

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **3655**      School Name: **GREENLEE ELEMENTARY SCHOOL**      Official 2014 SPF: **1 Year**

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

Overall Student Performance across all subgroups remains flat and consistently below district and state expectations.

**Language Arts:** On the 2015 PARCC assessment in ELA students scored at 15% (-16% below the district average) for Meeting or Exceeding expectations. The performance average on the Literary Text standards was 7% lower the 21% average on Written Expression and Informational Text Standards. K-2 READ Act results remain flat for the past 2 years at 55% (-11% below the district average) for reading at or above grade level.

- Literary Text, Informational Text and Written Expression standards are taught in isolation instead of integrated together.

**Math:** On the 2015 PARCC assessment in Math students scored 14% (-12% below the district average) for Meeting or Exceeding expectations.

- Students demonstrate inability to express mathematical reasoning of major content

**Science:** On the 2015 CMAS assessment in Science 5th grader students at Greenlee Elementary scored 11% (-9% below the district average) for Strong or Distinguished performance.

- Not enough time devoted to Science instruction in grades ECE-5.

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- Lack of a uniform/systematic approach to instruction (planning, delivering and analyzing teaching and learning) aligned to CDE content standards
- Priority has been placed on intervention or tiered supports in lieu of strengthening core/universal instruction
- Lack of consistency in the training and implementation of common instructional practices at the school level.
- High mobility for both the student and staff population

**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.*

- **MIS #1, Instruction:** Develop and implement common expectations for effective teachers to plan, deliver and analyze standards-aligned & rigorous data-driven instruction.
- **MIS#2, Students' Opportunities to Learn:** Provide a safe and orderly school environment where the scheduling of time and resources are determined to provide students with the optimal learning experience to best meet and exceed high learning expectations.
- **MIS #3, Educators' Opportunities to Learn:** To provide a systematic process of job-embedded, ongoing professional development aligned to the needs of the school.
- **MIS#4, Leadership and Community:** Develop and implement systematic structures to provide educators with the opportunity to lead, coach and orient new staff and students to the culture and climate of the school.

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**

<b>Summary of School Plan Timeline</b>	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 UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> 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 <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Turnaround Plan - Entering Year 4 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
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

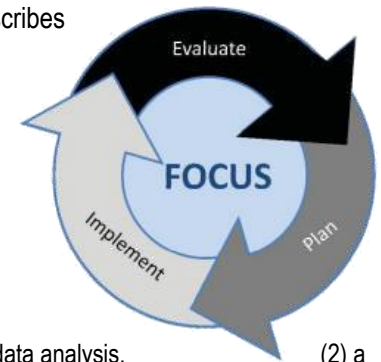
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes, in the fall of 2015 SchoolWorks conducted a School Quality Review (SQR) on the effectiveness of our current school programming and operations. This three-day visit concluded with the development of a formative action plan for school improvement.
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 type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sheldon S. Reynolds, Principal
	Email	<a href="mailto:Sheldon_reynolds@dpsk12.org">Sheldon_reynolds@dpsk12.org</a>
	Phone	(720) 424-6800
	Mailing Address	1150 Lipan Street Denver, CO 80204
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.



**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, review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. Descriptions of the expected narrative sections are included below. (2) 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.

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> 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., SAC).</p>	<p>➔</p>	<p><b>Review Current Performance:</b> Review the SPF 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>➔</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). 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>➔</p>	<p><b>Priority Performance Challenges:</b> 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>➔</p>	<p><b>Root Cause Analysis:</b> 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 strategies is encouraged.</p>
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**Narrative:**  
**Description of the school:** In the fall of 2010 Greenlee went started the turnaround process. New leadership was brought in and roughly 28% of the staff remained. With the exception of 1<sup>st</sup> year of turnaround student performance has remained flat and well below district and state averages. The student enrollment rate has fluctuated in the last three years due to the redevelopment of the Mariposa Housing Project. Families were relocated during this process and enrollment dropped but within the 2 years our enrollment numbers have stabilized. Student attendance has been an area of concern and there is high mobility within the student population. In the fall of 2015 new leadership was brought in and roughly 40% of the staff remained. The school has since went through an internal redesign process in which a new 3 to 5 year strategic plan has been developed and is now in the initial phase of implementation.

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**Current Performance:** Initial data from the new state assessments administered in 2014-15 shows a significant decline in the pass rate but however the percentile ranking between the CMAS/PARCC and TCAP assessments show ELA had 4% increase coming in at the 26<sup>th</sup> percentile, while Math remained flat at the 39<sup>th</sup> percentile.

The data from 2014 reflects overall improvement in some grade level in the status area. Grade 4 showed significant decrease in in Reading (- 12%), and Writing (-10%), but an increase in Math (+10%). Grade 3 showed continued improvement in Reading (+6%), Math (+4) and Writing (+9%), while Grade 5 showed increases in all areas, Reading (+10%), Writing (+11% ) and Math (+7%). The Median Growth Percentile increased in Math 55 to 59 (+4), with a 73% MPG in Grade 4. Increases were also seen in Reading, 31 to 35.5 (+4.5) and Writing, 39 to 40.5, (+1.5).

**Trend Analysis:** the following are trends that were identified in the data analysis of TCAP and other data:

- **FRL and Minority** - all are in one category, not enough students in non-FRL or minority to see if there is an achievement gap.
- **Language Arts:** On the 2015 PARCC assessment in ELA students scored at 15% (-16% below the district average) for Meeting or Exceeding expectations. The performance averages on the Literary Text standards were 7% lower the 21% average on Written Expression and Informational Text Standards. K-2 READ Act results remain flat for the past 2 years at 55% (-11% below the district average) for reading at or above grade level.
- **Math:** On the 2015 PARCC assessment in Math students scored 14% (-12% below the district average) for Meeting or Exceeding expectations.
- **Science:** On the 2015 CMAS assessment in Science 5th grader students at Greenlee Elementary scored 11% (-9% below the district average) for Strong or Distinguished performance.

**Priority Performance Challenges:** Overall Student Performance across all subgroups remains flat and consistently below district and state expectations.

**Root Cause Analysis:** With the change in leadership and a significant amount of staff turnover in Spring of 2015 the school has put a systematic structure in place to determine what has been preventing total school improvement. The School Leadership Team (SLT) and Instruction Leadership Team (ILT) have engaged in looking at multiple measures of data to determine the root cause of our performance challenges at both the cultural and instructional level. The district also contracted SchoolWorks to conduct an independent School Quality Review (SQR). The findings of the roots cause analysis identified 4 roots causes:

- Lack of uniform/systematic approach to instruction (planning, delivering and analyzing teaching and learning) aligned to CDE content standards
- Priority has been placed on intervention or tiered supports in lieu of strengthening core/universal instruction
- Lack of consistency in the training and implementation of common instructional practices at the school level.
- High mobility for both the student and staff populations

**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014 - 15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading 3rd-66 % P/A 4th- 45% P/A 5th- 58% P/A Overall 57% P/A	3 <sup>rd</sup> Reading- 54% P/A (12 points under meeting Target but a gain of 6%) 4 <sup>th</sup> Reading - 21% P/A (Significant decline in scores in this grade level) 5 <sup>th</sup> Reading - 37% P/A (21 points under meeting Target but 10% gain) Overall Result 39% P/A – target not met– missed target by 16%.	There was growth in several areas for all grade levels, which corresponded to our STAR data and ANET data, for Grades 3 and 5 in Reading and all grade levels in math. Grade 4 declined in reading and writing, which did not correspond with our progress monitoring with STAR or ANET. Possible reasons may be that instruction was not focused on generalization of those standards to other formats, such as TCAP.
	Math 3rd- 63% P/A 4th- 62% P/A 5th- 45% P/A Overall 58% P/A	3 <sup>rd</sup> Math - 53% P/A (10 points under meeting Target but a gain of 4% pts) 4 <sup>th</sup> Math - 57% P/A (5 points under meeting Target but a gain 10% pts) 5 <sup>th</sup> Math - 34% P/A (11 points under meeting Target, but a gain of 7%) Overall Result 47% P/A – target not met– missed target by 11%.	
	Writing 3rd- 49% P/A 4th- 42% P/A 5th-44% P/A Overall 36% P/A	3 <sup>rd</sup> Writing - 33% P/A (16 points under meeting Target but a gain of 9% pts) 4 <sup>th</sup> Writing -18% P/A (Significant decline in scores in this grade level) 5 <sup>th</sup> Writing - 27% P/A (17 point under meeting Target, but a gain of 11%) Overall Result 22% P/A – target not met– missed target by 14%. target by 19%.	



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 Growth	R – 52 M – 71 W – 64 ELP - 28	R – 39 below state target 18 M – 59 – below state target 12 W – 41 – below state target 31 ELP - 69 - 41 above the state target	ELL students continue to make adequate growth, while other areas not showing the expected growth. Teachers need to look at strategies applied to ELL's and apply to other content areas.
Academic Growth Gaps	Our target for each subgroup (ELL, Minority, FRL, SPED) was 65 MGP in reading, writing, and math.	ELL results: Reading = 39 MGP. Missed target by 26 Writing = 41 MGP. Missed target by 24. Math = 62 MGP. Missed target by 3.  FRL results: Reading = 36 MGP. Missed target by 29. Writing = 40 MGP. Missed target by 25. Math = 54 MGP. Missed target by 11.  Minority results: Reading = 36 MGP. Missed target by 29. Writing = 40 MGP. Missed target by 25. Math = 53 MGP. Missed target by 12.  SPED results: Reading = 19 MGP. Missed target by 46. Writing = 27 MGP. Missed target by 38. Math = 43 MGP. Missed target by 22.	Math appears to be the greatest growth model. Teachers need to identify strategies utilized in Math Fellows program and implement in daily lessons. Spiral standards that are not met throughout lessons, introduce new concepts and afford students opportunities to do the work, instead of over scaffolding for students.
Postsecondary & Workforce Readiness	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 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. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. 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>PARCC 2015</p> <p><b>Language Arts:</b> On the 2015 PARCC assessment in ELA students scored at 15% (-16% below the district average) for Meeting or Exceeding expectations. The performance averages on the Literary Text standards were 7% lower the 21% average on Written Expression and Informational Text Standards. K-2 READ Act results remain flat for the past 2 years at 55% (-11% below the district average) for reading at or above grade level.</p> <ul style="list-style-type: none"> <li>Literary Text, Informational Text and Written Expression standards are taught in isolation instead of integrated together.</li> <li></li> </ul> <table border="1"> <thead> <tr> <th colspan="4">2015 CMAS: PARCC ELA</th> </tr> <tr> <th></th> <th>Grade/Test</th> <th>Total Tested</th> <th>% Met or above</th> </tr> </thead> <tbody> <tr> <td>School</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Greenlee Elementary School</td> <td>3rd Graders</td> <td>46</td> <td>2.2%</td> </tr> <tr> <td>Greenlee Elementary School</td> <td>4th Graders</td> <td>50</td> <td>26.0%</td> </tr> <tr> <td>Greenlee Elementary School</td> <td>5th Graders</td> <td>46</td> <td>17.4%</td> </tr> <tr> <td>Greenlee Elementary School</td> <td>All Grades</td> <td>142</td> <td>15.5%</td> </tr> </tbody> </table> <p>Written Expression PARCC 2015</p>	2015 CMAS: PARCC ELA					Grade/Test	Total Tested	% Met or above	School				Greenlee Elementary School	3rd Graders	46	2.2%	Greenlee Elementary School	4th Graders	50	26.0%	Greenlee Elementary School	5th Graders	46	17.4%	Greenlee Elementary School	All Grades	142	15.5%	<p>Overall Student Performance across all subgroups remains flat and consistently below district and state expectations.</p>	<ul style="list-style-type: none"> <li>Lack of a uniform/systematic approach to instruction (planning, delivering and analyzing teaching and learning) aligned to CDE content standards</li> <li>Priority has been placed on intervention or tiered supports in lieu of strengthening core/universal instruction</li> <li>Lack of consistency in the training and implementation of common instructional practices at the school level.</li> <li>High mobility for both the student and staff population</li> </ul>
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Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

Greenlee Elementary School				
Grade	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	142	64.1%	14.8%	21.1%
3rd	46	82.6%	10.9%	6.5%
4th	50	40.0%	22.0%	38.0%
5th	46	71.7%	10.9%	17.4%

Literary Text PARCC 2015

Greenlee Elementary School				
Grade	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	142	56.3%	28.9%	14.8%
3rd	46	71.7%	19.6%	8.7%
4th	50	40.0%	40.0%	20.0%
5th	46	58.7%	26.1%	15.2%

Informational Text PARCC- 2015

Greenlee Elementary School				
Grade	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	142	48.6%	30.3%	21.1%
3rd	46	60.9%	28.3%	10.9%
4th	50	36.0%	36.0%	28.0%
5th	46	50.0%	26.1%	23.9%

XXX

READ Act

Year	READ Act Spring % At or Above Grade Level					
	Greenlee		Region		District	
	N	%	N	%	N	%
2014	217	55%	4155	63%	29215	62%
2015	207	55%	4084	66%	29201	64%

**Math:** On the 2015 PARCC assessment in Math students scored 14% (-12% below the district average) for Meeting or Exceeding expectations.

- Students demonstrate inability to express mathematical reasoning of major content

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

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2015 CMAS: PARCC Math		
School	Grade/Test	% Met or Above
Greenlee Elementary School	3rd Graders	8.5%
Greenlee Elementary School	4th Graders	20.0%
Greenlee Elementary School	5th Graders	12.8%
Greenlee Elementary School	All Grades	13.9%

**Science:** On the 2015 CMAS assessment in Science 5th grader students at Greenlee Elementary scored 11% (-9% below the district average) for Strong or Distinguished performance.

- Not enough time devoted to Science instruction in grades ECE-5

2015 CMAS Science					
% Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
11%	47	6%	995	20%	12459

**ACCESS Spring 2015**

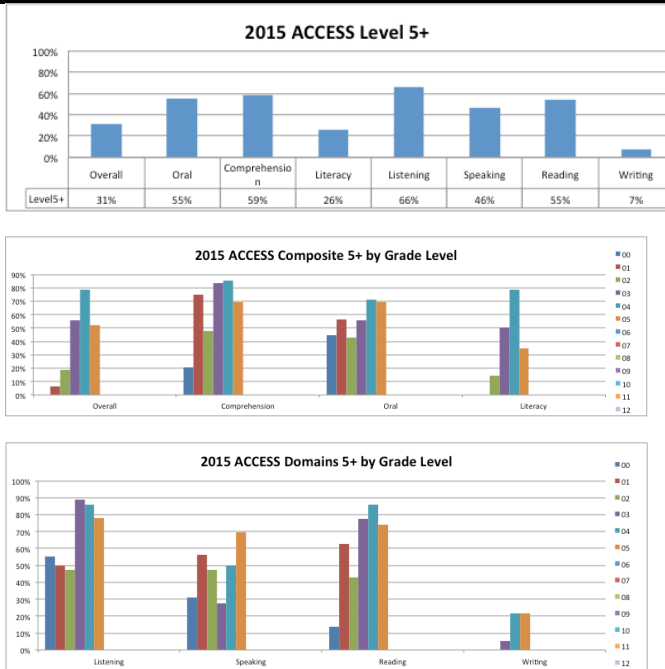
Overall performance of Greenlee students on ACCESS is 33% at a level 5 or above. Greenlee has grades 1 and 2 with an N value of 16 or more.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes



ACCESS data: Trends indicate students overall at Bridging and Reaching is at 32%, with areas of focus needed on Speaking and Writing.

Academic Growth

ACCESS Spring MGP 2015 has experience variable MGP performance in the last three years with a percentile of 46 in 2013 and a drop in 2015 from the 69<sup>th</sup> percentile to the 43<sup>rd</sup> percentile.

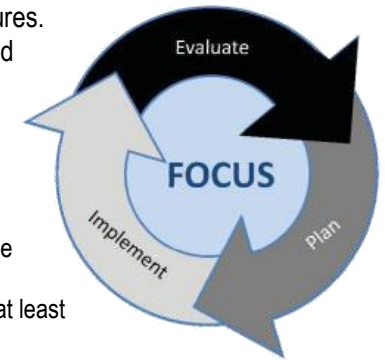
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	<p><b>2013-2015 ACCESS MGP - All Grades and By Grade</b></p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>46</td> <td>47.5</td> <td>49</td> <td>51</td> <td>53</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>69</td> <td>80</td> <td>74</td> <td>46</td> <td>54</td> <td>72</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>43</td> <td>91</td> <td>42</td> <td>51</td> <td>44</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	46	47.5	49	51	53	35	0	0	0	0	0	0	0	2014	69	80	74	46	54	72	0	0	0	0	0	0	0	2015	43	91	42	51	44	21	0	0	0	0	0	0	0		
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Academic Growth Gaps																																																											
Postsecondary & Workforce Readiness	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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents 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) Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	Overall student performance in all subject areas (Reading, Writing, Math and Science) on all Colorado state exams are well below the state average.	ELA	31% on PARCC ELA	46% on PARCC ELA	Use of ANet assessment to drive instruction (Note – ANET does not give proficiency levels but does identify standards to re-teach) 4x's year Monthly administration of STAR to monitor progress towards goal. Grade level proficiencies will be charted in October, January and May. We will monitor progress on the UIP tracker to ensure progress toward EOY goals.	1 and 2
			M	30% on PARCC math	45% on PARCC math	Interims administered in Fall, Winter and Spring. Progress monitored on UIP Tracker.	1 and 2
			S				
			READ	Increase at/above from 55% to 60%	Increase at/above from 60% to 65%		
Academic Growth Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures Median Growth Percentile,		ELA	65 MGP on PARCC	65 MGP on PARCC	Star Reading, Interims, Formative Assessments by classroom teachers, monitoring interventions by easyCBM	1 and 2
			M	65 MGP on PARCC	65 MGP on PARCC	SMI data, Interims, Formative Assessments by	1 and 2



	TCAP, CMAS/PARCC, ACCESS, local measures					classroom teachers, Everyday Math - end of unit assessments to progress monitor proficiency and Instructional Tasks (constructed response)	
		ELP		65 MGP on Access	65 MGP on Access	ESL intervention with strategic grouping of students from ACCESS performance data	1 and 2
Academic Growth Gaps	Median Growth Percentile	ELA	Overall student performance in all subject areas (Reading, Writing, Math and Science) on all Colorado state exams are well below the state average.	All subgroups will have 65 MGP.	All subgroups will have 65 MGP.		
		M		All subgroups will have 65 MGP.	All subgroups will have 65 MGP.		
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1: Instruction:** Develop and implement common expectations for effective teachers to plan, deliver and analyze standards-aligned & rigorous data-driven instruction.

**Root Cause(s):** There is no uniform/systematic approach to instruction (planning, delivering and analyzing teaching and learning) aligned to CDE content standards

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015- 2016	2016-17				
Develop a systematic approach for the teaching and learning cycle based off of Wiggins and McTighe's Understanding by Design (UbD) process and John Hattie's Visible Learning strategies.	Fall '15	Fall '16	Instructional Leadership Team (ILT)	local	<ul style="list-style-type: none"> <li>100% of staff trained on common expectations for teaching and learning</li> <li>100% of staff implementing expectations for teaching and learning</li> </ul>	In progress
Set planning days for teachers to "unpack" standards and complete unit planning	Fall'15	Spring '17	Administration and Instructional	local	<ul style="list-style-type: none"> <li>4 planning days scheduled on</li> </ul>	In progress

templates at least 6 weeks for the next cycle of instruction starts.			Coaches		<p>the master calendar each year</p> <ul style="list-style-type: none"> <li>100% Completed Unit Plans uploaded 6 weeks before each instructional cycle takes place</li> </ul>	
Develop a system for teachers to receive guidance and feedback on weekly lesson plans and flip charts	Fall '15	Spring '17	Administration and Instructional Coaches	local	<ul style="list-style-type: none"> <li>100% of teachers receive weekly feedback from coaches</li> </ul>	In progress
Implement a weekly meeting time to look at multiple measures of data (using student work as evidence) to determine the impact of instruction and address gaps in learning to improve instruction.	Fall '15	Spring '17	Teachers, Administration, Instructional Coaches	local	<ul style="list-style-type: none"> <li>Schedule a dedicated day/time for Grade level DDI teams to meet</li> <li>100% of DDI meetings will result in action steps to adjust instruction</li> </ul>	In progress
Develop a data analysis model after each ANET cycle	Fall '15	Spring '17	Teachers, Administration, Instructional Coaches, ANET coach	local	<ul style="list-style-type: none"> <li>Schedule a dedicated time for each ANET assessment</li> <li>100% of ANET data analysis will result in reteach plan</li> </ul>	In progress

Create a reteach plan after each ANET data analysis cycle that includes observation/feedback and reflection.	Fall '15	Spring '17	Teachers, Administration, Instructional Coaches, ANET coach	local	<ul style="list-style-type: none"> <li>Schedule a dedicated time to reflect on a each reteach plan</li> <li>100% of reteach analysis will result in action steps to adjust instruction</li> </ul>	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.

**Major Improvement Strategy #2: Students' Opportunities to Learn:** Provide a safe and orderly school environment where the scheduling of time and resources are determined to provide students with the optimal learning experience to best meet and exceed high learning expectations.

**Root Cause(s) Addressed:** Priority has been placed on intervention or tiered supports in lieu of strengthening core/universal instruction

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-2016	2016-17				
Prioritize Intervention/Acceleration supports for identified to students to be delivered in a more inclusive co-teaching model.	Spring '16	Winter '16	School Leadership Team (SLT)	local	Students with identified needs transition time is limited from the previous year	Not Started
Develop and implement student compacts that detail behavior and actions to meet and exceed high expectations.	Jan '16	Spring '17	Cultural Leadership Team (CLT)	local	3 pillars of conduct created for students to reach our vision/mission  100% of students are taught about and sign	In progress

					student compacts	
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, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3: Educators’ Opportunities to Learn:** To provide a systematic process of job-embedded, ongoing professional development aligned to the needs of the school.

**Root Cause(s) Addressed:** Lack of consistency in the training and implementation of common instructional practices at the school level.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-2016	2016-17				
Develop a year long instructional PD calendar that include: <ul style="list-style-type: none"> <li>• UbD</li> <li>• Thinking Maps</li> <li>• Humanities Approach</li> <li>• Multi-age Instruction</li> <li>• Co-teaching</li> <li>• Differentiation/Acceleration</li> </ul>	JAN '16	Fall '16	ILT & SLT	Local	Creation of a year-long PD calendar before the start of each school year  Review and adjustment of PD calendar after each Planning Day  100% Implementation of PD elements	In progress
Develop PD cycle that includes PD time, time for observation/feedback/coaching, and LEAP evaluation	JAN '16	Fall '16	ILT	Local	Creation of a PD cycle  PD cycle is used in 100% of the PD trainings scheduled on the Master Calendar	In progress
Implement Richard Elmore’s Instructional Rounds model for teachers to observe their peers within the building	Feb '16	Spring '17	ILT	Local	Training of 100% of the instructional staff on Instructional Rounds before the start of each	In progress

					school year.	
					At least 2 Instructional Rounds be included during each PD cycle	

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

**Major Improvement Strategy #4: Leadership and Community:** Develop and implement systematic structures to provide educators with the opportunity to lead, coach and orient new staff and students to the culture and climate of the school.

**Root Cause(s) Addressed:** High mobility for both the student and staff population.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-2016	2016-17				
Development of a systematic Leadership Team structure for distributive leadership	Fall '15	Fall '16	Staff	Local	Roles and Responsibilities	In progress
Teacher Leadership Collaborative (TLC) Design: Develop roles for highly effective staff to teach half time and provide observation/feedback, coaching and evaluation for there peers during the other half of the day.	Winter '15	Fall '16	ILT	Local	<ul style="list-style-type: none"> <li>TLC design plan submitted and approved by DPS</li> <li>TLC positions are staffed</li> </ul>	In progress
Design and Implement Orientation	Spring	Fall '16	SLT	Local	<ul style="list-style-type: none"> <li>Completed plan</li> </ul>	Not Started

process for staff and students that are new to Greenlee	'16				for orienting new students and staff members <ul style="list-style-type: none"> <li>• 100% of new students and staff members receive orientation</li> </ul>	
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**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)

**Section V: Supporting Addenda Forms**

**For Schools Operating a Title I School wide Program (Optional)**

Schools that participate in Title I may use this form to document Title I program requirements for operating a school wide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I school wide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I School wide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i> <i>Action Plan: Page 32-41</i>



<p><b>Reform Strategies:</b> What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i> <i>Action Plan: Page 32-37</i></p>
<p><b>Professional Development:</b> How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i> <i>Action Plan: Page 37-39</i></p>
<p><b>Community Involvement:</b> How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i> <i>Action Plan: Page 40-41</i></p>

Description of Title I School wide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for school wide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i></p> <p><i>Action Plan: Page 32-41</i></p> <p><i>District ensures that all teachers are highly qualified.</i></p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i></p> <p><i>Action Plan: Page 32-37</i></p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i></p> <p><i>Action Plan: Page 32-37</i></p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i></p> <p><i>Action Plan: Page 40-41</i></p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Head Start and CPP programs conduct transition meetings with parents of children in ECE classrooms in preparation for entrance into an elementary program (Kindergarten)</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Narrative: Priority Performance Challenges and Root Causes Page 7 -9</i></p> <p><i>Action Plan: Page 32-41</i></p>

**Section V: Appendices**

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I School wide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

## Appendix A

### SCHOOL-PARENT COMPACT

*The **Greenlee Elementary School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year **2014-15**.*

#### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)**

#### School Responsibilities

The **Greenlee Elementary School** will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*All students will receive a rigorous and supportive education. All teachers will meet daily during common planning to effectively plan their instruction based on formative assessments.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Classroom teachers will meet with their parents three times a year and outline grade level expectations in literacy and math and provide home activities to address those needs. Home visits will be conducted to student's families who are at the highest risk.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Report cards are provided each trimester to the parents, in conjunction with Parent/Teacher conferences. Parents are encouraged to reach out to teachers when questions or concerns arise.

## Appendix A

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with their child's classroom teacher.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

All parents can contact Community Liaison in the Welcome Center to set up volunteer hours. Greenlee has a parent volunteer program.

## Parent Responsibilities

**We, as parents, will support our children's learning in the following ways:**

Describe the ways in which parents will support their children's learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child's classroom.*
5. *Participating, as appropriate, in decisions relating to my children's education.*
6. *Promoting positive use of my child's extracurricular time.*
7. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Parents are encouraged to work in as volunteers in classrooms and other activities in the school, such as RIF distribution, assemblies, paperwork and toy distribution.

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OPTIONAL ADDITIONAL PROVISIONS

*Student Responsibilities (revise as appropriate to grade level)*

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

**Describe the ways in which students will support their academic achievement, such as:**

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

\_\_\_\_\_  
School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**\*This sample template is not an official Colorado Department of Education document. It is provided only as an example.**

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Appendix A

**Section V: Supporting Addenda Forms**

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: [http://www.cde.state.co.us/uip/UIP\\_TrainingAndSupport\\_Resources.asp](http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp)). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p><b>Turnaround Plan Options.</b> Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> <b>Turnaround Partner.</b> A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____</p> <p><b>School/District Management.</b> The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> <b>Innovation School.</b> School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> <b>School/District Management Contract.</b> A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____</p> <p><input type="checkbox"/> <b>Charter Conversion.</b> (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> <b>Restructure Charter.</b> (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> <b>School Closure.</b></p> <p><input checked="" type="checkbox"/> <b>Other.*</b> Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p> <ul style="list-style-type: none"> <li>Transformation by reason of new principal/leadership and new strategic redesign plan.</li> </ul>

*\*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan*