

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **5608** School Name: **MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY** Official
2014 SPF: **1 Year**

Section I: Summary Information about the School

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

Executive Summary

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

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

MSLA is a Priority Improvement School, according to the Colorado Department of Education. Staff will focus attention on writing and math achievement and growth.

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.*

The full staff conducted root cause analysis and identified major improvement strategies across a 2-day intensive session on Oct 19th and 20th. The root cause analysis found the following:

- The elements of highly effective lesson design (backward design planning, learning targets, academic language, checking for understanding, etc.) are not implemented consistently enough in all classrooms at all times to increase student engagement and learning.
- Use of common curricula is lacking among content areas and between grade levels.
- A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive to achieve.
- Common and formative assessments, and the data they can provide, do not exist at this time leaving teachers with an inability to effectively differentiate instruction.
- Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level.

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.*

MSLA will focus on improving literacy achievement in SY 2015-2016 by implementing the following:

1. Staff will receive PD on writing strategies and use agreed upon writing strategies from CORE 6 to improve writing skills in all grade levels.
2. All teachers have received training in peer assisted review feedback and participate in three yearly PAR rotations. All teachers will also receive

feedback three times per year during peer assisted review. In addition, lead teachers and the instructional superintendent will provide feedback during walk-thru's and during the evaluation process.

3. 4th and 5th grade teachers will attend training for Expeditionary Learning Literacy curriculum and use the instructional strategies with fidelity for all students.
4. Staff will use data from interim assessments to inform instruction. Data cycles will occur once per week. Information from the data meetings will inform grade level planning meetings.
5. Staff will receive PD monthly on strategies to engage ELL students and share their results in grade level and all staff meetings.

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

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

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 UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement Plan - Entering Year 1 as of July 1, 2014	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Awarded a current Diagnostic Review and Planning Grant in Fall of 2015	This school has received a current Diagnostic Review and Planning grant and does 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.

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

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?	MSLA received a DRIP grant in Fall of 2015
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.	MSLA, using the DRIP grant, worked with Precision School Improvement to provide a diagnostic review in fall 2015 and used this data to write their UIP.
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 checked="" type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lynne Lopez-Crowley, Lead Teacher
	Email	Lynne_lopez-crowley@dpsk12.org
	Phone	720 424-1310
	Mailing Address	451 S. Tejon St. Denver, CO 80223
2	Name and Title	Ruth Ocon Neri, Lead Teacher

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

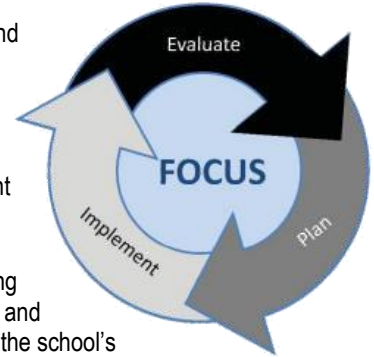
Email	Ruth_Oconneri@dpsk12.org
Phone	720 424-1310
Mailing Address	Address 451 S. Tejon St. Denver, CO 80223

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:
School Setting and Process: The Math and Science Leadership Academy is a teacher-led school that opened in 2009 with Kinder-2nd grade, reaching full enrollment up to 5th grade in 2012- 2013.
 The total enrollment at MSLA in 2014-2015 was 264 students with 100% of students FRL – district average is 70%. 75% are English language

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

learners, 12% are designated SPED and the Ethnicity of the students are as follows: 94.7% Hispanic, 3.8% White, and 1.5% Black. Gifted and Talented students make up 2% of the population, which is considerably lower than the the district average of 14%. Mobility was 6.9% and is much more stable than in the past five years, and is lower than the district average. Attendance was 95.1%, slightly higher than the district average.

As a teacher-led school, all teachers were involved in the development of the UIP. On 2 separate occasions between August and October of 2015, the full staff met and conducted an analysis of performance data trends. A diagnostic review was completed and the results were reported to the staff in September. An all-staff meeting was held to discuss the results and on October 19th and October 20th the entire staff met to discuss the impact, success, and challenges associated with addressing the previous year's priority performance challenges. The staff identified current priority performance challenges, and determined the root causes.

The School Leadership Team reviewed the analysis on October 27th. The Lead Teachers and Precision School Improvement facilitated the UIP development process, gathering input from full staff, drafting, and facilitating SLT and CSC reviews. The UIP team, facilitated by Lead Teachers, drafted the UIP document based on the full staff input. The Collaborative School Committee reviewed and approved the UIP on Oct 28th, 2015.

Current Performance: MSLA decreased in academic performance in reading, math, and increased in writing from 2013 to 2014 but still are below state averages in all three areas. The data from the SY 2014-2015 PARCC assessments are not yet available and the state is keeping all schools at their previous designation. MSLA will continue to be on a priority improvement status.

Trend Analysis: 2012 - 2014

Over the past 3 years: reading achievement has decreased after an upturn in 2013, writing achievement has increased steadily, and math achievement has decreased after substantial growth in 2013, resulting in an overall decline of scores. Reading, math and writing growth scores have all continued to remain well below state averages.

Priority Performance Challenges: The full staff met on Oct 19th and 20th to discuss these trends and reflect on priority improvement challenges. After taking the time to look more deeply at local performance data, they identified two priority performance challenges:

- 1) Increase writing achievement and growth scores to meet or exceed state averages
- 2) Increase math achievement and growth scores to meet or exceed state averages

The staff discussed the fact that writing is a foundational skill that is necessary for students to be able to express and understand their thinking in any content area. While significant gains have been made in this area over the past 3 years, the staff believes that there is still significant room to improve while capitalizing on the strategies and skills that have already been employed. Growth in this area should affect performance in all subject areas. The staff also voiced a desire to build on this momentum and begin to implement a writing curriculum with full fidelity across all grade levels.

MSLA has a student population that is 75% ELL and, as such, it is imperative that the school continue to build upon its strengths in addressing English Language Proficiency as this too is a foundational skill in accessing content knowledge across all subjects and grades. Continued gains in this area should have significant impacts across all performance criteria. The staff discussed the fact that growth in both of these areas may be one of the factors that is responsible for extremely high level of student satisfaction. Math scores in achievement and growth spiked in 2013 in both areas, but declined in 2014. The school has a focus on mathematics, and believe that building students skills is urgent. The school staff will develop strategies to keep students engaged and motivated and will put a special focus on academic language within mathematics to help ELL students.

Root Cause Analysis: The full staff conducted root cause analysis and identified major improvement strategies across a 2-day intensive session on Oct 19th and 20th. Though significant progress was made towards addressing root causes addressed in the previous year these same root causes were identified to still be persistent and need of attention. The root cause analysis found the following:

- The elements of highly effective lesson design (backward design planning, learning targets, academic language, checking for understanding, etc.) are not implemented consistently enough in all classrooms at all times to increase student engagement and learning.
- Use of common curricula is lacking among content areas and between grade levels. (The district has not identified a K-3 literacy curriculum, however grades 4 and 5 are using ENGAGE New York.)
- A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive to achieve.
- Common and formative assessments, and the data they can provide, do not exist at this time leaving teachers with an inability to effectively differentiate instruction.
- Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level.

Staff indicated that they want full support in holding each other accountable for implementing the strategies addressing the priority performance challenges.

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)	Reading <u>65%</u> Proficient Or Higher	<u>40%</u> Did Not Meet By -25%	<ul style="list-style-type: none"> High teacher mobility (30%) resulted in a significant impact on student achievement. Teachers were not using the same or consistent curricula across teams and/or grade levels, which impeded vertical alignment, because prescribed mathematics curriculum is not well aligned to standards, as measured in interims and PARCC. Lack of adequate interventions in literacy and mathematics significantly impacted student achievement. A systematic approach to interventions was not implemented. Internal accountability structures were lacking to ensure that all staff implemented major improvement strategies with fidelity. Progress monitoring of school-wide goals did not occur. Adequate and differentiated training was not provided for progress monitoring as a result of inadequate district support.
	Math <u>60%</u> Proficient Or Higher Writing <u>50%</u> Proficient Or Higher	<u>37%</u> Did Not Meet By -23% <u>28%</u> Did Not Meet By -22.28%	
Academic Growth	Reading <u>68</u> Median Growth Percentile	<u>34</u> Did Not Meet By -34	
	Writing <u>68</u> Median Growth Percentile ELP <u>37</u> Median Growth Percentile English Language Proficiency ACCESS	<u>43</u> Did Not Meet By -25 <u>59</u> Met And Exceeded By +22	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Status)	<table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>Trend</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>49%</td> <td>50%</td> <td>37%</td> <td>Increase then Decreasing</td> </tr> <tr> <td>Reading</td> <td>38%</td> <td>34%</td> <td>40%</td> <td>Decreasing Then Increasing</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>26%</td> <td>28%</td> <td>Increasing</td> </tr> </tbody> </table>		2012	2013	2014	Trend	Math	49%	50%	37%	Increase then Decreasing	Reading	38%	34%	40%	Decreasing Then Increasing	Writing	19%	26%	28%	Increasing	The MGP remains below the state average of 50% in all grade levels and for all areas.	<p>Standard 1: Standards and Instructional Planning.</p> <p>The school did not consistently implement a curriculum that is aligned to Colorado Academic Standards and did not ensure rigorous, effective instructional planning.</p> <ul style="list-style-type: none"> The elements of highly effective lesson design (backward design planning, learning targets, academic language, checking for understanding, etc.) are not implemented consistently enough in all classrooms at all times to increase student engagement and learning. Use of common curricula is lacking among content areas and between grade levels.
		2012	2013	2014	Trend																		
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Writing	19%	26%	28%	Increasing																			
	<p>The English language learners scoring proficient or advanced in writing has increased by 10% to 28% between 2012-2014 on TCAP/CSAP. However, this is still below the overall state average of 35% in 2014</p> <p>From 2012 to 2014, students in grades 3-5 declined to 37% P/A which is more than 32 points below the</p>	Writing scores at 28% do not meet the state's average, and we are not closing the gap in writing effectively enough to	<p>Standard 2: Best First Instruction. Instructional staff members did not provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.</p> <ul style="list-style-type: none"> A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive 																				

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																									
	state average of 70% in math.	<p>meet academic growth goals.</p> <p>Math achievement scores 30+ points below state average describe students who do not have the skills or vocabulary to do grade level math nor to move on to higher levels.</p>	<p>to achieve.</p> <p>Standard 3: Assessment of and for Learning. The school did not use multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade level expectations, and improve instruction.</p> <ul style="list-style-type: none"> • Common and formative assessments, and the data they can provide, do not exist at this time leaving teachers with an inability to effectively differentiate instruction. • Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level. 																									
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School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The MGP in writing for English 4th grade increased from 13% to 44% between 2012-2014, yet remains below the state median of 50%.</p> <p>The growth in writing for all 3rd to 5th grade students increased from 13% to 43% between 2011 to 2014, but still remains below the state median of 50%.</p> <p>The median growth percentile in math for 4th grade decreased from 38 to 27 between 2012-2014 increasing the gap between school and state by 23.</p>	<p>Writing growth scores that do not meet the state's average indicate that we are not closing the gap in writing effectively enough to meet academic growth goals.</p> <p>Math growth scores below state average describe students who do not have the skills or vocabulary to do grade level math nor to move on to higher levels.</p>	<p>Standard 2: Best First Instruction. Instructional staff members did not provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.</p> <ul style="list-style-type: none"> A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive to achieve. <p>Standard 3: Assessment of and for Learning. The school did not use multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade level expectations, and improve instruction.</p> <ul style="list-style-type: none"> Common and formative assessments, and the data they can provide, do not exist at this time leaving teachers with an inability to effectively differentiate instruction. Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level.
Academic Growth Gaps	<p><u>Reading 2012-2014</u> ELL students increased from 32% to 37% proficient but still lagged behind the state average at 47% in 2014</p> <p><u>Writing 2012-2014</u></p>	<p>Growth gaps remains below the state average for all groups in every area.</p> <p>MSLA's</p>	<p>Standard 1: Standards and Instructional Planning. The school did not consistently implement a curriculum that is aligned to Colorado Academic Standards and did not ensure rigorous, effective instructional planning.</p> <ul style="list-style-type: none"> The elements of highly effective lesson design

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>ELL students increased from 19% to 28% proficient, but were still behind the state average of 34% in 2014</p> <p><u>Math 2012-2014</u></p> <p>ELL students increased from 46% to 52% in 2013, but declined to 35.5% in 2014. The state average in 2014 was 50%</p>	<p>population is comprised of 75% ELL students and the data mirrors the total population. 100% of MSLA students are classified as FRL.</p>	<p>(backward design planning, learning targets, academic language, checking for understanding, etc.) are not implemented consistently enough in all classrooms at all times to increase student engagement and learning.</p> <p>Use of common curricula is lacking among content areas and between grade levels.</p>
			<p>Standard 2: Best First Instruction. Instructional staff members did not provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.</p> <ul style="list-style-type: none"> • A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive to achieve. <p>Standard 3: Assessment of and for Learning. The school did not use multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade level expectations, and improve instruction.</p> <ul style="list-style-type: none"> • Common and formative assessments, and the data they can provide, do not exist at this time

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

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			<p>leaving teachers with an inability to effectively differentiate instruction.</p> <p>Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level.</p>
Postsecondary & Workforce Readiness			

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

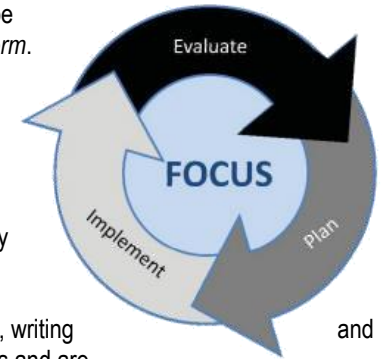
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	<p>Writing scores at 28% do not meet the state's average, and we are not closing the gap in writing effectively enough to meet academic growth goals.</p>	<p>All MSLA students in grades K, 1, and 3 will be at 80% proficient as measured against the Network 2 ELA targets</p>	<p>All MSLA students in grades K – 5 will be at 80% proficient as measured against the Network 2 ELA targets</p>	<p>Staff will use short constructed responses from interim assessments to measure writing progress. District assessments will be on ANet three times per year.</p> <p>Staff will receive PD on writing strategies and use agreed upon writing strategies from CORE 6 to improve writing skills in all grade levels.</p> <p>All teachers have received training in peer assisted review feedback and participate in three yearly PAR rotations. All teachers will also receive feedback three times per year during peer assisted review. In addition, lead teachers and the instructional superintendent will provide feedback during walk-thru's and during the evaluation process.</p> <p>4th and 5th grade teachers will attend training for Expeditionary Learning Literacy curriculum and use the instructional</p>

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

							<p>strategies with fidelity for all students.</p> <p>Staff will use data from interim assessments to inform instruction. Data cycles will occur once per week. Information from the data meetings will inform grade level planning meetings.</p> <p>Staff will receive PD monthly on strategies to engage ELL students and share their results in grade level and all staff meetings.</p>
		READ					
		M	<p>Math achievement scores 30+ points below state average describe students who do not have the skills or vocabulary to do grade level math nor to move on</p>			<p>Staff will use short constructed responses from interim assessments to measure writing progress in math. District assessments will be on ANet 3 times per year.</p>	<p>Staff will implement the current curriculum with fidelity and all teachers will use strategies to engage and motivate students.</p> <p>(Strategies from CORE</p>

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

			to higher levels.				6 and McREL work on working with ELL students.)
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Writing growth scores do not meet the state's average indicate that we are not closing the gap in writing effectively enough to meet academic growth goals.				Staff will use writing strategies from CORE 6 to improve writing skills in all grade levels. 4th and 5 th grade teachers will attend training for Expeditionary Learning Literacy curriculum and use the instructional strategies with fidelity for all students.
		M	Math growth scores are below state average and describe students who do not have the skills or vocabulary to do grade level math nor to move on to higher levels.				Staff will implement the current curriculum with fidelity and all teachers will use strategies to engage and motivate students. (Strategies from CORE 6 and McREL work on working with ELL students.)
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary	Graduation Rate						

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

& Workforce Readiness	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

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 Standard #1—The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Root Cause(s) Addressed:

- The elements of highly effective lesson design (backward design planning, learning targets, academic language, checking for understanding, etc.) are not implemented consistently enough in all classrooms at all times to increase student engagement and learning.
- Use of common curricula is lacking among content areas and between grade levels.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 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				
Indicator 1.b. Guaranteed and Viable Curriculum: Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided.						
1.b.1. Equitable and Challenging. Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to	SY 2015-2016 – faculty meetings	Ongoing	All teachers	Experts on academic rigor and equity – CEA support	Monthly agenda topic on academic rigor and equity MSLA definition of academic rigor	November 2015 May 2016

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

prepare all students for success at the next level.					Peer observation on scaffolding strategies – 3 x each year.	October, February, April
1.b.7. Access to Curriculum. All students have access to the district’s guaranteed and viable curriculum regardless of content area, level, course, or teacher.	PD ELD during SY 2015-2016 – once per month PD on CORE 6 PD on ELA for ELL students	Ongoing as needed	Lead Teachers SLT All Staff	District Personnel – ELA District Personnel – ELD	By the end of SY 2015-2016 school year will have completed the following: Monthly PD on ELD strategies 5x PD on ELA strategies based on CORE 6 Support sessions on Everyday Math for new teachers	In Progress In Progress December 2015 January 2016
Indicator 1.c. Instructional Planning Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.						
1.c.1. Collaborative Planning. School administrators promote collaborative planning by scheduling adequate time in the master schedule.	May of 2015	May of 2016	Lead Teachers with SLT	Precision School Improvement facilitation and development workshops	Master Schedule Master Calendar	SY 2015-2016 complete SY 2016-2017 TBD
1.c.2. Backwards Design. Teachers use a backwards design process to ensure instructional planning begins with the end in	October 2015 and continue	Ongoing	Grade level teams	Grade level teachers Lead teachers	Lesson Plans – on google drive by grade level and unit	In progress

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

<p>mind, starting with the big ideas, learning targets, and planned criteria to assess mastery.</p>	<p>s as needed by grade level teams</p>				<p>Grade Level meeting notes on google drive</p> <p>Re-teach unit - ANet</p>	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Standard 2: Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Root Cause(s) Addressed:

- A common definition and understanding of academic rigor by staff and students does not exist and therefore it is not something all strive to achieve.
- Common and formative assessments, and the data they can provide, do not exist at this time leaving teachers with an inability to effectively differentiate instruction.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 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				
Indicator 2.a. Standards-Based Instruction: Instructional staff consistently implements standards-based instructional practices.						
2.a.1 Learning Goals. Teachers ensure that all students understand the goal of each lesson.	Weekly	Ongoing	All teachers	All teachers Grade level planning time	SLO and content and language objectives are apparent in every classroom, for every lesson.	In progress
2.a.4. Formative Assessment. Teachers continually monitor and adjust instruction and content based on multiple checks for understanding and formative assessment.	Daily	Ongoing	All teachers	Time for PD Budget for outside facilitator	PD on strategies for formative assessment by January 2016	January 2016
2.a.5. Evaluation of Instruction. Teacher teams regularly evaluate the	Daily and	Ongoing	All teachers	Time for PD ANet webinar and support	PD – ANet Webinar	October 2015 (Ongoing)

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

impact of classroom instruction on student learning.	weekly			from district		
Indicator 2.c. Instructional Practices Teachers consistently use instructional strategies informed by current research to raise student achievement and close achievement gaps.						
2.c.7. Thinking Skills. Teachers routinely and explicitly model and incorporate higher order thinking, metacognition, and problem solving skills into daily lessons.	Daily and weekly	Ongoing	All teachers	Time for PD	PD on questioning, academic conversations, Literature Circles, etc.	January 2016

* 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: Standard 3: The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade---level expectations, and improve instruction.

Root Cause(s) Addressed:

- Only a rudimentary data inquiry cycle is in place, and therefore effective study of student achievement and goal setting is being done at a very low level.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 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				
Indicator 3.a. Use of Assessment and Data: Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade---level, and classroom decisions.						
3.a.3. Data Dialogue. Common processes, protocols, and language for analyzing data are used school-wide.	Beginning in SY 2015-2016 weekly data meetings by grade level	Ongoing	All teachers Lead teachers Precision School Improvement Support	Time Instructional Superintendent Precision School Improvement Facilitation	Meeting notes on google drive Observations by IS Diagnostic Review and Progress Monitoring	Began September 2015 - ongoing Began September 2015 – ongoing DR in 9/2015 PM in 2/16
Indicator 3.b. Assessment for Learning Formal. and informal assessment data are analyzed						

School Code: 5608

School Name: MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY

3.b.1. Checking for Understanding. Teachers adjust classroom instruction based on frequent and regular checks for understanding/ formative assessment (e.g., teacher questions, student responses, student questions, observations).	Daily and weekly	Ongoing	All teachers	Time for PD	PD on questioning, academic conversations, Socratic seminars, etc.	January 2016
3.b.3. Interim Assessments. Interim assessments determine progress over time (e.g., end of unit, quarter) and help guide decisions regarding the need for additional intervention.	Daily and weekly	Ongoing	All teachers	Time for PD ANet webinar and support from district	PD – ANet Webinar	October 2015 (Ongoing)

* 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.*