

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3340** School Name: **LENA ARCHULETA 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.*

From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled students are approaching expectations in reading, writing, and math.

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 met as a faculty, as a CSC, and as an UIP Development Team to identify and address the root causes of low reading achievement when developing our UIP. Based on data and discussion, we determined the causes are rooted in the process of moving towards effective, and eventually distinguished, teaching practices in the following areas: continue to refine our application of the Common Core State Standards (CCSS), which includes aligning current curriculum to the CCSS, literacy instruction that provides students with high level complexity questioning and refinement of guided reading practices, vocabulary development at all tiers, defining what proficiency looks like for students through grade level PLC's (including use of exemplars and rubrics) and a deeper of how to backwards plan for accelerated growth to close the gaps.

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.*

Refine systems and structures around data driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core State Standards/Colorado Academic Standards.

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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

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Section II: Improvement Plan Information

Additional Information about the School

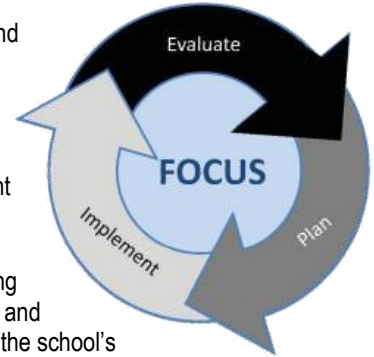
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Yolanda Ortega, Principal
	Email	Yolanda_Ortega@dpsk12.org
	Phone	720.424.9888
	Mailing Address	16000 E Maxwell Place, Denver CO 80239
2	Name and Title	Karen Matson, Assistant Principal
	Email	Karen_Matson@dpsk12.org
	Phone	720.424.9888
	Mailing Address	16000 E Maxwell Place, Denver CO 80239

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:
Lena Archuleta Elementary is a Transitional Native Language Instruction (TNLI) school located in the Far Northeast region of Denver Public Schools. The student population consists of 561 students in advanced kindergarten through fifth grade. We are proud to have a diverse school community with the following demographic breakdown: 76% Hispanic, 13% African American, 5% White, and 3% Asian Pacific Islander, and 3% other. Archuleta has Highly Gifted and Talented, ELA-Spanish, and ELA-English classrooms at every grade level. In addition to core academics, we offer a well-rounded arts

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program that includes courses for all students in technology, music, visual arts, and physical education. Archuleta is categorized as a “meets expectations” (green) school according to the most recent School Performance Framework. In addition to a strong program in core academics, we place a high priority on student safety and positive school climate. Archuleta implements Positive Behavioral Intervention Systems and the Olweus Bullying Program. Data collected in these areas indicates that our school maintains low levels of bullying and discipline referrals for a school our size when compared to national data. For the 2015-16 school year to date we have cut our suspensions by 50% when compared to the 2014-15 school year.

In the fall of 2015, our faculty analyzed READ Act, ACCESS, and district assessment data to determine if 2014-2015 targets were met. This was done in whole staff meetings, School Leadership Team meetings, and Instructional Leadership Team meetings. Data reviewed for the development and monitoring of this plan included PARCC, ACCESS, STAR, Interim Assessments, CMAS science and DRA-2. Progress toward UIP targets and district and state comparisons were analyzed to measure our school’s performance. In regards to PARCC data, the analysis not only included overall status and disaggregated group data.

Title I Comprehensive Needs Assessment

Overall, Archuleta has a large opportunity to move students into meet/exceed expectations across grade levels and content on PARCC. On the 2015 ELA assessment, 13.5% of third grade students met or exceeded expectations, while 43.3% of students were approaching and above. Twenty-five percent of fourth grade students met or exceeded expectations, while 65.2% of students were approaching and above. Twenty-one percent of fifth grade students met or exceeded expectations, while 46.2% of fifth grade students were approaching and above. The same is true in regards to the PARCC math assessment. On the 2015 math assessment, 23.5% of third grade students met or exceeded expectations, while 57.4% of third grade students were approaching or above. Fourteen percent of fourth grade students met or exceeded expectations, while 54.4% of fourth grade students were approaching or above. Twenty-two percent of fifth grade students met or exceeded expectations, while 50.8% of fifth grade students were approaching or above.

Archuleta scored at the 45th percentile on the 2015 PARCC ELA assessment when compared to other schools in our district. We scored at the 54th percentile on the 2015 PARCC math assessment when compared to other schools in our district.

The overall percentage of third through fifth grade students exceeding or meeting expectations on PARCC ELA was 20.3%, below the district average of 33.5%. Archuleta has an opportunity gap with girls outperforming boys by 7.8% in ELA. With 2.2% of students with IEPs meeting or above expectations in ELA, Archuleta is 5.9% below the district average of students with IEPs. White students outperform their African American counterparts by 18.5% and Hispanic counterparts by 15.4%, yet at 42.1% meeting or exceeding expectations is 22.3% below the district average of 66.4%.

The overall percentage of third through fifth grade students exceeding or meeting expectations on PARCC Math was 19.5%, below the district average of 24.9%. At 19.5% meeting or exceeding expectations, Hispanic students at Archuleta outperformed the district average by 4.3%. Additionally, at 16.2% meeting or exceeding expectations, English Language Learners are outperforming the district average by 13.7%. Non-English Language Learners are underperforming the district average by 16.9%.

Since 2010, Archuleta has increased its focus on raising reading achievement in the primary grades. For ELA-English first grade, over the past six years (Spring 2009-Spring 2015), there has been a 48 percentage point increase from 35% at or above grade level to 83%, as measured by the DRA-2. In ELA-English second grade there has been a 27 percentage point increase from 44% to 71%. For ELA-Spanish first grade students there has been a 57 percentage point increase from 20% proficient to 77%. In ELA-Spanish second grade there has been a 54 percentage point increase from 25% to 79%. The following table shows READ Act data for Archuleta compared with the district:

Year	READ Act Spring % At or Above Grade Level					
	Archuleta		Region		District	
	N	%	N	%	N	%
2014	365	68%	3831	64%	29215	62%
2015	357	69%	3874	64%	29201	64%

Based on the most current School Performance Framework available, our staff had identified the following priority performance challenge: Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the achievement gap between students who are Minority, FRL, or SPED and those who are Non-FRL and Non-minority is not closing at fast enough rates.

In Fall 2015, Archuleta’s Instructional Leadership Team revisited root cause. They determined the causes of our slightly increasing achievement data for disaggregated groups are rooted in the process of moving towards effective, and eventually distinguished, teaching practices in the following areas: continue to refine our application of the Common Core State Standards (CCSS), which includes aligning current curriculum to the CCSS; literacy instruction that provides students with high level complexity questioning, vocabulary development at all tiers, defining what proficiency looks like for students through grade level PLC’s (including use of exemplars and rubrics) and a deeper understanding of how to backwards plan for accelerated growth to close the gaps.

Data and root cause analysis resulted in the selection of a major improvement strategy that will leverage achievement for all students across all contents: Refine systems and structures around data driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core State Standards/Colorado Academic Standards. Prior Archuleta Unified Improvement Plans have placed an emphasis on reading. This emphasis on reading can still be seen in the action steps outlined in the Action Planning Form for 2014-15 and 2015-16, beginning on page 38 of this UIP. Additional action steps support teacher collaboration, use of data, professional development, Common Core State Standards, early intervention, parent engagement, and culturally responsive educational practices. The major improvement strategy of refining systems and

structures around data driven instruction and teacher collaboration drives much of Archuleta's professional development plan for staff. Additional professional development is centered around building a strong foundation of literacy for Archuleta students. UIP action steps and the school's professional development plan were developed in collaboration with Archuleta's Instructional Leadership Team, Collaborative School Committee, and School Leadership Team.

Archuleta provides student teaching opportunities to Colorado State University students and is a host school for University of Northern Colorado's MAST-EL teacher training program. In addition to building capacity in student teachers, we actively recruit teachers through regional job fairs and the DPS Human Resources department. Teachers selected to join Archuleta's team have gone through a rigorous process of screening, interviewing, and direct observations of teaching practices prior to hiring. Selections are made by a personnel committee consisting of teachers and administrators. Ongoing mentoring is provided to all first year teachers at Archuleta.

Adjustments to programming are made on an as needed basis in collaboration among our Instructional Leadership Team, School Leadership Team, and Collaborative School Committee. End of year data will be used to further refine action steps listed in the Action Planning Form for 2015-16 and 2016-17 beginning on page 24.

State and Federal Accountability Expectations

*(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. At a high level, **Magnitude**)*

In 2013-2014, Archuleta was rated Meets Expectations on DPS and State SPFs. The school's performance on the 2014 district SPF increased compared to 2013. We obtained an overall SPF score of 63% compared to 56% in 2013. This is the most recent School Performance Framework due to the transition to PARCC.

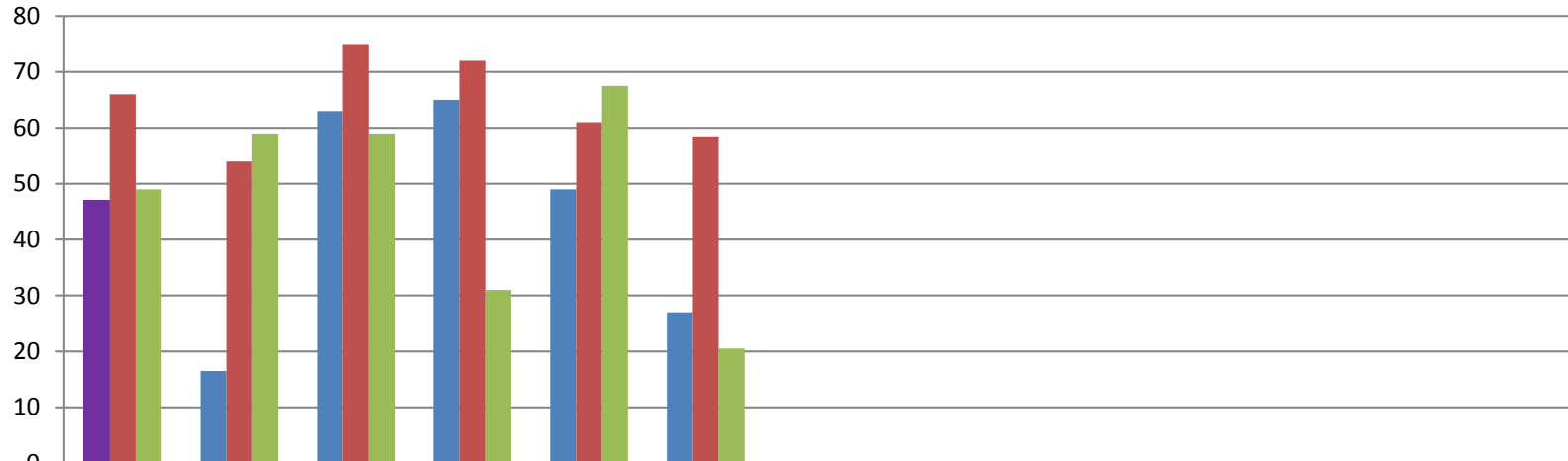
On the Status Indicator for the current district SPF, Archuleta Meets Expectations.

On the Growth Indicator for the current district SPF, Archuleta Meets Expectations.

Progress Toward Last Year's Targets

2013-2015 ACCESS MGP - All Grades and By Grade

■ 2013 ■ 2014 ■ 2015



	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	47	16.5	63	65	49	27	0	0	0	0	0	0	0
2014	66	54	75	72	61	58.5	0	0	0	0	0	0	0
2015	49	59	59	31	67.5	20.5	0	0	0	0	0	0	0

Overall, Archuleta's ACCESS median growth percentile has remained somewhat flat from 47 to 66 to 49 from 2013-2015. During the 2015 school year, fourth grade students showed the most growth with an MGP of 67.5. Across all grades, 35% of students obtained an overall ACCESS score of 5+.

The percentage of fifth grade students scoring proficient on the CMAS science assessment increased from 9% in 2014 to 13% in 2015.

Priority Performance Challenge

From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled students are approaching expectations in reading, writing, and math.

Root Cause

We met as an Instructional Leadership Team, School Leadership Team, and CSC to identify root causes of growth that is not accelerating at fast enough rates to close gaps when developing our 2015 – 2016 UIP. Based on data and discussion, we determined the causes are rooted in the process of moving towards effective, and eventually distinguished, teaching practices in the following areas: continue to refine our application of the Common Core State Standards (CCSS), which includes aligning current curriculum to the CCSS; literacy instruction that provides students with high level complexity questioning and refinement of guided reading practices, vocabulary development at all tiers, defining what proficiency looks like for students through grade level PLC's (including use of exemplars and rubrics) and a deeper of how to backwards plan for accelerated growth to close the gaps.

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 following targets were set for the 2014-2015 school year: R: 60% proficient on STAR reading W: 44% proficient on EOY interim writing prompt M: 62% proficient on STAR math	R: 49% proficient on STAR Reading (-11) W: Literacy: 51.1% proficient on EOY interim (+6) M: 73% proficient on STAR Math (+11)	Refinement of small group instruction across content which would provide students with immediate and descriptive feedback. Deepening knowledge of instructing at highest instructional level and using backward design from aggressive goals to accelerate achievement. Vocabulary development needs to be a school-wide focus. Beginning transition to CCSS, inconsistent alignment between core curriculum and CCSS. Learning curve for teacher collaboration in regards to use of data and implementation of instructional practices is contributing to the insufficient growth.
Academic Growth	The following targets were set for the 2014-2015 school year: R: 60 th percentile W: 60 th percentile M: 60 th percentile ELP: 66 th percentile	R: N/A - PARCC W: N/A- PARCC M: N/A- PARCC ACCESS: 49 th percentile (-17)	
Academic Growth Gaps	The following targets were set for the 2014-2015 school year: R: 60 th percentile W: 60 th percentile M: 60 th percentile	R: N/A- PARCC W: N/A- PARCC M: N/A- PARCC	
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p style="text-align: center;">READ ACT</p> <p>The percentage of students overall in K-3 reading at or above grade level increased from 55 to 68 to 69 from 2013-2015.</p> <p>The percentage of first grade students reading at or above grade level increased from 53 to 72 to 83 from 2013-2015.</p> <p>The percentage of second grade students reading at or above grade level increased from 62 to 82 to 71 from 2013-2015.</p> <p>The percentage of third grade students reading at or above grade level increased from 44 to 52 to 53 from 2013-2015.</p> <p>The percentage of English Language Learners overall in K-3 reading at or above grade level</p>	<p>From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled</p>	<p> // We met as a faculty, as a CSC, and as an UIP Development // Team to identify and address the root causes of low reading // achievement when developing our UIP. Based on data and // discussion, we determined the causes are rooted in the // process of moving towards effective, and eventually // distinguished, teaching practices in the following areas: // continue to refine our application of the Common Core State // Standards (CCSS), which includes aligning current // curriculum to the CCSS; literacy instruction that provides // students with high level complexity questioning and // refinement of guided reading practices, vocabulary // development at all tiers, defining what proficiency looks like // for students through grade level PLC's (including use of // exemplars and rubrics) and a deeper of how to backwards // plan for accelerated growth to close the gaps. </p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>increased from 50 to 65 to 66 from 2013-2015.</p> <p>The percentage of non-English Language Learners overall in K-3 reading at or above grade level increased from 65 to 77 to 76 from 2013-2015.</p> <p>The percentage of FRL students overall in K-3 reading at or above grade level increased from 52 to 65 to 67 from 2013-2015.</p> <p>The percentage of non-FRL students overall in K-3 reading at or above grade level increased from 80 to 95 to 85 from 2013-2015.</p> <p>The percentage of African American students in K-3 reading at or above grade level increased from 59 to 67 to 75 from 2013-2015.</p> <p>The percentage of Hispanic students in K-3 reading at or above grade level increased from 50 to 67 to 66 from 2013-2015.</p> <p>The percentage of White students in K-3 reading at or above grade level increased from 75 to 95 to 95 from 2013-2015.</p> <p>The percentage of SPED students in K-3 reading</p>	<p>students are approaching expectations in reading, writing, and math.</p>	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>at or above grade level remained flat from 22 to 38 to 25 from 2013-2015.</p> <p>ACCESS</p> <p>Thirty-five percent of students across all grade levels scored at level 5 and above on ACCESS 2015.</p>		
Academic Growth	<p>ACCESS</p> <p>The MGP across all grade levels increased slightly from 47 to 66 to 49 from 2013 to 2015.</p> <p>The MGP of first grade students increased from 16.5 to 54 to 59 from 2013 to 2015.</p> <p>The MGP of second grade students decreased from 63 to 75 to 59 from 2013 to 2015.</p> <p>The MGP of third grade students decreased from 35 to 72 to 31 from 2013 to 2015.</p> <p>The MGP of fourth grade students increased from 49 to 61 to 67.5 from 2013 to 2015.</p> <p>The MGP of fifth grade students decreased from 27 to 58.5 to 20.5 from 2013 to 2015.</p>	<p>From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled</p>	<p>We met as a faculty, as a CSC, and as an UIP Development Team to identify and address the root causes of low reading achievement when developing our UIP. Based on data and discussion, we determined the causes are rooted in the process of moving towards effective, and eventually distinguished, teaching practices in the following areas: continue to refine our application of the Common Core State Standards (CCSS), which includes aligning current curriculum to the CCSS; literacy instruction that provides students with high level complexity questioning and refinement of guided reading practices, vocabulary development at all tiers, defining what proficiency looks like for students through grade level PLC's (including use of exemplars and rubrics) and a deeper of how to backwards plan for accelerated growth to close the gaps.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		students are approaching expectations in reading, writing, and math.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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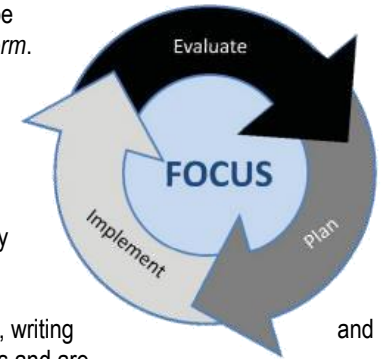
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled students are approaching expectations in reading, writing, and math.	The percentage of overall students meeting or above on 2016 PARCC ELA will increase from 20 to 25. Each grade level 3 rd through 5 th will increase meet or exceeds students by 5%.	The percentage of overall students meeting or above on 2017 PARCC ELA will increase from 25 to 30. Each grade level 3 rd through 5 th will increase meet or exceeds students by 5%.	Archuleta will utilize the DPS Network 4 DRA-2 aimline to monitor progress for all grades levels monthly. Milestone data will be reported to the Instructional Superintendent.	Refine systems and structures around data driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core State Standards/Colorado Academic Standards.
		READ	READ Act at or above	80% of students will be at or above the DRA-2	80% of students will be at or above the DRA-2	Archuleta will utilize the DPS Network 4 DRA-2 aimline to	Refine systems and structures around data

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			<p>grade level 2015: 1st grade: 83% 2nd grade: 71% 3rd grade: 53%</p>	<p>(DPS network 4) aimline by May 2016: 1st grade: 18 2nd grade: 30 3rd grade: 40 4th grade: 50 5th grade: 60</p>	<p>(DPS network 4) aimline by May 2016: 1st grade: 18 2nd grade: 30 3rd grade: 40 4th grade: 50 5th grade: 60</p>	<p>monitor progress for all grades levels monthly. Milestone data will be reported to the Instructional Superintendent.</p>	<p>driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core State Standards/Colorado Academic Standards.</p>
		M		<p>The percentage of overall students scoring meets or exceeds expectations on 2016 PARCC Math will increase from 19.5 to 24.5. Each grade level 3rd through 5th will increase meets or exceeds students by 5%.</p>	<p>The percentage of overall students scoring meets or exceeds expectations on 2017 PARCC Math will increase from 24.5 to 29.5. Each grade level 3rd through 5th will increase meets or exceeds students by 5%.</p>	<p>ANET Math: 60% of third through fifth grade students will score proficient or advanced on mid-year and EOY interim assessments.</p>	
		S		<p>The percentage of students scoring strong or distinguished command on 2016 CMAS Science will increase from 13 to 18.</p>	<p>The percentage of students scoring strong or distinguished command on 2017 CMAS Science will increase from 18 to 23.</p>	<p>Students will demonstrate proficiency on science unit assessments with performance data kept by classroom teachers.</p>	
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	<p>From 2012-2014 across all content areas, achievement for disaggregated groups (Sped, FRL etc.) excluding Non-FRL, combined has increased slightly but continues to fall below</p>	<p>ACCESS MGP – 66th percentile</p>	<p>ACCESS MGP – 66th percentile</p>		<p>Refine systems and structures around data driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core</p>

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			state expectations. Increases in status and MGP are not occurring at rates high enough to meet targets. In addition, the gap between students who are Black, Hispanic, FRL, or SPED and those who are Non-FRL and White is not closing at fast enough rates. Continuously enrolled students are approaching expectations in reading, writing, and math.				State Standards/Colorado Academic Standards.
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Refine systems and structures around data driven instruction and teacher collaboration in order to build proficiency with use of data, implementation of best instructional practices, and fidelity to Common Core State Standards/Colorado Academic Standards.

Root Cause(s) Addressed: _ We determined the causes are rooted in the process of moving towards effective, and eventually distinguished, teaching practices in the following areas: continue to refine our application of the Common Core State Standards (CCSS) and the Colorado Academic Standards (CAS), which includes aligning current curriculum to the CCSS/CAS; literacy instruction that provides students with high level complexity questioning, vocabulary development at all tiers, defining what proficiency looks like for students through grade level PLC's (including use of exemplars and rubrics) and a deeper of how to backwards plan for accelerated growth to close the gaps.

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				
Collaboration will include a special emphasis on small group instruction across all content areas.	August 2015- May 2016	August 2016- May 2017	Teachers Administrators Facilitators TEC	District funded professional development for teachers and paraprofessionals	Expectations regarding use of small group instruction will be outlined by administration at the beginning of the 2015-2016 school year and at the beginning of the 2016-2017 school year. Facilitator coaching will include feedback around small group instruction as measured by coaching and administrator observation and feedback notes beginning August 2015	In progress for 2015-2016 school year.

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					through May 2017.	
The school will implement a weekly 60 minute collaborative planning block (PLC) focused on collaborative unit planning, analyzing data, identifying specific student needs, sharing instructional practices, and adjusting instruction accordingly.	August 2015- May 2016	August 2016- May 2017	Instructional Leadership Team Classroom Teachers Special Educators	District Funded Teacher Leadership Academy Professional Development	100% of classroom teachers will participate in weekly Collaborative Planning sessions. Work (Backward design plans, SMART goals, etc) will be documented with grade level meeting minutes, completed unit planning protocols, and data trackers beginning September 2015 through May 2017.	In progress for 2015-2016 school year.
Based on past trainings and upcoming professional development, teachers will be trained in backward planning, Benchmark Advanced, guided reading best practices, and English language development.	August 2015- May 2016	August 2016- May 2017	Teachers Interventionists TEC/Facilitators Administrators	Professional development for teachers and paraprofessionals provided by in-house staff.	During LEAP observations and evaluation conferences conducted by the administrative team, teachers and paraprofessionals will demonstrate and describe how they utilize small group instruction, Benchmark Advanced, and supports for ELL's throughout the day beginning September 2015 through May 2016. Professional Development topics will be documented by facilitators.	In progress for 2015-16 School Year
Real-time coaching for classroom management and best instructional practices will be provided.	September 2015 – May 2016	September 2016- May 2017	TEC Facilitators Classroom Teachers	District funded TEC and real time coaching materials.	TEC, Facilitators, and Administration will work together to identify teachers who would benefit from real-time coaching beginning	In progress for 2015-2016 school year

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			Administration		September 2015 through May 2017. TEC and Facilitators will track real-time coaching sessions and document outcomes beginning September 2015 through May 2017.	
Teachers will provide opportunities (workshops, conferences, etc.) to parents to reinforce the use of academic language and best instructional strategies at home. This will occur via demonstration by teachers in classroom or during community nights.	September 2015- May 2016	September 2016- May 2017	Teachers Administration	Title I Parent Involvement Supplies and Food: \$3,349.58	Teachers will track parent attendance at workshops with sign-in sheets beginning August 2015 through May 2017.	In progress for 2015-2016 school year
Teachers will utilize reports from Schoolnet, ANET, iStation and OASIS to make informed decisions regarding student interventions and provide individualized instruction for small groups of students who score below proficient on PARCC, in addition to using ongoing formative and summative data. Based on that data, grade level teams will group students on a monthly basis. Data will be used with students at teacher-led student conferences in order to involve students in the data process.	August 2015- May 2015	August 2016- May 2017	Teachers Interventionists TEC/Facilitators Administration	District provided data analysis tools (School Net/Principal Portal) and PLC developed assessments.	Teachers will document with DDI templates and data analysis protocols during collaborative plan meetings beginning August 2015 through May 2016. Teachers will keep documentation of data shared with parents and students during conferences. beginning September 2015 through May 2017.	In progress for 2015-16 School Year
Primary teachers will conduct 3 guided reading groups per day. Intermediate teachers will conduct 2-3 guided reading groups per day. Teachers will progress monitor	August 2015- May 2016	August 2016- May 2017	Teachers Interventionists TEC/Facilitators Administrators	District provided professional development.	100% of classroom teachers will implement 2-3 guided reading groups per day based on student needs as evidenced by classroom	In progress for 2015-2016 school year.

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<p>students during their guided reading instruction utilizing the DRA-2, iStation, and/or running records.</p>					<p>schedules, guided reading lesson plans, and data to support groupings beginning September 2015 through May 2017.</p> <p>Documentation of coaching sessions will be kept by the Humanities Facilitator as outlined by administration beginning September 2015 through May 2017.</p> <p>LEAP Observations by Principals and evaluation conferences. Two to three observations will be conducted based on student needs as evidenced by classroom schedules, guided reading lesson plans and data to support groupings beginning August 2015 through May 2017.</p>	
<p>Benchmark literacy and ELD curriculum will be implemented. Teachers will receive Benchmark training. PLC sessions will be devoted to aligning curriculum to common core standards and analyzing student work.</p>	<p>August 2015-May 2016</p>	<p>August 2016- May 2017</p>	<p>Teachers Administrators</p>	<p>District provided Benchmark materials, training provided in-house.</p>	<p>Documentation of training sessions will be kept by TEC and facilitators. Teams will keep copies of DDI templates that reflect collaborative planning of Benchmark units and student data analysis.</p>	<p>In progress for 2015-16 School Year</p>
<p>Archuleta will progress monitor student reading through iStation software at all grade levels.</p>	<p>August 2015- May 2016</p>	<p>August 2016- May 2017</p>	<p>Teachers Interventionists TEC/Facilitators Administrators</p>	<p>District funded professional development for teachers and paraprofessionals.</p>	<p>Facilitators will document training sessions. Teachers will submit monthly reading data trackers that include iStation data.</p>	<p>In progress for 2015-2016 school year.</p>

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				District funded software.		
Teachers will share student data with parents and students during CSC meetings, parent/teacher conferences, parent meetings and individual student conferences.	August 2015- May 2016	August 2016- May 2017	Teachers Interventionists Administrators TEC/Facilitators	Title I Parent Involvement Supplies and Food: \$3,349.58.	Sign in sheets will be used to document attendance at parent meetings and conferences August 2015 through May 2017.	In progress for 2015-16 School
Archuleta teachers and staff will participate in professional development to increase proficiency for culturally responsive education.	September 2015- May 2016	September 2016- May 2017	Teachers Administrators TEC/Facilitators	Professional development for teachers and paraprofessionals provided in house.	Facilitators will document PD sessions through sign in sheets. Trajectory of PD will be developed by Equity Team. Archuleta's Equity Team will document monthly meeting minutes.	In progress for 2015-16 school year.
Based on research and on the READ Act requirements, Archuleta is focusing on early intervention in reading in order to ensure students are at or above grade level prior to intermediate grades so that students can focus on reading to learn rather than solely on learning to read.	August 2015- May 2016	August 2016- May 2017	Teachers TEC/Facilitators Administration Reading Interventionists	Reading Interventionists: \$134,000 from General fund, \$67,000 from Title I	100% of classroom teachers will conduct 2-3 guided reading groups per day August 2015 through May 2017. Reading Interventionists will team with classroom teachers to group students, provide intervention, and frequently monitor progress using formative data.	In progress for 2015-2016 school year
Archuleta will partner with the Instructional Superintendent to conduct observation/feedback cycles for early reading utilizing a case study approach in first and second grades.	August 2015-May 2016	August 2016-May 2017	Teachers Instructional Superintendent Administrators Facilitators	District and in-school resources	Documentation will include teacher lesson plans, observation and feedback notes, and student data.	In progress for 2015-16 school year

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Archuleta's Personnel Committee will attend district and regional hiring fairs to meet and interview potential teachers, with an emphasis on attracting a diverse staff to our school.	Spring 2016	Spring 2017	Administrators Personnel Committee	In-building and district resources	Documentation of hiring fairs attended and interviews conducted.	In progress for 2015-2016 school year
End of year articulation with early education/Escalante Biggs Academy includes transfer of student files as well as in person meetings to discuss student progress and potential needs.	Spring 2015- Spring 2016	Spring 2016- Spring 2017	Administration, First Grade Teachers	I-building and district resources	Student records and meeting minutes	In progress for Spring 2016

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

Major Improvement Strategy #2: _____ Root Cause(s) Addressed: _____

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				

* 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: _____ Root Cause(s) Addressed: _____

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				

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

Section V: Appendices

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

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

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