

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3990** School Name: **HILL CAMPUS OF ARTS AND SCIENCES** 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.*

English/language arts achievement at all three grade levels shows that at least half of the students did not meet grade level performance expectations on the 2015 CMAS.
Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.
Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in English/language arts and mathematics on the 2015 CMAS.
English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.

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.*

Instructional practice has not fully shifted in order to meet the demands of CCSS.
Instructional blocks have not been adequately leveraged to reflect a sense of urgency and appropriate pacing.
Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching from school/district leadership.
Teachers have not had adequate ongoing professional learning opportunities in ELL-specific instructional strategies.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Major Improvement Strategy #1: Provide targeted support to identified English Language Learners (ELL), including English Language Development (ELD) classes, and sheltering strategies within core and elective classes.

Major Improvement Strategy #2: Support the development and implementation of consistent instructional best practices in math and language arts classrooms.

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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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>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</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>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</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>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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Section II: Improvement Plan Information

Additional Information about the School

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 type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sean Kavanaugh, Principal
	Email	sean_kavanaugh@dpsk12.org
	Phone	720-423-9680
	Mailing Address	451 Clermont Street, Denver, CO 80220
2	Name and Title	David Adams, Assistant Principal
	Email	david_adams@dpsk12.org
	Phone	720-423-9767
	Mailing Address	451 Clermont Street, Denver, CO 80220

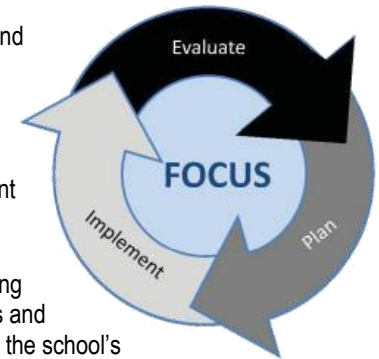
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3	Name and Title	Michelle Wright, Principal Resident
	Email	michelle_wright@dpsk12.org
	Phone	720-423-9680
	Mailing Address	451 Clermont Street, Denver, CO 80220

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</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</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</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</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</p>
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Accountability Committee).

challenges.

indicate why the trend is notable.

performance challenges.

strategy(s) is encouraged.

School Setting, Demographics, and Process for Data Analysis

Hill Campus of Arts and Sciences is a diverse, urban 6-8 school committed to creating an exceptional middle school experience for all students. Hill is located near 6th Avenue and Colorado Boulevard in the Hilltop neighborhood of Denver. All students at Hill Campus of Arts and Sciences receive a rich, robust learning experience that works to meet their academic needs. We like “and” better than “or” at Hill, and provide a whole-child approach to education that values the arts and the sciences.

As of the 2015 October Count, Hill has an enrollment of 720 students, with the following demographic breakdown: 3% Asian/Pacific Islander; 21% African American; 36% Hispanic; and 35% Caucasian. 26% of Hill’s students are identified as English Language Learners (ELLs). 12% of Hill’s students qualify for special education services and have an IEP. This school year, 59% of Hill’s students qualify for free/reduced lunch (FRL).

UIP Planning Process

Our data was drawn primarily from the 2015 CMAS results in English/language arts, mathematics, and science, as well as the 2015 ACCESS test. The Collaborative School Committee (CSC), Principal, Assistant Principal, Principal Resident, and Hill faculty collaboratively disaggregated and analyzed the data. The Principal, Assistant Principal, and Teacher Leaders created the UIP at the beginning of the 2014/15 school year and revisited throughout the school year. The Principal, along with the DPS School Improvement Partner, updated the UIP for the 2015/16 school year. The document was then reviewed by the staff and approved by the CSC prior to submission to CDE. School Leadership, CSC and Teacher Leaders will continue to monitor DPS Interim Assessment, *Inside* curriculum eAssessment, SRI/STAR, SMI, and in-building Short-Cycle Assessment data to revise and refine our instructional practices.

Trend Analysis, Priority Performance Challenges, and Root Cause Analysis

During the 2014/15 school year, Hill’s students took the CMAS test for literacy and mathematics for the first time, which means that “trend data” will not be available until after the next assessment is given in spring 2016. On the most recent DPS School Performance Framework, Hill was rated as **meeting expectations** and, in 2014, was one of only 12 schools serving students in grades 6-8 that was recognized for having High Growth and High Performance on TCAP.

English/Language Arts (ELA) Achievement Data

On the 2014-2015 Literacy CMAS, 41.2% of Hill’s total student population met or exceeded performance expectations.

When disaggregating the data by grade level, we found that 6th and 7th grades were fairly similar in performance. About 37% of the 6th and 7th grade students met grade level expectations. The data is significantly better in 8th grade, where about 50% met grade level expectations. However, the largest disparities within the data occur within the subgroups. Students of color, English Language Learners (ELL), students who receive special education services (IEP), and those eligible for free/reduced lunch (FRL), all scored much lower than their peers. These trends are mirrored in district and state results.

Using this data, we have identified two **Priority Performance Challenges**:

1. English/language arts achievement at all three grade levels shows that at least half of the students did not meet grade level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind their peers in English/language arts on the 2015 CMAS.

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We identified two **Root Causes** for this data. First, instructional practice has not fully shifted in order to meet the demands of CCSS. Prior to the 2014/15 school year, the district's curriculum was not Common Core-aligned in our language arts classrooms, which meant that, even if our instructional practices were solid, we could not be sure that the materials we were using were truly preparing our students to meet the demands of the CCSS. In order to begin to address this concern, this year we have adopted a curriculum that is aligned to the Common Core. Our language arts teachers are receiving implementation support via four district-led professional development workshops, along with the observation and feedback that occurs at the building-level. Along with the new curricular resource, our teachers need to differentiate their instructional practice in order to better meet the needs of all Hill students. The data shows that a focus on how to support subgroups (minority, ELL, IEP, FRL) in achieving grade level performance expectations is needed. Secondly, we determined that our instructional blocks have not been adequately leveraged to reflect a sense of urgency and appropriate pacing. Planning for an extended period of instructional time requires intentionality, which some teachers needed additional support in doing. We were able to verify both root causes through classroom walk-throughs by school administration and weekly lesson plan checks. Both of these showed us that consistent, standards-aligned differentiated instruction was not being consistently implemented in all of our classrooms.

Mathematics Achievement Data

On the 2014-2015 Math CMAS, 31.4% of Hill's total student population met or exceeded performance expectations. When disaggregating the data by grade level, we found that all three grade levels had similar results when looking at the percent of students who met or exceeded grade level expectations. At 6th grade, this was 31.6%, while it was 30.6% in 7th grade, and 32.3% in 8th grade. 7th grade had the lowest percentage of students who did not meet expectations, as 7.4%; 6th and 8th grade had larger percentages at 20.6% and 26.2%, respectively. There are sizable gaps between subgroup students and their non-identified peers. Hill's Black and Hispanic students met/exceeded grade level expectations at a rate of 12.1% and 13.8%, respectively, compared to white students who were at 63.2% met and above—a fifty percentage point gap. 1.8% of Hill's English Language Learners met expectations. The percentage of exited ELLs who met expectations was nearly identical to that of non-ELLs, at 32.4%. 2.6% of Hill's students who receive special education services met expectations, compared to 35.7% of those who are not on an IEP. 13.2% of students eligible for free/reduced lunch met or exceed grade level expectations on CMAS, compared to 62.4% of their peers. These gap data trends are mirrored in district and state results.

Using this data, we have identified two **Priority Performance Challenges**:

1. Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their non-identified peers in mathematics on the 2015 CMAS.

We identified two **Root Causes**, which are very similar to those identified for the English/language arts results. While our instructional practice has begun to shift in order to meet the demands of CCSS, the district's curriculum was not written post-Common Core, which meant that, even if our instructional practices were solid, we could not be sure that the materials we were using were truly preparing our students to meet the demands of the CCSS. Our teachers need to differentiate their instructional practice in order to better meet the needs of all Hill students. The data show that a focus on how to support subgroups (minority, ELL, IEP, FRL) in achieving grade level performance expectations is needed. Secondly, we determined that our instructional blocks have not been adequately leveraged to reflect a sense of urgency and appropriate pacing. Planning for an extended period of instructional time requires intentionality, which some teachers needed additional support in doing. We were able to verify both root causes through classroom walk-throughs by school administration and weekly lesson plan checks. Both of these showed us that consistent, standards-aligned differentiated instruction was not being consistently implemented in all of our classrooms.

Science Achievement Data

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On the first administration of the Science CMAS in 2015, 16% of Hill's 8th graders demonstrated "strong" or "distinguished" command of the standards. The 2015 data shows a decline in achievement most markedly within the "limited" and "strong" command domains. From 2014 to 2015, the percentage of students who had "limited" command increased by 7%; now more than half (51%) of Hill's 8th graders have only "limited" command.

ACCESS Growth Data

Hill has experienced declines in overall MGP over the last three years, going from 65 in 2013, down to 54.5 in 2014, and then decreasing again by 9 percentiles to 45.5 in 2015. At 45.5, Hill is not meeting minimum district expectations of an MGP of 50. Hill's 6th and 8th grade MGP experienced a decline, while 7th grade showed a slight increase. At 42 MGP, Hill's 6th grade students did not grow at the same rate as the district, which was at 50. At 55.5 MGP, the 7th graders performed better than the district, which was at 51. The disparity between Hill and the district MGP was greatest within 8th grade data, where the school performed at 35, while the district was at 54—a 19 percentile difference.

When looking at trajectory data at each Level, we see that our Level 2, Level 3 and Level 4 (year 1 and year 2) students did not achieve at the same rate as our other ELLs, which means that intentional sheltering strategies for these levels must be embedded into our instructional practice this year in order to ensure sufficient student achievement.

Using this data, we have identified a **Priority Performance Challenge**: English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.

We identified several **Root Causes** for the ACCESS data. The consistent implementation of sheltering strategies in all of our classes was not evident. In addition, we have multiple teachers at each grade level teaching our ELD classes with no prior experience. We also determined that teachers have not had adequate ongoing professional learning opportunities in ELL-specific instructional strategies. Because of that lack of professional development, within mainstream classrooms, sheltering strategies were not embedded into lesson plans with consistency and teachers were not held accountable for this instructional practice. We have verified these root causes by looking at lesson planning documents from last year, along with analyzing scores and feedback on "Instruction" from the DPS LEAP Teacher Performance Framework.

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)	CMAS: N/A	See worksheet #2 for CMAS status data.	Sheltering strategies for ELLs were not implemented on a consistent basis within general education classrooms.
Academic Growth	CMAS: N/A ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	CMAS growth data will be available during the 2016/17 school year. Of those students who had at least two years of testing data on ACCESS: Level 1: N/A Level 2: 0% met the target Level 3: 10% met the target Level 4 (year 1): 10% met the target Level 4 (year 2): 56% met the target Level 5: 80% met the target Overall: 38% of Hill's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	English Language Development (ELD) classes were taught by multiple teachers with no prior ELD teaching experience and professional development support.
Academic Growth Gaps	CMAS: N/A	CMAS growth gap data will be available during the 2016/17 school year.	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																													
Academic Achievement (Status)	<p>CMAS English/language arts (ELA) Participation Rate: 95.9%</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>20%</td> <td>18.6%</td> <td>24.3%</td> <td>25.2%</td> <td>11.9%</td> </tr> <tr> <td>7th</td> <td>18.2%</td> <td>22.7%</td> <td>22.2%</td> <td>25.6%</td> <td>11.3%</td> </tr> <tr> <td>8th</td> <td>6.1%</td> <td>21.3%</td> <td>22.8%</td> <td>35.5%</td> <td>14.2%</td> </tr> <tr> <td>All Grades</td> <td>14.9%</td> <td>20.8%</td> <td>23.1%</td> <td>28.7%</td> <td>12.5%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Approaching or above</th> <th>Met or above</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>61.4%</td> <td>37.1%</td> </tr> <tr> <td>7th</td> <td>59.1%</td> <td>36.9%</td> </tr> <tr> <td>8th</td> <td>72.6%</td> <td>49.7%</td> </tr> <tr> <td>All Grades</td> <td>64.3%</td> <td>41.1%</td> </tr> </tbody> </table>	Grade Level	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 th	20%	18.6%	24.3%	25.2%	11.9%	7 th	18.2%	22.7%	22.2%	25.6%	11.3%	8 th	6.1%	21.3%	22.8%	35.5%	14.2%	All Grades	14.9%	20.8%	23.1%	28.7%	12.5%		Approaching or above	Met or above	6 th	61.4%	37.1%	7 th	59.1%	36.9%	8 th	72.6%	49.7%	All Grades	64.3%	41.1%	<p>English/language arts achievement at all three grade levels shows that at least half of the students did not meet grade level performance expectations on the 2015 CMAS.</p> <p>Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.</p> <p>Subgroup (ELL, IEP, FRL, minority)</p>	<p>Instructional practice has not fully shifted in order to meet the demands of CCSS.</p> <p>Instructional blocks have not been adequately leveraged to reflect a sense of urgency and appropriate pacing.</p> <p>Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	<p>achievement lags behind that of their peers in English/language arts and mathematics on the 2015 CMAS.</p> <p>English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.</p>	<p>from school/district leadership.</p> <p>Teachers have not had adequate ongoing professional learning opportunities in ELL-specific instructional strategies.</p>
	Black	23.2%	29.6%	28.2%	16.2%	2.8%		
	Hispanic	21%	29.5%	24.1%	21.9%	3.6%		
	Students of Color	19.7%	27.2%	26.4%	22.4%	4.3%		
	White	4.6%	7.2%	16%	42.3%	29.9%		
	English Language Learners (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	35.4%	45.1%	16.8%	2.7%	0%		
	Redesignated/Exited	0%	17.6%	36.5%	39.2%	6.8%		
	Non-ELL	12.1%	14.9%	22.5%	33.8%	16.8%		
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	47.4%	32.15	17.9%	2.6%	0%		
	Students without IEP	10.2%	19.2%	23.9%	32.5%	14.3%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes																													
	Free/Reduced Lunch (FRL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																															
	FRL-eligible	20.6%	27.9%	28.5%	21.9%	1%																															
	Non-FRL	5.3%	8.8%	14.1%	40.1%	31.7%																															
	<p><u>CMAS ELA Trend Statements</u></p> <p>The overall percentage of Hill's 6-8 students meeting/exceeding expectations on the ELA CMAS was 41.1% in 14/15. This is better than the district's results, where 35.1% of the 6-8 students met or exceeded the expectations. Hill also performed just a bit better than the state, where 40.3% of Colorado's 6-8 students met or exceeded grade level performance expectations.</p> <p>The overall percentage of Hill's 6-8 students who scored approaching or above was 64.3% in 14/15. This is better than the district's results, where 58.9% of the 6-8 students scored approaching or above. Hill was slightly outperformed by the state, where 67.1% of Colorado's 6-8 students were approaching or above.</p> <p>The overall percentage of Hill's 6-8 students not yet meeting grade level expectations on the ELA CMAS assessment was 58.8% in 14/15. This is better than the district's results, where 64.9% of the 6-8 students did not meet grade level performance expectations. Hill just missed meeting the state's results, where 59.7% of the 6-8 students did not fully meet expectations.</p>																																				
	<p>Mathematics</p> <p>Participation Rate: 95.4%</p> <table border="1"> <thead> <tr> <th></th> <th style="background-color: #cccccc;">Did not yet meet expectations</th> <th style="background-color: #cccccc;">Partially met expectations</th> <th style="background-color: #cccccc;">Approached expectations</th> <th style="background-color: #cccccc;">Met expectations</th> <th style="background-color: #cccccc;">Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>20.6%</td> <td>20.6%</td> <td>27.3%</td> <td>24.9%</td> <td>6.7%</td> </tr> <tr> <td>7th</td> <td>7.4%</td> <td>34%</td> <td>28.1%</td> <td>28.1%</td> <td>2.5%</td> </tr> <tr> <td>8th</td> <td>26.2%</td> <td>22.6%</td> <td>19%</td> <td>28.2%</td> <td>4.1%</td> </tr> <tr> <td>All</td> <td>18%</td> <td>25.7%</td> <td>24.9%</td> <td>27%</td> <td>4.4%</td> </tr> </tbody> </table>								Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 th	20.6%	20.6%	27.3%	24.9%	6.7%	7 th	7.4%	34%	28.1%	28.1%	2.5%	8 th	26.2%	22.6%	19%	28.2%	4.1%	All	18%	25.7%	24.9%	27%	4.4%
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes	
	Grades							
		Approaching or above	Met or above					
	6 th	58.9%	31.6%					
	7 th	58.6%	30.5%					
	8 th	51.3%	32.3%					
	All Grades	56.3%	31.5%					
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Black	27.1%	35%	25.7%	11.4%	0.7%		
	Hispanic	25.9%	33.5%	26.8%	12.9%	0.9%		
	Students of Color	24.6%	32.1%	26.6%	15.5%	1.2%		
	White	3.6%	11.9%	21.2%	51.8%	11.4%		
English Language Learners (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations			
ELL	41.1%	38.4%	18.8%	1.8%	0%			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Redesignated/Exited	5.4%	27%	35.1%	32.4%	0%		
	Non-ELL	14%	22.1%	24.7%	32.8%	6.4%		
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Student with IEP	47.4%	38.5%	11.5%	2.6%	0%		
	Students without IEP	13.6%	23.8%	26.8%	30.6%	5.1%		
	Free/Reduced Lunch (FRL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	FRL-eligible	24.7%	34.4%	27.8%	12.9%	0.3%		
	Non-FRL	6.6%	11.1%	19.9%	50.9%	11.5%		
	<p><u>CMAS Mathematics Trend Statements</u></p> <p>The overall percentage of Hill's 6-8 students meeting/exceeding expectations on the mathematics CMAS was 31.5% in 14/15. This is better than the district results, where 27.5% of the 6-8 students met or exceeded the expectations.</p> <p>The overall percentage of Hill's 6-8 students who scored approaching or above was 56.3% in 14/15. This is better than the district's results, where 53.4% of the 6-8 students scored approaching or above.</p> <p>The overall percentage of Hill' 6-8 students not fully meeting grade level expectations on the mathematics CMAS assessment was 68.6% in 14/15. This is better than the district's results, where 72.4% of the 6-8</p>							

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
	<p>students did not meet grade level performance expectations.</p> <p>Science</p> <table border="1" data-bbox="289 483 1276 662"> <thead> <tr> <th></th> <th colspan="2">Limited Command</th> <th colspan="2">Moderate Command</th> <th colspan="2">Strong Command</th> <th colspan="2">Distinguished Command</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>44%</td> <td>51%</td> <td>27%</td> <td>31%</td> <td>23%</td> <td>15%</td> <td>2%</td> <td>1%</td> </tr> </tbody> </table> <table border="1" data-bbox="289 691 804 837"> <thead> <tr> <th></th> <th colspan="2">Moderate or Above</th> <th colspan="2">Strong or Above</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>52%</td> <td>47%</td> <td>25%</td> <td>16%</td> </tr> </tbody> </table> <p>CMAS Science Trend Statements</p> <p>Results within the “limited,” “moderate,” and “distinguished” performance bands do not have notable variations between the 2014 and 2015 assessment of Hill’s 8th grade students. Within the “strong” domain, however, there was a slight decrease, where the overall percentage of students who scored in that domain decreased from 23% to 15%.</p> <p>The overall percentage of Hill’s 8th grade students at “strong” or “distinguished” command in 2015 was 16%, which is a decrease from the 2014 results, where a quarter of Hill’s 8th graders scored. Hill’s results are below that of the district, where 19.1% scored “strong” or above, and below the state’s results, where 26.3% scored “strong” or above.</p>		Limited Command		Moderate Command		Strong Command		Distinguished Command			2014	2015	2014	2015	2014	2015	2014	2015	8 th	44%	51%	27%	31%	23%	15%	2%	1%		Moderate or Above		Strong or Above			2014	2015	2014	2015	8 th	52%	47%	25%	16%		
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Academic Growth	<p>CMAS</p> <p>CMAS growth data will be available during the 2016/17 school year.</p> <p>ACCESS Median Growth Percentile</p> <table border="1" data-bbox="289 1336 693 1433"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>68</td> <td>67</td> <td>42</td> </tr> </tbody> </table>		2013	2014	2015	6 th	68	67	42																																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	7 th	58	52.5	55.5		
	8 th	70.5	47	35		
	All Grades	65	54.5	45.5		
	<p><u>ACCESS MGP Data Trend Statements</u></p> <p>Overall ACCESS MGP data experienced a 10 percentile drop from 2014 to 2015. The largest decline was seen in 6th grade, where the MGP moved from 67 to 42, which is a 25 percentile decrease. 8th grade also experienced a decline, moving from 47 to 35, which is a 12 percentile decrease.</p>					
Academic Growth Gaps	CMAS growth gap data will be available during the 2016/17 school year.					

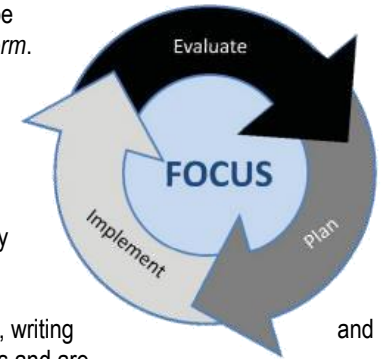
Section IV: Action Plan(s)

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>English/language arts achievement at all three grade levels shows that at least half of the students did not meet grade level performance expectations on the 2015 CMAS.</p> <p>Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their peers in English/language arts on the 2015 CMAS.</p>	Overall status on CMAS will move from 41.1% met or above to 48%.	Overall status on CMAS will move from 48% met or above to 55%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	<p>Major Improvement Strategy #1: Provide targeted support to identified English Language Learners (ELL), including English Language Development (ELD) classes, and sheltering strategies within core and elective classes.</p> <p>Major Improvement Strategy #2: Support the development and implementation of consistent instructional best practices in language arts classrooms.</p>
		<p>Mathematics achievement at all three grade levels shows that less than one-third of the students met or exceeded grade-level performance expectations on the 2015 CMAS.</p> <p>Subgroup (ELL, IEP, FRL, minority) achievement lags behind that of their</p>	Overall status on CMAS will move from 31.5% met or above to 40%.	Overall status on CMAS will move from 40% met or above to 48.5%.	District interim assessments Curricular: standards-aligned end of Unit assessments	

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			peers in mathematics on the 2015 CMAS.				
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined once CMAS 2016 data is released.				
		M					
		ELP	English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.	Overall MGP will move from 45.5 to 50.5.	Overall MGP will move from 50.5 to 55.5.	Curricular: End of Unit eAssessments Building-level DDI tracker used to progress monitor WiDA-aligned teacher-created assessments	Major Improvement Strategy #1: Provide targeted support to identified English Language Learners (ELL), including English Language Development (ELD) classes, and sheltering strategies within core and elective classes.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	To be determined once CMAS 2016 data is released.				
		M					

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: Provide targeted support to identified English Language Learners (ELL), including English Language Development (ELD) classes, and sheltering strategies within core and elective classes.

Root Cause(s) Addressed: Structures and systems were not effectively implemented to support achievement within the ELL population, including mainstream teachers' use of sheltering strategies, and ELL-centered coaching from school/district leadership. Teachers have not had adequate ongoing professional learning opportunities in ELA-specific instructional strategies.

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				
<p>English Language Development Classes and Sheltering in Mainstream Classes</p> <p>Intended to ensure that ELLs have access to instructional supports and advanced opportunities.</p> <p>ACCESS data used to identify ELLs within each classroom. Common lesson planning time is used to plan for sheltering for ELLs.</p> <p>ELD teacher will participate in a minimum of 5 PD opportunities during the year (in</p>	8/15 - 6/16	8/16-6/17	ELD Teacher Teachers Principal Resident Hill Director of Instruction		<p>The Principal Resident will track PDs attended in 15-16 and the principal or AP will track PDs attended in 16-17.</p> <p>The ELD teacher will receive ongoing feedback and coaching from school leaders and peer observer on instructional practice using the LEAP framework as measured by the number of scored observations in Schoolnet. The ELD teacher will receive a minimum of 7 scored observations over</p>	In progress

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<p>and out of district) - 3 PD opportunities will be attended between August and December and 2 PD opportunities will be attended between January and May during the 15-16 and 16-17 school years;</p>					<p>the course of each school year. Part of the feedback will include observations on implementation and use of the ELD Addendum. The ELD teacher's LEAP scores on identified focus indicators will reach the "effective" or above range (5 or above).</p> <p>ELD teacher will use the DDI document to track at least 8 data points of ELL progress in order to differentiate for ELLs based on language domain and level; tracked on ELL DDI document. Students will show growth in their lowest baseline domain between August and May (reading, writing, listening, or speaking) as identified on the DDI document.</p> <p>The ELD teacher will meet with Language Arts teachers every 3 weeks to discuss assessment data and to plan lessons that differentiate for ELL needs. During each meeting, the ELD teacher and Language Arts teachers will use the DDI checklist to create an exemplar, review student work against the exemplar to determine gaps, and plan re-teach strategies to be implemented over the next 3 weeks. At each meeting, they will also review data/work from the prior cycle to determine if re-teach strategies were effective or not.</p>	
<p>Professional Learning for Teachers All Hill teachers will be informed of their</p>	<p>11/15-6/16</p>	<p>8/16-6/17</p>	<p>Teachers Principal</p>		<p>All teachers will complete coursework needed to obtain their ELA-T or ELA-E</p>	<p>In progress</p>

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<p>ELA designation status at the beginning of the year and will take appropriate courses to work toward ELA-E designation (for core teachers) or ELA-T designation (electives teachers).</p> <p>In-building professional development on sheltering strategies for ELLs.</p>			<p>Assistant Principal Principal Resident Hill Director of Instruction</p>		<p>status by the deadline set by the ELA Department (in both 15-16 and 16-17)</p> <p>School leaders will conduct at least one optional PD for teachers on indicator I.4 between March and May, 2016.</p>	
<p>Parent Involvement</p> <p>PAC Meetings</p> <p>School will hold 5 PAC meetings for ELL parents/families during the 15-16 school year during which information on school events, assessments, and supports will be communicated by ISA Team members.</p> <p>Targeted communication on ACCESS testing and supports for families with ELLs.</p>	8/15-6/16	8/16-6/17	<p>Principal Resident Parents</p>		<p>A minimum of 20 parents will attend the final 2 PAC meetings of the 15-16 school year as measured by sign-in sheets. Final 2 PAC meetings will be held in April and May, 2016.</p>	In progress
<p>In-Building Support Structures</p> <p>Instructional Services Advisory Team</p> <p>Weekly meetings to monitor the progress of redesigned ELLs and those who are still in program. Team members plan targeted supports to students not making adequate progress by utilizing ELA-S resource teacher.</p> <p>ELA-S Resource Teacher</p> <p>Creation of daily support schedule to support students in content classes with heritage language (Spanish).</p> <p>ELA-S teacher routinely works one-on-one with targeted students throughout day for language support</p>			<p>Principal Resident Hill Director of Instruction</p>		<p>ISA Team will meet every two weeks to monitor ELL student progress and placement throughout the year. Grades and progress on assessments will be used to determine student academic success, the need for reintegration into ELD classes, or the ability for students to be formally exited from the ELA program. Student schedules will be altered throughout the year as necessary to reflect changes in placement as decided by the ISA Team.</p>	In progress

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ELA-S teacher co-planning with teachers with ELL students Professional Development for entire staff provided by ISA Team Teachers receive feedback based on sheltering strategies observed.						
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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: Support the development and implementation of consistent instructional best practices in math and language arts classrooms.

Root Cause(s) Addressed: Instructional practice has not fully shifted in order to meet the demands of CCSS. Instructional blocks have not been adequately leveraged to reflect a sense of urgency and appropriate pacing.

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				
<p>Daily Collaborative Planning Create a personalized collaboration structure in order to drive student achievement, via improved use of formative data analysis and improved instructional practice. Grade-level content area planning occurs on a weekly basis. Teachers work together to plan for differentiated instruction based on student needs. Personalized professional learning opportunities. Topics determined by building focus areas (English Language Acquisition strategies and writing instruction, for example) and current trends in DPS LEAP Teacher Evaluation scores.</p>	<p>8/15: Roll out of planning expectations to staff 1/16: District leaders invited to school to provide feedback on common lesson planning and data analysis meetings</p>	<p>6/16: Teachers will have common lesson planning during period 10 of the instructional day</p>	<p>Teachers Hill Director of Instruction Teacher Effectiveness Coach (TEC) Principal Assistant Principal Principal Resident</p>		<p>Teachers meet regularly to plan common lessons. This will be monitored through the Office of Teaching & Learning weekly (Assistant Principal, Director of Instruction, Math TEC, Director of Assessments and Interventions)</p>	<p>In progress</p>
<p>CCSS-Aligned Curriculum Implementation Effectively implement Eureka Math, CMP3, and Expeditionary Learning curricula in math and language arts classrooms. Ongoing district and building-level professional development to learn and</p>	<p>6/15: Language arts teachers trained on EL curriculum roll out and Module 1 10/15, 1/16 and</p>	<p>8/16: EL training for all new language arts teachers 9/16: Teacher Leaders will work ensure</p>	<p>Math and Language Arts Teachers TEC Hill Director of Instruction Principal</p>	<p>\$10,000 from the general budget to send math teachers to Eureka training in summer, 2015.</p>	<p>The Office of Teaching and Learning will monitor monthly the successful implementation of curriculum as evident through the creation of flip charts that include academic vocabulary, appropriate visuals, clear directions, and clear learning targets from the EL curriculum.</p>	<p>In progress</p>

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<p>practice instructional best practices connected to new materials</p>	<p>4/16: Language arts teachers trained on upcoming EL Module</p> <p>2/16 Teachers work plan to implement training from PD school visit for flip charts and student facing materials</p>	<p>that best practices are implemented in all LA and math classrooms during their release time</p>	<p>Assistant Principal Principal Resident DPS Literacy Curriculum Partner</p>			
<p>Intervention Classes Students that meet our (Equity Team) profile will be scheduled onto a team that is focused on project-based learning to compliment the CCSS-Aligned curriculum. Students needing additional math support will be scheduled into our Math Fellows classes for 45 minutes daily in addition to their math class.</p>	<p>8/15 Students identified for equity team</p> <p>10/15: Teachers trained on Project based learning. Student Perception survey</p> <p>2/16: Create student goals and opportunities for celebration</p>	<p>8/16: Identify students who will benefit from small class sizes</p> <p>8/16: All math classrooms will have a math para to support instruction within the classroom</p>	<p>Teachers Math Fellows Principal Assistant Principal Principal Resident</p>		<p>Teacher meet regularly to monitor the progress of the students on the eTeam and Math Fellows. This will be monitored weekly through the Office of Teaching & Learning. Assistant Principal, Director of Assessments and Interventions, Director of Instruction.</p>	<p>In progress</p>
<p>Observation/Feedback Teachers observed and coached on a consistent basis with a standards-based</p>	<p>8/15: Begin planning for “Year Zero” of Differentiated</p>		<p>Teachers TEC Hill Director of</p>		<p>Coaching Team (Principal, Assistant Principal, Principal Resident, Director of Instruction and TEC) will monitor and measure effectiveness via:</p>	<p>In progress</p>

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<p>focus.</p>	<p>Roles Pilot to develop teacher leaders to help with observation/feedback cycle at Hill</p> <p>8/15: Utilize TEC and Director of Instruction to incorporate video into coaching cycles</p> <p>11/15: Every teacher has had at least one full observation and is working on LEAP indicator where coaching is needed</p> <p>5/16: Every teacher will have completed at least four observation/feedback coaching cycles</p>		<p>Instruction Principal Assistant Principal Principal Resident</p>		<p>-Weekly analysis of implementation and longitudinal observation/feedback data that is recorded by each Coaching Team member within internal tracker.</p>	
<p>Data-Driven Instructional Cycle Maintain and build upon school-wide assessment strategy and data cycle. DPS Data Partner, Principal and Assistant</p>	<p>8/15: Develop assessment calendar for school year</p>		<p>Teachers DPS Data & Assessment Partner</p>		<p>Principal, Assistant Principal and Principal Resident will monitor and measure effectiveness via: -Monthly analysis of data team notes,</p>	<p>In progress</p>

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<p>Principal train Lead Teachers on data team protocols and provide ongoing support and feedback on efficacy of data team work.</p> <p>Action Plans to address instructional shifts based on DPS Interim Assessment reports in the fall (October) and mid-year (January). Local data (teacher-created Short Cycle Assessments) used for the remainder of the school year to plan for instructional adjustments.</p> <p>Principal, Assistant Principal and Principal Resident meet with DPS Data & Assessment Partner to review progress and plan next steps throughout the year.</p>	<p>12/15: Revisit assessment calendars and update as needed</p>		<p>TEC Hill Director of Instruction Principal Assistant Principal Principal Resident</p>		<p>which include teacher-written exemplars, data analysis and instructional next steps.</p> <p>-Monthly classroom visits to observe for instructional shifts that are being implemented based on data team findings.</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.

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.*