sign-in sheets, exit slips	Completed
Create clear expectations of what each of the five core values look like in an academic context in classrooms and in areas around the school	August	TBD	Staff	Marketing Costs: banners, new logo, new website, brochures, tablecloth, etc. Approximately \$3,500		Completed

School Code: **3296**

School Name: **GARDEN PLACE ELEMENTARY SCHOOL**

Monthly Values Assemblies	1x month	TBD	PBIS Committee Admin Students Teachers	Values tags \$300.00  Tiger Tickets printing--\$300		In progress
School-wide implementation of Tier One Universal Behavior Supports: PBIS, NNN, Home Visits,	September 2015-June 2015	TBD	All staff	N/A	100% of staff members will attend professional development training at the beginning and throughout the year as evidenced by agendas, powerpoints and attendance sheets, NNN PDU sign in sheets	In progress-ongoing monitoring
All staff members trained in Restorative Approaches and De-escalation Strategies	October	TBD	Mike Grigg- Support Partner  School Psychologist and Social Worker  All staff members	N/A	100% of staff members will participate in professional development as evidenced by sign-in sheets, agenda, powerpoint and exit slips.	In progress: ongoing monitoring

\* 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)

School Code: 3296

School Name: GARDEN PLACE ELEMENTARY SCHOOL

- 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.*