COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 3426   School Name: GILPIN MONTESSORI PUBLIC 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.*
Gilpin is experiencing pervasively low achievement in all content areas, all sub claims, all subgroups and grade levels.
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.*
- Lack of a school wide system to support consistent implementation of guided reading & writing instruction due to inconsistencies in understanding guided reading & writing.   - A lack of school wide progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs.   - A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory.   - Little support or follow through from parents/guardians.   - Lack of strong cultural support systems and consistent behavior expectations led to low student engagement.
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.*
Major Improvement Strategy #1: Instruction and Instructional Systems: Implement a collaborative, professional learning community, which ensures an alignment of the Montessori lessons with the Common Core Standards, differentiated and engaging instruction in literacy and the collection and analysis of formative assessments and strategic planning of lessons.   **Major Improvement Strategy #2: Professional Development and Growth:** Develop a strong professional learning community which focuses is grounded in the Common Core Standards. The staff development will delve into differentiation, guided reading instruction, close reading using text-complexity and text-dependent while utilizing Montessori instructional materials.   **Major Improvement Strategy #3: Parent and Community Engagement:** Improve parent and community outreach by hiring and retaining a bilingual and biliterate Parent Community Liaison to work alongside teachers to encourage parental involvement through Parent Education Nights, Community Nights, Home Visit programs, committee organization.   **Major Improvement Strategy #4: Student Culture:** Implement a school-wide core value discipline system to support students in success. Teachers will receive extensive training in Conscious Discipline to empower students to deal with conflict or challenges. Implement a Student Council to model the core values. We will also put into place a group of Student Ambassadors to serve as the liaisons between community and students.

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	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	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/uip/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 3rd 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).	Priority Improvement Plan - Entering Year 3 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement str
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.	Yes, during the 2014-2015 school year, Blue Print conducted a year-long audit, collected and consolidated data. We have since put many systems in place as a result of our learning.

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		Kimberly Riggins
	Email		Kimberly_Riggins@dpsk12.org
	Phone		720-424-7140
	Mailing Address		2949 California St. Denver, CO 80205
2	Name and Title		Esmeralda Orrin
	Email		Esmeralda_Orrin@dpsk12.org
	Phone		720-424-7140
	Mailing Address		2949 California St. Denver, CO 80205

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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.
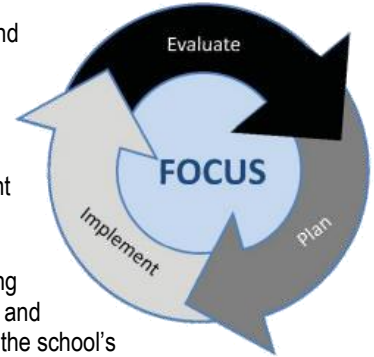
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

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).	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.	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.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Gilpin Montessori is the only neighborhood Montessori school in Colorado. We serve 269 students grades First Year Primary-6th grade.   Gilpin houses Child Find which is a component of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities, who are in need of early intervention or special education services. Although Child Find is not directly connected with Gilpin, many outside visitors come through our doors to go to one of the many classrooms Child Find occupies on the north wing of the first floor.

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Gilpin also houses Heart & Hand, a nearly free after-school child care program for many Gilpin and non-Gilpin students. Parents of students who attend Heart & Hand must agree their children will attend the after-school care 5 days a week. They furthermore require the students stay until 6 p.m.

Gilpin's population consists of 73% Free and Reduced Lunch with 28% Black, 45% Hispanic and 22% White. Additionally, 11% of our students receive ELA services, even though 12% of our students speak another language at home other than English, 10% of our students receive Special Education services. Furthermore, 13% of our students attend Gifted and Talented.

Gilpin entered school turnaround in 2009. It was at that time Gilpin adopted the Montessori curriculum; however not all teachers were fully trained; as a result it wasn't executed with fidelity. Currently, 92% of our staff are Montessori trained. The one teacher who is not trained in Montessori has extensive years of teaching and will be taking the training this summer.
In the 2015-2016 school year a new principal came on and started turning around the school; thus 75% of the teachers are new to Gilpin Montessori in the 2015-2016 school year.

Gilpin struggled to meet state expectations on catch up/keep up growth. The trends show a need to improve in reading, writing and math proficiency. In the Spring of 2014 Gilpin was awarded a fifty-thousand dollar School Improvement Grant. The grant was used for professional development, including providing subs for learning labs, and literacy materials.

Trend Analysis-Current

Based on TCAP P/A percentage data over the last three years the following trends are evident:

Reading Trend: 3rd grade increased 9%. 4th grade had a decline of 18% and fifth grade increased 20%.

Writing Trend: 3rd grade increased 6%, 4th decreased by 24% and 5th grade increased 25%.

Math Trend: 3rd grade increased 15%, 4th grade had a decrease of 8% P/A and 5th grade increased 7% P/A.

Based on current PARCC ELA Data:

Met or above

All grades – 11.1%

3rd grade – 7.7%

4th grade – 12.1%

5th grade – 13.9%

Our current PARCC Math Data:

Approaching or above

All grades – 5.6%

3rd grade – 2.6%

4th grade – 9.1%

5th grade – 5.6%

CMAS 2014-2015

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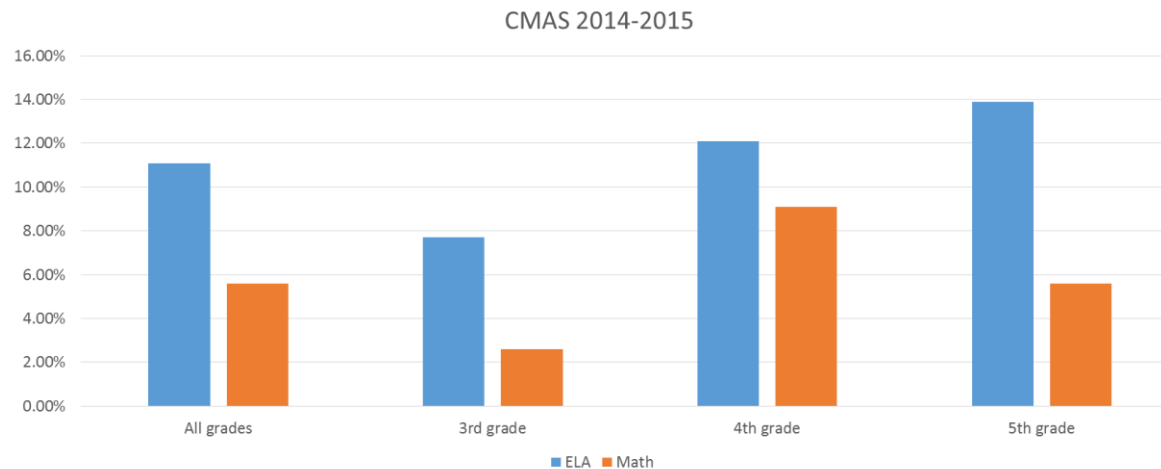
Access data shows an increase in median growth percentile from 35.5% in 2013 to 49% in 2015. 2015 Access data shows 20% of test takers received a 5 plus.

Priority Performance Challenge

Gilpin is experiencing pervasive low achievement in all content areas, all sub claims, all subgroups and grade levels.

Associated root cause analysis shows:

- Lack of a school wide system to support consistent implementation of guided reading & writing instruction due to inconsistencies in understanding guided reading & writing.
- A lack of school wide progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs.
- A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory.
- Little support or follow through from parents/guardians.
- Lack of strong cultural support systems and consistent behavior expectations led to low student engagement.

Verification of Root Causes:

After identifying the priority needs for the school, our then Instructional Superintendent led the entire staff in brainstorming and charting root causes for our consistent low performance in literacy achievement, the lack of achievement growth in math, and gaps between white students and students of color. In addition, the administrative team worked with Blue Print and instructional coaches to examine noticings in observations, differentiation and lesson planning. Then, the School Leadership Team and Collaborative School Committee worked together to examine the root causes, the lack of achievement trends and worked collaboratively to determine next steps. After this collaborative effort, the Gilpin staff and CSC came to believe that there are several reasons for these areas of weakness.

The Action Plan outline below addresses the above root causes:

- Professional Development tailored to literacy in a Montessori model.
- Collaboration aligning assessments, analysis/evaluation, planning, teaching and monitoring learning.
- PD will be research-based strategies focused on specific needs of Gilpin's students.
- Utilize Learning Labs to hone in on best practices in literacy.
- CCSS and Montessori based lesson planning, execution and instruction.
- Utilize 4:1 tutoring every Grade 4 and 5 student in mathematics
- Parent Teacher Home Visit Program
- Teachers will receive district wide Restorative Justice Training
- School wide training in Conscious Discipline to support with classroom behavior expectations

TURNAROUND STRATEGY (noted in Turnaround Addendum)

The Denver Public Schools Turnaround Plan focuses on 3 Major Improvement Strategies: Instruction and Instructional Systems, Professional Development and Growth, and Family/Community Engagement. The West Denver Network, district turnaround staff, and several partners monitor progress with frequent student and school performance data, make adjustments in real-time, and provide an array of support strategies, depending on the capacity and needs of each school. Throughout the improvement process DPS strives to expand teaching and leadership capacity and extend successes across the system for sustainable improvement.

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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)	READING DPS Interim: EOY 3rd-50% P/A 4th- 60% P/A 5th- 35% P/A MATH 3rd- 61% P/A 4th- 61% P/A 5th- 51% P/A WRITING 3rd- 45% P/A 4th- 40% P/A 5th- 56% P/A	The overall Literacy score was 41% at the End of the Year. However 49% of our ELL students outperformed the Non-ELL students by 10%. The Students of Color scored 39% P/A compared to the White students at 50%. In taking a myopic approach, the Hispanic students of color outperformed the Black students of color by 11% in the Literacy Spring Interim. The End of Year Math score was 24%, 33% lower than the projected goal.	Gilpin did not meet the target goal due to lack of systems to identify struggling learners and lack of timely interventions to keep students on target. Regular administration and review of progress monitoring systems were not in place. Gilpin lacked a system to track effectiveness of interventions. Gilpin did not have a seamless MTSS process for implementing interventions.
Academic Growth	65% across the board	Gilpin did not meet the target.	
Academic Growth Gaps	Decrease the gaps by 50% across the board	The growth gap is continuing to narrow compared to years ago (19% P/A in 2010 vs. 34% P/A to 2015) students of color. Furthermore, the gap between SPED	

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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.
		students is also narrowing 4% in 2010 compared to 14% last year.	
Postsecondary & Workforce Readiness	N/A	N/A	

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)	PARCC 2015 overall ELA – The percent of students at our school in all grades that were meeting or above on PARCC ELA was 11.1% in 2015 which is below the district measure of 31.9%. '15 CMAS ELA All subclaims by grade- Disaggregated grade level data illuminates significant gaps between 3rd grade performance as compared with 4th and 5th grade performance, which is 6-10% lower.	The scores confirm a need to focus on the content areas with great intentionality. Gilpin is experiencing pervasive low achievement in all content areas, all sub claims, all subgroups and grade levels.	• *Lack of a school wide system to support consistent implementation of guided reading & writing instruction due to inconsistencies in understanding guided reading & writing.* • *Lack of strong cultural support systems and consistent behavior expectations led to low student engagement.* • *Lack of instructional system to support teachers with classroom instructional strategies for students in all subgroups.* • *A lack of school wide progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs.*

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	'15 CMAS ELA All subclaims by demographic- Disaggregated ethnicity data illuminates significant gaps between Hispanic performance as compared with white student performance, which is more than 16% lower than white peers.		• *A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory.*

	Test: All EL...				
	Gilpin Montessori Public School				
Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	Ex
Native American	*				
Asian					
Black	145	73.8%	15.2%	11.0%	
Hawaiian/Pacific Islander					
Hispanic	260	70.0%	18.8%	11.2%	
Two or More	*				
Students of Color	425	70.4%	17.4%	12.2%	
White	115	*Plot Area*	22.6%	27.8%	

'15 CMAS ELA all subclaims by ELL- Disaggregated ELL data illuminates significant gaps between ELL performance as compared with white student performance, which is more than 15% lower than non-ELL peers.

	Test: All EL...				
	Gilpin Montessori Public School				
ELL Status	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	Ex
Non-ELL	420	64.5%	19.0%	16.4%	
ELL	80	92.5%	6.3%	1.3%	
Redesignated/Exited	40	27.5%	37.5%	35.0%	

2015 Read Act DRA % at/above- The percent of students at our school in all grades that were at or above Grade level on DRA was 68% in 2015 which is above the district measure of 64% and an increase of more than 30% since 2009 and an increase of 10% from 2014

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

READ Act
Spring % At or Above Grade Level

	Gilpin		Region		District	
Year	N	%	N	%	N	%
2014	157	57%	4155	63%	29215	62%
2015	163	68%	4084	66%	29201	64%

'15 Read Act DRA Fall SPBL and Spring % at/above – The percent of SBGL students from the fall that were at or above in the spring was 30%, which is 20% better than the district average of 10%

READ Act
Spring % At or Above Grade Level per Grade

		Gilpin		Region		District	
Grade	Year	N	%	N	%	N	%
K	2014	44	57%	1096	64%	7630	69%
	2015	54	65%	1019	69%	7386	71%
1st	2014	42	43%	1115	64%	7481	64%
	2015	38	68%	1048	66%	7544	65%
2nd	2014	37	65%	969	62%	7109	60%
	2015	32	69%	1041	64%	7323	61%
3rd	2014	34	68%	975	60%	6995	56%
	2015	39	72%	976	64%	6948	58%

2015 PARCC Math- overall- The percent of students at our school in all grades that were meeting or above on PARCC Math was 5.6% in 2015 which is below the district measure of 26.4%.

		2015 CMAS: PARCC Math		
Link back to Introduction	Grade/Test	Total Tested	% Approaching or Above	% Met or Above
School				
Gilpin Montessori Public School	3rd Graders	39	17.9%	2.6%
Gilpin Montessori Public School	4th Graders	33	39.4%	9.1%
Gilpin Montessori Public School	5th Graders	36	25.0%	5.6%
Gilpin Montessori Public School	All Grades	108	26.9%	5.6%
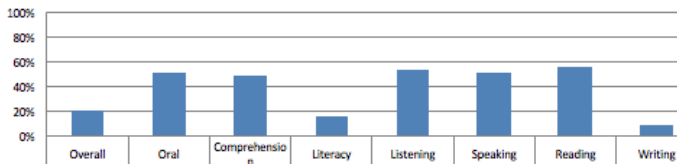
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'15 CMAS Math all subclaims by grade- Disaggregated grade level data illuminates gaps between 3rd grade performance as compared with 4th and 5th grade performance, which is approximately 6% lower.

		Test: All Mat			
	Gilpin Montessori Public School				
Grade	Count of Subclaims tested	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	Ex
All Grades	432	62.7%	24.8%	12.5%	
3rd	156	69.2%	22.4%	8.3%	
4th	132	59.8%	25.0%	15.2%	
5th	144	58.3%	27.1%	14.6%	

'15 CMAS Math all subclaims by demographic- Disaggregated ethnicity data illuminates significant gaps between Hispanic performance as compared with white student performance, which is more than 16% lower than white peers.

		Test: All Mat			
	Gilpin Montessori Public School				
Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	Ex
Native American	*				
Asian					
Black	116	69.0%	25.9%	5.2%	
Hawaiian/Pacific Islander					
Hispanic	208	69.7%	20.2%	10.1%	
Two or More	*				
Students of Color	340	68.8%	22.4%	8.8%	
White	92	40.2%	33.7%	26.1%	

'15 CMAS Math all subclaims by ELL- Disaggregated ELL data illuminates gaps between ELL performance as compared with white student performance, which is 4% lower than non-ELL peers.

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

			Test: All
	Gilpin Montessori Public School		
ELL Status	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Non-ELL	336	63.1%	25.0%	11.9%
ELL	64	79.7%	12.5%	7.8%
Redesignated/Exited	32	25.0%	46.9%	28.1%

2015 ACCESS status- The percentage of students scoring an Overall 5+ was 20% on the 2015 ACCESS. Students lowest area was writing with only 8% of students scoring a 5+, which was significantly below the other areas assessed.

2015 ACCESS Level 5+

	Overall	Oral	Comprehension	Literacy	Listening	Speaking	Reading	Writing
Level5+	20%	50%	48%	15%	53%	50%	55%	8%

CMAS Science overall- The percent of students at our school in all grades that were scored strong and distinguished was 8% in 2015 which is significantly below the district measure of 20%.

2015 CMAS Science % Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
8%	36	6%	995	20%	12459

CMAS Social Studies overall- The percent of students at our school in all grades that were scored strong and distinguished was 6% in 2015 which is significantly below the district measure of 15%.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2015 CMAS Social Studies **% Strong Command & Distinguished Command** School / Region / District table: % S & D: 6% (Total N 33), 2% (Total N 942), 15% (Total N 12920)		
Academic Growth	'15 ACCESS MGP by Grade- The MGP of students on 2015 ACCESS was 49 and was an increase of approximately 14 percentile points since 2013 with an overall upward trend. ACCESS MGP table: All Grades: 2013 = 35.5, 2014 = 51, 2015 = 49 01: 22, 53, 44.5 02: 11, 49, 57.5 03: 50, 58, 60.5 04: 71, 44, 45 05: 14, 89, 35.5 06: -- --	Since 2010, Gilpin has made tremendous gains in reading, as evidenced by the DRA/EDL. In many cases our scores have been comparable to the network and district. In some cases we outperformed the district. Growth from 2010-2015 Kindergarten: +5% 1st Grade: +55% 2nd Grade: +65% 3rd Grade: +32%	Gilpin was not following the district literacy plan. As a result Guided Reading was not taught with great fidelity until last school year.
Academic Growth Gaps			

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

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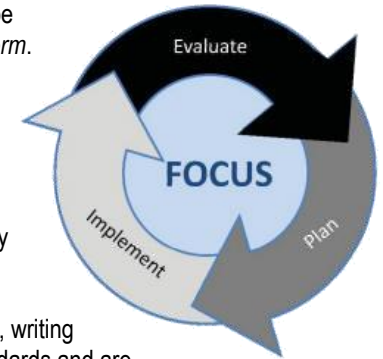
School Target Setting Form

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	READING: TCAP scores in reading remain consistently low and below state expectations.	DPS Interim: EOY 3rd-50% P/A 4th- 60% P/A 5th- 35% P/A	(Targets could change depending on PARCC results received in Fall 2015) 61% P/A on PARCC 55% P/A on PARCC 40% P/A on PARCC	DPS EOY Interim Progress Monitored by DRA	1,2,3
		READ	TCAP scores in math remain consistently low and below state expectations.	3rd- 61% P/A 4th- 61% P/A 5th- 51% P/A	66% P/A on PARCC 66% P/A on PARCC 56% P/A on PARCC		1,2,3
		M	TCAP scores in writing remain consistently low and below state expectations. .	3rd- 45% P/A 4th- 40% P/A 5th- 56% P/A	50% P/A on PARCC 45% P/A on PARCC 61% P/A on PARCC		1,2,3
		S	For SCIENCE: Very low achievement with 0% proficient, but the small number of students makes statistical analysis problematic.	0%	10% P/A		1,2,3

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Growth in reading has consistently been on the decline and is below state expectations.	65%	65%		1,2,3
		M	Growth in reading has consistently been on the decline and is below state expectations.	65%	65%		1,2,3
		ELP	Growth in all content areas has been inconsistent, showing a recent decline, and is below state expectations.	65%	65%		1,2,3
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Growth in writing has consistently been on the decline and is below state expectations.	65%	65%		1,2,3
		M	Growth in ELP has been consistently low and is below state expectations.	65%	65%		1,2,3
	Graduation Rate						
	Disag. Grad Rate						

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Postsecondary & Workforce Readiness	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: **Instruction and Instructional Systems:** Improve Montessori lessons by connecting to common Core Standards.

Root Cause(s) Addressed:

1) A lack of progress monitoring systems that includes evaluating and planning from data in order to respond to students' needs. In addition to this there was a:

- Lack of timely interventions
- Lack of monitoring tools
- Limited knowledge in how to implement timely interventions.
- Lack of structured collaborative time for teachers to focus on student learning.
- Lack of Scope and Sequence in the past. (Work around the teams S & S and how it marries to ANET).

2) Montessori expertise did not create a foundation for implementing best practice.

- Limited use of Montessori materials
- Lack of use of Montessori Scope & Sequence aligned with Common Core

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				
CCSS and Montessori based lesson execution and instruction.	Ongoing Sept 2015- June 2016	Continue	Principal AP Montessori Coordinator	Montessori Coordinator/ Coach (Loss of TIG funding, but extra DPS funds for 2014-15 will maintain this resource.)	Observation Feedback Coaching Sessions – 4 cycles per teacher, every 8 weeks monitored on teacher support matrix.	In Progress

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				SIS Grant ($27500)	Lesson plan review using CC & Montessori aligned rubric Grade level PLC meetings will occur weekly.	
CCSS and Montessori lesson based planning.	Sept 2015- June 2016	Continue	Principal Leadership Team PLC's- Teachers	Local	Monitor with weekly rubric for teacher feedback.	In Progress
Utilize 4:1 tutoring every Grades 4, 5 and 6 student in mathematics	Ongoing Sept 2015- June 2016	Continue	Principal Tutors Tutoring Coordinator- Jennifer Shank	SMI materials $5500 Tutors $96,000 Blueprint partnership $20,000 Tutoring Coordinator $60,000 – salary $15,000 – benefits Jennifer Shank	SMI four times a year	In Progress
All students will be assessed using ANET assessments and IStation. The data will be used to identify what additional interventions will be used by teachers to address gaps in student learning and performance.	Starting 2015		WDN Data Assessment Partner Principal Teachers	Local	DPS Interims DRA (2x year)	In Progress

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Apply the learning from ANET data to the work done in the classroom, and identify and address gaps in student learning.					

* 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: **Professional Development and Growth:** Develop a strong professional culture focusing on staff development in lesson planning, guided reading instruction, close reading using text complexity and implementation of the CCSS and rigor utilizing of Montessori instructional materials.

Root Cause(s) Addressed: A lack of professional development systems to address the inconsistent understandings of math, reading, and writing instruction grounded in Montessori theory. Additionally, the lack of Montessori expertise did not create a foundation for implementing best practice.

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

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Professional Development aligned with assessment, analysis/evaluation, planning, teaching and monitoring learning. PD will be research based strategies focused on specific needs of Gilpin's students.	Ongoing Sept 2015	Continue	Principal AP Montessori Coordinator Teacher Effectiveness Coach	Local SIS Grant ($9500)	Tuesday meeting cycle LEAP Teacher observations and Academic Review meetings will confirm applications of Professional Development Professional Learning Communities Rubric	In progress
Utilize Learning Labs to increase knowledge in best practices. Learning labs will be focused on literacy and occur at least two times during the second semester.	Dec. 2015		TEC	Local	Walkthrough forms used during classroom observations. Observations will be focused on implementation of the strategies learned.	In Progress
Create an atmosphere which a behavior outcomes combining the	August 2015-		Conscious Discipline		Observations, behavior tracker, real-time coaching	

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extrinsic to the intrinsic model. Teachers will participate in an intense year-long Professional Development around Conscious Discipline.	Spring 2016		Coach, Administration, Counselor			

* 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: Parent and Community Engagement: Support culturally responsive classroom management strategies and improve parent and community outreach for supporting students. Hire and retain a bilingual and biliterate Parent Community Liaison to work alongside teachers to encourage parental involvement through Parent Education Nights, Community Nights, Home Visit programs, committee organization.

Root Cause(s) Addressed:

  2015)   Lack of parent outreach to support schoolwide systems and instruction.

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

☒ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☒ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Positive home visits and phone calls made to families for improved attendance.	Ongoing Sept 2015	Continue	Assistant Principal	Local	Monitored by AP, Parent Liaison; logged by teacher for review	In progress
Parent Education led by 2-3 teachers focused on Montessori classroom materials and offering tips on working with children at home.	Ongoing Sept 2015	Continue	Classroom teachers	Local	Parent Engagement & UIP Tracker	In progress
Monthly "Coffee with Principal" events to engage parents with Principal in an informal setting. Each meeting will be focused on different topics, with an emphasis on getting parent feedback.	Ongoing Sept 2015	Continue	Principal Community Liaison	General Fund-food budget Title 1 Funds Local	Parent Engagement Tracker	In progress
Build community through social events, opportunities for community, staff, parents, and students to integrate.	Ongoing Sept 2015	Continue	Principal Community Liaison Staff	Local Title 1 Funds	Parent Engagement Tracker	On going

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| Develop marketing materials, website, etc. Bring positive media attention to the school. | Ongoing Sept 2014-June 2015 | Continue | Parent Community Liaison | Parent Liaison funded by extra funds from DPS Title 1 Funds | | In progress |
| Hire a bilingual Parent Liaison to bridge the home and the school | Fall 2015 | Continue | Principal | | | |

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

Major Improvement Strategy #4: Student Culture: Implement a school-wide core value discipline system to support students in success. Teachers will receive extensive training in Conscious Discipline to empower students to deal with conflict or challenges. Implement a Student Council to model the core values. We will also put into place a group of Student Ambassadors to serve as the liaisons between community and students.

Root Cause(s) Addressed: Lack of strong cultural support systems and consistent behavior expectations led to low student engagement.

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

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Develop student culture: Create schoolwide systems and procedures focused on expected student behaviors and actions. (Assemblies; student council; guided practice; NNN) PD will be research-based strategies focused on specific needs of Gilpin's students).	Sept. 2015	Continue	Culture Team TEC	Local	Rubrics to assess progress during culture walk (held bi-weekly) No-Nonsense Nurturer tracker	In progress
Receive intense training on Conscious Discipline. Teachers will receive one-on-one observation and feedback from the Conscious Discipline training		Aug. 2015	Administration Conscious Discipline trainer	Conscious Discipline text book, the kits for classrooms	Benchmarks for each training and observations, ongoing observations from administration	In progress

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Monthly system review and practice with teachers	Ongoing Sept 2015	Continue	Principal AP Montessori Coordinator Teacher Effectiveness Coach	Local	Rubric	In progress
Teachers will receive district wide Restorative Justice Training	Winter 2016	Continue	Principal AP	Local	Monthly rubrics to assess progress	Not begun
Analyze and evaluate discipline and disproportionality data monthly during CIG meetings.	Ongoing Sept 2015	Continue	Assistant Principal	(see above)	Monitor Weekly Engagement Reports (Suspensions & Attendance)	In progress

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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