COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5158 School Name: LINCOLN 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.*
• On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages.
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.*
• Many of our Hispanic students enter Lincoln at upper grades and teachers are still learning strategies that help students grow more than one year. • Teachers have limited strategies for helping Hispanic students.
What action is the school taking to eliminate these challenges? **Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*
Improve the performance of all students, by differentiating for both non-Hispanic and Hispanic students.

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/uip/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 3rd 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).	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.

School Code: 5158 School Name: LINCOLN 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.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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):

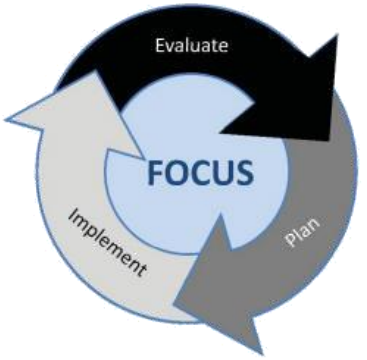
X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title Janice Spearman - Principal	
	Email Janice_Spearman@dpsk12.org	
	Phone 720-424-5990	
	Mailing Address 710 S. Pennsylvania; Denver, CO 80209	
2	Name and Title Jennifer Holtzmann – Teacher/CSC	
	Email Jennifer_Holtzmann@dpsk12.org	
	Phone 720-424-5990	
	Mailing Address 710 S. Pennsylvania; Denver, CO 80209	

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (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.

Data Narrative for School

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., SAC).	**Review Current Performance:** Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**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.	**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 strategies is encouraged.

Narrative:

Lincoln Elementary, Traditional and Montessori School Two Programs Connecting as One Community." Lincoln Elementary is located in the West Washington Park Community and is a school with two very different academic programs for students. The Montessori strand uses curriculum designated for their program, but focuses on ensuring that students' instruction aligns with the Colorado standards. Our Traditional strand uses DPS approved curriculum and also focuses on ensuring that students' instruction aligns with Colorado standards.

Lincoln's enrollment for the 2015-16 school year is 357 ECE through 6th grade students. Our population consisted of 27.9% minority students, 21.8% of students who qualified for free and reduced lunches, 8.6% of students who are classified as English Language Learners and 6.4% of students who have an Individual Education Plan (IEP).

Lincoln received a rating of "Meets" for Academic Achievement and "Exceeds" for Academic Growth and Academic Growth Gaps on the CDE SPF. In addition, Lincoln "Meets" in status and Exceeds in

growth and is classified as a "Distinguished School" on the DPS SPF.

In December teachers looked at data to determine trends and discussion focused on the continuing gap between White and Hispanic students in all areas. The School Leadership Team (SLT) continued to look at the data and determined that Lincoln should focus on the gap in Writing between White and Hispanic students. We believe that by improving Hispanic students' written responses to reading as well as to math problems will improve their performance in all areas.

Review Current Performance

Our staff convened to review last year's targets. Our results are as follows:

Targets for 2013-14 school year *(targets set in last year's plan)*	**Performance in 2013-14? Was the target met? How close was the school to meeting the target?**
Overall TCAP Writing performance will increase from 70% to 75%.	**TCAP Writing performance decreased from 70% to 66%. The target was not met.**
The difference in performance between the Minority and White subgroups will decrease from 26% to 20%.	**The difference in performance between the Minority and White subgroups decreased from 26% to 24%. The target was not met.**

Trend Analysis

Academic Achievement (Status):

- Reading TCAP performance has increased from 78% P/A in 2012 to 83% P/A in 2014 and is above district and state expectations.
- Math TCAP performance decreased from 78% P/A in 2012 to 76% in 2014, but has remained above district and state expectations.
- Writing TCAP performance has decreased from 68% in 2012 to 66% in 2014, but has remained above district and state expectations.
- Science TCAP performance has increased from 61% in 2009 to 67% in 2013 and is above district and state expectations. No Science scores at this time.
- The difference in performance between the White and Minority subgroups on Math TCAP has increased from 15% in 2011 to 18% in 2014.
- The difference in performance between the White and Minority subgroups on Reading TCAP has remained flat with a difference of 20% in 2014.
- The difference in performance between the White and Minority subgroups on Writing TCAP has remained flat with a difference of 23% in 2014
- Looking at cohort groups of students we see that the number of children in 3rd grade scoring P/A in Math increased from 64% in 2013 to 4th graders scoring 73% in 2014. Additionally, students in 4th grade scoring P/A in 2013 increased from 78% to 5th graders scoring 81% in 2014.
- Looking at cohort groups of students we see that the number of children in 3rd grade scoring P/A in Reading increased from 72% in 2013 to 4th graders scoring 78% in 2014.
  Additionally, students in 4th grade scoring P/A in 2013 increased from 85% to 5th graders scoring 88% in 2014.

- Looking at matched pairs of students we see that the number of children in 3rd grade scoring P/A in Writing increased from 57% in 2013 to 4th graders scoring 61% in 2014. Additionally, students in 4th grade scoring P/A in 2013 increased from 67% to 5th graders scoring 74% in 2014.

On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages.

- Literacy- 57% Hispanic and 78% White and district at 31.5%
- Math- 33% Hispanic and 54% White and district at 26.4%

Academic Growth:

- The MGP for Math decreased from 58 in 2012 to 55.5 in 2014.
- The MGP for Reading has decreased from 68 in 2012 to 59.5 in 2014.
- The MGP for Writing has remained flat from 2012 to 2014 and is currently 70 which is above the district expectation of 65 for high growth.

Academic Growth Gaps:

- The MGP for the Minority Focus Group in Reading has decreased from 70 in 2012 to 65 in 2014, but remains at the district expectation of 65 for high growth.
- The MGP for the Minority Focus Group in Writing has increased from 55 in 2012 to 70 in 2014, and is above the district expectation of 65 for high growth.
- The MGP for the Minority Focus Group in Math has remained stable from 58 in 2012 to 58 in 2014.

Priority Performance Challenges

The School Leadership Team (SLT) examined our trend data across content areas and subgroups, and agreed upon the following priority performance challenge:

- On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages.

Root Cause Analysis

The staff met to discuss explanations for the Priority Performance Challenge. Some of the possible root causes we generated were as follows:

- Many of our Hispanic students enter Lincoln at upper grades and teachers are still learning strategies that help students grow more than one year.
- Teachers have limited strategies for helping Hispanic students.

We then verified the root causes by looking at Reading, Math and Writing interims. We see the same patterns with gaps and continue to believe that our Hispanic students need extra support to reach grade level expectations. Teachers know the names of these students and during data teams are looking specifically at their data and discussing strategies to use with them.

The SLT will review the UIP monthly to ensure that we are focusing on our Priority Performance Challenges. Twice a year we will look at the UIP in data teams. Twice a year we review the UIP in CSC meetings.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 students scoring proficient or advanced on the End of Year Literacy interim will be maintained at > 80% .	The target was met. In fact, the performance of students scoring P/A increased to 87%.	We are continuing to put writing interventions in place in the classroom as well as in small groups outside of the classroom. Teachers look at student writing in data teams and have purchased CCSS materials that focus on responding to complex literature, informational text and to various text across the curriculum. Teachers are continuing to try a variety of strategies that motivate students to write. Third through sixth grade students are learning to use Google Docs for their writing and teacher communicate with them directly through Google Docs. For this year Lincoln purchased a new math curriculum that teachers are just learning to use. They are determining the best way to implement the program and ensure that it is aligned to the CCSS. Also students are struggling with transferring their computation from their scratch sheet onto the computer. Teachers are working to help them determine how to show their thinking using the computer. The District's science program is inadequate and we continue to look for science supplements to help instruct the students with more rigorous content. We continue to instruct our ELL students in
	The percentage of students scoring proficient or advanced on the End of Year Math interim will be 78%.	The target was not met. The score was 71%	
	The percentage of students scoring proficient or advanced on the CMAS Science will be 47%.	The CMAS target was not met. The score was 41%	
Academic Growth	ACCESS Target MGP is >/= 45	Target was met. The score was 60	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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.
			literacy so that they can be successful with everyday work as well as the ACCESS assessment. The District's curriculum is inadequate and we have made an effort to supplement it. Next year, we will have a new curriculum and we hope that it provides the rigor and alignment with the standards that students need to be successful.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages. • Literacy- 57% Hispanic and 78% White and district at 31.5% • Math- 33% Hispanic and 54% White and district at 26.4%	On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages.	Many of our Hispanic students enter Lincoln at upper grades and teachers are still learning strategies that help students grow more than one year. Teachers have limited strategies for helping Hispanic students.

Link back to Introduction

School	Grade/Test	Total Tested	2015 CMAS: PARCC ELA % Met or above
Lincoln Elementary School	3rd Graders	47	74.5%
Lincoln Elementary School	4th Graders	46	67.4%
Lincoln Elementary School	5th Graders	37	62.2%
Lincoln Elementary School	6th Graders	6	*
Lincoln Elementary School	All Grades	136	69.1%

PARCC 2015 All ELA by Demographic

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

	Test: Al			
	Lincoln Elementary School			
Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	*			
Asian	30	16.7%	13.3%	70.0%
Black	20	45.0%	20.0%	35.0%
Hawaiian/Pacific Islander				
Hispanic	200	22.5%	20.5%	57.0%
Two or More	50	16.0%	20.0%	64.0%
Students of Color	305	22.0%	20.0%	58.0%
White	375	12.3%	14.9%	72.8%

PARCC 2015 Vocabulary by Demographic

	Test: Al			
	Lincoln Elementary School			
Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	*			
Asian	*			
Black	*			
Hawaiian/Pacific Islander				
Hispanic	40	27.5%	25.0%	47.5%
Two or More	*			
Students of Color	61	27.9%	23.0%	49.2%
White	75	8.0%	18.7%	73.3%

Read Act Data

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

READ Act
Spring % At or Above Grade Level

Year	Lincoln ES N	Lincoln ES %	Region N	Region %	District N	District %
2014	212	84%	4155	63%	29215	62%
2015	209	89%	4084	66%	29201	64%

READ Act Assessments
Spring % At or Above Grade Level
who were SBGL in Fall/Midyear*
***Note: Kindergarten identified at midyear, all other grades identified in Fall**

Year	Lincoln ES N	Lincoln ES %	Region N	Region %	District N	District %
2015	8	25%	700	12%	4736	10%

Link back to Introduction

School	Grade/Test	2015 CMAS: PARCC Math Total Tested	2015 CMAS: PARCC Math % Met or Above
Lincoln Elementary School	3rd Graders	49	38.8%
Lincoln Elementary School	4th Graders	46	43.5%
Lincoln Elementary School	5th Graders	37	32.4%
Lincoln Elementary School	6th Graders	6	*
Lincoln Elementary School	All Grades	138	37.7%

PARCC 2015 Math All subclaims by demographic

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Test: All

Lincoln Elementary School

Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	*			
Asian	24	20.8%	4.2%	75.0%
Black	16	75.0%	0.0%	25.0%
Hawaiian/Pacific Islander				
Hispanic	164	37.2%	29.9%	32.9%
Two or More	40	22.5%	30.0%	47.5%
Students of Color	248	35.9%	25.0%	39.1%
White	304	20.1%	25.7%	54.3%

PARCC 2015 Math Modeling and Application by demographic

Test: All Math A

Lincoln Elementary School

Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	*			
Asian	*			
Black	*			
Hawaiian/Pacific Islander				
Hispanic	41	43.9%	31.7%	24.4%
Two or More	*			
Students of Color	62	38.7%	25.8%	35.5%
White	76	19.7%	26.3%	53.9%

PARCC 2015 Math Expressing mathematical reasoning by demographic-

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

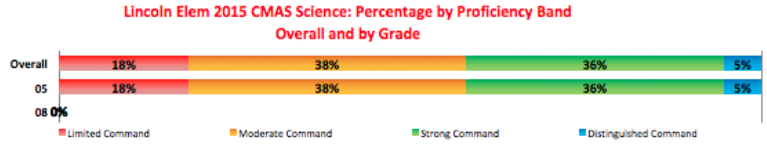
	Test: All Math Asses			
	Lincoln Elementary School			
Race/Ethnicity	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
Native American	*			
Asian	*			
Black	*			
Hawaiian/Pacific Islander				
Hispanic	41	43.9%	24.4%	31.7%
Two or More	*			
Students of Color	62	41.9%	22.6%	35.5%
White	76	19.7%	21.1%	59.2%

CMAS Science 2015 demonstrated 41% strong and distinguished which is above the 20% district average

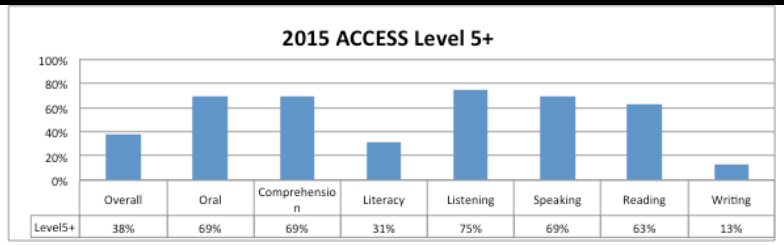
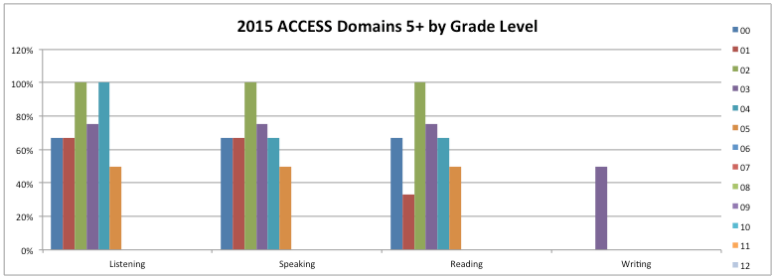
2015 Lincoln Elem

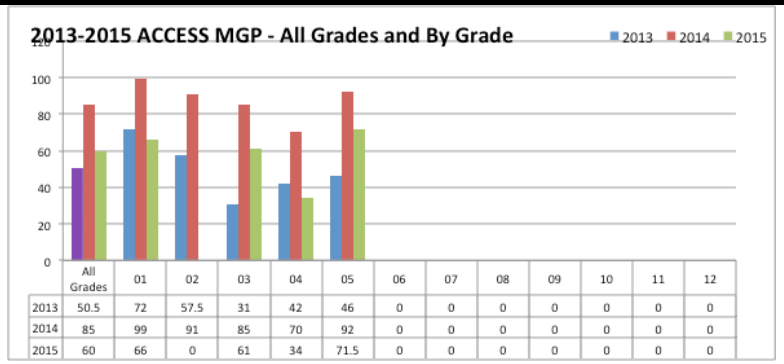
2015 CMAS Science
% Strong Command & Distinguished Command

School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
41%	39	23%	816	20%	12459



On the Access Spring 2015 assessment, Lincoln students had 38% of their students that scored a 5+

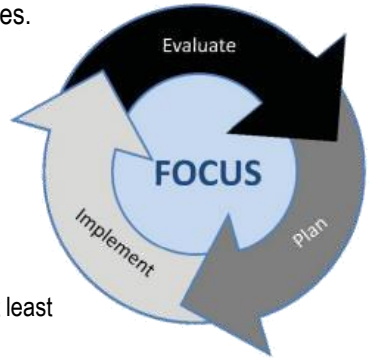
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 		
Academic Growth	On the Spring 2015 Access assessment, Lincoln demonstrated a growth percentile of 60, which was 25 percentile points lower than 2014, yet adequate.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 N/A- N value of student at Lincoln taking ACCESS is < 20.		
Academic Growth Gaps	N/A		
Postsecondary & Workforce Readiness	N/A		

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	50.5	72	57.5	31	42	46	0	0	0	0	0	0	0
2014	85	99	91	85	70	92	0	0	0	0	0	0	0
2015	60	66	0	61	34	71.5	0	0	0	0	0	0	0

Section IV: Action Plan(s)

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



School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	Lit	On the 2015 CMAS Hispanic Students underperformed white peers in all content areas and subclaims, but still exceeded district averages.	The percentage of students scoring met or above will be 74% Read Act Students Have and N value of <16- N/A .	The percentage of students scoring met or above will be 79% Read Act Students Have and N value of <16- N/A .	District literacy Interims ANET Quizes Teacher created Writing Assessments that align with the CCSS Close reading passages Scholastic News DRA	Improve the performance of all students, by differentiating for both Hispanic and non-Hispanic students. Reducing/closing the success gap between Hispanic and non-Hispanic students.
		M		The percentage of students scoring met or above will be 42%	The percentage of students scoring met or above will be 47%	District math interims. EDM$ Embedded Assessments ANET Quizzes Montessori Portfolios	
		S		The percentage of students scoring strong or distinguished will be 46%	The percentage of students scoring strong or distinguished will be 51%		
Academic Growth	Median Growth Percentile (CMAS), local measures	Lit		Target MGP is >/= 45	Target MGP is >/= 45		
		M		Target MGP is >/= 50	Target MGP is >/= 50		
		Sci		Target MGP is >/= 50	Target MGP is >/= 50		
		ELP		Target MGP is >/= 45	Target MGP is >/= 45		
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					

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		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Improve the performance of all students, by differentiating for both non-Hispanic and Hispanic students.

Root Cause(s) Addressed: Many of our Hispanic students enter Lincoln at upper grades and teachers are still learning strategies that help students grow them more than one year. Teachers have limited strategies for helping Hispanic students.

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
The school has purchased The Common Core Lesson Book to help teachers instruct students in using increasingly Complex Literature, Informational Text and Foundational Reading Skills.	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Classroom Teachers Principal	Common Core Lesson Book and Writing Book by Heinemann Newsela Articles from Internet Close Reading Articles	Teacher Leaders and Principal meet with 3rd through 6th grade teachers after the first and second interims to determine if students are mastering the CCSS literacy standards as determined by ANET assessments.	In Progress
Teachers are creating teacher made assessments and are giving students pre-assessments. These assessments are analyzed in data teams so that teachers know exactly what needs to be taught. At designated times, students are given a post test to determine mastery of the standard and what will	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Classroom Teachers Principal	Teacher Made Materials Common Core Lesson Book and Writing Book by Heinemann Newsela Articles from Internet Close Reading Articles	Teachers meet 2 times per month in data teams Network 1 data partner meets with 3rd through 5th grade teachers to improve their data team process and ensure that it has components to improve instruction.	In Progress

need to be retaught.					Interim Assessments Montessori Scan Assessments	
Teachers will use data to determine which students are achieving below mastery level in all content areas. The identified students will be provided with interventions/support for math, reading and writing.	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Para-professionals Interventionist Special Education Teacher Principal	Reading Plus on line intervention Read Naturally F.A.S.T. Intervention Tutoring support in math, writing and reading	Principal will attend data team meetings and meet regularly with Interventionists and classroom teachers to evaluate classroom instruction.	In Progress
Teachers are using Engage New York EL literacy materials with students that focus on close reading and reading responses as well as other CCSS literacy content.		Ongoing from Sept. 2015-16	Classroom teachers	Engage New York Expeditionary Learning Curriculum	Principal visits classrooms regularly to determine instruction and provides feedback to teachers.	
Teachers will the CCSS rubrics to communicate expectations to students and to evaluate their writing. Teachers will use this information to more specifically target the needs of minority students who are also struggling writers.	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Classroom Teachers Special Education Teacher Principal	Common Core Lesson Book Writing Book by Heinemann CCSS Rubric Teacher Made Materials	Principal will attend data team meetings. Principal will observe writing, math and reading in the classroom. Principal will meet individually with teachers to discuss student progress.	In Progress
Teachers will use vertical planning time to identify and discuss strategies that can be implemented to improve the performance in all content areas of students and particularly of minority students.	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Classroom Teachers Special Education Teacher Principal	Common Core Lesson Book Writing Book and Math Book by Heinemann CCSS Rubric Teacher Made Materials	Teachers meet two times a month for collaborative time. Principal will attend or receive minutes from the meetings and have discussions with teachers. Teacher Leaders also give feedback.	In Progress
Teachers will use graphic organizers and charts with students to scaffold writing instruction to ensure the needs	Ongoing from Sept.	Ongoing from Sept.	Classroom Teachers Special	Common Core Lesson Book and Writing Book by Heinemann	Use of graphic organizers and charts will be observed during classroom observations.	In Progress

of Hispanic students are being met.	2014-15	2015-16	Education Teacher Principal	CCSS Rubric Teacher Made Materials	Teachers will discuss student needs and alignment of graphic organizers during vertical planning meetings. Teacher Leaders and principal will give feedback to teachers.	
Teachers will use writing conferences to support students with writing instruction.	Ongoing from Sept. 2014-15	Ongoing from Sept. 2015-16	Classroom Teachers Special Education Teacher Principal	Common Core Lesson Book and Writing Book by Heinemann CCSS Rubric Teacher Made Materials	Writing conferences will be observed during classroom observations and feedback given to the teachers by the principal.	In Progress

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

Major Improvement Strategy #2: _____ **Root Cause(s) Addressed:** _____

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

* 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: _____ **Root Cause(s) Addressed:** _____

_____

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

* 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 Schools Operating a Schoolwide Program (Optional)