

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

Organization Code:                      District Name: DENVER COUNTY 1                      School Code: 3704                      School Name: Gust Elementary School                      Official 2014 SPF: 3 Year

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

##### 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.*

- DDI: specifically monitoring and tracking students receiving Interventions on a six-week cycle in order to maintain individualized and targeted instruction.
- Observation, Coaching, Feedback: vertical alignment of instructional practices/strategies
- Student Culture: Students setting goals and monitoring their own progress.

##### 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.*

- DDI: Weekly data team meetings and 1:1 feedback conferences.
- Observation, Coaching, Feedback: increasing observations and coaching opportunities.
- Student Culture: the school wide implementation of Personal Success Factors.

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

**Pre-Populated Report for the School**

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 28, 2015	Initial 2015-2016 UIP Draft Due for IS Review via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	January 6, 2016	UIP Due for ALL Schools via <a href="#">DPS Unified Improvement Plan Upload Tool</a>
	April 6, 2016	2014-15 UIP due; this submission will be public on <a href="http://www.schoolview.org">www.schoolview.org</a> in May 2016

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.	Schools 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).	Performance 2015-2016	
<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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	TIG Awardee	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Diagnostic Review Grantee</p>	<p>Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>SIS Grantee</p>	<p>Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.</p>
<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>CGP Systems Change/Capacity Building School</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>

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## Section II: Improvement Plan Information

### Additional Information about the School

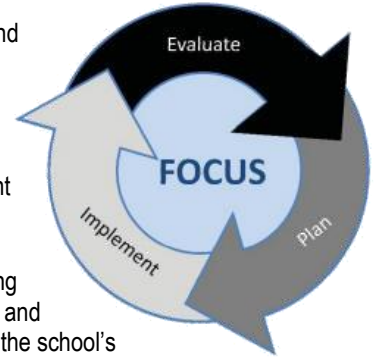
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes. Gust received a School Improvement Grant in 2008.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
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 checked="" 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	Jamie Roybal, Principal
	Email	Jamie_Roybal@dpsk12.org
	Phone	720-424-6562
	Mailing Address	3440 W. Yale Ave., Denver, CO 80219
2	Name and Title	Joanne Lander, Assistant Principal
	Email	Joanne_Lander@DPSK12.org
	Phone	720-424-6560
	Mailing Address	3440 W. Yale Ave., Denver, CO 80219

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### Section III: Narrative on Data Analysis and Root Cause Identification

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



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

#### Data Narrative for School

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

<p><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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><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><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 strategy(s) is encouraged.</p>
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**Narrative:** In order to fully understand the improvement needs of a school, it is important to understand the make-up of a school and the background behind the established status of the school. Gust is a school that officially **Meets Expectations** according to the Denver Public School District’s School Performance Frameworks (SPF). Gust is a magnet school housing a High Achieving/Gifted and Talented program for identified students. Additionally, Gust is recognized as a Title I school with a 90% FRL rate. The school serves approximately 750 students with 52% of the student population categorized as ELLs. All general ed. teachers are ELA-E and/or ELA-S endorsed which provides students with specific instructional strategies and support while acquiring English as a second language. Many early childhood programs are offered at Gust, including seven full-day classrooms

of Early Childhood Education (ECE) serving three and four-year-olds. Gust's Early Ed. program also includes one Advanced Kindergarten, and three additional Full-Day Kindergarten classes. In order to provide students with well-rounded educational opportunities, Gust offers students PE, formal art instruction, music, and technology several times a week. Gust ensures a safe and supportive environment through participation in the Colorado Department of Education's Positive Behavior Supports program and by teaching the Personal Success Factors schoolwide .

**Gust Student Population:** As the 2015-16 school year begins Gust Elementary School has 750 students enrolled, and has experienced a significant increase in enrollment over the past several years with almost 300 additional students than the school served in 2007.

School Year	Students
2006-2007	485
2007-2008	458
2008-2009	471
2009-2010	561
2010-2011	630
2011-2012	651
2012-2013	667
2013-2014	782
2014-2015	762
2015-2016	750

In addition to the population data illustrated blow, Gust has 90% of students qualifying for free or reduced lunch (FRL). Second language learners at Gust make up approximately 52% of the student population. The special education staff serves 9% of the students. Gifted and highly gifted students make approximately 5% of the student body.

**Demographics:**

	Number of Students	Percent*
Total Enrollment	750	-
Male	367	49%
Female	383	51%
Asian or Pacific Islander	30	4%

American Indian or Alaskan Native	3	<1%
Black (Not Hispanic)	29	4%
Hispanic	627	84%
White, not Hispanic	62	8%
Special Education	65	9%
ELA	-	-
Migrant Status	-	-

**Attendance:**

**Historical Attendance**

School Year	Attendance Percentage
2005-2006	93.20%
2006-2007	94.10%
2007-2008	92.60%
2008-2009	93.30%
2009-2010	92.50%
2010-2011	93.40%
2011-2012	94.10%
2012-2013	93.20%
2013-2014	93.00%
2014-2015	93.70%
2015-2016	90.00%

Gust's School Leadership Team and Collaborative School Committee began meeting together in May 2015 to review 2013, 2014, and 2014-15 student academic performance and discuss the correlation between existing practices and performance results. Leadership Committees met again in August 2015 to continue reviewing data and the teams engaged in root cause analysis. Historically, the student TCAP data shows a consistent yearly increase beginning in 2007 with 40% P/A in Math to 74% P/A in 2014. While Gust was at 19% P/A in Writing in 2007 increased to the performance of 46% P/A in 2014. Gust had 32% of students P/A in Reading in 2007 and consistently increased the proficiency number to 54% P/A in 2014. In past years, the TCAP Frameworks were analyzed in order to determine specific skill strengths and weaknesses, as well as priorities in regards to the points allotted to each skill set. In February 2015, the School Leadership Team and Collaborative School Committee reviewed mid-year results from interim assessments and used Guided Reading Running Records and DRA Progress Monitoring to track and share reading data. During the fall of 2015, the SLT spent time analyzing the end-of-year DRA scores and CMAS results for 4<sup>th</sup> and 5<sup>th</sup> Grade Social Studies and Science. The team adjusted action steps as necessary based on the results. Since the findings indicated that students were struggling to access complex texts, the team identified the academic priority as reading instruction and intervention. An Intermediate (grades 3-5) Intervention Block was designed and implemented beginning with the 2015-16 school year. The progress monitoring will occur throughout the 2015-16 school year, to include updated and shared data trackers by each teacher, as well as a cycle of Intervention Review Sessions where progress and strategies are reviewed for each individual student.



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: At grade-level at 60%	No; Only 1 <sup>st</sup> and 5 <sup>th</sup> Grade met the targets based on Spring Interim 2015	<ul style="list-style-type: none"> <li>• Gaps in Data Driven Instruction:               <ul style="list-style-type: none"> <li>○ Lack of consistency among grade levels with progress monitoring, targeted instruction, and interventions</li> </ul> </li> </ul>
	M: At grade-level at 75%	No; According to Spring Interim 2015 only 46% of students were at grade-level	
Academic Growth	R: MGP of 60 or higher W: MGP of 60 or higher	ACCESS – 65 MGP	
	M: MGP of 65 or higher ELP: MGP of 60 or higher	Awaiting results	
Academic Growth Gaps	M: MGP of 65 or higher	Awaiting results	
	W: MGP of 60 or higher	Awaiting results	
Postsecondary & Workforce Readiness			

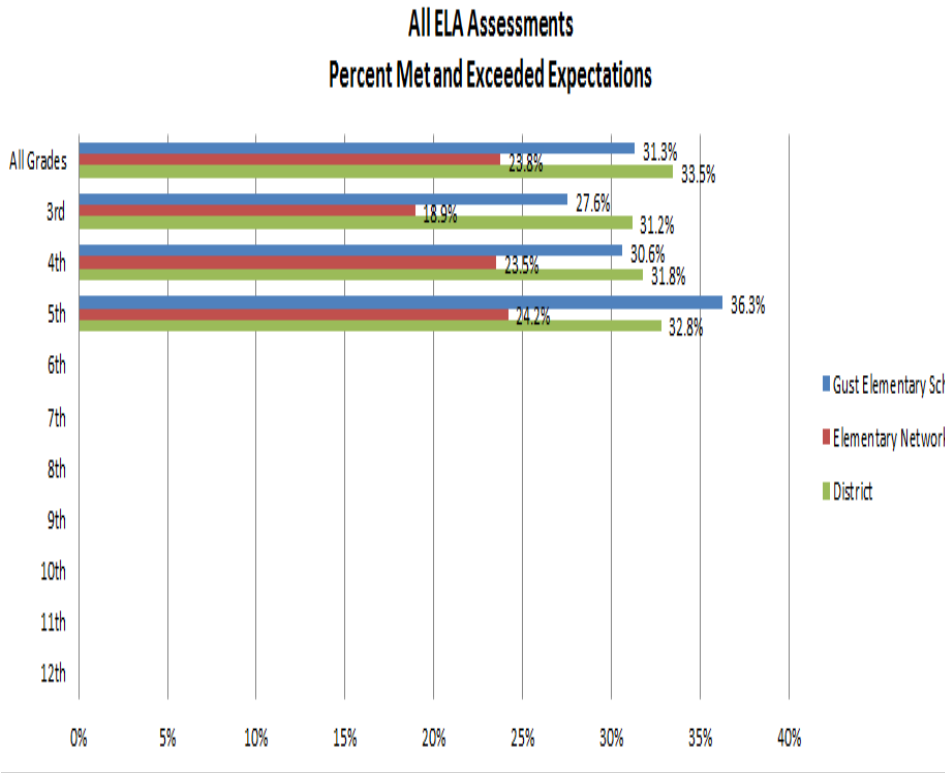
**Worksheet #2: Data Analysis**

**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.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes														
Academic Status	<p><b>READING</b></p> <p>2015 Spring Interim % Proficient by Grade - Literacy</p> <p>READ Act Overall - Percent at or Above Grade Level</p> <table border="1" data-bbox="527 1211 1173 1325"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>% Proficient or Above</td> <td>62%</td> <td>43%</td> <td>43%</td> <td>45%</td> <td>49%</td> <td>51%</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	2015	% Proficient or Above	62%	43%	43%	45%	49%	51%	<p>Maintaining Reading Proficiency as students progress</p> <p>Reading proficiency has shown a positive growth line since 2012, however Gust is still not meeting State expectations</p>	<ul style="list-style-type: none"> <li>• Gaps in Data Driven Instruction:             <ul style="list-style-type: none"> <li>○ Lack of consistency among grade levels with progress monitoring, targeted instruction, and interventions</li> <li>○ Consistent use of formative assessments to guide instruction</li> </ul> </li>   <li>• Gaps in Obs/Feedback             <ul style="list-style-type: none"> <li>○ More Obs/Feedback needed</li> <li>○ I-2: Rigor</li> <li>○ I-4: Academic Language</li> </ul> </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																																																
	<p style="text-align: center;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations</b></p>  <table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Gust Elementary School</th> <th>Elementary Network 2</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>31.3%</td> <td>23.8%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>27.6%</td> <td>18.9%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>30.6%</td> <td>23.5%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>36.3%</td> <td>24.2%</td> <td>32.8%</td> </tr> <tr> <td>6th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	Gust Elementary School	Elementary Network 2	District	All Grades	31.3%	23.8%	33.5%	3rd	27.6%	18.9%	31.2%	4th	30.6%	23.5%	31.8%	5th	36.3%	24.2%	32.8%	6th				7th				8th				9th				10th				11th				12th				<p>Maintain high on-track rate as students' progress and increase proficiency across the ELA tests.</p>	
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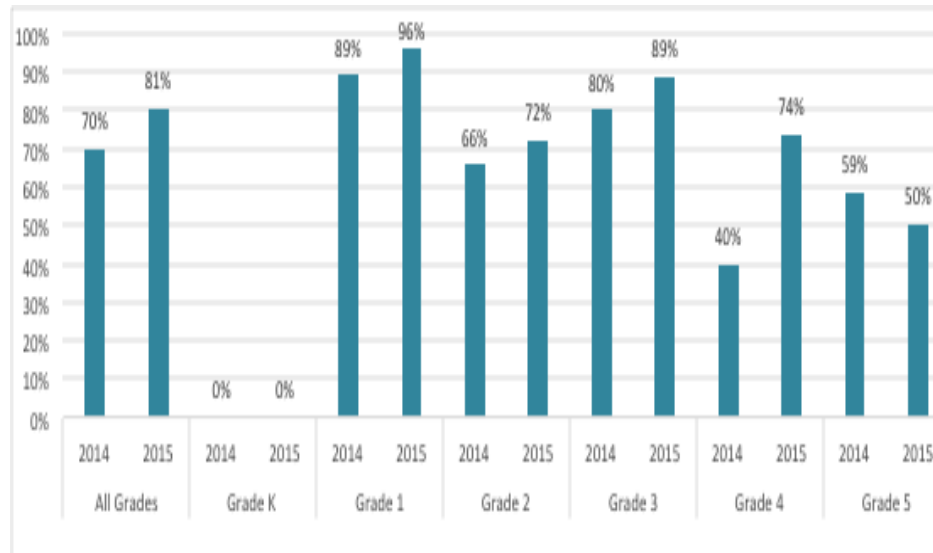
Performance Indicators

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

Priority  
Performance  
Challenges

Root Causes

**ACCESS Trajectory On-Track Rate per Grade:**



- Gaps in Obs/Feedback
  - More Obs/Feedback needed
  - I-2: Rigor
  - I-4: Academic Language
- Implementation and development of vertical Biliteracy

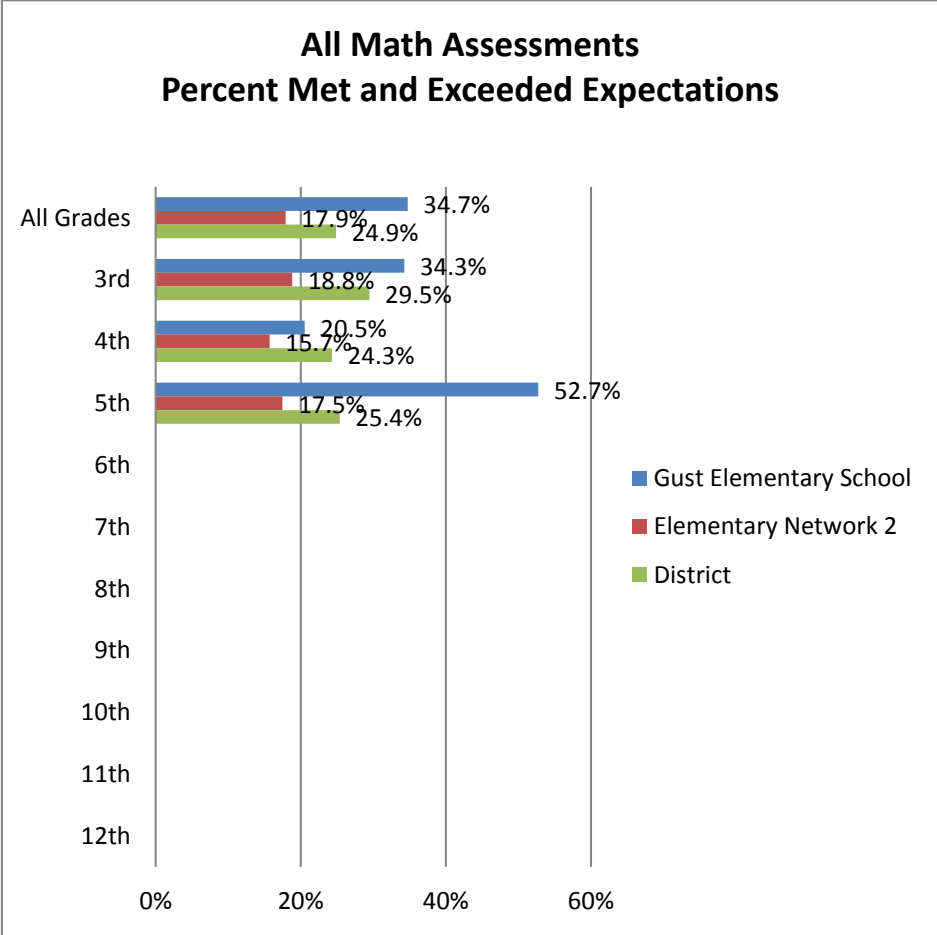
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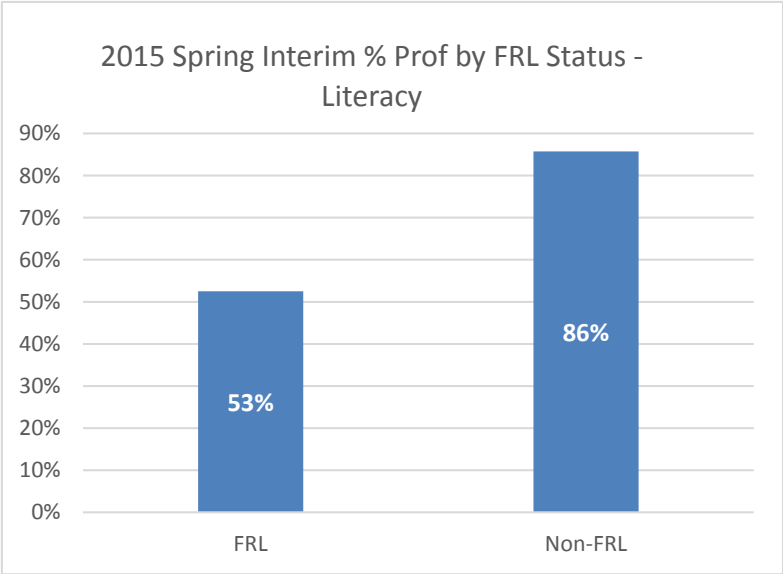
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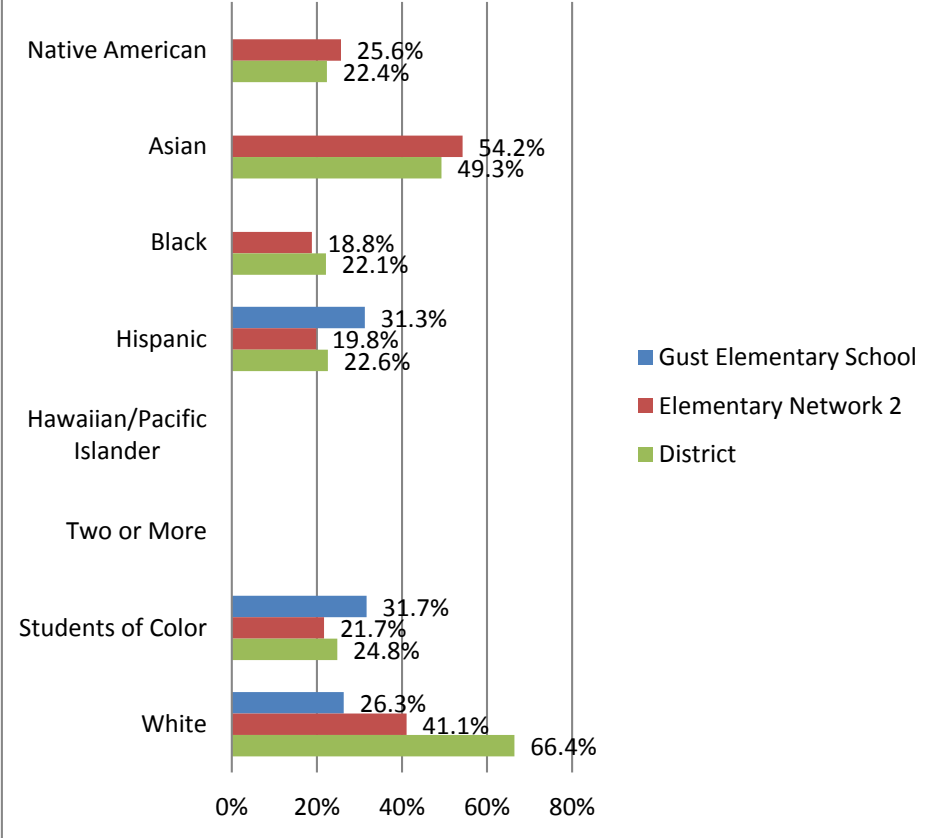
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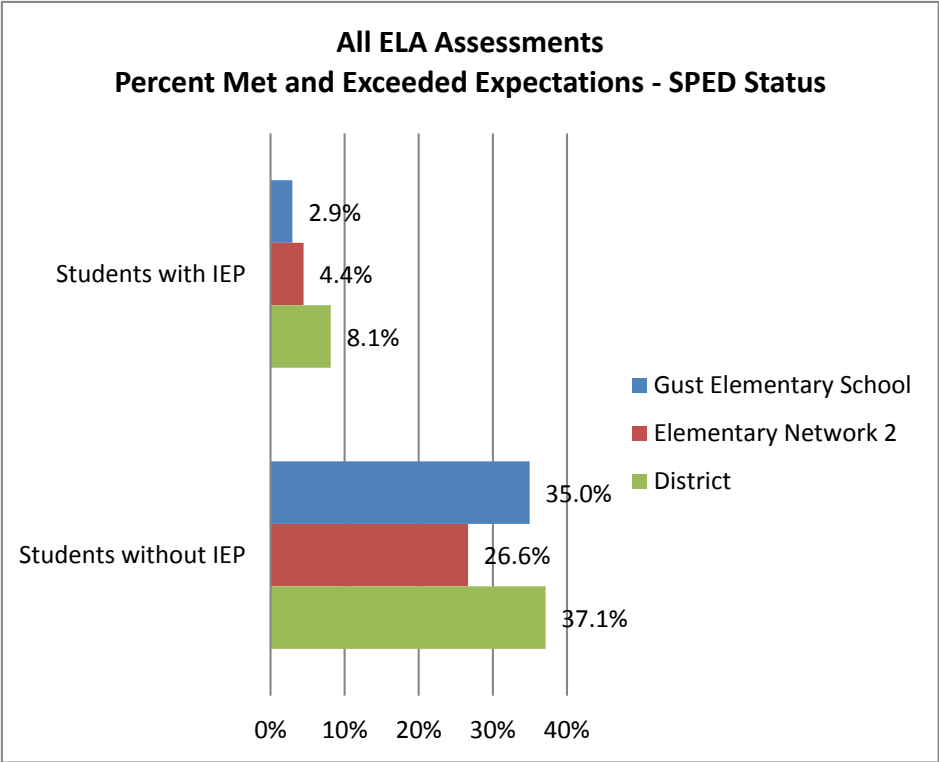
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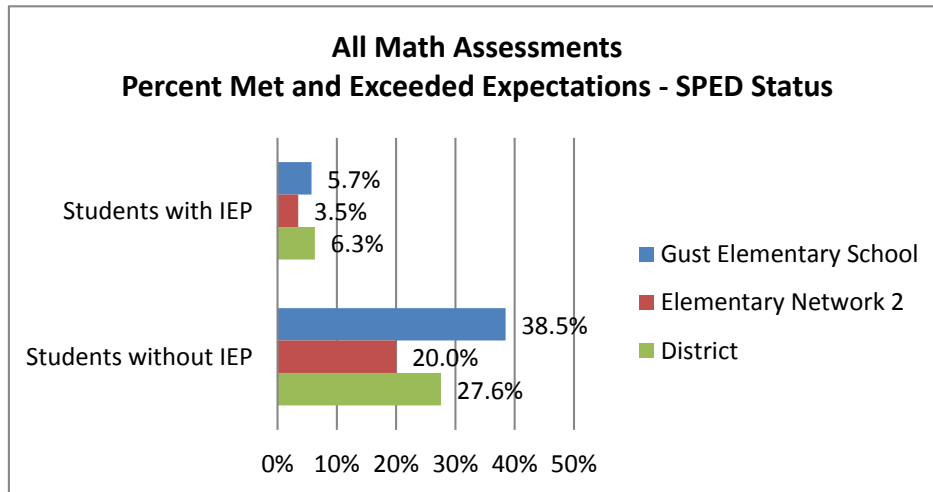
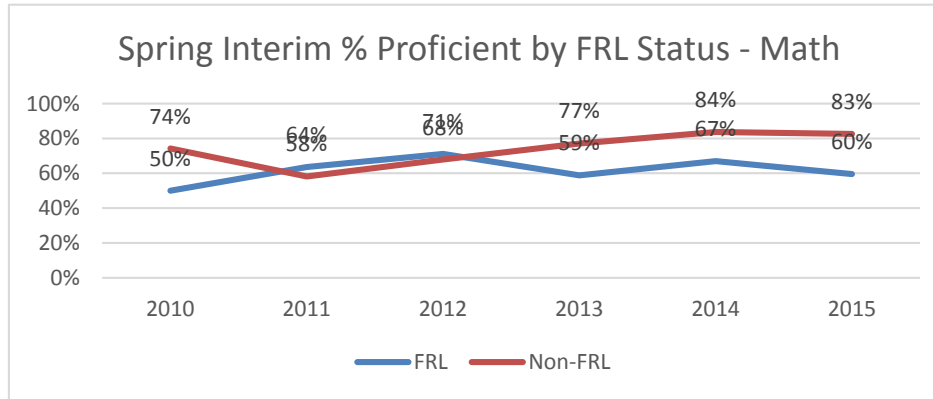
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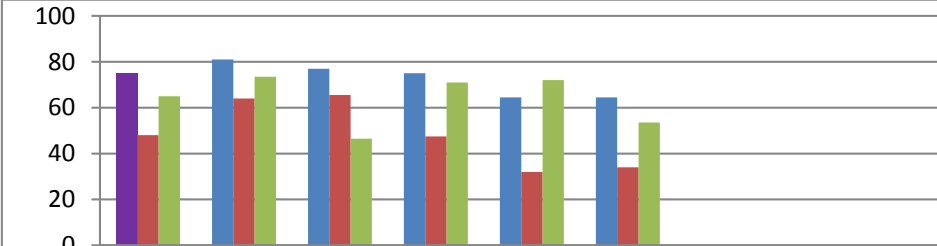
Description of Notable Trends  
(3 years of past state and local data)

Priority  
Performance  
Challenges

Root Causes

**FRL Math:**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
Academic Growth	<p style="text-align: center;"><b>2013 – 2015 ACCESS MGP</b></p>  <table border="1" data-bbox="512 711 1415 906"> <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> </tr> </thead> <tbody> <tr> <td>2013</td> <td>75</td> <td>81</td> <td>77</td> <td>75</td> <td>64.5</td> <td>64.5</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>48</td> <td>64</td> <td>65.5</td> <td>47.5</td> <td>32</td> <td>34</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>65</td> <td>73.5</td> <td>46.5</td> <td>71</td> <td>72</td> <td>53.5</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	2013	75	81	77	75	64.5	64.5	0	0	0	2014	48	64	65.5	47.5	32	34	0	0	0	2015	65	73.5	46.5	71	72	53.5	0	0	0	<p>Significant decline in MGP in 2nd Grade over the past three years.</p>	<ul style="list-style-type: none"> <li>• Gaps in Obs/Feedback               <ul style="list-style-type: none"> <li>○ More Obs/Feedback needed</li> <li>○ I-2: Rigor</li> <li>○ I-4: Academic Language</li> </ul> </li> <li>• Implementation and development of vertical Biliteracy</li> </ul>
	All Grades	01	02	03	04	05	06	07	08																																		
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Academic Growth Gaps																																											
Postsecondary & Workforce Readiness																																											

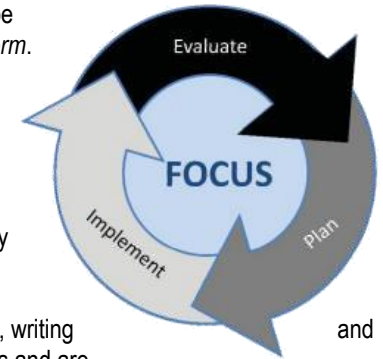
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



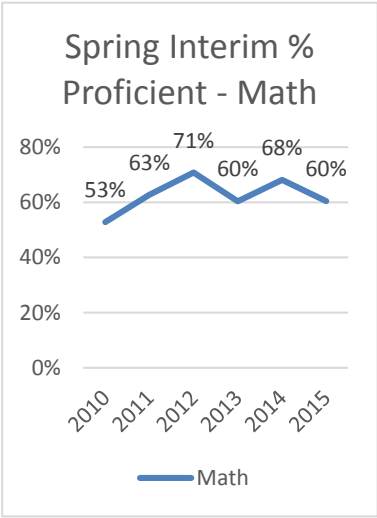
**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	<p><b>ELA</b></p> <p><b>DRA/EDL</b> 2013 - 46.72% 2014 - 50% 2015 – 51%</p> <p>Reading scores have increased, however at 51% proficient as measured by DRA/EDL, Gust is still not meeting state expectations.</p>	At grade-level at 60%	At grade-level at 65%	<p>ANet Mid-Year Interim - Proficiency at 55 - 60%</p> <p>A3 Interim at 60%</p> <p>DRA/EDL Progress Monitoring tool – pre, mid, post</p> <p>Monthly Data Trackers</p>	School wide focus on DDI with the use of ANet resources to support data teams becoming more effective and teachers working collaboratively as they analyze data and use it to drive instruction.
		<p><b>READ</b></p> <p><b>READ Act Overall</b> 2013 – 45% 2014 – 49% 2015 – 51%</p> <p>Reading Proficiency has shown a positive growth trajectory since 2013, however Gust is still not meeting state expectations.</p>	At grade-level at 60%	At grade-level at 65%	<p>ANet Mid-Year Interim - Proficiency at 55 - 60%</p> <p>A3 Interim at 60%</p> <p>DRA/EDL Progress Monitoring tool – pre, mid, post</p> <p>Monthly Data Trackers</p>	School wide focus on DDI with the use of ANet resources to support data teams becoming more effective and teachers working collaboratively as they analyze data and use it to drive instruction.
		<p>Overall PARCC Achievement- ELA Approached Expectations- 27.7% Met Expectations- 29.3% Exceeded Expectations- 2%</p>				

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		<p>Met and Above</p> <p>3<sup>rd</sup>- 27.6%</p> <p>4<sup>th</sup>- 30.6%</p> <p>5<sup>th</sup>- 36.3%</p> <p>Gust showed a progressive increase by grade level in the met and above expectations band.</p>		<p>Met and Above</p> <p>3<sup>rd</sup>- 35%</p> <p>4<sup>th</sup>- 38%</p> <p>5<sup>th</sup>- 43%</p>		
	M	<p>Math Spring Interim</p> <p>2010 – 53%</p> <p>2011 – 63%</p> <p>2012 – 71%</p> <p>2013 – 60%</p> <p>2014 – 68 %</p> <p>2015 – 60%</p>	At grade-level at 75%	At grade-level at 80%	<p>ANet Mid-Year Interim - Proficiency at 75%</p> <p>A3 at 75%</p> <p>Six-Week Data Cycle in Data Teams with specific focus on Number Sense and Computation</p> <p>District EOY Interim</p>	<p>Observation/Feedback to support instructional practices with specific focus on</p> <p>I-2: Rigor</p> <p>I-5: CFU</p> <p>Vertical data team meetings in order to align instruction.</p>



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			<p>Overall PARCC Achievement Math</p> <p>Approached Expectations- 36%</p> <p>Met Expectations- 30.8%</p> <p>Exceeded Expectations- 3.9%</p> <p>PARCC Met and Above</p> <p>3<sup>rd</sup>- 29.5%</p> <p>4<sup>th</sup>- 20.5%</p> <p>5<sup>th</sup>- 45.1%</p>		<p>PARCC Met and Above</p> <p>3<sup>rd</sup>- 37%</p> <p>4<sup>th</sup>- 28%</p> <p>5<sup>th</sup>-51%</p>									
		S	<p>CMAS Scores</p> <table border="1"> <thead> <tr> <th></th> <th>Moderate /Above</th> <th>Strong Above</th> </tr> </thead> <tbody> <tr> <td>Science 5<sup>th</sup> Grade</td> <td>53%</td> <td>23%</td> </tr> <tr> <td>Social Studies 4<sup>th</sup> Grade</td> <td>52%</td> <td>4.2%</td> </tr> </tbody> </table>		Moderate /Above	Strong Above	Science 5 <sup>th</sup> Grade	53%	23%	Social Studies 4 <sup>th</sup> Grade	52%	4.2%		
	Moderate /Above	Strong Above												
Science 5 <sup>th</sup> Grade	53%	23%												
Social Studies 4 <sup>th</sup> Grade	52%	4.2%												
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	<p>ACCESS</p> <p>2014 MGP – 48.0</p> <p>2015 MGP – 65.0</p> <p>Significant decline in MGP in 2nd Grade over the past three years.</p>	MGP of 65 or higher	MGP of 65 or higher	<p>Interim Assessments (ANet)</p> <p>DRA/EDL Progress Monitoring tool – pre, mid, post</p>	<p>School wide focus on aligning fluency instruction, interventions, and guided reading.</p> <p>Gaps in Obs/Feedback</p>							

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						Monthly Data Trackers	More Obs/Feedback needed with a focus on I-2: Rigor I-4: Academic Language  Consistent student culture expectations throughout the school.
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disag. Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT						
	Other PWR Measures						

### 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:** School wide focus on DDI with the use of ANet formative assessments and instructional resources to support data teams becoming more effective and teachers working collaboratively as they analyze data and use it to drive instruction.

**Root Cause(s) Addressed:** Gaps in Data Driven Instruction: Lack of consistency among grade levels with progress monitoring, common understanding of proficiency expectations, and interventions.

**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)     
  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)
	2014 - 15	2015- 16				
Data Analysis used to guide instruction: <ul style="list-style-type: none"> <li>• Time scheduled for Data analysis to identify need for focus:               <ul style="list-style-type: none"> <li>○ Develop quick-check assessments to progress monitor areas of focus</li> <li>○ Classroom walkthroughs - modeling/observing areas of focus and instructional practices</li> <li>○ Coaching Model – to include observations,</li> </ul> </li> </ul>	Ongoing throughout the school year through weekly Data Team Meetings, Feedback Sessions, and Learning Labs	Ongoing throughout the school year through weekly Data Team Meetings, Feedback Sessions, and Learning	Classroom Teachers  Leadership Team  Lead Teachers  Paras  Facilitator	Curriculum Planning Guides  Vertically aligned teacher-made assessments  Learning Lab model  Common Planning built into Master Schedule  Scheduled coaching cycle	Teacher Leaders facilitating Data Teams; developed weekly agendas and meeting protocols.  ANet Interims  Re-Teach Week  Teacher-made assessments	In progress

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<p>feedback, one-on-one modeling, peer observations</p> <ul style="list-style-type: none"> <li>• Planning time for Leaders to plan agenda and protocols for Data Analysis</li> <li>• Support Teachers writing and implementing Action Plans based on Data Analysis</li> <li>• Implement Re-Teach Week to follow each Interim Data Analysis</li> <li>• Develop Assessment to analyze effectiveness of Re-Teach Week and classroom instruction.</li> <li>• Development and monitoring of SLOs</li> </ul>	<p>Facilitated Data Analysis Sessions after each interim</p> <p>Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations</p> <p>Bi-Weekly Data Teams</p>	<p>Labs</p> <p>Facilitated Data Analysis Sessions after each interim</p> <p>Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations</p> <p>Bi-Weekly Data Teams</p>	<p>DR Leads</p> <p>ANet Coach</p> <p>School Leaders</p> <p>Data Teams</p>	<p>with DR Lead Teachers</p> <p>DR Teacher Leads</p> <p>Intervention Block</p>	<p>STAR Assessment</p> <p>Guided Reading - Running Records</p> <p>Learning Walk findings and results in connection with instructional practices</p> <p>DRA/EDL Progress Monitoring</p>	
<p>Curriculum Alignment</p> <ul style="list-style-type: none"> <li>• CCSS</li> <li>• Vertical Alignment among grade levels</li> <li>• Motivation Math</li> <li>• Flying Start</li> <li>• DLI</li> <li>• Expeditionary Learning and Engage NY</li> <li>• Guided Reading Plus</li> <li>• Expresiones</li> </ul>	<p>Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations</p>	<p>Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations</p>	<p>Humanities Facilitator</p> <p>Classroom teachers</p> <p>Teacher librarian</p> <p>Special education teachers</p> <p>Paras</p> <p>DTR's</p>	<p>Daily Oral Language materials</p> <p>Houghton Mifflin Books for library and classrooms</p> <p>AR program</p> <p>ELL materials</p> <p>Avenues workbooks</p> <p>Listening Centers</p> <p>DLI</p>	<p>ANet Interims</p> <p>EOY District Interim</p> <p>SLOs</p> <p>MAPs</p>	<p>In progress</p>

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	Bi-Weekly Data Teams	Bi-Weekly Data Teams	G/T Director Interventionists			
<p>Establish classroom structures that require students to set goals, track progress, and monitor growth based upon data-driven feedback from teachers.</p> <ul style="list-style-type: none"> <li>Students do self-assessments and/or grading of own work and work of peer</li> <li>Students use checklists and/or rubrics to assess own work and work of others</li> <li>All students effectively explain learning, growth toward goals, and future action steps</li> </ul>	Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations	Ongoing vertical meetings throughout the school year to develop/maintain common practices/expectations	Teachers Paras Data Team Leads DTR/ST School Leaders DR Leads	Assessments Rubrics/Checklists Sentence Stems Vertically aligned protocols for setting personal goals	Consistent and ongoing progress monitoring with visual displays  Tracking specific standards or goals  Digital access to progress monitoring – real time	In progress
<p>Providing strategic groupings in order to differentiate instruction to meets individual needs</p> <ul style="list-style-type: none"> <li>Intermediate Intervention Block</li> <li>Provide school-wide six-week intervention cycles, such as LLI, Read Naturally, Do The Math Now</li> <li>Train paraprofessionals to enhance their work with small groups of students</li> <li>Utilize classrooms with Lead Teacher and Denver Teacher</li> </ul>	Ongoing vertical meetings throughout the school year to develop and maintain common practices	Ongoing vertical meetings throughout the school year to develop and maintain common practices	Humanities Facilitator Classroom teachers Teacher librarian Special education teachers Paraprofessionals DTR's G/T Director	LLI Daily Oral Language materials Houghton Mifflin Library books for library and classrooms AR program ELL materials Avenues workbooks Listening Centers DLI Do the Math Manipulatives	Monitor list of strategically grouped students targeting skill gaps  Progress monitoring using DRA, DIBELs, STAR testing, Guided Reading - used to adjust instruction every six weeks as needed based on individual growth  ANet Interims	In progress

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<p>Residents (DTRs) for additional adult support - smaller adult/student ratio</p> <ul style="list-style-type: none"> <li>• Use Accelerated Reader (AR) Independent Reading</li> <li>• Promote alignment - practices</li> <li>• Implement Data trackers <ul style="list-style-type: none"> <li>○ Monthly DRA progress monitoring and running records</li> <li>○ Oral Reading Fluency and reading comprehension</li> <li>○ Curriculum based measurement</li> <li>○ Guided Reading Plus</li> </ul> </li> </ul>	meetings	meetings	Interventionists	Progress Monitoring CBMs	EOY District Interim	
<p>Platooning to maximize differentiation and content specialization in specific grade levels</p> <ul style="list-style-type: none"> <li>• Train teachers and paraprofessionals in reading interventions, such as PICA, Read Naturally, and LLI to increase the effectiveness of small group intervention work.</li> <li>• Specific content training and focus</li> <li>• Utilize classrooms with Lead Teacher and Denver Teacher Residents (DTRs) for additional adult support - smaller adult/student ratio</li> </ul>	Ongoing grade level and vertical (content) meetings throughout the school year to develop and promote alignment of common practices	Ongoing grade level and vertical (content) meetings throughout the school year to develop and promote alignment of common practices	Humanities Facilitator Classroom teachers Teacher librarian Special education teachers Paraprofessionals DTR's G/T Director Interventionist DR Leads	Literacy Guides Daily Oral Language materials Library books for library and classrooms AR program Carmel Hill ELL materials Avenues workbooks DLI	Progress monitoring using DRA, DIBELS, STAR testing, Guided Reading notes - used to move students every six weeks as needed based on individual growth  Interim Assessments	In progress

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<p>Quality professional learning, specifically focused on promoting the instructional shifts required by CCSS as supported by the Data Cycle:</p> <ul style="list-style-type: none"> <li>• Incorporate training modules into school-year professional development plan</li> <li>• Plan and implement first professional development at school to introduce entire school to the PD work for the year.</li> <li>• Establish/Support small Learning Cohorts facilitated by DR Leads</li> <li>• Observation/Feedback – Teacher Effectiveness</li> <li>• Guided Reading Plus Training</li> <li>• Data team meetings on a regular basis</li> <li>• Training in ANet</li> <li>• Lesson/Unit Plan Review</li> <li>• Teacher Action Plans</li> <li>• Professional Learning for LLI</li> </ul>	<p>Ongoing throughout the school year through weekly Data Team Meetings, monthly staff trainings and Data Team Meetings</p> <p>Bi-Weekly Cohort Meetings</p> <p>Facilitated Data Analysis Sessions after each interim</p>	<p>Ongoing throughout the school year through weekly Data Team Meetings, monthly staff trainings and Data Team Meetings</p> <p>Bi-Weekly Cohort Meetings</p> <p>Facilitated Data Analysis Sessions after each interim</p>	<p>Administrators Teacher Leaders Support Staff Classrooms Teachers Special Teachers Paras DR Leads ANet Coach Literacy Consultant</p>	<p>Teacher Leaders facilitating Data Team Meetings to work collaboratively discussing student progress and the Common Core</p> <p>District CCSS Turnkey Training Modules from the Standards Toolkit</p>	<p>Progress monitoring using DRA, DIBELs, STAR testing, Guided Reading notes - used to move students every six weeks as needed based on individual growth</p> <p>Data Trackers</p> <p>Interim Assessments</p> <p>EOY District Interim</p> <p>ACCESS</p>	<p>In progress</p>
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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:** Increase Observation/Feedback to support instructional practices.

**Root Cause(s) Addressed:** Lower LEAP Scores in I-2: Rigor (High-Impact Instructional Moves)

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  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)
	2014-15	2015-16				
Professional Development: <ul style="list-style-type: none"> <li>• Incorporate training modules into school-year professional development plan</li> <li>• Establish/Support small Learning Cohorts facilitated by DR Leads</li> <li>• Observation/Feedback – Teacher Effectiveness</li> <li>• Guided Reading Plus Training</li> <li>• Teacher Effectiveness Framework Indicators               <ul style="list-style-type: none"> <li>○ Closer Look at I-2</li> <li>○ Calibrating around framework and ratings as a staff</li> </ul> </li> <li>• Personal Success Factors Pilot</li> </ul>	Ongoing throughout the school year through weekly Data Team Meetings, monthly staff trainings and Data Team Meetings  Bi-Weekly Cohort Meetings	Ongoing throughout the school year through weekly Data Team Meetings, monthly staff trainings and Data Team Meetings  Bi-Weekly Cohort Meetings	Administrators Teacher Leaders Support Staff Classrooms Teachers Special Teachers Paras DR Leads ANet Coach	LEAP Teacher Effectiveness Framework  Common Planning built into Master Schedule  Scheduled coaching cycle with DR Lead Teachers  DR Teacher Leads  Monthly meeting with consultant, Debbie Milner	The end of each Observation window: November 20, 2015 February 19, 2016 May 13, 2016  ANet Formative Assessments	In progress
Provide additional Observation/Feedback to teachers. <ul style="list-style-type: none"> <li>• DR Lead Teachers establish and share year-long observation, coaching and feedback schedule</li> <li>• Implement Feedback/Action Plans</li> </ul>	Bi-Weekly Cohort Meetings  Ongoing Observations	Bi-Weekly Cohort Meetings  Ongoing Observations	Administrators Teacher Leaders Support Staff Classrooms Teachers	LEAP Teacher Effectiveness Framework  Common Planning built into Master Schedule	The end of each Observation window: November 20, 2015 February 19, 2016 May 13, 2016	In progress

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<p>to use during Feedback</p> <ul style="list-style-type: none"> <li>Promote T Action Plan with focus on one bite-size next step identified and planned/ practiced</li> <li>Promote and support the observation/feedback peer-to-peer in Cohort Meetings (Problem of Practice Protocol, video-Swivl, surface level vs. deeper understanding).</li> </ul>	and coaching	and coaching	Special Teachers Paras DR Leads ANet Coach	Scheduled coaching cycle with DR Lead Teachers  DR Teacher Leads	ANet Formative Assessments	
<p>Grade Level Meetings during common planning time (Master Schedule):</p> <ul style="list-style-type: none"> <li>Provide opportunities for teacher to work collaboratively</li> <li>Share instructional practices and strategies</li> </ul>	Daily throughout the school year	Daily throughout the school year	Administrators Teacher Leaders Support Staff Classrooms Teachers Special Teachers	Common grade level planning built into Master Schedule	ANet Formative Assessments  Ongoing Obs/Feedback  Data Team Meetings  Guiding protocols for planning time	In progress
<p>Build Academic Routines</p> <ul style="list-style-type: none"> <li>Text-Based answers</li> <li>Accountable Talk</li> <li>Annotating text while reading</li> </ul> <p>Close Reading</p> <ul style="list-style-type: none"> <li>Writing with purpose</li> <li>Building stamina</li> <li>Exit Tickets</li> <li>CFU</li> <li>Teach Like a Champion 2.0</li> <li>Personal Success Factors</li> <li>Thinking Strategies</li> </ul>	Bi-Weekly Data Team Meetings  Bi-Weekly Cohort Meetings	Bi-Weekly Data Team Meetings  Bi-Weekly Cohort Meetings	School Leaders  DR Leads  Classroom Teachers	Focus on Accountable Talk and Thinking Strategies  TLC 2.0  Close reading	Ongoing Obs/Feedback	In progress

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

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**Major Improvement Strategy #3:** Establish consistent student culture.

**Root Cause(s) Addressed:** Lack of consistent student culture expectations throughout the grade levels.

**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)     
  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)
	2014-15	2015-16				
Review Gust Student Culture Rubric and use as a progress monitoring tool to measure growth in school wide student culture. <ul style="list-style-type: none"> <li>Grade Level Teams work collaboratively to rate culture using Student Culture Rubric.</li> <li>Using data collected from Student culture Rubric develop focus area(s) and monitor progress</li> <li>Develop and Implement Grade Level Culture Action Plans</li> </ul>	Pre, Mid, and Post assessment using rubric	Pre, Mid, and Post assessment using rubric	School Leaders  Classroom Teachers  Paras DTRs Support Staff	Student Culture Rubric (adapted from RELAY)	Review/Rate using Culture Rubric: October 2015 January 2016 May 2016	In progress
Professional Development: <ul style="list-style-type: none"> <li>Within Cohort Meetings - review, plan, and practice instructional techniques that will promote student culture.               <ul style="list-style-type: none"> <li>TLC 2.0</li> <li>PSF</li> <li>Thinking Strategies</li> </ul> </li> </ul>	Bi-Weekly Cohort Meetings  Ongoing coaching cycles	Bi-Weekly Cohort Meetings  Ongoing coaching cycles	DR Leads  Classroom Teachers  Support Staff	A calendar (date/time) of Cohort Meetings throughout the school year	LEAP Framework reports at end of each window (focus on LE Indicators)	In progress
Celebrate Learning <ul style="list-style-type: none"> <li>Schedule school wide assemblies after each Interim to recognize</li> </ul>	Four per school year	Four per school year	School Leaders Support staff	Medals for students to receive and wear	Scheduled Learning Celebrations: October 30, 2015	In progress

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<p>students demonstrating academic success</p> <ul style="list-style-type: none"> <li>Recognize students for modeling positive behaviors/character traits.</li> </ul>			<p>Classroom Teachers DTRs Paras</p>		<p>January 8, 2016 March 4, 2016 June 1, 2016</p>	
<p>Promote and Reward Attendance</p> <ul style="list-style-type: none"> <li>Grade level strategy plans</li> <li>Track and review classroom attendance rates</li> <li>Provide student incentives for periods of perfect attendance</li> <li>Use as a data point when meeting with grade level, SIT, and parent/student conferences</li> <li>Psychologist: 5 chronic absent students/grade level in support of increasing their attendance</li> </ul>	Ongoing throughout the year	Ongoing throughout the year	<p>School Leaders Classroom Teachers DTRs Paras Psychologist Attendance Clerk</p>	<p>Award Gust Polo Shirts to students with perfect attendance.</p> <p>Psychologist Attendance Action Plans</p> <p>Student/Parent Attendance Contract</p>	<p>Reward Ceremony: October 30, 2015 January 8, 2016 March 4, 2016 June 1, 2016</p>	In progress
<p>Classroom Community Meetings</p> <ul style="list-style-type: none"> <li>Develop of and consistent implementation of common School-wide focus addressing core values, character trait system, college readiness</li> <li>Teacher encourages student participation</li> <li>Peer nomination recognizing character traits</li> <li>Students are engaged</li> <li>Arrival/Dismissal meeting</li> <li>Build in time dedicated to teach PSF</li> <li>Building a Culture of Error</li> <li>College Readiness</li> <li>Character Growth Cards</li> </ul>	Ongoing throughout the year	Ongoing throughout the year	<p>School Leaders Classroom Teachers DTRs Paras Psychologist</p>	<p>School Culture Rubric</p> <p>LEAP</p>	<p>Pre, Mid, Post Assessment using School Culture Rubric</p> <p>Ongoing Obs/Feedback</p>	In progress

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

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## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide 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 schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	Section III: Data Narrative and Section IV: Action Plan	<i>FRL of 90%; Large ELL Population and approximately half of students below grade level in reading.</i>  <i>Pages 5 - 6</i>
<p>Reform Strategies: 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>	Section IV: Action Plan	<i>Increase the effectiveness of Data Driven Instruction (DDI)</i>  <i>Implement new CCSS aligned ELA Curriculum: Engage NY</i>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	Section III: Data Narrative and Section IV: Action Plan	<i>Partnership with My Achievement Network to provide support around DDI</i>  PD: Personal Success Factors (Character Education) and Thinking Strategies to support the whole child/learner
<p>1Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	Section III: Data Narrative and Section IV: Action Plan	Monthly Parent Meetings  Bi-Weekly School Leadership Meetings (38 regularly attending members)

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Description of Title I Schoolwide 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 schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive a financial incentive, and, if they also teach subjects for which DPS has difficulty finding high quality teachers (and these positions are usually open in the same high poverty schools, they receive an additional financial incentive). This is a significant salary differential.</p> <p>DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.</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>Weekly Data Team Meetings</p> <p>All Teachers maintain a Data Tracker that tracks the progress of each of their students in literacy and math.</p> <p>After each Interim Assessment, teachers analyze the data, reflect on instruction, and develop an Action Plan for a Reteach Week.</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>Data is reviewed weekly, and students with concerns are presented to the SIT Team, where Interventions would be implemented.</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>Informative and supportive sessions are provided for parents to learn more about the school structures and systems.</p> <p>Parents attend Parent-Teacher Conferences</p>

<p>Transition Plan: 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>In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meetings are conducted in English and in Spanish. The parents receive a packet entitled “I am ready for Kindergarten” or “Estoy listo para el jardindo infancia.” The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten.</p>
<p>Coordination with Other Services: 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>These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation</p>