

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3778** School Name: **HARRINGTON 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.*

Based on the Fall 2015 reading assessment, lstation, our overall reading data shows the following:

Kindergarten – 60% below grade level

1st grade- 80% below grade level

2nd grade- 67% below grade level

3rd grade- 67% below grade level

4th grade- 58% below grade level

5th grade- 70% below grade level

Our ELA-S (Spanish) results reflect similar concerning behavior:

Kindergarten – 67% below grade level

1st grade- 46% below grade level

2nd grade- 57% below grade level

3rd grade- 100% below grade level.

School staff will prioritize effective implementation of lesson planning in literacy instruction and English Language Development and will strive to have an effective and positive learning environment that emphasizes high expectations and student achievement.

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 consistency with implementing highly effective instruction and practices.

Lack of implementation of systems, quality instructional programs and accountability from leadership.

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.*

We will use systematic school-wide curriculum to incorporate all the major components of Literacy, using Mondo Bookshop.

We will implement with fidelity an intentional Transitional Native Language program and school-wide ELD Block using EL Achieve.

We will create classroom interactions and systems to consistently ensure a highly structured learning environment that supports student achievement.

We will go through the re-design process under new leadership.

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

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Turnaround Plan - Entering Year 1 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.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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 the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

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.	Awarded a Diagnostic Review and Planning Grant	Schools receiving a Diagnostic Review and Planning grant should 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
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.

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Section II: Improvement Plan Information

Additional Information about the School

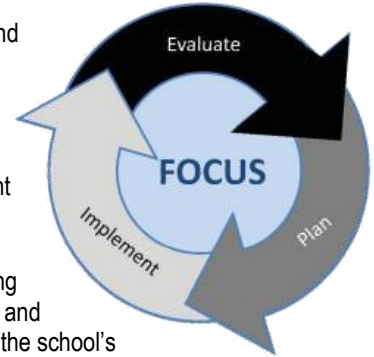
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input checked="" 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	Charmaine Keeton, Interim Principal
	Email	charmaine_keeton@dpsk12.org
	Phone	720-424-6420
	Mailing Address	2401 E. 37th Avenue Denver, CO 80205-3513
2	Name and Title	Annalee McBee, Assistant Principal
	Email	annalee_mcbee@dpsk12.org
	Phone	720-424-6420
	Mailing Address	2401 E. 37th Avenue Denver, CO 80205-3513

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

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

At this time (December 2015), we have 80 students (1st-5th) that are identified as students Significantly below grade level and have active READ Plans. This determination was based on analysis of various Reading data points, including Istation and STAR reading data.

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Based on the Fall 2015 reading assessment, Istation, our overall reading data shows the following:

Kindergarten – 60% below grade level

1st grade- 80% below grade level

2nd grade- 67% below grade level

3rd grade- 67% below grade level

4th grade- 58% below grade level

5th grade- 70% below grade level

Our ELA-S (Spanish) results reflect similar concerning behavior:

Kindergarten – 67% below grade level

1st grade- 46% below grade level

2nd grade- 57% below grade level

3rd grade- 100% below grade level.

Of the 64 students who were significantly below grade level in the fall, 11% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

At this time, we currently have only 11.2% of our students who are meeting expectations on the ELA PARCC exam. This equals 18 students out of a total of 161 students. In Mathematics, we currently have only 25.7% o students who are meeting expectations. This equals 44 students out of 171 students. We currently do not have data on our 3rd grade students who took the Spanish PARCC exam last year.

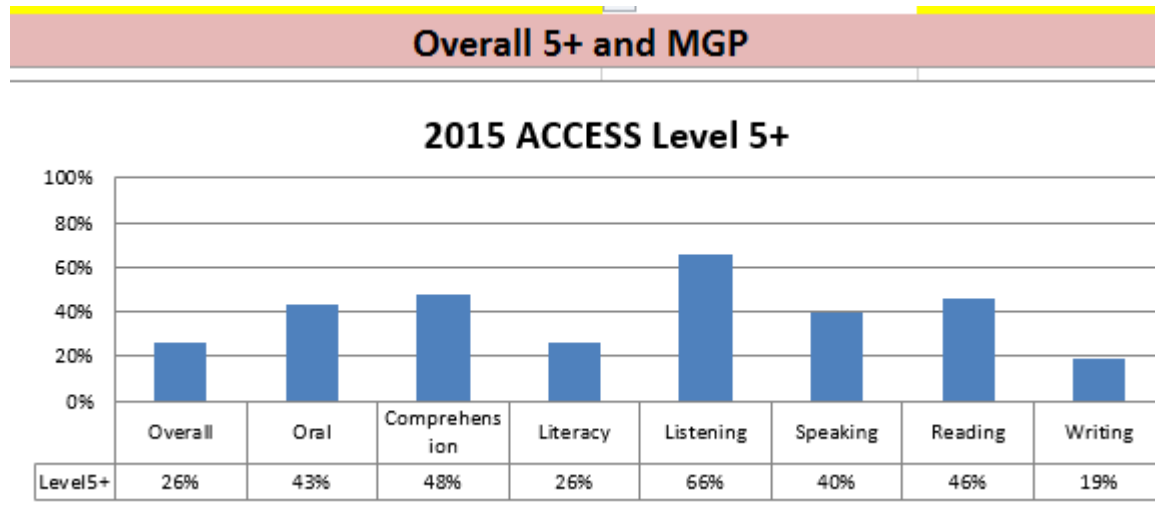
Link back to Introduction	2015 CMAS: PARCC ELA														
	School Number	Grade/Test	Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
				#	%	#	%	#	%	#	%	#	%		
Harrington Elementary School	248	3rd Graders	46	13	28.3%	16	34.8%	12	26.1%	5	10.9%	0	0.0%	37.0%	10.9%
Harrington Elementary School	248	4th Graders	58	19	32.8%	13	22.4%	17	29.3%	9	15.5%	0	0.0%	44.8%	15.5%
Harrington Elementary School	248	5th Graders	57	14	24.6%	17	29.8%	22	38.6%	4	7.0%	0	0.0%	45.6%	7.0%
Harrington Elementary School	248	All Grades	161	46	28.6%	46	28.6%	51	31.7%	18	11.2%	0	0.0%	42.9%	11.2%

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Link back to Introduction		School Number	Grade/Test	Total Tested	2015 CMAS: PARCC Math											
					Did not yet meet expectations		Partially met expectations		Approached Expectations		Met Expectations		Exceeded Expectations		% Approaching or Above	% Met or Above
Network	School				#	%	#	%	#	%	#	%	#	%		
E3	Harrington Elementary School	248	3rd Graders	57	5	8.8%	16	28.1%	17	29.8%	18	31.6%	1	1.8%	63.2%	33.3%
E3	Harrington Elementary School	248	4th Graders	57	5	8.8%	16	28.1%	23	40.4%	13	22.8%	0	0.0%	63.2%	22.8%
E3	Harrington Elementary School	248	5th Graders	57	7	12.3%	14	24.6%	24	42.1%	12	21.1%	0	0.0%	63.2%	21.1%
E3	Harrington Elementary School	248	All Grades	171	17	9.9%	46	26.9%	64	37.4%	43	25.1%	1	0.6%	63.2%	25.7%

According to our ACCESS data, we are showing that 26% of our students, who are ELLs, are at a Level 5 or above. This has a direct relationship to our students who are performing on PARCC ELA and Math.



Progress Toward Last Year's Targets

As you reference worksheet 1 below, you will note that while we met our goals and exceeded them, there was not a direct correlation between performance on the interim measures and PARCC testing. Therefore, our school concludes that our interim assessments were not effectively correlated, or strong predictors of performance on our State exams and do not accurately reflect that student achievement at our school.

Trends Data

Due to the transition between TCAP and PARCC, and also the transition between using DRA and Istation, we do not have trend data that accurately reflects the overall growth of the school. Therefore, we believe the most accurate measure of our school currently is the data from Istation and our recent ANET data (which is an interim test). Our current data

from Istation has been reflected above for your records. Our ANET data reflects the following from our mid-year measure:

3rd grade- 28% proficiency

4th grade- 28% proficiency

5th grade- 23% proficiency

Priority Performance Challenges

Our leadership team arrived at these conclusions when we noticed that there was an inconsistency that existed between teachers being identified as effective teachers, and their students not performing or showing evidence of knowing how to read, via multiple measures. We also did various walkthroughs of the school to assess teachers' level of comfort with teaching a balanced literacy model, and evidenced showed no clear or consistent practices across school. Lastly, our Transitional Native Language model was not being adhered to and there was no evidence of teaching an explicit English Language Development. Therefore, through this analysis, our team concluded the following root causes:

Lack of consistency with implementing highly effective instruction and practices.

Lack of implementation of systems, quality instructional programs and accountability from leadership.

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)	The percentage of our students scoring proficient and advanced on the district spring English literacy interim will be 56.	The percentage of our students scoring proficient and advanced on the district spring English literacy interim was 57. We exceeded our target by 1 point.	English literacy interim and math interims were not effectively aligned with the CCSS, therefore skills did not transfer effectively when assessed with the rigor of PARCC assessments.
	The percentage of our students scoring proficient and advanced on the district spring English math interim will be 53.	The percentage of our students scoring proficient and advanced on the district spring English math interim was 61. We exceeded our target by 8 points.	
Academic Growth	The percentage of our students scoring proficient and advanced on the district spring English literacy interim will be 56.	The percentage of our students scoring proficient and advanced on the district spring English literacy interim was 57. We exceeded our target by 1 point.	
	The percentage of our students scoring proficient and advanced on the district spring English math interim will be 53.	The percentage of our students scoring proficient and advanced on the district spring English math interim was 61. We exceeded our target by 8 points.	
Academic Growth Gaps	The percentage of our English Language Learners scoring proficient and advanced on the district spring English literacy interim will be 56.	The percentage of our English Language Learners scoring proficient and advanced on the district spring English literacy interim was 62. We exceeded our target by 6 points.	

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

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.
	The percentage of our English Language Learners scoring proficient and advanced on the district spring English math interim will be 53.	The percentage of our English Language Learners scoring proficient and advanced on the district spring English math interim was 61. We exceeded our target by 8 points.	
Postsecondary & Workforce Readiness	N/A		

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
Academic Achievement (Status)	<table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Harrington Elementary School</th> <th>Elementary Network 3</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>11.2%</td> <td>33.5%</td> <td>42.3%</td> </tr> <tr> <td>3rd</td> <td>10.0%</td> <td>40.3%</td> <td>40.3%</td> </tr> <tr> <td>4th</td> <td>15.5%</td> <td>31.2%</td> <td>40.2%</td> </tr> <tr> <td>5th</td> <td>7.0%</td> <td>31.8%</td> <td>45.1%</td> </tr> <tr> <td>6th</td> <td></td> <td>32.8%</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	Harrington Elementary School	Elementary Network 3	District	All Grades	11.2%	33.5%	42.3%	3rd	10.0%	40.3%	40.3%	4th	15.5%	31.2%	40.2%	5th	7.0%	31.8%	45.1%	6th		32.8%		7th				8th				9th				10th				11th				12th				<p>The percentage of our students meeting or exceeding expectations on the PARCC: CMAS ELA was 11.2.</p>	<ul style="list-style-type: none"> Lack of consistency with implementing highly effective instruction and practices. Lack of implementation of systems, quality instructional programs and accountability from leadership.
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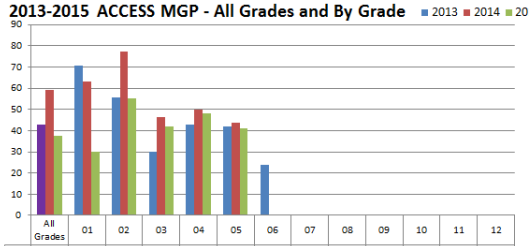
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
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School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

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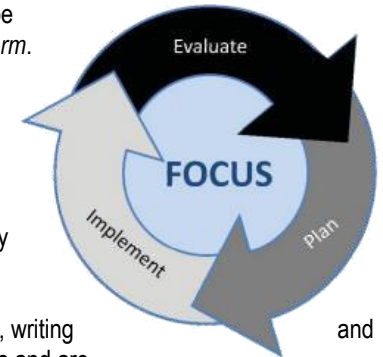
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of our students meeting or exceeding expectations on the PARCC: CMAS ELA was 11.2.	The percentage of our students meeting or exceeding expectations on the PARCC: CMAS ELA will be 15.	The percentage of our students meeting or exceeding expectations on the PARCC: CMAS ELA will be 20.	ANet standard proficiency measured in October, December, and February. STAR reading and IStation data points to address basic reading skills. EL Achieve weekly formative assessments to determine language proficiency.	We will use systematic school-wide curriculum to incorporate all the major components of literacy. We will implement with fidelity an intentional ELD Block using EL Achieve. We will create classroom interactions and systems to consistently ensure a highly structured learning environment that supports student achievement.
		READ	Currently 80 students are identified significantly below grade level in the fall of 2016, in grades 1 st -5 th . This is an increase from the 64 identified in Fall of 2015.	We will decrease the number of students identified as SGBL by 20% by Spring of 2016.	We will decrease the number of students identified as SGBL by 40% by Spring of 2017.		
		M	The percentage of our students meeting or exceeding expectations on the	The percentage of our students meeting or exceeding expectations on the PARCC: CMAS	The percentage of our students meeting or exceeding expectations on the PARCC: CMAS		

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

			PARCC: CMAS Math was 25.7.	Math will be 32.	Math will be 37.		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile for our students on the ACCESS overall was 37.5.	The median growth percentile for our students on the ACCESS overall will be 50.	The median growth percentile for our students on the ACCESS overall will be 50.		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

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: We will use systematic school-wide curriculum to incorporate all the major components of literacy.

Root Cause(s) Addressed: Lack of consistency with implementing highly effective instruction and practices.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Create a master schedule that supports literacy instruction, by adhering to specific minutes, and ensuring grade levels teach literacy at common time. Master schedule will be flexible based on what is best to meet student needs.	Fall 2015	TBD	Principal, Assistant Principal	n/a	School leaders will implement master schedule school-wide before school starts in August.	Completed
Create a lesson plan template that reflects the LEAP framework and the Gradual Release of Responsibility model (I Do-We Do-You-Do).	Fall 2015	TBD	Principal, Assistant Principal, Senior Team Leads	n/a	School leaders and senior team leads will calibrate on essential components of a lesson plan and roll-out lesson plan to staff before school starts in August.	Completed
Provide professional development around components of Mondo Bookshop (read aloud, shared reading,	Monthly	TBD	Mondo Consultants, Assistant	n/a	School leaders will attend Mondo Professional Development and engage in	On-going

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

guided reading)			Principal, Senior Team Leads, Teachers		walkthroughs to align professional development for staff throughout the school year.	
Create flexible reading groups, as a grade level, by using Istation and STAR Reading data, while still making small adjustments based on student individual need	September, January and March	TBD	Teachers, Senior Team Leads, SAL	n/a	School leaders will work with senior team leads to ensure all students are placed appropriately in small group guided reading classes.	On-going
Create common planning time create exemplars and to analyze student work to differentiate or adjust instruction in Mondo Bookshop.	Weekly starting in October	TBD	Principal, Assistant Principal, Senior Team Leads, Teachers	n/a	School leaders will engage in weekly planning sessions/data teams to ensure the reading strategies are taught with fidelity for students, and aligned to student data.	On-going

* 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: We will implement with fidelity an intentional ELD Block using EL Achieve.

Root Cause(s) Addressed: Lack of consistency with implementing highly effective instruction and practices.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Create a master schedule that holds fidelity to a 45 minute daily ELD Block.	Fall 2015	TBD	Assistant Principal	n/a	School leaders will create a master schedule that will have required ELD blocks.	Completed
Administer an EL Language Assessment and use ACCESS data to form groups based on language proficiency.	Fall 2015	TBD	Assistant Principal, Teachers, Teacher Effectiveness Coach	n/a	Teachers will assess their students with language proficiency assessment, and school leader will analyze ACCESS data to ensure appropriate placement for ELD.	On-going
Attend professional development for EL Achieve 4 times per year (K-5 th grade), while consulting ELA District partners for Specials and ECE	August, September, October, December	TBD	Teachers, Teacher Effectiveness Coach, Assistant Principal, ELA District Partner	n/a	School leaders and teachers will attend professional development to roll-out ELD curriculum with fidelity.	On-going
Conduct walkthroughs with District ELA Partners and EL Achieve experts.	Monthly	TBD	Assistant Principal, Teacher	n/a	School leaders will participate in walkthroughs to assess level of	On-going

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

			Effectiveness Coach, ELA Capacity Partner		implementation of Transitional Native Language programming and ELD block	
Teachers will engage in weekly assessment tasks and daily assessment log, from EL Achieve, to inform re-teach and grading in ELD.	Weekly	TBD	Teachers, Senior Team Leads	n/a	Teachers will assess students for language proficiency through the ELD Block to ensure growth.	On-going

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

Major Improvement Strategy #3: We will create classroom interactions and systems to consistently ensure a highly structured learning environment that supports student achievement.

Root Cause(s) Addressed: Lack of implementation of systems, quality instructional programs and accountability from leadership.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
School will go through the redesign process, by creating new vision and instructional framework, and all staff will apply for 2016-2017 school model, in Spring hiring window.	Fall 2015	TBD	2016- Principal, Assistant Principal, Design Team, Parents	n/a	School leaders will engage community and staff in the redesign process to create a new vision and instructional model for 2016-2017 school year.	Completed
Provide opportunities for teachers to engage in online training for No-Nonsense nurturing.	August 2015	TBD	District Support for NNN, Senior Team Leaders, Teachers, Paraprofessionals, Administration	\$1000.00	School leaders and teachers will engage in No-Nonsense Nurturing instructional model to create continuity throughout school day.	Completed
All teachers (K-5 th , Specials, and Special education) will receive 4 cycles of real time teacher coaching, and weekly walkthrough to maintain accountability	2015-2016 school year	TBD	Senior Team Lead, Teachers	n/a	School leaders will provide release for teachers and senior team lead to engage all teachers in real time coaching	On-going
Train Senior Team Lead as a building coach for NNN, through District	September, October	TBD	Senior Team Lead, District	n/a	School leaders will provide training and resources to senior team lead to become	Completed.

School Code: 3778

School Name: HARRINGTON ELEMENTARY SCHOOL

approved trainer	2015		Support for NNN		Real time coach.	
Implement and document PBIS system for small celebrations of students (birthday cards, attendance postcards, RISE tickets, non-referral days, good citizenship awards, positive referral, NNN policies, voice levels, class point incentives)	Weekly	TBD	Principal, Assistant Principal, Restorative Justice Coordinator, Office Staff, School Psychologist	\$3,000.00	School leaders will document and roll-out school wide PBIS system to support positive school culture for students.	On-going
Implement Playworks ECE-5 th to encourage safe play.	October 2015	TBD	Principal, Playworks coach, Teachers	\$30,000.00	School leaders will work with Playworks coach to ensure master schedule provides time for students to learn cooperative learning and play.	On-going

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

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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/uiip/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>Turnaround Plan Options. 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"/> Turnaround Partner. 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><input checked="" type="checkbox"/> School/District Management. 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"/> Innovation School. 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"/> School/District Management Contract. 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"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* 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>

**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 identify at least one of the options? What still needs to occur?*