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: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL   Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Executive Summary

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

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

Goldrick elementary is a school in Southwest Denver that serves a population of approximately 560 students, of which 97.3% of our students are designated as Free and Reduced Lunch. The demographic break down are: Hispanic 90%, White 3%, African American 4%, Asian/Pacific Islander 1%, American Indian 1% and 1%students of multiple races, with a total minority population of 97.3%. 59.1% of our students are designated as English Language Learners and 54 (9.6%)students are identified as students with Special needs.

There are a significant number of students overall reading below and significantly below grade level, across all grade levels at Goldrick Elementary. The percentage of students reading below and significantly below grade level, for English and Spanish combined, is K: 31%, 1: 47%, 2: 56%, 3: 62%, 4: 30% SBGL (BG not provided), 5: 33% SBGL (BG not provided). Since 97.4% of our students receive FRL we disaggregated students based on language of instruction in order to look more closely at student in achievement in our ELA-E and ELA-S classes.   The data is as follows: English: K: 80%, 1: 63%, 2: 59%, 3: 56%. Spanish: K: 34%, 1: 33%, 2: 53%, 3: 100%. For the past 8 years there has not been consistent or sustainable growth in reading ability for all students. There were 89 students who were identified significantly below grade level in reading 2014-2015 and only 4% of these students achieved grade level proficiency by the end of the year, all of these were students that were designated ELA-E (receiving only English instruction). This is 6% below the district average.

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.*

1. We do not have a consistent literacy curriculum in grades K-3.

2. We have experienced high teacher turnover and have not provided adequate professional learning opportunities connected to literacy for all teachers

3. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy.

4. We do not have, and do not share, clear learning goals with our students.

5. We don't have frequent specific/ clear feedback loops to improve teaching practice.

6. We haven't had a unified vision with accountability for the school community and class environments where students embrace their role in learning.

What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*
1. Develop a school wide data culture and system of grounded in DPS priority standards: reading informational text and reading literature. 2. Provide regular professional development and regular coaching cycles to support effective literacy instruction. 3. Use observation and feedback to move toward effective teaching, and high quality literacy instruction. 4. Build positive school and classroom culture.

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

School Code: 0880   School Name: Goldrick Elementary School

COLORADO
Department of Education

Mandatory
FORM # OFP-135
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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).	Turnaround Plan - Entering Year 1 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 Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

School Code: 0880   School Name: Goldrick Elementary School

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

School Code: 0880   School Name: Goldrick Elementary School

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

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes, the school received SIS grant from CDE for $30,0000. The grant was awarded in Spring 2015.
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.	The school went through an School Quality Review that was conducted by School Works. This review occurred in December of 2014.

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):
X State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant
☐ School Improvement Support Grant   X READ Act Requirements   ☐ Other: _____

| School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dan Villescas, Interim Principal; Sara Snyder-Poole, Assistant Principal
	Email	Dan_Villescas@dpsk12.org, Sara_snyder-poole@dpsk12.org
	Phone	720-424-6980
	Mailing Address	1050 S Zuni, Denver CO 80223
2	Name and Title	Jessica Ridgway, Zero Year Principal
	Email	Jessica_ridgway@dpsk12.org
	Phone	720-424-6980
	Mailing Address	1050 S Zuni, Denver CO 80223

School Code: 0880   School Name: Goldrick Elementary School

COLORADO
Department of Education

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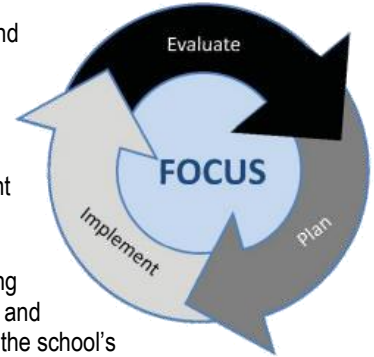
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards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

Goldrick elementary is a school in Southwest Denver that serves a population of approximately 560 students, of which 97.3% of our students are designated as Free and Reduced Lunch. The demographic break down are: Hispanic 90%, White 3%, African American 4%, Asian/Pacific Islander 1%, American Indian 1% and 1%students of multiple races, with a total minority population of 97.3%. 59.1% of our students are designated as English Language Learners and 54 (9.6%)students are identified as students with Special needs.

School Code: 0880   School Name: Goldrick Elementary School

In December of 2014, the Goldrick Elementary received an SQRR (School Quality Review Report) as a result of a school-wide review conducted by School Works at the request of the district. This comprehensive school review was conducted in early December (2014) and yielded prioritizations that were provided in the final report recommendations: teachers provide students with clear learning goals and focused direct instruction. The action steps agreed to by the building administration and Instructional Superintendent were to define an action steps calendar and professional development calendar focusing on:

- PBIS expectations and accountability (i.e., tighten up the systems)
- Reteach classroom expectations
- Increase student on-task behaviors school-wide so that students can achieve and learn content
- Define clear learning goals
- Create the baseline
- Decide how we will measure success

Since the school review occurred, the school was designated a turnaround school resulting in new administration and a turnover of approximately 60% of the staff. This occurred at the end of the 2014-2015 SY.

Beginning in SY 2015-2016, the interim principal collaborated with the Goldrick CSC and SLT groups reviewed the student performance data to identify the priority performance challenges, root causes and major improvement strategies to move our instruction forward with providing more consistent and effective instruction to our students here at Goldrick Elementary in the 2015-2016 school year.

Review Current Performance:

Data from previous versions of the Goldrick UIP provide the following data has historical baseline about the schools academic performance and provide root cause analysis around the instructional practices that have led to the current state of low achievement at Goldrick and the turnaround decision/designation.

There are a significant number of students overall reading below and significantly below grade level, across all grade levels at Goldrick Elementary. The percentage of students reading below and significantly below grade level, for English and Spanish combined, is K: 31%, 1: 47%, 2: 56%, 3: 62%, 4: 30% SBGL (BG not provided), 5: 33% SBGL (BG not provided). DISAGGREGATED: English: K: 80%, 1: 63%, 2: 59%, 3: 56%. Spanish: K: 34%, 1: 33%, 2: 53%, 3: 100%. For the past 8 years there has not been consistent or sustainable growth in reading ability for all students.

There are 89 students who were identified significantly below grade level in 2014-2015 and only 4% of these students achieved grade level proficiency by the end of the year, all of these were students that were designated ELA-E (receiving only English instruction). This is 6% below the district average.

A gap in instructional practices were identified as follows:

1. We do not have a consistent literacy curriculum in grades K-3.

2. We have experienced high teacher turnover and have not provided adequate professional learning opportunities connected to literacy for all teachers

3. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy.

4. We do not have, and do not share, clear learning goals with our students.

5. We don't have frequent specific/ clear feedback loops to improve teaching practice.

6. We haven't had a unified vision with accountability for the school community and class environments where students embrace their role in learning.

As a result of the previously identified gaps, the school administration of the SY2014-2015 and staff identified the following strategies:

Teachers and Leaders participate in Data Driven Instruction Meetings grounded in DPS priority standards: reading informational text and reading literature.
Using observation and feedback to move toward effective teaching, and high quality Content Language objectives.
In addition, we have introduced the following to improve our instructional practice for the 2015-2016 school year:

- Achievement Network (ANET) – on going assessments for grades 3-5 focusing on measuring students mastering of standards. This has allowed our intermediate grades to backwards plan literacy and math units aligned to the assessments.
- Engage New York – a literacy and math curriculum for grades 4 and 5 – aligned to the Common Core State Standards.
- EL Achieve – a pilot program focused on providing quality curriculum for our numerous English Learners
- Guided Reading Plus in grades kindergarten and 1st that provides quality guided reading/writing instruction to these students.
- Our school-wide focus for professional growth is I1 in our teacher evaluation system (LEAP). The Indicator states that staff "Clearly communicates the standards-based Content-language objective(s) for the lesson, connecting to larger rationale(s).
- Weekly 90 minute data team meetings that focus on student assessment results, effective instruction around guided reading and using student data to inform/adjust our instruction
- Implement morning meeting structures in all classrooms, supported by psychologists and social worker as well as consistent building-wide behavior expectations around classroom, hallway and playground norms
- A Key reflection that was discovered in data teams is that a large number of students in the intermediate grades tend to have strong reading fluency skills and low level of comprehension skills. As a result, more focus is being directed at reading comprehension skills in the K-1 grade levels to address this gap in a long range strategy

Trend Analysis

Overall achievement for Goldrick has declined significantly according to the DPS School Performance Framework (SPF). The total points earned are as follows:

Year	Points earned	Status
2009-2010	61.1%	Meets Expectations
2010-2011	45.8%	Accredited on Watch
2011-2012	39.2%	Accredited on Priority Watch
2012-2013	46.1%	Accredited on Watch
2013-2014	35.6%	Accredited on Priority Watch

This downward trend in SPF ratings was a determining factor of moving the school to turnaround status.

Student growth over time:

Year	Points earned	Status
2009-2010	63.5%	Meets
2010-2011	42.0%	Approaching
2011-2012	29.5%	Does not meet
2012-2013	41.6%	Approaching
2013-2014	29.7%	Does not meet

Student Achievement Status

Year	Points earned	Status
2009-2010	57.1%	Meets

School Code: 0880   School Name: Goldrick Elementary School

2010-2011	48.6%	Approaching
2011-2012	54.3%	Meets
2012-2013	60.0%	Meets
2013-2014	53.3%	Meets

Student Engagement and Satisfaction

Year	Points earned	Status
2009-2010	50.0%	Approaching
2010-2011	50.0%	Approaching
2011-2012	50.0%	Approaching
2012-2013	33.3%	Approaching
2013-2014	16.7%	Does not meet

Parent Engagement and Satisfaction

Year	Points earned	Status
2009-2010	62.5%	Meets
2010-2011	62.5%	Meets
2011-2012	75.0%	Meets
2012-2013	50.0%	Approaching
2013-2014	50.0%	Approaching

Priority Performance Challenges:
See Below

Root Cause Analysis:
As Identified in the School Unified Improvement Plan Reviewer Feedback Winter 2016 Review Cycle that was received, the challenge to identify and address the root cause of the consistent decline in achievement is difficult as there has been significant staff and administrative turnover the last three years. To speak to the instructional practices that resulted in our current academic place is impossible as the entire intermediate team has changed in the last three years. One finding that was discovered in discussion with veteran primary staff was the consistent positive performance of our students in fluency skills, with very low skills in comprehension of their texts. As a result, our Kindergarten and 1st grade teams participated in monthly network professional development opportunities that increased their instructional skills in guided reading, but more aligned with the comprehension gap, students in these grade levels began to write about their reading to practice and demonstrate their comprehension.

Dramatic Change – As Identified in the School Unified Improvement Plan Reviewer Feedback Winter 2016 Review Cycle that was received, the dramatic change that was identified for Goldrick occurred in the Spring of 2015 when the school was identified as a turnaround school. This designation resulted in a dramatic change in teaching staff and new approach in leadership that resulted in a interim veteran principal being appointed to the school for the 2015-2016 school year and a "year zero" principal who was tasked to collaborate with a representative parent/community group that developed a new school plan. In early spring of 2016, the year zero principal conducted an internal staffing cycle to hire from the current staff for the new school team. In addition, the principal conducted numerous external interviews to find additional staff for the new school vision beginning in 2016-2017. The principal and new staff will look at student achievement results in summer of 2016-2017 to identify academic gaps in student performance and align the major improvement strategies stated in this version of the UIP (April 2016) and merge them with any new strategies that need to be created to address these gaps as well as historical academic gaps from previous years student data.

School Code: 0880   School Name: Goldrick Elementary School

COLORADO
Department of Education

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

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)	80% of students will read at or above grade level in Kindergarten on the Spring 2015 EOY assessment. 80% of students will read at or above grade level in 3rd grade on the Spring 2015 EOY assessment.	Not met. 68% of Kindergarteners read at or above grade level on Spring EOY assessment. 12% below target Not met. 39% of 3rd graders read at or above grade level on Spring EOY assessment. 41% below target PAARCC ELA 3rd – 5th grade – 11% met or exceeded expectations PAARCC Math 3-5th – 10.6% met or exceeded expectations.	1. We do not backwards plan consistently to identify unit goals. 2. We do not have, and do not share, clear learning goals with our students. 3. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom. 4. Teachers have not unpacked the LEAP Framework to increase their understanding. 5. We don't have frequent specific/ clear feedback loops to improve teaching practice. 6. We haven't had a unified vision with accountability for the school community and class environments where students embrace their role in learning
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 0880   School Name: Goldrick Elementary School

COLORADO
Department of Education

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

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.
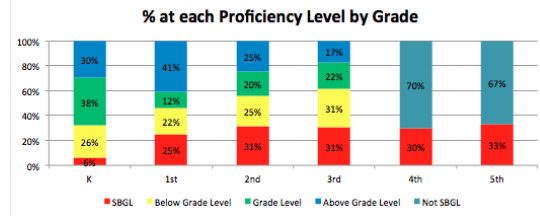
School Code: 0880   School Name: Goldrick Elementary School

COLORADO
Department of Education

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

| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 **% at each Proficiency Level by Grade** There are a significant number of students overall below grade level and on READ Acts, across all grade levels at Goldrick Elementary: K: 31%, 1: 47%, 2: 56%, 3: 62%, 4: 30% SBGL (BG not provided), 5: 33% SBGL (BG not provided). **2015 Spring English** There are a significant number of Non-ELL K-3 students below grade level and on READ Acts, across all grade levels at Goldrick Elementary: K: 80%, 1: 63%, 2: 59%, 3: 56%.	There are a significant number of students overall reading below and significantly below grade level, across all grade levels at Goldrick Elementary. The percentage of students reading below and significantly below grade level, for English and Spanish combined, is K: 31%, 1: 47%, 2: 56%, 3: 62%, 4: 30% SBGL (BG not provided), 5: 33% SBGL (BG not provided). DISAGGREGATED: English: K: 80%, 1: 63%, 2: 59%, 3: 56%. Spanish: K: 34%, 1: 33%, 2: 53%, 3: 100%. For the past 8 years there has not been consistent or sustainable growth in reading achievement for all students.	1. We do not have a consistent literacy curriculum in grades K-3. 2. We have experienced high teacher turnover and have not provided adequate professional learning opportunities connected to literacy for all teachers 3. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy.
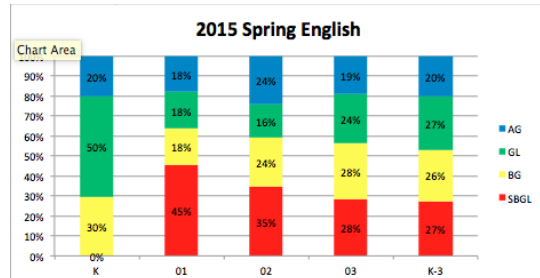
School Code: 0880   School Name: Goldrick Elementary School

2015 Spring Spanish
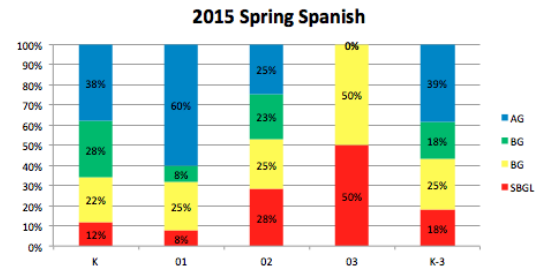
There are a significant number of K-3 ELA-S students below grade level and on READ Acts, across all grade levels at Goldrick Elementary: K: 34%, 1: 33%, 2: 53%, 3: 100%.

K-3 English
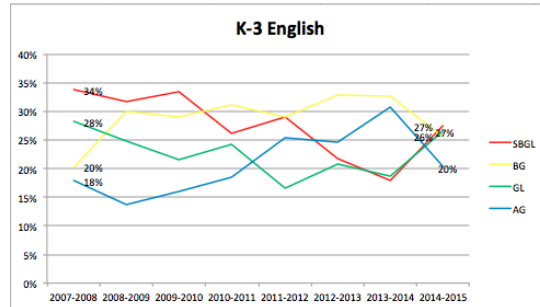
At Goldrick Elementary, between the years of 2008-2015, the percentage of Non-ELL students reading SBGL has decreased slightly from 34% to 29%, and the percentage of students BG has increased slightly from 20% to 27%, while the percentage of students reading at GL has decreased slightly from 28% to 27%, and students reading AG has increased slightly from 18% to 20%.

School Code: 0880   School Name: Goldrick Elementary School

K-3 Spanish
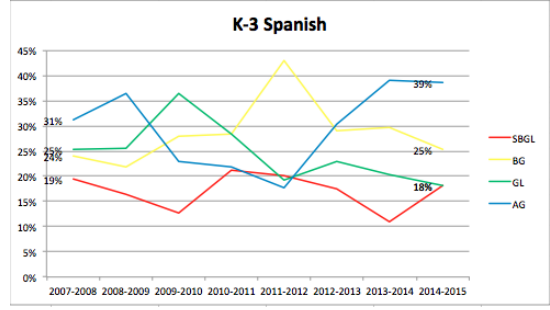
At Goldrick Elementary, between the years of 2008-2015, the percentage of ELL students reading SBGL has decreased slightly from 19% to 18%, and the percentage of students BG has increased from 31% to 39%, while the percentage of students reading at GL has decreased slightly from 25% to 18%, and students reading AG has increased slightly from 31% to 39%.

2015 CMAS: PARCC ELA											
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
264	92	34.8%	77	29.2%	66	25.0%	27	10.2%	2	0.8%	36.0%	11.0%

2015 CMAS: PARCC Math											
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
283	78	27.6%	98	34.6%	77	27.2%	30	10.6%	0	0.0%	37.8%	10.6%

3-5ᵗʰ grade students at Goldrick achieved a 11.0% proficiency in ELA and 10.6% in mathematics.

		Overall, the achievement for students on the PARCC assessment in Spring 2015 were very low with only an 11.0% proficiency in English Language Arts and a 10.6% proficiency in Mathematics.	1. We do not have a consistent literacy curriculum in grades K-3. 2. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy. 3. We do not have, and do not share, clear learning goals with our students. 4. We don't have frequent specific/ clear feedback loops to improve teaching practice.
Academic Growth	The MGP ACCESS scores for Goldrick have increased showing a strong upward trend. In 2014 the MGP was 69.0. In 2015 there was an increase to 76.0 MGP.		One root cause to the upward trend of improving scores can be attributed to having a dedicated ELD block for our EL learners. Previous practice in the building (for over 15 years) was to incorporate ELD instruction into the subject areas. By moving to a dedicated time, students were able to achieve at higher rates because of the focused academic time.

School Code: 0880   School Name: Goldrick Elementary School

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Academic Growth Gaps	Growth data from CMAS ELA and Math will be reviewed in summer of 2016 when the data is made available.	
Postsecondary & Workforce Readiness		

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 Code: 0880   School Name: Goldrick Elementary School
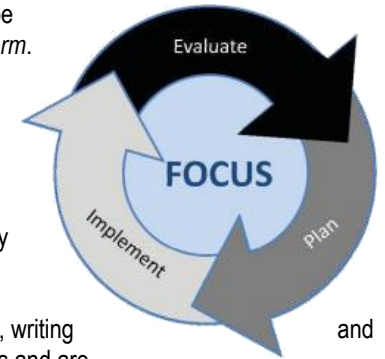
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	11% of students met/exceeded expectations in English Language Arts in the 2015 CMAS/PARCC administration	40% of 3rd – 5th grade students will meet on ELA Assessments	60% of 3-5th grade students will meet expectations on ELA Assessments	ANET assessments	Teachers and Leaders participate in Data Driven Instruction Meetings grounded in DPS priority standards: reading informational text and reading literature.
		READ	There are a significant number of students overall reading below and significantly below grade level, across all grade levels at Goldrick Elementary. The percentage of students reading below and significantly below grade level, for English and Spanish combined, is K: 31%, 1: 47%, 2: 56%, 3: 62%, 4: 30% SBGL (BG not provided), 5: 33% SBGL (BG not provided). DISAGGREGATED: English: K: 80%, 1: 63%, 2: 59%, 3: 56%. Spanish: K: 34%, 1:	80% of Kindergarteners reading at or above grade level on Spring EOY assessment. 80% of 1st graders reading at or above grade level on Spring EOY assessment. 80% of third graders reading at or above grade level on Spring EOY assessment. 50% reduction of students overall on a READ Plan: K: 6%, 1: 12%, 2: 15%, 3: 15%, 4: 15%, 5: 16%	80% of all students K-5 reading at or above grade level on Spring EOY assessment. Additional 50% reduction of students overall on a READ Plan: K: 3%, 1: 6%, 2: 7%, 3: 7%, 4: 7%, 5: 8% Additional 50% reduction of students overall reading below grade level: K: 7%, 1: 12%, 2: 14%, 3: 15%, 4: 7%, 5: 8%	DRA/EDL ANET – interim testing	Teachers and Leaders participate in Data Driven Instruction Meetings grounded in DPS priority standards: reading informational text and reading literature.

School Code: 0880   School Name: Goldrick Elementary School

			33%, 2: 53%, 3: 100%. For the past 8 years there has not been consistent or sustainable growth in reading ability for all students.	50% reduction of students overall reading below grade level: K: 15%, 1: 24%, 2: 28%, 3:31%, 4: 15%, 5:16%			
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The MGP ACCESS scores for Goldrick have increased showing a strong upward trend. In 2014 the MGP was 69.0. In 2015 there was an increase to 76.0 MGP.	Maintain MGP growth in ACCESS scores above 75.	Maintain MGP growth in ACCESS scores above 75.	Teachers gather formative data (student work samples) on a regular basis, to monitor student growth. In addition, there are end of unit assessments that teachers can track growth for students aligned to the specific skills that they addressed in the unit.	Grade level teams grouped students by ACCESS levels to better align students by language need during ELD time. In addition, we a pilot school for EL Achieve, in which the staff received 5 days of professional development and curriculum to support their teaching.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Growth data from CMAS ELA and Math will be reviewed in summer of 2016 when the data is made available.				
		M					

School Code: 0880   School Name: Goldrick Elementary School

Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

School Code: 0880   School Name: Goldrick Elementary School

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Develop a school wide data culture and system of grounded in DPS priority standards: reading informational text and reading literature.

Root Cause(s) Addressed:

1. We have experienced high teacher turnover and have not provided adequate professional learning opportunities connected to literacy for all teachers

2. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy.

3. We do not have, and do not share, clear learning goals with our students.

4. We don't have frequent specific/ clear feedback loops to improve teaching practice.

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

☐ State Accreditation X Title I Focus School ☐ Tiered Intervention Grant (TIG) X 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**				
Use the LEAP framework to define effective Content Language Objectives – Teachers will be participants in the CLO trainings/PDs and the Instructional Leadership team will conduct walk-throughs that check for having CLOs, the quality of them, alignment of the learning activities and if they are supporting the numerous ELLs in the school.	All year	Continue	Principal, Assistant Principal, DR, TEC, Facilitator	School budget	By February 2016 100% of the teachers will have participated in CLO professional development. Evidence will be posted CLOs in all classrooms that align with lesson plans.	In progress – ongoing professional development

School Code: 0880   School Name: Goldrick Elementary School

90 minute DDI meetings, consistent agenda across all grade levels	All Year	Continue	Assistant Principal, TEC, DR, Facilitator, teachers	School Budget	This will happen on a weekly basis.	In progress
Gap analysis of student work with reteach plans focused on gap	All year	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers	School Budget	This will happen monthly and driven by ANET results.	In progress
Anet (Achievement Network) full partnership—using tools and resources to look at data and reteach standards students are not successful with. Anet allows us to work with a data coach to analyze student data and support teachers in establishing strong data practices.	All year	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers	Centrally funded	Anet interim assessments in October, December and February	In progress
All grade levels progress monitor monthly reading achievement using the Aimline tracker and meetings with the school administration	All year	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers	School Budget	Monthly input of data on students reading progress.	In progress
Professional development re: checks for understanding, CLOs.	Bi-monthly/ as needed	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers	School Budget	Staff received professional development on this in September and will receive additional based on observation/feedback cycles and LEAP evaluations. If additional PD is needed in this area, it will be provided.	In progress

School Code: 0880   School Name: Goldrick Elementary School

* 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: Provide regular professional development and regular coaching cycles to support effective literacy instruction.

Root Cause(s) Addressed:

1. We don't have frequent specific/ clear feedback loops to improve teaching practice.

2. We have experienced high teacher turnover and have not provided adequate professional learning opportunities connected to literacy for all teachers

3. We do not have clear expectations for consistent progress monitoring systems from classroom to classroom in literacy.

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
ILT members see teachers on their caseload once a week, feedback shared with ILT weekly to identify trends.	Bi-monthly	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers	School budget	Information from these meetings will be discussed/debriefed in the weekly Instructional Leadership Team meetings.	In progress
Professional development and change management and expectations for instruction	Monthly	Continue	Principal, Assistant Principal, TEC, DR, Facilitator, teachers, Jeff Wein	School budget	Based on messaging and timeline of year zero information rollout	In process
Connecting look fors from Early Literacy/Guided Reading plus	Monthly aligned with the Network Professional development	Continue	Principal, Assistant Principal, TEC, DR, Facilitator,	School Budget	Monthly check ins to monitor progress	In progress

School Code: 0880   School Name: Goldrick Elementary School

			primary teachers and support staff				

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

School Code: 0880   School Name: Goldrick Elementary School

Major Improvement Strategy #3: Build positive school and classroom culture.
Root Cause(s) Addressed: We haven't had a unified vision with accountability for the school community and class environments where students embrace their role in learning

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				
PBIS expectations/reset	All year	Continue	Principal, Assistant Principal, Dean of Students, Psychologist, Counselor, Family liaison	School Budget	-Monthly check ins on morning meetings -school climate walk – throughs	In progress
PAWS positive behavior system	All year	Continue	Assistant Principal, Dean of Students, Psychologist, Counselor, Family liaison	School Budget	Weekly (store) Frequent paws given to deserving students	In progress
Monthly community meetings	All year	Continue	Principal, Year 0 principal, Family Liaison	School/Title Budget	Monthly	In progress
Community design teams—engaging parents with redesign	All year	Continue	Year 0 principal,	School/Title Budget	Weekly	In progress

School Code: 0880   School Name: Goldrick Elementary School

			family liaison			
After school tutoring-Title I – Provider selected for the school is Results Learning.	December '15-March'16	Continue	Family liaison	Title I-district budget	December – March	In progress
Math club—100 students	October, November, February, March	Continue	Math Fellows	No funding needed	October – May	In progress
Afterschool Basketball club	November – April	Continue	PE teacher	No funding needed	October – April	In progress
Partnership with the Denver Public Library – Athmar Branch	All year	Continue	Admin staff/family liaison	No funding needed	August – May	In progress

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

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.*

School Code: 0880   School Name: Goldrick Elementary School