



COLORADO
Department of Education

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3647 School Name: MARIE L. GREENWOOD ACADEMY Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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

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.*

Priority Performance Statement #1

In math in 2014 the number of students scoring proficient decreased from 38% proficient in TCAP down to 11% in CMAS.

Priority Performance Statement #2

In literacy, in 2014 students scoring proficient or higher was 39% in Reading/TCAP and 35% Writing TCAP to CMAS where we scored 20.2 proficiency in English Language Arts.

Priority Performance Statement #3

In regards to social-emotional needs and student safety, our school data shows that in 2014-15 there were a total of 34 suspensions. In 2015-16, there have been 15 suspensions. Our priority goal is to continue and sustain this downward trend in suspensions to support social-emotional needs among all students.

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.*

Priority Performance Statement #1



In math in 2014 the number of students scoring proficient decreased from 38% proficient in TCAP down to 11% in CMAS.

Potential Root Cause(s):

Teachers inconsistently use standards, scope and sequence, year long ELGs, curricular materials, and assessment data to design instructional units. As a school we did not analyze and progress monitor math data.

Priority Performance Statement #2

In literacy, in 2014 students scoring proficient or higher was 39% in Reading/TCAP and 35% Writing TCAP to CMAS where we scored 20.2% proficiency in English Language Arts in 2015.

Potential Root Cause(s):

Teachers are at varied levels of understanding of the core components of Guided Reading instruction and implementing close reading. Specifically, inconsistent use of conferencing as a tool to support student ownership of their goals and data. Teachers will be in the second year of implementation of the Benchmark Advance/Adelante curriculum and are continuing to learn how to fully use the curriculum.

Priority Performance Statement #3

In regards to social-emotional needs and student safety, our school data shows that in 2014-15 there were a total of 34 suspensions. In 2015-16, there have been 15 suspensions. Our priority goal is to continue and sustain this downward trend in suspensions to support social-emotional needs among all students.

Potential Root Cause(s):

The resources for behavior management, culture, and relationships were inconsistent across grade levels.
Home visits were not always targeted for students with severe social-emotional needs
Classroom environments and tools were not conducive to a safe, nurturing, and productive environment for 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.*

Major Improvement Strategy #1: : Teachers will consistently use student data to incorporate rigorous and scaffolded materials into standards, scope and sequence, year-long

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ELG, curricular materials and assessment resources to design instructional units and set learning (SMART) goals. Teachers will focus on standards for mathematical practice numbers 3 (Construct viable arguments and critique the reasoning of others.) and 4 (Model with mathematics.)

Major Improvement Strategy #2: We will continue a more frequent and systematic way for progress monitoring for guided and close reading for Early and Intermediate Literacy. (Conferencing, goal setting, student monitoring and assessment, citing evidence from text to support reasoning orally and in writing, and job-embedded coaching around high-quality literacy instruction and interventions.)

Major Improvement Strategy #3: We will maintain a school culture and instructional program that creates a physically and emotionally safe learning environment where students are empowered to take responsibility for their actions within the community

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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,	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on

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	growth gaps, postsecondary and workforce readiness).		SchoolView.org.
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.
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.

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<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>
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Section II: Improvement Plan Information

Additional Information about the School

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
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.	N/A
<p>The school is submitting this improvement plan to satisfy requirements for (check all that apply):</p> <p> <input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____ </p>		
1	Name and Title:	Rachel Payne Principal

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	Email:	rachel_payne@dpsk12.org
	Phone:	720-424-6630
	Mailing Address:	5130 Durham Court, Denver, Co
2	Name and Title	Paula Martin
	Email	paula_martin@dpsk12.org
	Phone	720-424-6630
	Mailing Address	5130 Durham Court, Denver, Co

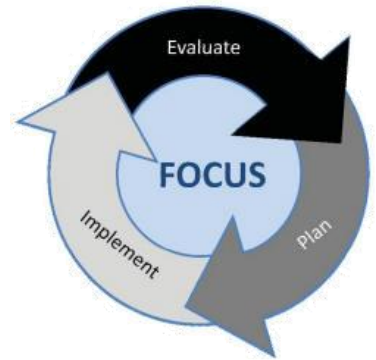
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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

Description of School Setting and Process for Data Analysis: Provide a	Review Current Performance: Review recent state and local data. Document any areas	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local	Priority Performance Challenges: Identify notable trends (or a combination of trends)	Root Cause Analysis: Identify at least one root cause for every priority
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<p>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>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>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>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>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:

Greenwood Academy is a 1st-8th grade school. Our Elementary is a neighborhood TNLI school and our middle school which is a magnet ESL Resource school.

Our demographics include:

- ELs 82.7 %
 - Minority combined is 95.8 %
 - FRL 95.2%
 - Sped 8.1%
- +less than 1% gender gap
+less than 1% gap between student of color, Hispanic
+ELs outperforming non-ELLs
+7th grade Hispanic students outperforming district by 10%
+grades 6-8 ELA performing nearly at district level
-16% gap, girls outperforming boys 3rd grade Language Arts
-28% gap, girls outperforming boys 8th grade Language Arts

Math

Priority Performance Statement #1

In math in 2014 the number of students scoring proficient decreased from 38% proficient in TCAP down to 11% in CMAS.

Potential Root Cause(s):

Teachers inconsistently use standards, scope and sequence, year long ELGs, curricular materials, and assessment data to design instructional units. As a school we did not analyze and progress monitor math data.

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ELA

Priority Performance Statement #2

In literacy, in 2014 students scoring proficient or higher was 39% in Reading/TCAP and 35% Writing TCAP to CMAS where we scored 20.2% proficiency in English Language Arts in 2015.

Potential Root Cause(s):

Teachers are at varied levels of understanding of the core components of Guided Reading instruction and implementing close reading. Specifically, inconsistent use of conferencing as a tool to support student ownership of their goals and data. Teachers will be in the second year of implementation of the Benchmark Advance/Adelante curriculum and are continuing to learn how to fully use the curriculum.

Social Emotional

Priority Performance Statement #3

In regards to social-emotional needs and student safety, our school data shows that in 2014-15 there were a total of 34 suspensions. In 2015-16, there have been 15 suspensions. Our priority goal is to continue and sustain this downward trend in suspensions to support social-emotional needs among all students.

Potential Root Cause(s):

The resources for behavior management, culture, and relationships were inconsistent across grade levels.

Home visits were not always targeted for students with severe social-emotional needs

Classroom environments and tools were not conducive to a safe, nurturing, and productive environment for students

In August 20, 2015, the staff met to look at the ACCESS data from the 2014--2015 school year. When our current CMAS data was released in December of, 2016, the staff participated in a Gallery Walk Protocol and charted noticings from different data reports. In December, 2016, the entire staff met to discuss the SPF data, root causes and implications for instruction. On January 4, 2016, the SLT (School Leadership Team) met to set a plan for the UIP work. January 5, 2016,, the SLT to discuss the state of DDI (Data Driven Instruction) at Greenwood according to the DPS School Data Culture Framework and set next steps. On March, the Admin Team, TEC (Teacher Effectiveness Coach) and Facilitators met to update the UIP template with data, root causes and actions steps. On April 4, 2016, the SLT Team met to finalize the UIP.

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State and Federal Accountability Expectations

In 2012-13, Greenwood was rated “Meets Expectations” (green) on DPS’s SPF.
In 2013-2014, Greenwood was rated “Accredited On Watch” (yellow) on DPS’s SPF.
In 2014-15, Greenwood remained rated “Accredited On Watch” (yellow) on DPS’s SPF.

Status- (TCAP TO CMAS)

Reading: 45/50/46/45/43/39%/22%

Growth-

Reading: 48/57/50/50/51/50%

ELL MGP vs. Non ELL MGP Gaps-

Reading: -2.5/+6.5/+5/-7/-7/+5.5%

Access-

Growth: 2015--62 points

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Marie L. Greenwood Academy-ELA								
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
All Grades	489	19.8%	32.9%	27.0%	19.2%	1.0%	47.2%	20.2%
3rd	80	35.0%	31.3%	18.8%	15.0%	0.0%	33.8%	15.0%
4th	94	17.0%	38.3%	33.0%	11.7%	0.0%	44.7%	11.7%
5th	107	25.2%	35.5%	30.8%	8.4%	0.0%	39.3%	8.4%
6th	71	15.5%	23.9%	29.6%	28.2%	2.8%	60.6%	31.0%
7th	69	4.3%	39.1%	23.2%	33.3%	0.0%	56.5%	33.3%
8th	68	17.6%	26.5%	23.5%	27.9%	4.4%	55.9%	32.4%

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Marie L. Greenwood Academy-Math								
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
All Grades	496	23.8%	38.1%	27.0%	10.7%	0.4%	38.1%	11.1%
3 rd	89	23.6%	34.8%	23.6%	16.9%	1.1%	41.6%	18.0%
4 th	94	17.0%	52.1%	24.5%	6.4%	0.0%	30.9%	6.4%
5 th	107	32.7%	31.8%	25.2%	10.3%	0.0%	35.5%	10.3%
6 th	71	25.4%	39.4%	25.4%	8.5%	1.4%	35.2%	9.9%
7 th	68	8.8%	36.8%	41.2%	13.2%	0.0%	54.4%	13.2%
8 th	67	32.8%	32.8%	25.4%	9.0%	0.0%	34.3%	9.0%

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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.*

Academic Achievement (Status)	Elementary: Students in grades 3 rd and 5 th will be at 51% Proficient and above on TCAP Reading. Middle School: Students in grades 6 th and 8 th will be at 68% on TCAP Reading.	Elementary: The goal was not met. English Grades 3-5 TCAP Proficient/Advanced scored 39% and Lectura Grades 3-5 was 17% Proficient/Advanced. Middle School: The goal was not met. 40% of students in Grades 6-8 scored Proficient/Advanced on TCAP Reading.	
Academic Growth	Students will make at least a 55 MGP in both elementary and middle school.	Reading: TCAP Reading Growth Data Graph Interpretation:	

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		<p>4th: 49.5 5th: 45.0 6th: 54.0 7th: 43.5 8th: 52.0 OVERALL: 50.0</p> <p>Goal was missed by 5 points.</p>																						
	<table border="1"> <thead> <tr> <th colspan="2">2014</th> <th rowspan="2">Change 13 to 14</th> </tr> <tr> <th>N</th> <th>Median</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>49.5</td> <td>1.5</td> </tr> <tr> <td>82</td> <td>45.0</td> <td>-3.0</td> </tr> <tr> <td>76</td> <td>54.0</td> <td>4.0</td> </tr> <tr> <td>70</td> <td>43.5</td> <td>-15.5</td> </tr> <tr> <td>61</td> <td>52.0</td> <td>-2.0</td> </tr> <tr> <td>389</td> <td>50.0</td> <td>-1.0</td> </tr> </tbody> </table>	2014		Change 13 to 14	N	Median	100	49.5	1.5	82	45.0	-3.0	76	54.0	4.0	70	43.5	-15.5	61	52.0	-2.0	389	50.0	-1.0
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Academic Growth Gaps	Elementary: Students identified as ELs in grades 3-5 will have 55 MGP.	<u>ELL MGP vs. Non ELL MGP Gaps</u> Reading: -2.5/+6.5/+5/-7/-7/+5.5% Math: -5.5/+11/- .5/-1/+2/+1% Writing: +.5/+5.5/+9/+16/-2/+10%	
	Middle School: Students identified as ELs in grades 6-8 will have 55 MGP.		
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.

<p>Academic Achievement (Status)</p>	<p>Math Grades 3-5 % At or Above Proficient</p> <table border="1"> <caption>Math Grades 3-5 % At or Above Proficient</caption> <thead> <tr> <th>Year</th> <th>03</th> <th>04</th> <th>05</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>45%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>2011</td> <td>38%</td> <td>48%</td> <td>45%</td> </tr> <tr> <td>2012</td> <td>42%</td> <td>60%</td> <td>48%</td> </tr> <tr> <td>2013</td> <td>38%</td> <td>52%</td> <td>42%</td> </tr> <tr> <td>2014</td> <td>38%</td> <td>52%</td> <td>30%</td> </tr> </tbody> </table>	Year	03	04	05	2010	45%	45%	40%	2011	38%	48%	45%	2012	42%	60%	48%	2013	38%	52%	42%	2014	38%	52%	30%	<p>Over the last 5 years, the number of students scoring proficient dropped 7 points from 45% Proficient/Advanced to 38% Proficient/Advanced.</p>	<p>-Teachers inconsistently use standards, scope and sequence, year long ELGs, curricular materials, and assessment data to design instructional units.</p>
Year	03	04	05																								
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<p style="text-align: center;">Academic Growth</p>	<table border="1"> <thead> <tr> <th rowspan="2">School by Grade Level</th> <th colspan="2">2010</th> <th colspan="2">2011</th> <th rowspan="2">Change</th> <th colspan="2">2012</th> <th rowspan="2">Change</th> <th colspan="2">2013</th> <th rowspan="2">Change</th> <th colspan="2">2014</th> <th rowspan="2">Change</th> </tr> <tr> <th>N</th> <th>Median</th> <th>N</th> <th>Median</th> <th>10 to 11</th> <th>N</th> <th>Median</th> <th>11 to 12</th> <th>N</th> <th>Median</th> <th>12 to 13</th> <th>N</th> <th>Median</th> <th>13 to 14</th> </tr> </thead> <tbody> <tr> <td>Grade 04</td> <td>78</td> <td>33.0</td> <td>84</td> <td>32.5</td> <td>-0.5</td> <td>85</td> <td>45.0</td> <td>12.5</td> <td>76</td> <td>48.0</td> <td>3.0</td> <td>100</td> <td>49.5</td> <td>1.5</td> </tr> <tr> <td>Grade 05</td> <td>77</td> <td>50.0</td> <td>81</td> <td>45.0</td> <td>-5.0</td> <td>92</td> <td>52.5</td> <td>7.5</td> <td>91</td> <td>48.0</td> <td>-4.5</td> <td>82</td> <td>45.0</td> <td>-3.0</td> </tr> <tr> <td>Grade 06</td> <td>60</td> <td>50.0</td> <td>57</td> <td>58.0</td> <td>8.0</td> <td>76</td> <td>64.0</td> <td>8.0</td> <td>75</td> <td>50.0</td> <td>-14.0</td> <td>78</td> <td>54.0</td> <td>4.0</td> </tr> <tr> <td>Grade 07</td> <td>44</td> <td>77.0</td> <td>51</td> <td>59.0</td> <td>-18.0</td> <td>57</td> <td>48.0</td> <td>-13.0</td> <td>65</td> <td>58.0</td> <td>13.0</td> <td>70</td> <td>43.5</td> <td>-15.5</td> </tr> <tr> <td>Grade 08</td> <td>49</td> <td>54.0</td> <td>42</td> <td>52.0</td> <td>-2.0</td> <td>46</td> <td>41.0</td> <td>-11.0</td> <td>57</td> <td>54.0</td> <td>13.0</td> <td>61</td> <td>52.0</td> <td>-2.0</td> </tr> <tr> <td>Overall</td> <td>308</td> <td>91.0</td> <td>315</td> <td>50.0</td> <td>-1.0</td> <td>356</td> <td>50.0</td> <td>0.0</td> <td>384</td> <td>91.0</td> <td>1.0</td> <td>389</td> <td>50.0</td> <td>-1.0</td> </tr> </tbody> </table>	School by Grade Level	2010		2011		Change	2012		Change	2013		Change	2014		Change	N	Median	N	Median	10 to 11	N	Median	11 to 12	N	Median	12 to 13	N	Median	13 to 14	Grade 04	78	33.0	84	32.5	-0.5	85	45.0	12.5	76	48.0	3.0	100	49.5	1.5	Grade 05	77	50.0	81	45.0	-5.0	92	52.5	7.5	91	48.0	-4.5	82	45.0	-3.0	Grade 06	60	50.0	57	58.0	8.0	76	64.0	8.0	75	50.0	-14.0	78	54.0	4.0	Grade 07	44	77.0	51	59.0	-18.0	57	48.0	-13.0	65	58.0	13.0	70	43.5	-15.5	Grade 08	49	54.0	42	52.0	-2.0	46	41.0	-11.0	57	54.0	13.0	61	52.0	-2.0	Overall	308	91.0	315	50.0	-1.0	356	50.0	0.0	384	91.0	1.0	389	50.0	-1.0	<p>Over the last 5 years of testing, student growth has decreased 7 points from 57 to 50. There has been an inconsistent trend in scores over the last 6 years.</p>	<p>-Teachers are at varied levels of understanding of the core components of Guided Reading instruction. Specifically, inconsistent use of conferencing as a tool to support student ownership of their goals and data.</p>
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	2014	CSA P	258	Reading	Exited ELL	118	62.5	in reading, writing and math over the last 6 years.	
	2014	CSA P	258	Reading	Non- ELL	62	44.5		
	2014	CSA P	258	Reading	Non- Exited ELL	209	42		
	2014	CSA P	258	Writing	Exited ELL	118	59		
	2014	CSA P	258	Writing	Non- ELL	62	45.5		
	2014	CSA P	258	Writing	Non- Exited ELL	208	54		
Postsecondary & Workforce Readiness	N/A								

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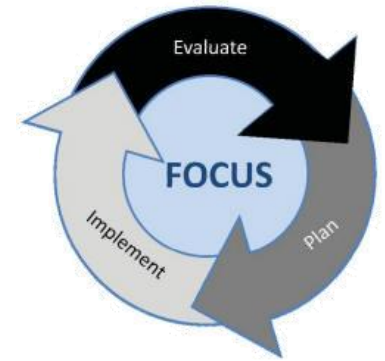
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Section IV: Action Plan(s)

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 2016-17	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	<p>Priority Performance Statement #2 In literacy, in 2014 students scoring proficient or higher was 39% in Reading/TCAP and 35% Writing TCAP to CMAS where we scored 20.2% proficiency in English Language Arts in 2015.</p>			Unit Pre- and Post Assessments, Interims, Weekly DDI, Student writing samples.	<p>Major Improvement Strategy: We will continue a more frequent and systematic way for progress monitoring for guided and close reading for Early and Intermediate Literacy. (Conferencing, goal setting, student monitoring and assessment, citing evidence from text to support reasoning orally and in writing, and job-embedded coaching around high-quality literacy instruction and interventions.)</p>

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		READ					
		M	In math in 2014 the number of students scoring proficient decreased from 38% proficient in TCAP down to 11% in CMAS.			Unit Pre- and Post-Assessments Interims, Weekly DDI Data Student Work Samples	Major Improvement Strategy: Teachers will consistently use student data to incorporate rigorous and scaffolded materials into standards, scope and sequence, year-long ELG, curricular materials and assessment resources to design instructional units and set learning (SMART) goals. Teachers will focus on standards for mathematical practice numbers 3 (Construct viable arguments and critique the reasoning of others.) and 4 (Model with mathematics.)
		S					

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				<p>I-Station monthly progress monitoring</p> <p>Benchmark Assessments (Unit and Interim)</p> <p>Running Records as needed in guided reading groups</p> <p>Accelerated Reading Data</p> <p>Student Reading Conference Notebooks</p> <p>Weekly DDI Data and Planning Documents</p> <p>Professional Development Agendas</p> <p>Middle School--ELA Interims</p> <p>I-Station monthly progress monitoring</p>	
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		M				Unit Pre- and Post-Assessments Interims, Weekly DDI Data Student Work Samples	
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA			Elementary: Students identified in grades 3-5 will have a 55 MGP.	I-Station monthly progress monitoring Benchmark Assessments (Unit and Interim) Running Records as needed in guided reading groups Accelerated Reading Data Student Reading Conference Notebooks Weekly DDI Data and	

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						Planning Documents Professional Development Agendas Middle School--ELA Interims I-Station monthly progress monitoring	
		M			Middle School: Students identified as in grades 6-8 will have a 55 MGP.	Unit Pre- and Post-Assessments Interims, Weekly DDI Data Student Work Samples	
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disag. Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	N/A

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	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: Teachers will consistently use student data to incorporate rigorous and scaffolded materials into standards, scope and sequence, year-long ELG, curricular materials and assessment resources to design instructional units and set learning (SMART) goals. Teachers will focus on standards for mathematical practice numbers 3 (Construct viable arguments and critique the reasoning of others.) and 4 (Model with mathematics)
Root Cause(s) Addressed: Teachers inconsistently use standards, scope and sequence, year long ELGs, curricular materials, and assessment data to design instructional units. As a school we did not analyze and progress monitor math data.

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				
Teachers analyze data from CFA, progress monitoring assessments and other applicable formative assessments	Weekly during DDI	Weekly during DDI	School leaders Teacher	DDI Planning Templates (all in the school's Google Drive), Differentiated PD, SLOs,	Unit Pre- and Post-Assessment Data, Interim Assessments	In progress

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to determine if progress is being made in gap areas/focus or intervention groups.	Blocks	Blocks	Leaders Dean of Instruction	District Math Curriculum, Title 1, general funds		
Grade level teams will form focus student groups based on the data and gaps from the baseline assessments and other pre-tests, including ANET and common assessments (CA) from Bridges.	Weekly during DDI Blocks	Weekly during DDI Blocks	School leaders Teacher Leaders Dean of Instruction	DDI Planning Templates (all in the school's Google Drive), Differentiated PD, SLOs, District Math Curriculum, Title 1, general funds	Unit Pre- and Post-Assessment Data, Interim Assessments	In progress
Provide systematic and high yield training, coaching and support around effective math strategies; and math instructional planning,	Weekly during DDI Blocks	Weekly during DDI Blocks	School leaders Teacher Leaders Dean of Instruction	DR (teacher leaders), District green and blue days, after school PD	Unit Pre- and Post-Assessment Data, Interim Assessments	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.

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Major Improvement Strategy #2: We will continue a more frequent and systematic way for progress monitoring for guided and close reading for Early and Intermediate Literacy. (Conferencing, goal setting, student monitoring and assessment, citing evidence from text to support reasoning orally and in writing, and job-embedded coaching around high-quality literacy instruction and interventions.)

Root Cause(s) Addressed: Teachers are at varied levels of understanding of the core components of Guided Reading instruction and implementing close reading. Specifically, inconsistent use of conferencing as a tool to support student ownership of their goals and data. Teachers will be in the second year of implementation of the Benchmark Advance/Adelante curriculum and are continuing to learn how to fully use the curriculum.

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				
Teachers/school will submit monthly milestone data to network Principal, Assistant Principal and IS	Monthly	Monthly	School Leaders	General funding	Data Spreadsheets, -Station, Running records, Guided reading data and antedo	In progress
Teachers will engage in summer professional learning		6 sessions throughout the year	Teachers Literacy Department	District created PD, on-site experts (job embedded coaching)	Sign-In sheets and registrations	Not begun

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Collaborate with network schools to deepen teacher understanding of high quality core literacy instruction	2 times a year for 1 st and 2 nd grade 4 times a year for middle school ELA.	Monthly	Teachers Teacher Leaders School Leaders Dean of Instruction	Network 4 IS Network 4 literacy partner Network Teachers	Planning documents, data spreadsheets	In progress
Collaborate with weekly Data meetings-Guided reading and literacy assessment data	weekly	weekly	Teachers, interventionists, mild moderate teachers TLC	General funding, Title funding	Plans Assessment data CCSS Backwards mapping document	
Differentiated Professional Development	Bi-monthly	Bi-Monthly	TLC Literacy-Teachers Interventionists, mild moderate teachers	General funds, title I funds	Book study Articles-Guided reading early literacy	In progress

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Classroom visits	monthly	monthly	Classroom teachers, Principal, Instructional leadership team	General funds, Title funds	Teachers will visit and observe other classroom teachers for coaching cycles.	In progress
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* 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: We will maintain a school culture and instructional program that creates a physically and emotionally safe learning environment where students are empowered to take responsibility for their actions within the community **Root Cause(s) Addressed:** The resources for behavior management, culture, and relationships were inconsistent across grade levels. Home visits were not always targeted for students with severe social-emotional needs and Classroom environments and tools were not conducive to a safe, nurturing, and productive environment for students.

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				
NNN-Middle School	Monthly	Monthly	TLC, Assistant Principal, Classroom teachers	General funding	NNN-Visits- Live coaching Behavior documentation'	In progress
Restorative Approaches	Weekly	Weekly	Principal, Assistant Principal,	RJ District training-District funded	Restorative documents-plans and documentation	In progress

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Parent Teacher Home Visits (PTHV)		Monthly	Classroom teachers and Support staff, Principal and Assistant Principal	District Training-district funded	Sign-in sheets	In progress
PBIS (Positive Behavior Intervention System)	Weekly	Weekly	Mental Health Team	General funds	Celebrations	In progress
Student Perception Surveys	Annually	Annually	SAL	District funded	Reviewing district data at mid year and end of year conversations	In progress
SIT Meetings (student intervention teams)	Weekly	Weekly	Mental Health Team	District funded	Behavior and academic data Intervention strategies tools	In progress
Full time counselor, social worker student check ins	Daily	Daily	General funding	State funded	Coffee with the counselor for parents. Supporting parents in helping students with college and career readiness. Full time social worker supporting the mental health needs	In progress
PATHS-character education	Daily	Daily	Classrooms k-5	General Funding	Path curriculum resources	In progress

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Mentorship classes pairing middle school and elementary classes	Weekly	Weekly	Playworks coach, middle school	General Funding	Leadership for youth manual and books. Leadership class once a week	In Progress
Girls on the run	Weekly	Weekly		21 st Century funds	Weekly runs and activities around increasing self-esteem in girls.	In progress
After school programming				21 st Century funds	Ballet, Band, Soccer for success, scouts, zumba, homework, horticulture club.	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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