

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3641** School Name: **GREEN VALLEY 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.*

Although the school is facing gains in many academic areas, there will be a focus on subgroup performance.

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.*

GVE lacked a **comprehensive balanced literacy model**, specifically around small group instruction, differentiated instruction, and planned questioning to promote higher order thinking. Verification of the root cause is evident through the observation feedback cycle and teachers' LEAP scores around masterful content knowledge and high impact instructional moves.

GVE lacked sufficient **human resources to provide the behavior intervention model** necessary to accommodate our students' social/emotional needs. With our increasing enrollment, we also saw an increase in the need for social/emotional support, k-5. We did not have the expertise in the building to provide the necessary supports for students' success.

GVE lacked **fidelity to the data-driven inquiry cycle**, specifically in backwards design towards Common Core aligned assessments.

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.*

- A fidelity to the data driven inquiry cycle
- A comprehensive balanced literacy model & focus on early literacy
- Provide additional human resources to provide the behavior intervention model

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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

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Section II: Improvement Plan Information

Additional Information about the School

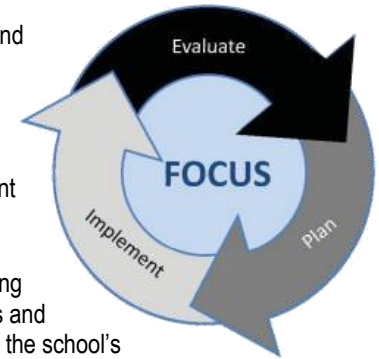
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Trina Jones
	Email	trina_mcmanus@dpsk12.org
	Phone	720-424-6727
	Mailing Address	4100 Jericho Street, Denver, CO 80249
P	Name and Title	Preston Spratt
	Email	preston_spratt@dpsk12.org
	Phone	720-424-6710
	Mailing Address	4100 Jericho Street, Denver, CO 80249

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:

Description of School Setting and Process for Data Analysis
Green Valley Elementary (GVE) School, one of the larger Elementary schools in far northeast Denver area, was constructed with funds from the District’s Bond Project. GVE was

built to accommodate the rapid growth and development in the Green Valley Ranch area. We currently have 763 students enrolled, from ECE (Early Childhood Education) through fifth grade. We exceeded our projected enrollment by 21 students. This is the third year of continuous growth in enrollment after 5 years of steady decline in enrollment. Of this total population, 79.2% are on Free or Reduced Lunch (FRL). 38.8% are ELL students, 12.9% are Special Education. Overall, we have 83.6% minority students. We currently have a total of 90 staff members, 57 of which are certified teachers, and 33 support staff members.

We considered three years of data related to academic performance trends. That data considered consists of TCAP results from 2010 through 2014. Our overall Writing results show the following percentage of students scoring proficient or advanced: 40% for 3rd grade, 49% for 4th grade, and 40% of our 5th grade. Over the past 3 years, students continuously enrolled at GVE have had higher TCAP scores in math and writing than our newer students.

Current Performance from SPF

SPF overall academic growth for Reading is “Meets”. We earned 4 out of 6 points and were over the 50th percentile. We went from 58 to 51.5. We need 13.5 points to move to “Exceeds”. SPF overall growth for Math is “Meets”. We earned 4 out of 6 points and were at the 59th percentile. We went from 74 to 59. We are 6 percentage points away from “Exceeds”. SPF overall academic growth for Writing is “Meets”. We earned 4 out of 6 points and were at the 53rd percentile. We went from 64.5 to 53. Overall, academic growth rating was “Meets,” at 72.4%, which is 7.1 percentage points from “Exceeds.” Our overall academic status is 86.7%, which is “Exceeds.”

In Reading, our subgroup of Free/Reduced Lunch students scored 51.5 points last year versus 52.5 for the reference group. In writing, FRL students scored 55, versus 50.5 points for the reference group. They were above the reference group. In Reading, our minority students scored 52 versus the reference group of 50. They scored 2 points higher than the reference group. In Writing, our minority students scored 52 points, while the reference group scored 62 points. Our ELL students scored 55 points, while the reference group scored 50 points in Reading. In Writing, the ELL students scored 56 points versus the reference group who scored 52 points. Catch up growth in Reading was 38.46% the prior year, and 38.81% this year. Catch up growth for Writing was 50.93% the prior year, and 37.36% the current year.

In 3rd grade,

- 78 students returned to GVE in SY13-14; these students scored 64% proficient on TCAP Reading 2014.
- 35 students were new to GVE in SY13-14; these students scored 46% proficient on TCAP Reading 2014.

In 4th grade,

- 68 students returned to GVE in SY13-14 (67 students had prior TCAP scores, with 67% proficiency); these students scored 57% proficient.
- 20 students were new to GVE in SY13-14 (10 students had prior TCAP scores, with 50% proficiency); these students scored 40% proficient.

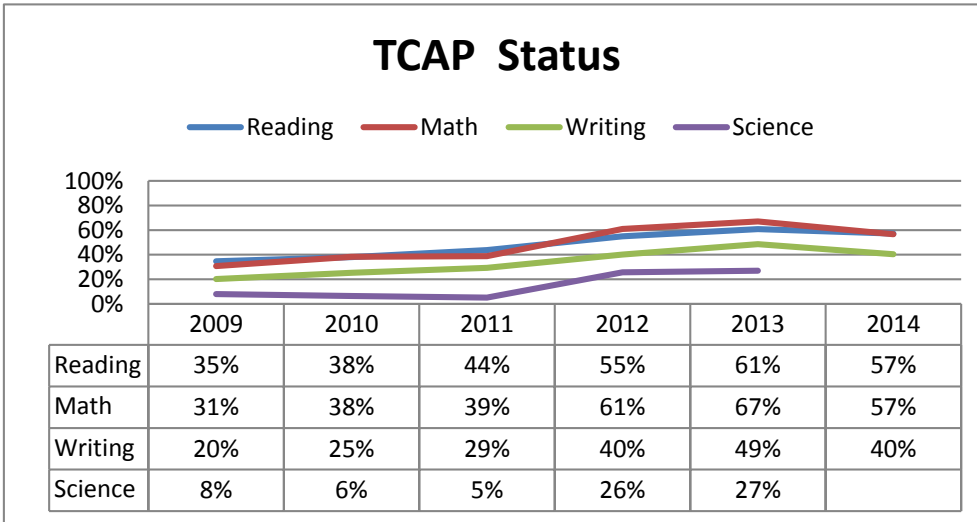
In 5th grade,

- 72 students returned to GVE in SY13-14 (all 72 students had prior TCAP scores, with 56% proficiency); these students scored 64% proficient.
- 30 students were new to GVE in SY13-14 (15 students had prior TCAP scores, with 27% proficiency); these students scored 43% proficient.

Our newly incoming students with prior TCAP scores have lower proficiency scores than students returning to GVE. Beginning of the year differences in student proficiencies carry forward to the TCAP, as data shows that returning students outperformed students new to Green Valley. In 4th grade, new and returning students to GVE lost proficiency compared

to prior year scores, while in 5th grade both groups gained proficiency.

Trend Analysis



In 2010, our Reading TCAP scores increased 3%, from 35% to 38%. They then continued to increase for the next 3 years, followed by a decline of -4% in 2014, from 61% to 57%. Our Writing TCAP scores increased 5%, from 20% to 25% in 2010. Our Writing scores continued to increase in 2011, 2012, and 2013, followed by a -9% decrease from 49% to 40% in 2014.

Green Valley Elementary School										District									
		Change		Change		Change		Change		Current			Change		Change		Change	Current	
		2010 to		2011 to		2012 to		2013 to		Trend			2010 to		2011 to		2012 to	2013 to	Trend
2010	2011	2011	2012	2012	2013	2013	2014	2014			2010	2011	2011	2012	2012	2013	2013	2014	2014

Reading

Grade	2010	2011	2011	2012	2012	2013	2013	2014	2014	Trend	2010	2011	2011	2012	2012	2013	2013	2014	2014	Trend		
03	41%	46%	5%	63%	17%	65%	2%	58%	-7%	↓	1	51%	56%	5%	59%	3%	61%	2%	60%	-1%	↓	1
04	24%	43%	19%	44%	1%	58%	14%	53%	-5%	↓	1	45%	43%	-2%	49%	6%	52%	3%	51%	-1%	↓	1
05	47%	42%	-5%	62%	20%	60%	-2%	59%	-1%	↓	2	50%	49%	-1%	52%	3%	55%	3%	57%	2%	↑	3
Overall	38%	44%	6%	55%	11%	61%	6%	57%	-4%	↓	1	49%	49%	0%	53%	4%	55%	2%	55%	0%	↔	1
Met District Change		1		0		1		0														
Beat District Change		1		2		1		0														
Total Tests		3		3		3		3														

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3rd grade: In 2010, our 3rd grade scored 41% proficient in Reading. The district 3rd graders scored 51% proficient. In 2012, their proficiency score increased 5% to 46%, while the district also increased 5% to 56%. The following year our 3rd grade increased 17% to 63%, and then increased 2% again in 2013. The district increased 3% and then 2% in 2013. In 2014, we saw a decrease of -7% from 65% to 58%. The district decreased in 2014 -1% to 60%.

4th grade: In 2010, our 4th grade scored 24% proficient and the district 4th graders scored 45%. Our 4th grade increased 19% in 2011 to 43%, then increased another 1% in 2012. The district 4th grade decreased -2% in 2011 and then increased 6% in 2012. In 2013, our 4th grade increased 14%, but in 2014, they decreased -5%, from 58% to 53%. The district 4th grade increased 3% in 2013, then decreased -1% to 51% in 2014.

5th grade: Our 5th grade scored 47% in 2010, and decreased -5% to 42% in 2011. The district 5th grade scored 50% in 2010, then decreased -1% in 2011. In 2012, 5th grade increased 20% to 62%, and in 2013, decreased -2%. In 2012, the district 5th grade proficiency score increased 3%, then increased another 3% in 2013. In 2014, our 5th grade decreased -1% from 60% to 59%. The district 5th grade increased in 2014 2% from 55% to 57%.

Green Valley Elementary School										District												
		Change		Change		Change		Change		Current				Change		Change		Change		Current		
		2010 to		2011 to		2012 to		2013 to		Trend		2010		2011 to		2012 to		2013 to		Trend		
2010	2011	2011	2012	2012	2013	2013	2014	2014				2010	2011	2011	2012	2012	2013	2013	2014	2014		

Writing

Grade	2010	2011	Change	2011	2012	Change	2012	2013	Change	2013	2014	Change	2014	Trend	Current								
03	25%	21%	-4%	39%	18%	46%	7%	29%	-17%	↓	1	34%	36%	2%	42%	6%	40%	-2%	43%	3%	↑	1	
04	19%	37%	18%	31%	-6%	49%	18%	49%	0%	→	1	32%	38%	6%	36%	-2%	42%	6%	41%	-1%	↓	1	
05	31%	32%	1%	54%	22%	50%	-4%	46%	-4%	↓	2	40%	45%	5%	44%	-1%	45%	1%	47%	2%	↑	2	
Overall	25%	29%	4%	40%	11%	49%	9%	41%	-8%	↓	1	36%	40%	4%	42%	2%	44%	2%	45%	1%	↑	4	
Met District Change	0		0		0		0					0											
Beat District Change	1		2		2		1					1											
Total Tests	3		3		3		3					3											

3rd grade: In 2010, 3rd grade scored 25% proficient and the district 3rd grade proficiency score was 34%. In 2011, our 3rd grade decreased -4% to 21%. The district increased 2%. In 2012, 3rd grade increased 18% and in 2013 they increased another 7%. The 3rd grade across the district increased 6% in 2012 and then decreased -2% in 2013. In 2014, 3rd grade decreased -17%, from 46% to 29%. The district 3rd grade increased 3% from 40% to 43% in 2014.

4th grade: Our 4th grade scored 19% proficient in 2010, and increased 18% to 37% proficient in 2011. Across the district, 4th grade scored 32% in 2010, then increased 6% in 2011. In 2012 our 4th grade decreased -6%, and increased 18% in 2013. The district decreased -2% in 2012 and increased 6% in 2013. In 2014, our 4th grade remained stable at 49%, while the district decreased -1% from 42% to 41%.

5th grade: In 2010, our 5th grade class scored 31% proficient. They increased 4% to 29% in 2011, and another 11% to 40% in 2012. District-wide, the 5th grade scored 40% in 2010. The district increased 5% in 2011, and then decreased -1% in 2012. In 2013, GVE's 5th grade increased another 9%, and in 2014, they decreased -8% from 49% to 41%. The district increased 1% in 2013, and increased another 2% from 45% to 47% in 2014.

Priority Performance Challenges

Reading TCAP proficiency scores decreased in 3rd, 4th, and 5th grades from 2013 to 2014. 3rd grade decreased -7%, from 65% to 58%, and was 2% below the district average.

Students new to GVE in 3rd grade scored 46% proficient on TCAP Reading, significantly below their continually enrolled peers. 4th grade was 2% below the district and decreased 5% from 58% to 53%. Continually enrolled 4th graders outperformed their classmates new to the school by 17% (57% compared to 40%). 5th grade was 2% above the district average, but decreased -1% from 60% to 59%. Again, new students were significantly below their continuously enrolled counterparts, scoring 43% proficient. Our Median Growth Percentile decreased from 58 last year to 51.5 this year. The data indicates a need for a focus on reading achievement and growth. Our expectation was a continued increase in scores rather than a decrease.

Writing TCAP proficiency decreased significantly in 3rd grade, from 46% to 29%, and was 14% below the district average in 2014. Although 4th grade held steady at 49% and was 8% above the district, we would like to see a continued increase in proficiency scores. Our 5th grade decreased 4% from 50% to 46% in 2014, 1% below the district average. Our Median Growth Percentile decreased from 64.5 to 53.

Behavior was a concern for Green Valley Elementary last year. By the end of October 2013, two detrimental behavior incidents had been reported in Infinite Campus, as well as one disobedient/defiant behavior. There were a great deal of lesser behavior issues that occurred throughout the year at Green Valley as well, that took the administrators', teachers', and students' attention away from learning. The recurring behavior incidents at Green Valley last year disrupted the learning not only of the students involved in the issues, but students across the building. Our expectation is that as behavior incidents decrease and student behavior improves, there will be more time dedicated to educated, and students will be able to focus their attention more funny on academics.

Root Cause Analysis

We used last year's TCAP, SCAN, DPS interim, DRA, and Star data as well behavior data to determine our root causes.

GVE lacked **fidelity to the data-driven inquiry cycle**. Due to a pilot year of participating in the SCAN assessments program, there was a lack of expertise building-wide in backwards design towards Common Core aligned assessments and the data analysis that followed.

GVE lacked a **comprehensive balanced literacy model**, specifically around small group instruction, differentiated instruction, and planned questioning to promote higher order thinking. Verification of the root cause is evident through the observation feedback cycle and teachers' LEAP scores around masterful content knowledge and high impact instructional moves.

GVE lacked sufficient **human resources to provide the behavior intervention model** necessary to accommodate our students' social/emotional needs. With our increasing enrollment, we also saw an increase in the need for social/emotional support, k-5. We did not have the expertise in the building to provide the necessary supports for students' success.

Root Cause 1	<p>State root cause: Teachers not using data to inform instruction, but rather extended whole group time and only taught to what they “felt” was the instructional priority, but often just directed at the middle ability level.</p> <p>What evidence/data can you use to verify? First and Second grade data teams did not produce actionable lesson plans for small groups. School leader observed whole group lessons consistently, even when small group was scheduled. When small group occurred it often was the same lesson, book, and skill, being taught to every group.</p>
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Root Cause 2	<p>Can you clarify root cause further?</p> <p>Data teams focused on data analysis without an emphasis on actionable next steps as the priority. Time was spent discussing students achievement and scores, but not on closing the gaps to mastery.</p> <p>What evidence/data can you use to verify?</p> <p>Notes from data team only capture students that were identified as not proficient.</p>
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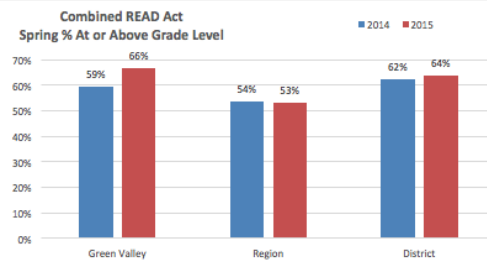
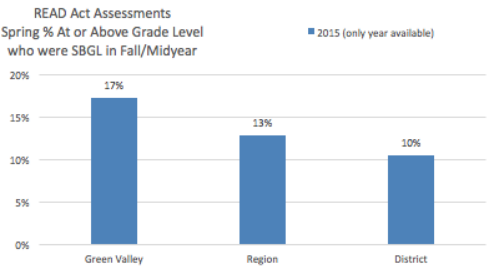
Action Planning:

1. How will you follow-up on this root cause:

Staff PD	Observation/Feedback	Lesson Planning	Other?
<p>TWBAT identify the components and skills necessary for individual students to achieve the next STEP level.</p>	<p>Differentiated Small Group instruction will be observed during scheduled Small Group instruction blocks.</p> <p>1-on-1 conversations surrounding individual student data and intentional small group strategies.</p>	<p>Small group plans will be based on the skill a student needs to develop in order to achieve the next proficiency level or STEP level. Teachers will be held accountable for creating these plans by practicing small group instruction during weekly collaborative planning.</p>	<p>Focus on instructional priority across the school of every content area writing in response to reading.</p>

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)	No targets for 2014-15, READ Act targets will be set for the first time in the 2015-2016 UIP.	<p>Students at/above grade level:</p>  <table border="1"> <caption>Combined READ Act Spring % At or Above Grade Level</caption> <thead> <tr> <th>Category</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Green Valley</td> <td>59%</td> <td>66%</td> </tr> <tr> <td>Region</td> <td>54%</td> <td>53%</td> </tr> <tr> <td>District</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <p>SBGL students moving up:</p>  <table border="1"> <caption>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</caption> <thead> <tr> <th>Category</th> <th>2015 (only year available)</th> </tr> </thead> <tbody> <tr> <td>Green Valley</td> <td>17%</td> </tr> <tr> <td>Region</td> <td>13%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table>	Category	2014	2015	Green Valley	59%	66%	Region	54%	53%	District	62%	64%	Category	2015 (only year available)	Green Valley	17%	Region	13%	District	10%	Focus on DDI and balanced literacy – will continue based on positive results.
	Category	2014	2015																				
Green Valley	59%	66%																					
Region	54%	53%																					
District	62%	64%																					
Category	2015 (only year available)																						
Green Valley	17%																						
Region	13%																						
District	10%																						
CMAS: Reading 45% proficiency Writing 35% proficiency	Language Arts: 27.8%																						
Academic Growth	CMAS: TBD Summer 2016 Reading MGP 60 Writing MGP 65	Update Summer 2016 when CMAS ELA & Math growth data released																					
	ACCESS 60	63.5																					
Academic Growth Gaps	CMAS Reading:	Update Summer 2016 when CMAS ELA & Math growth data released																					

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.
	African American students 57% Hispanic students 59% ELL students 49% FRL students 59% Special Education students 10%		
	CMAS Writing: African American students 41% Hispanic students 45% ELL students 34% FRL students 44% Special Education students 13%	Update Summer 2016 when CMAS ELA & Math growth data released	
Postsecondary & Workforce Readiness	NA	NA	
Postsecondary & Workforce Readiness	NA	NA	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes														
Academic Achievement (Status)	<p style="text-align: center;">READ Act Overall - Percent at or Above Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>% Proficient or Above</td> <td>59%</td> <td>54%</td> <td>48%</td> <td>61%</td> <td>59%</td> <td>66%</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	2015	% Proficient or Above	59%	54%	48%	61%	59%	66%	Subgroup performance	<p>GVE lacked a comprehensive balanced literacy model, specifically around small group instruction, differentiated instruction, and planned questioning to promote higher order thinking. Verification of the root cause is evident through the observation feedback cycle and teachers' LEAP scores around masterful content knowledge and high impact instructional moves.</p> <p>GVE lacked sufficient human resources to provide the behavior intervention model necessary to accommodate our students' social/emotional needs. With our increasing enrollment, we also saw an increase in the need for social/emotional support, k-5. We did not have the expertise in the building to provide the necessary supports for students' success.</p>
		2010	2011	2012	2013	2014	2015										
% Proficient or Above	59%	54%	48%	61%	59%	66%											
<p>Math: Percentile increase from 55th percentile to 70th percentile.</p> <p>ELA: Increase in percentile from 59th percentile to 62nd percentile.</p>	4 th and 5 th grade below DPS percentage meets.	<p>GVE lacked fidelity to the data-driven inquiry cycle, specifically in backwards design towards Common Core aligned assessments.</p> <p>GVE lacked a comprehensive balanced literacy model, specifically around small group instruction, differentiated instruction, and planned questioning to promote higher order thinking. Verification of the root cause is evident through the observation feedback cycle and teachers' LEAP scores around masterful content knowledge and high impact instructional moves.</p>															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes						
Academic Growth	<table border="1"> <tr> <td>2013</td> <td>58</td> </tr> <tr> <td>2014</td> <td>62</td> </tr> <tr> <td>2015</td> <td>63.5</td> </tr> </table>	2013	58	2014	62	2015	63.5	NA	
	2013	58							
2014	62								
2015	63.5								
Update Summer 2016 when CMAS ELA & Math growth data released	Update Summer 2016								
Academic Growth Gaps	Update Summer 2016 when CMAS ELA & Math growth data released	Update Summer 2016							
Postsecondary & Workforce Readiness	N/A								
	N/A								

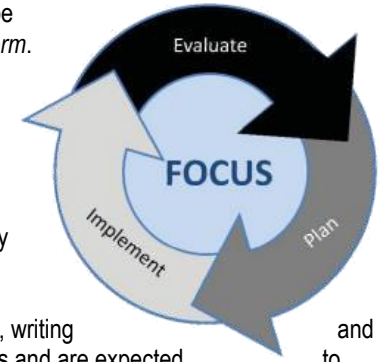
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Subgroup performance	Increase 5%	Increase 5%	STEP, ANET	1 & 2
		READ		Increase 5%	Increase 5%		
		M		Increase 5%	Increase 5%		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Update Summer 2016 after CMAS growth release	MGP 65	MGP 65	STEP, ANET	1 & 2
		M	Update Summer 2016 after CMAS growth release	MGP 65	MGP 65	MAPS, ANET	2
		ELP	NA	Maintain MGP of 60 or greater	Maintain MGP of 60 or greater	STEP Spanish assessment, ANET	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Update Summer 2016 after CMAS growth release				
		M	Update Summer 2016 after CMAS growth release				
Postsecondary & Workforce Readiness	Graduation Rate		Not applicable				
	Disag. Grad Rate		Not applicable				
	Dropout Rate		Not applicable				
	Mean CO ACT		Not applicable				
	Other PWR Measures		Not applicable				

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: A fidelity to the data driven inquiry cycle

Root Cause(s) Addressed: GVE lacked **fidelity to the data-driven inquiry cycle**. Lack of expertise building-wide in backwards design towards Common Core aligned assessments and the data analysis that followed.

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				
Implementation of ANet data protocols	Yearlong	X	Administrators, ANet partners, teachers	School Based Budget	Weekly classroom observations by administrators, electronic delivery of lesson plans	In progress
Weekly literacy and math data teams	Bi-weekly	X	Administrators, ANet partners, teachers	School Based Budget	Weekly assignments for data team preparation	In progress
Professional Development around standards-based exit tickets and backwards design lesson planning	Monthly PD days	X	Administrators, ANet partners, teachers	School Based Budget	Ongoing scheduled PD	In progress
Explicit coaching around reteach based on data	PD days following testing window	X	Administrators, ANet partners, teachers	School Based Budget	Ongoing scheduled PD	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.

Major Improvement Strategy #2: A comprehensive balanced literacy model & focus on early literacy

Root Cause(s) Addressed: GVE lacked a **comprehensive balanced literacy model**, specifically around small group instruction, differentiated instruction, and planned questioning to promote higher order thinking. Verification of the root cause is evident through the observation feedback cycle and teachers' LEAP scores around masterful content knowledge and high impact instructional moves.

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				
Implementation of Great Habits Great Readers strategies	Yearlong	X	Classroom teachers	School Based Budget	Ongoing	In progress
Restructuring of literacy block	Yearlong	X	Classroom teachers, administrators	School Based Budget	Ongoing	In progress
Professional development and PDUs on Great Habits, Great Readers	Professional development days throughout the year	X	Admin, Network	School Based Budget	Ongoing	In progress
Implementation of Habits of discussion	Professional development days throughout the year	X	K-5 teachers, supported by staff	School Based Budget	Ongoing	In progress
Implementation Rubric of DDI and Assessment indicated emphasis is needed on the ACTION stage.	ongoing	ongoing	SLT	PD	90% on the DDI Self-Reflection	Begun
Collaboratively designing new lessons based on CCSS	Begin	Teacher Owned	SLT	SBB	100% teachers are creating action plans for small group instruction	60% of teachers

					based on relevant student data	
Teacher developed action plans for whole class and small group instruction in response to weekly data.	Begin	Teacher Owned	All Teachers	SBB	Teachers are independently creating their lesson plans in response to data.	Beginning
Utilizing in the moment checks for understanding	PD	PD	SLT	SBB	Leadership team will deliver Teach Like a Champion 2.0 PD on CFUs.	Not Begun
Instructional Leader reviews lesson plans and gives observable action steps.	Start	Continue	SLT	SBB	Instructional Leader evaluates lesson plans the week before they are delivered in front of a class. Actionable feedback is given.	Not Begun

* 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 #3: Provide additional human resources to provide the behavior intervention model

Root Cause(s) Addressed: GVE lacked sufficient **human resources to provide the behavior intervention model** necessary to accommodate our students' social/emotional needs. With our increasing enrollment, we also saw an increase in the need for social/emotional support, k-5. We did not have the expertise in the building to provide the necessary supports for students' success.

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				
Training around restorative approaches for social emotional team	Professional development days throughout the year		Social emotional team, administrators and teachers	School Based Budget	Ongoing	Complete
Onboarding of behavior interventionist, full time psychologist, full time nurse	Daily, Yearlong	X	behavior interventionist, full time psychologist, full time nurse	School Based Budget	Ongoing	In progress
Ongoing partnership between social emotional team and district partner	Yearlong	X	social emotional team and district partner, Dr. Benjamin Cooper	School Based Budget	Ongoing	In progress
Staff wide training around restorative approaches and Capturing Kids Hearts	Professional development days throughout the year	X	All staff	School Based Budget	Ongoing	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.