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: 3639 School Name: GIRLS ATHLETIC LEADERSHIP SCHOOL MIDDLE 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.*
Based on the available information, GALS has identified areas for improvement that remain relatively consistent with those identified in 2014-15. In order to utilize baseline PARCC information and see substantial growth patterns in target areas, GALS will maintain its focus on: • Gaps in proficiency rates between overall students & students who qualify for FRL, students who are identified ELL, and students of color (particularly black students) • Gaps in growth rates between overall students & students who qualify for ELL • Number of students starting the year below grade level and catching up to their peers
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.*
In analyzing these performance challenges, GALS has identified three main root causes: • In 2014-15 GALS began to address ESL supports differently than in previous years due to a large increase in our ESL population. We introduced several structures and interventions in the 2014-15 school year but have not yet provided full access to academic language across grade level classes. Additionally, previous iterations of our ELD course did not provide adequate instruction on key language development skills. • Though the school implemented Interim Assessments, this was a new process for many teachers. GALS is still in early stages of finding the best data analysis tools. As a result, some of the students who needed the most targeted supports were not identified early enough or sufficient intervention was not provided. • Math instruction did not adequately address the wide range of performance in our population and the large skill gaps for incoming students.
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.*
In response to theses challenges and the identified root causes as well as the proven success in our model with a number of targeted strategies, GALS has focused its efforts this year on three main improvement strategies. These strategies have multiple steps and layers that will be rolled out over the course of the year.

1) Implementing targeted ESL supports across all classes and providing grade level ELD instruction
    a. Redesign ELD course to be grade-level specific and include direct instruction on language development as well as supportive of grade level content
    b. Provide ongoing Professional Development and coaching support around ELA instruction
        i. ELA targets posted in every classroom/Common Core ELA standards in science and social studies
        ii. Yearlong, ongoing PD on ESL strategies to utilize in the classroom – specific focus on academic language and writing
        iii. Quarterly ESL check ins around targets with Director of Academics
        iv. Observation feedback targeted around ESL support from coaches
    c. Support horizontal norming of writing and language expectations across all courses
        i. Writing sample norming across content teams

2) Restructuring teaching/course schedule, coaching support, and professional development around the use of data
    a. Offer grade level ELD courses for students taught by grade level Language Arts teacher
    b. Bimonthly-weekly coaching cycles for all teachers – dedicated coach for math team who runs weekly team meetings
    c. Use of data management system to write assessments and produce standards-based report cards – this allows teachers to identify skill gaps tied directly to Common Core standards based on ongoing course performance

3) Restructuring math course offerings 6-8 to be more developmentally appropriate and to allow teachers to more adequately address skill gaps: 6th grade de-tracked with focus on the workshop model with multiple classes being co-taught, 7th grade offers an advanced section that teaches the same curriculum to all students but at different paces, 8th grade offers an algebra course as well as a more traditional 8th grade math offering.
        i. Hired a new 6th grade math teacher
        ii. Dedicated math team coach who provides ongoing 1:1 coaching cycles and hosts weekly math team meetings
        iii. Curricular purchases to better align math materials to Common Core

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

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/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.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
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.

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

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Section II: Improvement Plan Information

Additional Information about the School

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

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nina Safane, Head of School 6-8
	Email	Nina.safane@galschoolsdenver.org
	Phone	303-282-6437 x102
	Mailing Address	750 Galapago St. Denver, CO 80204
2	Name and Title	Liz Wolfson, Executive Director
	Email	Liz.wolfson@galschoolsdenver.org
	Phone	303-282-6437
	Mailing Address	750 Galapago St. Denver, CO 80204

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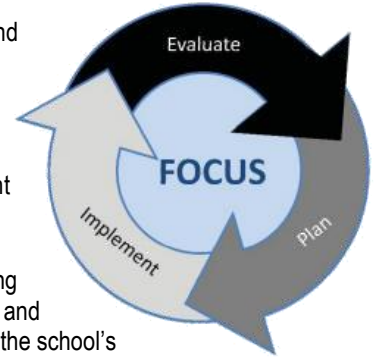
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards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

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 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)	ELA: 80th percentile (Based on 78th percentile in 2013-14) Math: 72nd percentile (Based on 70th percentile in 2013-14) Science: 86th percentile (Based on 84th percentile in 2013-14) Social Studies: 85th percentile (Based on 83rd percentile in 2013-14)	ELA performance: 77th percentile – target not met - close Math performance: 78th percentile – target met Science performance: 92nd percentile -target met Social Studies performance: 83rd percentile -target not met - close	While the percent of students meeting or exceeding expectations surpassed district and state averages, several achievement and growth goals were not met.

Specifically, performance for subgroups (FRL, ELL, and students of color) were lower than expected.

GALS has identified several key contributing factors to not meeting these goals at this time: 1) Insufficient support for ELL students both in direct language instruction as well as academic language access across contents 2) An undefined data analysis process that did not identify targeted skills soon enough and with clarity so that teachers can provide direct support 3) Difficulty supporting a wide range of math skill levels in our existing course set up |
| Academic Growth | ACCESS: 62nd percentile MAPS: 55% meeting projected growth | ACCESS MGP: 50.5 -did not meet MAPS: 6 – 49% met projected growth in math, 58% in reading (not met in math, met in ELA) 7 - 49% met projected growth in math, 56% in reading (not met in math, met in ELA) 8 - 70% met projected growth in math, 61% in reading (goals met) | |
| Academic Growth Gaps | MAPS: similar growth for subgroups – all | Growth for Hispanic students all above 55% | |

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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.
	at or above 55%	meeting projected growth in each grade and subject (goal met – Hispanic and white were the only ethnic subgroups where data was valid based on a large enough sample size) ELL growth 50% (goal not met)	
Postsecondary & Workforce Readiness	n/a	n/a	
	n/a	n/a	

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, 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)	Between 2012-2014, GALS has outperformed the district (and often the state) in the percent of students scoring proficient/advanced. Internally, scores rose dramatically between 2011-12 and 2012-13 and then dropped between 2013 and 2014. Still, scores in 2014 were higher in reading and math than those in 2012 indicating a relative upward trend. A discrepancy in achievement between overall proficiency and proficiency of subgroups persisted. Upon the introduction of the PARCC assessment, GALS maintained proficiency scores above the district and state in both ELA and math. The discrepancy between subgroups and overall achievement remained.	Percent of ELL students meeting or exceeding expectations in math and ELA, percent of black students meeting or exceeding expectations in math and ELA, percent of students receiving FRL meeting or exceeding expectations in math	• In 2014-15 GALS began to address ESL supports differently than in previous years due to a large increase in our ESL population. We introduced several structures and interventions in the 2014-15 school year but have not yet provided full access to academic language across grade level classes. Additionally, previous iterations of our ELD course did not provide adequate instruction on key language development skills. • Though the school implemented Interim Assessments in 14-15, this was a new process for many teachers. GALS is still in early stages of finding the best data analysis tools. As a result, some of the students who needed the most targeted supports were not identified early enough or sufficient intervention was not provided. • Math instruction did not adequately address the wide range of performance in our population and the large skill gaps for incoming students.
Academic Growth	Similarly, while overall growth decreased from 2012-13 to 2013-14, GALS' growth scores outperformed the district and state. When considering MGP averaged over the last 3 years, GALS girls grow more than girls across DPS or Colorado. This is particularly significant in math	Gaps in growth rates between overall students & students who qualify for ELL Number of students starting the year below	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	and for students with IEPs. Without growth data for PARCC, GALS continues to use internal measures – specifically MAPS and ACCESS – to monitor student growth. MAPS data indicates that some but not all students are achieving their predicted growth between the fall and spring tests. It is difficult to disaggregate this data because sample sizes of each subgroup are not large enough. ACCESS MGP declined between 2014 and 2015 and indicates a need to continue targeted ESL supports.	grade level and catching up to their peers	
Academic Growth Gaps	n/a	n/a	n/a
Postsecondary & Workforce Readiness	n/a	n/a	n/a

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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.
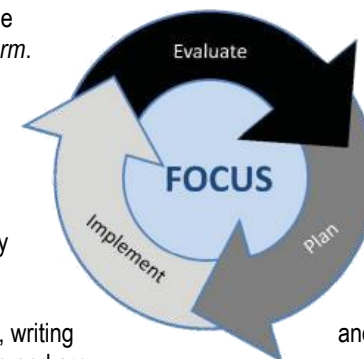
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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	Gaps in proficiency rates between overall students & students who qualify for FRL, student who are identified ELL, and students of color (particularly black students)	60% of students will meet or exceed expectations	65% met or above	NWEA MAPS (fall -- spring) Goal = 80% of students are at or above national norms in all subject areas	Implementing targeted ESL supports across all classes and providing grade level ELD instruction
		READ					
		M		40% met or above	45% met or above	Internal course assessments Goal = 80% pass rate on each standard	Restructuring teaching/course schedule, coaching support, and professional development around the use of data
		S		50% met or above	55% met or above		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Number of students starting the year below grade level and catching up to their peers	n/a	n/a	n/a	Restructuring teaching/course schedule, coaching support, and professional development around the use of data
		M		n/a	n/a	n/a	
		ELP		60% ACCESS MGP	65% ACCESS MGP		Restructuring math course offerings
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Gaps in growth rates between overall students & students who qualify for ELL	n/a	n/a	n/a	Implementing targeted ESL supports across all classes and providing grade level ELD instruction
		M		n/a	n/a	n/a	Restructuring teaching/course schedule, coaching support, and professional development around the use of data

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						Restructuring math course offerings
Postsecondary & Workforce Readiness	Graduation Rate	n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate	n/a	n/a	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a	n/a	n/a
	Mean CO ACT	n/a	n/a	n/a	n/a	n/a
	Other PWR Measures	n/a	n/a	n/a	n/a	n/a

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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: Implementing targeted ESL supports across all classes and providing grade level ELD instruction   **Root Cause(s) Addressed:** Lack of access to academic language for ESL students across grade level classes

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				
Redesign ELD course to be grade-level specific and include direct instruction on language development as well as supportive of grade level content	Summer 2015, continued PD to refine curriculum throughout school year	Continued PD to refine curriculum throughout school year	Director of Academics, LA teachers	DPS ELA training	100% of identified students enrolled in course Curriculum draft completed by end of school year	In progress
Provide ongoing Professional Development and coaching support around ELA instruction: • ELA targets in every classroom (ELA Common Core aligned for science and social studies) • Focus on academic language and writing supports • Quarterly check-ins around ESL strategies	Quarterly ELA check ins, Ongoing PD	Quarterly ELA check ins, Ongoing PD	Director of Academics, 7th grade LA teacher	DPS ELA training	Re-observation of all teachers who received Year 1 and 2 ELA training at GALS Quarterly ELA content check ins ELA norming site for DPS charters	In progress

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• Observation feedback targeted around ESL strategies					Director of Academics to oversee ELA instruction and implementation	
Support horizontal norming of writing and language expectations across all courses – writing sample norming and language expectations consistent across grade level teams	Horizontal team norming and language expectations in first semester; writing norming in January 2016	Norming process continues as part of ongoing PD	Director of Academics, all content teachers		100% of teachers implementing language expectations Normed writing rubrics across grade level classes	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.

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Major Improvement Strategy #2: Restructuring teaching schedule, coaching support, and professional development around the use of data   **Root Cause(s) Addressed:** Lack of access to academic language for ESL students across grade level classes; limited use of data; math instruction insufficiently targeted to address skill gaps

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

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

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Offer grade level ELD courses for students taught by grade level Language Arts teacher	Roll out at start of school year; Refine curriculum and teaching practices as necessary	Refine curriculum and teaching practices as necessary	Director of Academics, LA teachers	DPS ELA training	100% of identified students enrolled in course

Curriculum draft completed by end of school year | Completed |
| Bimonthly-weekly coaching cycles for all teachers – dedicated coach for math team who runs weekly team meetings | Cycles begin in September and continue as needed based on teacher | Cycles continue as needed | Director of Academics, Math Coach, all content teachers, HOS | | 100% of teachers have an established coaching schedule | Schedules established – practice of coaching in progress |
| Use of data management system to write assessments and produce standards-based report cards – this allows teachers to identify skill gaps | Rolled out at start of school year, | continued PD 2x/quarter | HOS, content teachers | Illuminate Education | Academic outcomes at end of each quarter represent the most important skills in each core content class | In progress |

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tied directly to Common Core standards based on ongoing course performance	continued PD 2x/quarter				

* 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: Restructuring math course offerings

Root Cause(s) Addressed: math instruction insufficiently targeted to address skill gaps

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

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

☐ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Hired a new 6th grade math teacher	Hired during spring of 2015		HOS, math coach, 6th grade math teacher		Teacher hired	Completed
Dedicated math team coach who provides ongoing 1:1 coaching cycles and hosts weekly math team meetings	Cycles begin in September and continue as needed based on teacher and weekly as a team	Cycles continue as needed for individuals and weekly as a team	Math coach, math team		All teachers have established coaching schedule Math team meeting held weekly	In progress
Revamped course offerings in each grade level: 6th grade de-tracked with focus on the workshop model with co-teaching in multiple classes, 7th grade offers an advanced section that teaches the same curriculum to all students but at different paces, 8th grade offers an algebra course as well	Roll out of new course offerings	De-track 7th grade math	Math coach, math team, HOS, Director of Academics		All students are in the "right fit" class in order to receive appropriate support	Completed

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as a more traditional 8th grade math offering						
Curricular purchases to better align math materials to Common Core	Assess current materials, make first round of purchases	Make second large purchase before start of school year	Math coach, math team, HOS		Curricular materials align to Common Core standards	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.*

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DATA NARRATIVE FOR GALS (Review of 2014-15 Data)

Overview of GALS and Data Analysis Process

The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, are given access to a personalized and holistic education that provides them the opportunity to access the skills, knowledge, and self-determination to succeed in college and to develop as leaders in their communities and the world. The GALS mission is to provide a college-preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and leader of her community. GALS is predicated on best practices in gender-based and active learning. The school provides an innovative and necessary educational option that engages health and wellness as a key-contributing factor in optimizing academic achievement and self-development.

GALS is the first and only all-girls public school in Colorado. Our diverse population represents all corners of Denver as well as students from surrounding counties. From SY2013-14 to SY2014-15, GALS' student body increased from 201 students to 245 students with demographics remaining comparable to previous years. See data tables below for historical trends.
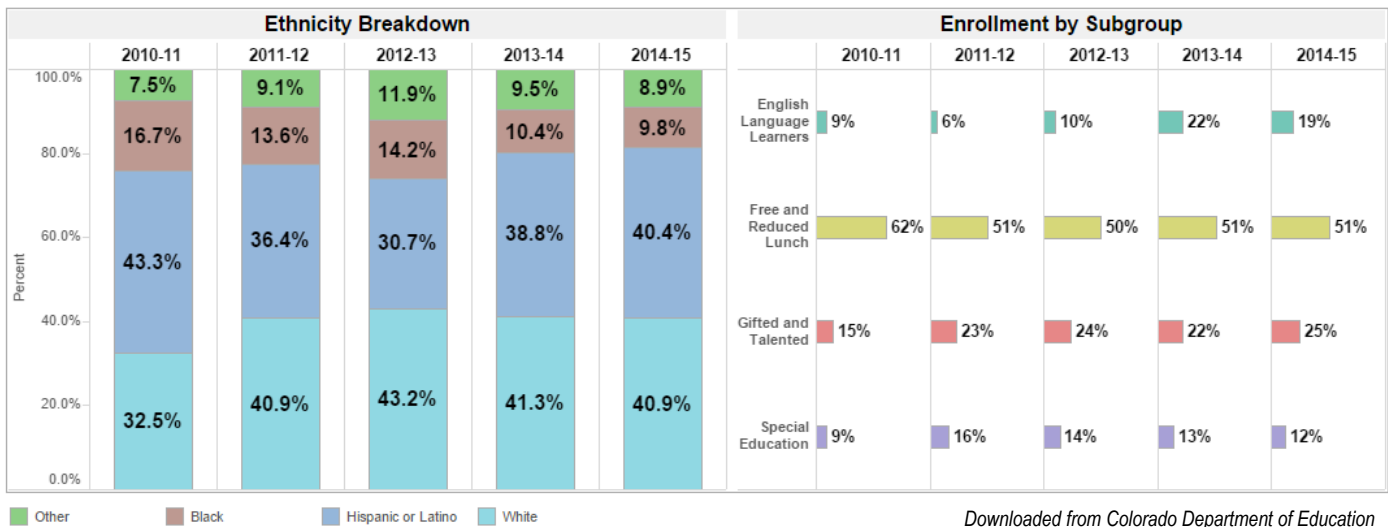
Data-Analysis Process:

GALS believes that data analysis is one of the core levers for increasing and supporting student achievement. Accordingly, many stakeholders have been involved in the data analysis process. Leading into the school year, members of the GALS leadership team, the Board, staff, and parents reviewed and analyzed available data including CMAS scores, NWEA MAPS results, and ACCESS scores. Upon release, these stakeholders also reviewed 2014-15 PARCC data. The school's Accountability Committee has used this information along with internal data (academic self-efficacy surveys, course performance, and behavior data) to prioritize goals for the 2015-16 school year. The Accountability Committee, the board, and the school's leadership team continue to monitor internal results in order to support ongoing improvement.

Current Performance and Trend Analysis

Academic Proficiency – 2014-15 PARCC

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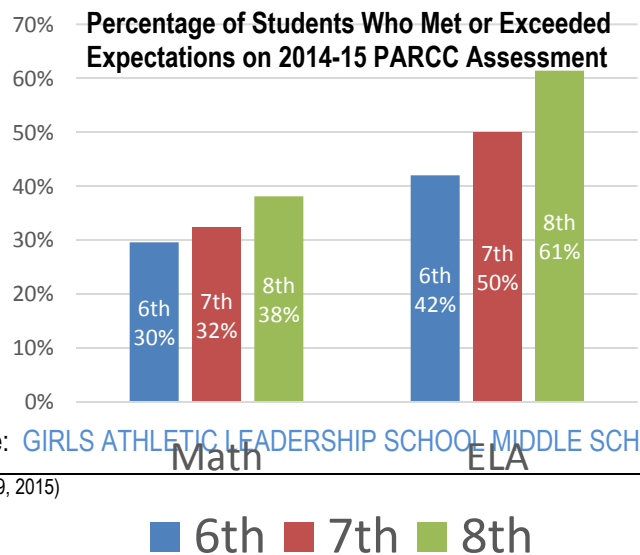
The chart to the right displays the percentage of GALS' students meeting or exceeding expectations on the 2014-15 PARCC assessment in math and ELA. Performance in both subjects highlights increasing proficiency trends in each subsequent grade level.

Comparison of Percentage of Students Who Met or Exceeded Expectations on 2014-15 PARCC Assessment
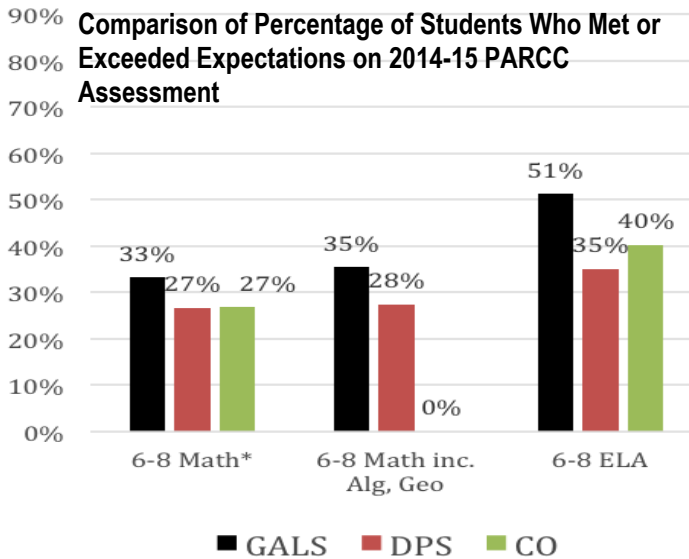
The chart to the left compares GALS' proficiency percentages to the performance of all students in DPS and in Colorado. The data shows that GALS outperformed the district and the state in overall proficiency in math scores (both including middle school students who took the algebra and geometry assessments and just considering the students who took their grade level middle school assessments) as well as in ELA scores.

The data tables below break down the performance of students in each grade and provide further detail about student performance in each of the designated PARCC performance bands. The highlighted column on the right designates the number of students who met or exceeded expectations.

Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
Girls Athletic Leadership MS PARCC ELA Performance								
All Grades	209	8.6%	18.7%	21.5%	37.8%	13.4%	72.7%	**51.2%**
6th	71	11.3%	18.3%	28.2%	35.2%	7.0%	70.4%	**42.3%**
7th	68	8.8%	20.6%	20.6%	29.4%	20.6%	70.6%	**50.0%**
8th	70	5.7%	17.1%	15.7%	48.6%	12.9%	77.1%	**61.4%**

With only 35% of students in grades 6-8 in Denver Public Schools meeting or exceeding expectations in ELA, GALS significantly outperformed the district in overall middle school proficiency as well as each individual grade level. (DPS percentages: 6th grade – 33.7%, 7th grade – 36%, 8th grade – 35.8%.) Additionally, when compared to females in DPS, only 39.4% of girls in DPS middle schools met or exceeded expectations while 51.2% of GALS students met or exceeded expectations.

Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
Girls Athletic Leadership MS PARCC Math Performance								
All Grades	209	12.4%	26.8%	25.4%	30.6%	4.8%	60.8%	**35.4%**

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6th	71	18.3%	31.0%	21.1%	29.6%	0.0%	50.7%	**29.6%**
7th	68	5.9%	29.4%	32.4%	25.0%	7.4%	64.7%	**32.4%**
8th	70	12.9%	20.0%	22.9%	37.1%	7.1%	67.1%	**44.3%**

Similarly, in math, with only 27% of students meeting or exceeding expectations in DPS, GALS outperformed the district with 35.4% meeting or exceeding across the middle school. As in ELA, GALS also outperformed the district in every grade (DPS percentages: 6th grade – 27.9%, 7th grade, 26%, 8th grade – 28.6%). Additionally, while 35.4% of females met or exceeded expectations at GALS, only 25.8% of females in middle schools in DPS met those same standards.

Academic Proficiency - CMAS Science and Social Studies
In 2014-15, GALS' CMAS data indicated a second year of strong performance relative to district scores. GALS ranked in the 83rd percentile for social studies with 26% of students earning a score of strong or above and the 92nd percentile in science with 46% of students earning a score of strong or above. As demonstrated in the graphs below, while DPS and Colorado proficiency scores decreased on CMAS between 2013-14 and 2014-15, GALS scores increased. Though this data represents different students taking the assessment from year to year and, thus, it does not reveal individual student growth, it demonstrates an upward trend of proficiency for the school.

Strong and Distinguished %; 8th Grade Science
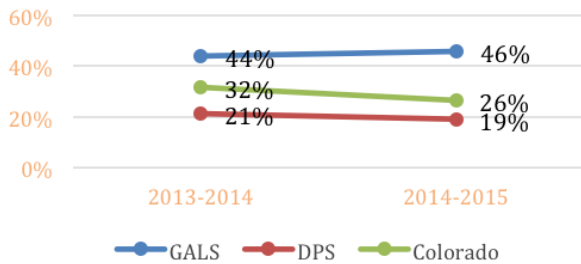
Strong and Distinguished %; 7th Grade Social Studies
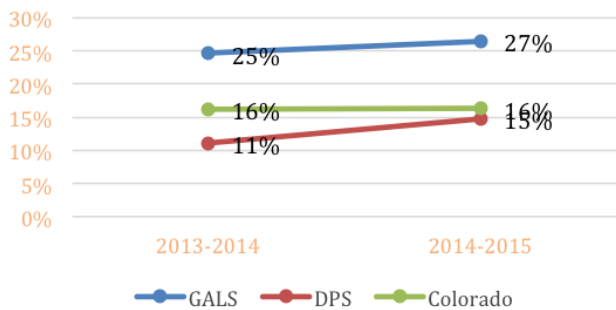
Academic Proficiency for Subgroups
While overall trends for PARCC data were strong, specific subgroup performance highlights areas for continued focus and improvement. Data tables below break down the performance of students by race/ethnicity, students designated ELL, students who have been redesignated/exited from ELL, students with IEPs, students who qualify for Free or Reduced Lunch, and students designated Gifted and Talented according to PARCC performance bands.

Girls Athletic Leadership MS PARCC ELA

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	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
Native American	*							
Asian	*							
Black	18	16.7%	27.8%	38.9%	11.1%	5.6%	55.6%	16.7%
Hispanic	88	11.4%	33.0%	25.0%	26.1%	4.5%	55.7%	30.7%
Two or More	*							
Students of Color	122	12.3%	29.5%	27.9%	26.2%	4.1%	58.2%	30.3%
White	87	3.4%	3.4%	12.6%	54.0%	26.4%	93.1%	80.5%
ELL	24	25.0%	58.3%	16.7%	0.0%	0.0%	16.7%	0.0%
Redesignated/ Exited	23	4.3%	17.4%	39.1%	34.8%	4.3%	78.3%	39.1%
IEP	34	29.4%	32.4%	17.6%	17.6%	2.9%	38.2%	20.6%
FRL	114	13.2%	28.1%	29.8%	23.7%	5.3%	58.8%	28.9%
GT	53	0.0%	1.9%	3.8%	54.7%	39.6%	98.1%	94.3%

This data indicates several areas of relative strength; specifically, GALS outperformed the district in the percentage of students meeting or exceeding expectations who have IEPs, who qualify for Free or Reduced Lunch, and who are designated Gifted and Talented. Additionally, a greater percentage of Hispanic students and students of color overall met or exceeded expectations at GALS compared to DPS.

The data also highlights that performance for black students and both students who qualify for ELL supports and those who have been re-designated is lower than district averages indicating the need to continue work around our 2014-15 goals.

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			Girls Athletic Leadership MS Math ELA					
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
Native American	*							
Asian	*							
Black	18	16.7%	50.0%	22.2%				
Hispanic	88	18.2%	34.1%	30.7%				
Two or More	*							
Students of Color	122	19.7%	35.2%	30.3%				
White	87	2.3%	14.9%	18.4%	54.0%	10.3%	82.8%	84.4%
ELL	24	37.5%	33.3%	29.2%	0.0%	0.0%	29.2%	0.0%
Redesignated/ Exited	23	4.3%	52.2%	26.1%	17.4%	0.0%	43.5%	17.4%
IEP	34	38.2%	29.4%	20.6%	11.8%	0.0%	32.4%	11.8%
FRL	114	16.7%	39.5%	29.8%	13.2%	0.9%	43.9%	14.0%
GT	53	0.0%	3.8%	15.1%	66.0%	15.1%	96.2%	81.1%

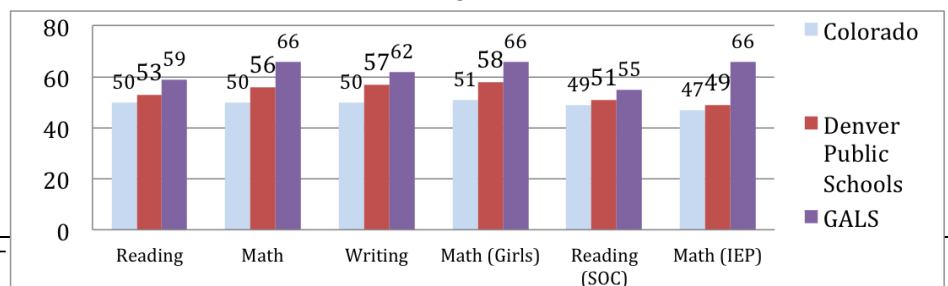MGP, TCAP 2013-14 (COLORADO, DPS, GALS — Reading, Writing, Math)
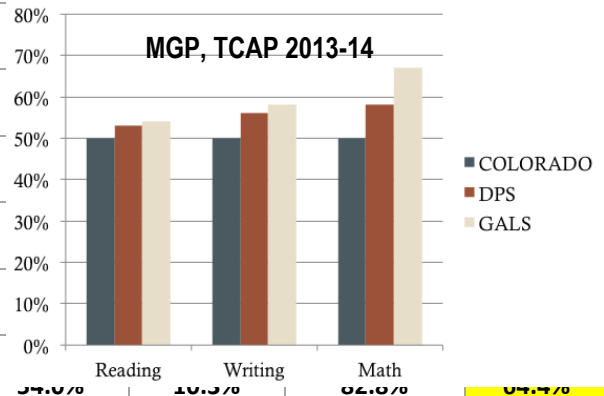
Math data reveals similar trends – a relative strength in performance for students with IEPs and Hispanic students compared to district scores and a need to continue targeted support for students identified ELL/students who have been redesignated/exited as well as students of color (in particular, black students). Overall, lower math proficiency highlights a need to continue targeted math intervention for students to catch up to grade level. The goals set in 2014-2015 goals along with our major improvement strategies have been developed to decrease these gaps. We will continue this work with this new data providing additional context as well as baselines for growth in the next 2 years.

Academic Growth

When examining trends in academic performance, it is essential to consider student growth rates. While there is no growth data for PARCC yet, historical trends at GALS indicate high success with growth across grades and subgroups. The chart to the right displays *GALS MGP in Reading, Math and Writing on the 2013-14 TCAP* and demonstrates that GALS students outgrew the district in all three content areas, with particularly notable growth in math. While these growth scores were lower than the previous year's scores, they continue to highlight a trend of growth and improvement.

Three-year averages for GALS' MGP on TCAP between 2012-2014 are listed in the chart below. A comparison to DPS and Colorado averages is also included.

Academic Growth Gaps

In addition to subgroups not meeting expectations at the same rate as peers, in previous years, subgroups have not

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3-Year MGP Averages, TCAP 2013-14 (Colorado, Denver Public Schools, GALS — Reading, Math, Writing, Math (Girls), Reading (SOC), Math (IEP))

grown as quickly as their peers. GALS' 2014-2015 goals and major improvement strategies were developed to decrease these gaps. Growth trends for target subgroups from 2012-2014 TCAP assessments are listed in the table below.

	READING			MATH			WRITING		
	2012	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**
TOTAL	59	64	54	50	81	67	57	69	59
Minority/Non	54/67	58/67	53/57	43/51	81/81	63/71	56/60	66/71	58/61
FRL/Non	54/70	52/72	52/55	49/50	81/84	61/71	61/56	66/75	52/62
ELL/Non	-/60	55/65	52/54	-/45	90/81	61/69	-/55	83/68	57/61

ACCESS

Growth scores on ACCESS are consistent with PARCC data; ELL students are not currently making enough growth.

Performance levels on 2015 ACCESS are listed in the chart to the right. These scores also indicate a decrease in MGP between 2014 and 2015. In 2014, GALS' MGP was 60.5 while in 2015 MGP was 50. Accordingly, a strong focus will remain on refining our programmatic offering for ELL students.

Level in 2014 -- MS	# students	% remaining in band	% increasing. 1+ levels	% increasing 2+ levels
1 Entering	0	0		
2 Emerging	1	100%		
3 Developing	3		33%	33%
4 Expanding	15	60%	33%	
5 Bridging	2		50%	
6 Reaching				

MAPS

Internal MAPS also assessments indicated that there was insufficient growth for students in both math and reading. The table below is broken down by grade level.

Grade Level	Percent that Met Projected Growth from Fall to Spring in Math	Percent that Met Projected Growth from Fall to Spring in Reading
6	49	58
7	49	56
8	70	61

While overall, students did not make sufficient growth, further break down of this information indicates that sub groups – specifically Hispanic students demonstrated larger growth than white students. This hopefully indicates progress toward subgroups catching up to their peers' performance levels.

| Student Group	Percent that Met Projected Growth from Fall to Spring in Math	Percent that Met Projected Growth from Fall to Spring in Reading	Student Group	Percent that Met Projected Growth from Fall to Spring in Math	Percent that Met Projected Growth from Fall to Spring in Reading
6 Hispanic	59	56	6 White	46	62
7 Hispanic	63	57	7 White	44	59
8 Hispanic	62	64	8 White	73	52

Trend Analysis

In setting school goals, it is beneficial to identify school wide trends as well as trends in state and district data. The graphs

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below reflect the percentage of students who demonstrated proficiency or above on TCAP in 2013 and 2014 as well as students who met or exceeded expectations on PARCC in 2015. The clear decrease in performance in switching assessments highlights an important trend for all schools. Proficiency scores cannot be compared between TCAP and PARCC but GALS' relative performance has maintained. Moving forward, growth data and further analysis of PARCC scores will provide helpful information in setting attainable goals from year to year.

TCAP 2013, 2014 Reading and PARCC 2015 ELA; 6th – 8th grade
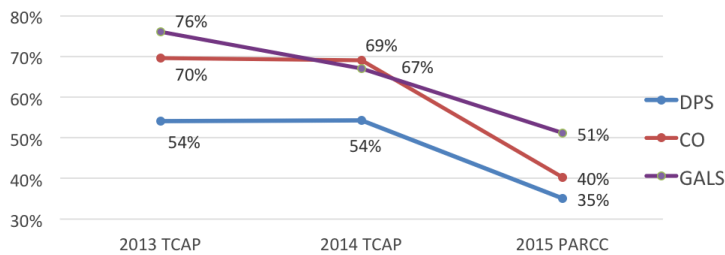
TCAP 2013, 2014 Reading and PARCC 2015 Math; 6th – 8th grade (not including alg/geometry)
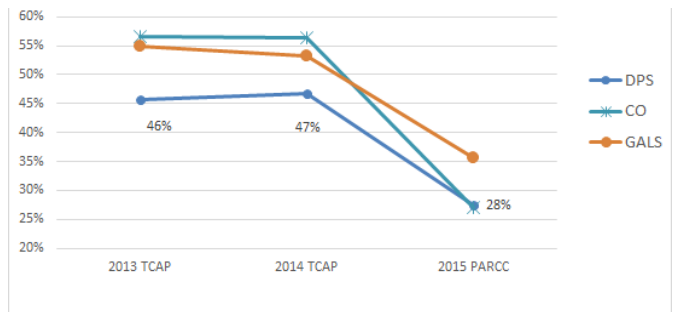
Priority Performance Challenges

Based on the available information, GALS has identified areas for improvement that remain relatively consistent with those identified in 2014-15. In order to utilize baseline PARCC information and see substantial growth patterns in target areas, GALS will maintain its focus on:

- Gaps in proficiency rates between overall students & students who qualify for FRL, students who are identified ELL, and students of color (particularly black students)
- Gaps in growth rates between overall students & students who qualify for ELL
- Number of students starting the year below grade level and catching up to their peers

Root Cause Analysis

In analyzing these performance challenges, GALS has identified three main root causes:

- In 2014-15 GALS began to address ESL supports differently than in previous years due to a large increase in our ESL population. We introduced several structures and interventions in the 2014-15 school year but have not yet provided full access to academic language across grade level classes. Additionally, previous iterations of our ELD course did not provide adequate instruction on key language development skills.
- Though the school implemented Interim Assessments in 14-15, this was a new process for many teachers. GALS is still in early stages of finding the best data analysis tools. As a result, some of the students who needed the most targeted supports were not identified early enough or sufficient intervention was not provided.
- Math instruction did not adequately address the wide range of performance in our population and the large skill gaps for incoming students.

Action Steps

In response to theses challenges and the identified root causes as well as the proven success in our model with a number of targeted strategies, GALS has focused its efforts this year on three main improvement strategies. These strategies have multiple steps and layers that will be rolled out over the course of the year.

4) Implementing targeted ESL supports across all classes and providing grade level ELD instruction
   a. Redesign ELD course to be grade-level specific and include direct instruction on language development as well as supportive of grade level content
   b. Provide ongoing Professional Development and coaching support around ELA instruction
      i. ELA targets posted in every classroom/Common Core ELA standards in science and social studies
      ii. Yearlong, ongoing PD on ESL strategies to utilize in the classroom–focus on academic language and writing
      iii. Quarterly ESL check ins around targets with Director of Academics
      iv. Observation feedback targeted around ESL support from coaches

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    c. Support horizontal norming of writing and language expectations across all courses
        i. Writing norming across content teams

5) Restructuring teaching/course schedule, coaching support, and professional development around the use of data
    a. Offer grade level ELD courses for students taught by grade level Language Arts teacher
    b. Bimonthly-weekly coaching cycles for all teachers – dedicated coach for math team who runs weekly team meetings
    c. Use of data management system to write assessments and produce standards-based report cards – this allows teachers to identify skill gaps tied directly to Common Core standards based on ongoing course performance

6) Restructuring math course offerings 6-8 to be more developmentally appropriate and to allow teachers to more adequately address skill gaps: 6th grade de-tracked with focus on the workshop model with multiple classes being co-taught, 7th grade offers an advanced section that teaches the same curriculum to all students but at different paces, 8th grade offers an algebra course as well as a more traditional 8th grade math offering.
        i. Hired a new 6th grade math teacher
        ii. Dedicated math team coach who provides ongoing 1:1 coaching cycles and hosts weekly math team meetings
        iii. Curricular purchases to better align math materials to Common Core

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