

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **5644**      School Name: **MAXWELL ELEMENTARY SCHOOL**      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.*

As of 2014-15, the school had improved reading achievement but has still not met the state goal of 72% proficiency or the UIP goal from 2013 of 58% proficiency. Reading achievement is a priority performance challenge. In 2015, the school achieved 16% "met" expectations for CMAS PARCC ELA, and 9% for PARCC CMAS Math. Boys outperformed girls on CMAS Math (17% compared to 2% "met" expectations). Latino students outperformed black students on CMAS Reading (17% compared to 10% "met" expectations).

Growth data has not been calculated or shared by CDE for 2015 CMAS PARCC.

##### 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 school is continuing to have these problems because of additional room for growth with data driven implementation, reading and writing instruction, and school culture.

##### 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.*

The school will be implementing three strategies to eliminate these challenges:

- 1) Improve Data Driven Implementation
- 2) Establish and develop clear Instructional Foci - Reading and Writing Workshop.
- 3) Implement Schoolwide Values-Based Culture. This year we will implement a schoolwide culture plan focused on building positive school climate and culture. We will teach our shared values to our students and present a consistent message, as well as consistent social-emotional learning to support a positive culture.

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

**Pre-Populated Report for the School**

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	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 <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: 5644

School Name: MAXWELL 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.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement str
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: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Additional Information about the School

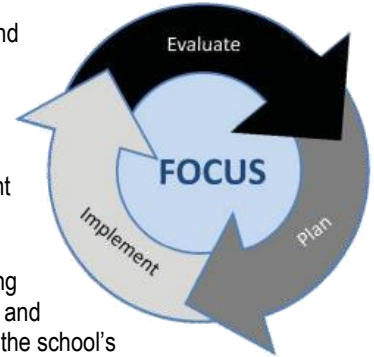
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nivan Khosravi, Principal
	Email	<a href="mailto:Nivan_Khosravi@dpsk12.org">Nivan_Khosravi@dpsk12.org</a>
	Phone	720-424-5742
	Mailing Address	14390 Bolling Drive, Denver, CO, 80239
2	Name and Title	Stephen Wertz and Elizabeth Yates, Assistant Principals
	Email	<a href="mailto:Stephen_Wertz@dpsk12.org">Stephen_Wertz@dpsk12.org</a> , <a href="mailto:Elizabeth_Yates@dpsk12.org">Elizabeth_Yates@dpsk12.org</a>
	Phone	720-424-5801
	Mailing Address	14390 Bolling Drive, Denver, CO, 80239

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

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

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



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

#### Data Narrative for School

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

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demography</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority challenge(s). Provide evidence that the root cause was verified</p>
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School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

cs). Include the general process for developing the UIP and participants (e.g., School Accountability Committee)	school's targets. Identify the overall magnitude of the school's performance challenges.	direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
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**Narrative:**

**Description of School Setting:**

Maxwell Elementary is an ECE – 5th grade school with a diverse community of families and students. Maxwell is located in the Montbello neighborhood in Denver, Colorado. With an average enrollment of 520 students, Maxwell’s demographic make-up consists of 95% free and reduced lunch families/students. The student community includes 74.3% Latino students, 18.9% African American students, 3.2% White students, and 1% Asian students. Maxwell is comprised of 94% of minority students. Maxwell includes 55% English Language Learners and is a Transitional Native Language Instruction program. English Language Learners receive support through targeted efforts of this ELL Focus School including teacher coaching from a specialized ELA Teacher Effectiveness Coach. 10% of students at Maxwell Elementary have been identified to receive Special Education services. The current school leadership team is in its first year at the school will continue to build upon the improvement efforts they have put in place as described here.

**Process for Data Analysis:**

During September and October and November 2015, school leadership engaged in a thorough and meaningful planning process to develop the 2015-16 UIP for Maxwell Elementary. The UIP Strategic Planning Team included Principal Nivan Khosravi, Assistant Principals Beth Yates and Stephen Wertz, Instructional Support partner Helen Butts, and Instructional Superintendent Quinn O’Keefe. First the team analyzed all relevant SPF data and analyzed this achievement data in context of the school’s 2013-14 UIP. After the initial draft ideas for the UIP were developed by this team, the CSC was consulted and the school’s SLT and Teacher Leaders gave input and feedback during October meetings. Additionally, parents gave feedback during the school’s SPF night in early October, during which SPF results for the school were discussed and strategies for improving to green were suggested.

This planning dialog included data analysis of quantitative and qualitative data, facilitated dialog to explore priority performance challenges and root causes of data trends, identification of both short-term and long-range goals, articulation of strategy to support these goals based on the current performance challenges, review of all current school initiatives and finally a practical assessment of the necessary additional supports to achieve success under the plan.

On January 5<sup>th</sup>, Mr. Khosravi presented current PARCC performance data to the CSC and SLT. The CSC and SLT analyzed performance data and gave input revising the data narrative,

PARCC Performance Outcomes - MATH - All Math Assessments									
Maxwell Elementary School									Elementary
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above
All Grades	221	27.6%	35.3%	28.5%	8.6%	0.0%	37.1%	8.6%	48.9%
3rd	80	36.3%	32.5%	25.0%	6.3%	0.0%	31.3%	6.3%	52.8%
4th	81	23.5%	43.2%	24.7%	8.6%	0.0%	33.3%	8.6%	45.1%
5th	60	21.7%	28.3%	38.3%	11.7%	0.0%	50.0%	11.7%	49.9%
6th									
7th									
8th									
9th									
10th									
11th									
12th									

priority performance challenges, and major improvement strategies.

**Review Current Performance:**

In 2015, on the PARCC CMAS Math assessment, 8.6% of Maxwell students scored at “Met Expectations,” while 37% scored at “Approaching” or “Met Expectations.”

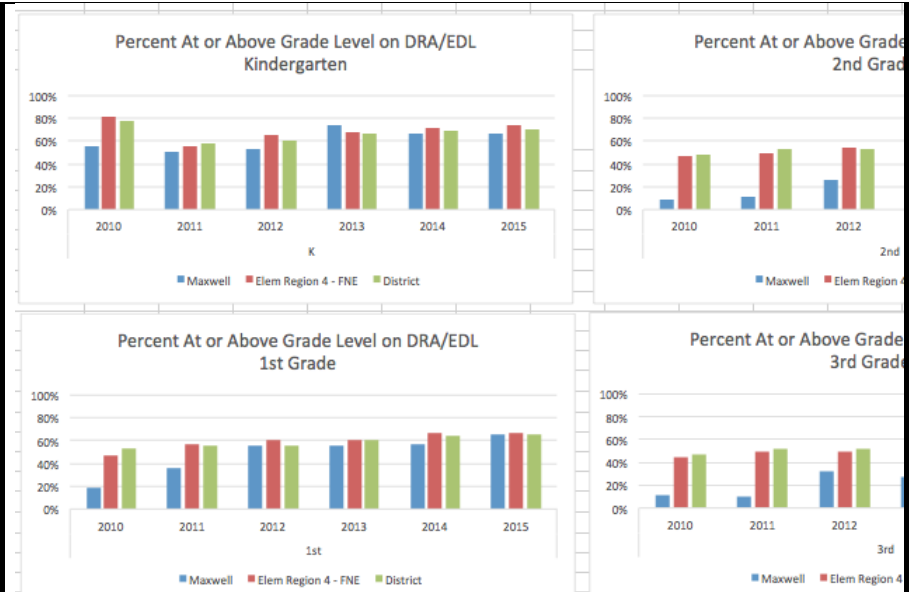
On PARCC CMAS English Language Arts, 15.6% of students scored at “Met Expectations,” while 37% scored at “Approaching” or “Met Expectations.”

No MGP growth scores have been shared with the school at the time of this Unified Improvement Plan. The school did not have specific PARCC targets for 2015, however, the school did not meet expectations with regards to status on PARCC in 2015.

Math achievement has improved from 32% in 2013 to 46% in 2014. In 2015, the school achieved at 9% on the PARCC CMAS Math assessment. No trend information has been calculated, as TCAP-PARCC correlation has not been established. 10% of black students “met” or “exceeded” expectations on PARCC CMAS ELA, while 17% of Latino students did. The N for white students was too low to have data to report.

PARCC Performance Outcomes - ELA - All ELA Assessments									
Maxwell Elementary School									Elementary
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above
All Grades	199	27.1%	32.2%	25.1%	15.6%	0.0%	40.7%	15.6%	54.1%
3rd	57	47.4%	24.6%	17.5%	10.5%	0.0%	28.1%	10.5%	47.0%
4th	81	17.3%	37.0%	27.2%	18.5%	0.0%	45.7%	18.5%	55.6%
5th	61	21.3%	32.8%	29.5%	16.4%	0.0%	45.9%	16.4%	54.7%
6th									
7th									
8th									
9th									
10th									
11th									
12th									





Did the school meet Academic Achievement Goals in 2014?

Reading: No. The school achieved 52% proficiency and was 4 percentage points away from meeting the target.

Math: No. The school achieved 48% proficiency and was 6 percentage points away from meeting the target.

Writing: No. The school achieved 32% proficiency and was 6 percentage points away from meeting the target.

Did the school meet Academic Growth Goals in 2014?

Reading: No. The school achieved an MGP of 52 and was 8 points away from meeting the target of MGP of 60.

Math: No. No. The school achieved an MGP of 56 and was 4 points away from meeting the target of MGP of 60.

Writing: No. No. The school achieved an MGP of 52 and was 8 points away from meeting the target of MGP of 60.

Did the school meet Academic Growth Gaps Goals (Goals for growth for disaggregated groups of students) in 2014?

Reading: Our ELL students achieved an MGP of 54 in reading. Our FRL students achieved an MGP of 52 in Reading. Our SPED Students Achieved an MGP of 30 in Reading and our Minority Students achieved an MGP of 50 in reading. Each disaggregated group fell short of the target of MGP of 60, however, the FRL, minority, and ELL students achieved the same as or close to the school's MGP. SPED students grew significantly less than other students, achieving an MGP of 30.

Math: Our ELL students achieved an MGP of 54 in math. Our FRL students achieved an MGP of 54 in math. Our SPED Students Achieved an MGP of 23 in math and our Minority Students achieved an MGP of 54 in math. Each disaggregated group fell short of the target of MGP of 60, however, the FRL, Minority and ELL students achieved the same as or close to the school's MGP. SPED students grew significantly less than other students, achieving an MGP of 30.

Writing: ELL students achieved an MGP of 58, FRL students grew with an MGP of 52, SPED students grew with an MGP of 60 and minority students grew at an MGP of 51. Our SPED students achieved the MGP goal of 60. All other disaggregated groups achieved MGPs over 50, but did not meet the target of 60.

**Priority Performance Challenges:**

The school has identified reading, writing, and math achievement, and reading, writing, and math growth, and reading and math growth for SPED students as areas where the school did not meet targets. Out of these areas, the team developing this UIP has decided to focus on the priority performance challenges of Reading growth and achievement and writing growth and achievement:

Reading Achievement – the school has improved reading achievement but has still not met the state goal of 72% proficiency or the UIP goal from 2013 of 58% proficiency. Reading achievement is a priority performance challenge.

Writing Achievement – the school has improved writing achievement by only 1%. This indicates very little improvement in writing instruction. The school has still not met the state goal of 54% proficiency or the UIP goal from 2013 of 42%

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

proficiency in writing. Writing achievement is a priority performance challenge.  
Reading Growth: The MGP of 52 did not meet the state's expectation of an MGP of 56 in reading. Reading growth is a priority performance challenge.  
Writing Growth: The MGP of 52 did not meet the state's expectation of an MGP of 66 in writing. Writing growth is a priority

**Root Causes:**

- 1) **Inconsistent Best Practices in reading and writing:** Teachers did not teach using consistent best practices in reading or writing instruction. While best practices have grown in 2014-15, the school still did not experience common practices across classrooms and grade levels. The expectations for specific teaching practices in reading workshop and writing workshop were not clear, were not modeled, and were not coached for teachers. This affected reading and writing status. The increase in common planning helped the school improve, but the lack of complete consistency prevented the school from meeting its goals. This root cause affected all four priority performance challenges – reading and writing achievement and growth.
- 2) **Inconsistent understanding of CCSS:** Teachers had an inconsistent understanding of the Common Core State Standards, the level of rigor of the CCSS in reading and math, and the level of specific, text-dependent questioning for reading. This was a cause for the school not meeting its goals in reading status.
- 3) **Inconsistent Data Driven Instruction:** Currently many teachers are at beginning phases of understand how to integrate data analysis into instructional strategy. The school did not implement data teams weekly, and was in beginning stages of co-planning and adjusting instruction based on diagnostic, formative and summative student data in 2013-14. This was a cause for the school not meeting its goals in reading, writing achievement and growth (addressing all four priority performance challenges).
- 4) **Inconsistent Student Culture:** Student culture was not consistent across the school. The school did not implement the positive behavior support system of Dolphin dollars and focusing on the positive with all students consistently across classrooms and throughout the year. This affected student achievement in reading

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

	<p>and writing instruction because students were not 100% engaged in instruction and teachers were dealing with discipline issues more often than desired. This root cause affected all four priority performance challenges – reading and writing achievement and growth.</p>
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**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: 58% (TCAP equivalent) Math: 54% (TCAP equivalent) Writing: 38% (TCAP equivalent)	TCAP Equivalents have not been calculated. The school achieved 9% status at met or above expectations in math and 16% in reading.	Previous targets in were not met for the following identified reasons:  The targets for reading, math, and writing status were not met because the school did not implement data teams with fidelity. While the school did implement the Major Improvement Strategy of "Improve Data Teams" in 2013-14, not all 100% of teachers scored proficient on the data rubric. Additionally, the data teams were not implemented based on formative, weekly and daily data.
Academic Growth	Reading MGP: 60  Math MGP: 60  Writing MGP: 60	MGPs have not been calculated or shared with the school from 2015 PARCC.	The school did not increase attendance to meet the 95% goal in 2013-14, which also had an effect on academic performance.
Academic Growth Gaps	Reading MGP: 60 for all disaggregated groups (including SPED, ELL, minority)	MGPs have not been calculated or shared with the school from 2015 PARCC.	Teaching practices were inconsistent across the building. Through reflection and conversations with staff it has been noted that guided reading and other instructional practices were not standardized across classrooms.  Data teams were improved from years prior,

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Math MGP: 60 (including SPED, ELL, minority)</p> <p>Writing MGP: 60 (including SPED, ELL, minority)</p>		<p>but were not consistently held every week throughout the school year.</p> <p>Some of the TCAP targets (reading and writing) were not met also potentially because of low DRA reading levels and a lack of time spent independently reading.</p>
Postsecondary & Workforce Readiness	n/a	n/a	

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>From 2013 to 2014 the school improved academic achievement in reading from 39% to 48%, a 9% overall increase. In 2015, the school achieved at 16% on the PARCC CMAS ELA assessment. No trend information has been calculated, as TCAP-PARCC correlation has not been established.</p> <p>Math achievement has improved from 32% in 2013 to 46% in 2014. In 2015, the school achieved at 9% on the PARCC CMAS Math assessment. No trend information has been calculated, as TCAP-PARCC correlation has not been established.</p> <p>Disaggregated Groups have achievement gaps with regards to status. 2% of girls in grades 3-5 “met” or “exceeded” expectations on 2015 CMAS PARCC Math, while 17% of boys did.</p> <p>10% of black students “met” or “exceeded” expectations on PARCC CMAS ELA, while 17% of Latino students did. The N for white students was</p>	<p>Reading Achievement – the school improved reading achievement in 2014, but improvement has not been calculated between TCAP and PARCC. In 2015, 16% of Maxwell students were proficient with regards to CMAS PARCC ELA. Reading achievement is a priority performance challenge.</p> <p>Math Achievement– the school improved math achievement in 2014, but improvement has not been calculated between TCAP and PARCC. In</p>	<p>Teachers did not teach using consistent best practices in reading or writing instruction. The expectations for specific teaching practices in reading workshop and writing workshop were not clear, were not modeled, and were not coached for teachers. This affected reading and writing status. The increase in common planning helped the school improve, but the lack of complete consistency prevented the school from meeting its goals.</p> <p>Teachers had an inconsistent understanding of the Common Core State Standards, the level of rigor of the CCSS in reading and math, and the level of specific, text-dependent questioning for reading. This was a cause for the school not meeting it’s goals in reading or math status.</p> <p>Currently many teachers are at beginning phases of understand how to integrate data analysis into instructional strategy. The school did not implement data teams weekly, and was in beginning stages of co-planning and adjusting instruction based on diagnostic, formative and summative student data in 2013-14. This was a cause for the school not meeting its goals in reading, writing, and math status.</p>

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	too low to have data to report.	<p>2015, 9% of Maxwell students were proficient with regards to CMAS PARCC ELA. Math achievement is a priority performance challenge.</p> <p>Math achievement for girls has been identified as a priority performance challenge.</p> <p>Reading achievement for black students has been identified as a priority performance challenge.</p>	Student culture was not consistent across the school. The school did not implement the positive behavior support system of Dolphin dollars and focusing on the positive with all students consistently across classrooms and throughout the year.
Academic Growth	<p>The last year growth was calculated for Maxwell was 2014:</p> <p>Maxwell's MGP was 52 for reading, 56 for math, and 52 for writing in 2014. MGP is a measure that takes into account growth for individual students over multiple years. As such, it's not statistically significant to compare MGP from year to year.</p> <p>However, upon analyzing Maxwell's MGP for reading and writing and math over the past 3</p>	<p>As of 2014:</p> <p>For the first time in three years, the school had MGPs higher than 50 in reading, writing, and math.</p> <p>The MGP of 52 did not meet the state's</p>	<p>Teachers did not teach using consistent best practices in reading or writing instruction. The expectations for specific teaching practices in reading workshop and writing workshop were not clear, were not modeled, and were not coached for teachers. This affected reading and writing status. The increase in common planning helped the school improve, but the lack of complete consistency prevented the school from meeting its goals in reading, writing, and math growth.</p> <p>Teachers had an inconsistent understanding of the Common Core State Standards, the level of rigor of the CCSS in</p>

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>years, it's clear that in 2014 Maxwell's students grew at a higher rate than the rate Maxwell's students grew in the past.</p> <p>Maxwell's students grew more than 52% of other students in Reading, more than 56% in Math, and more than 52% in Writing. This is higher than "average" or 50, though only by 2, 6, and 2 growth percentiles.</p>	<p>expectation of an MGP of 56 in reading. Reading growth is a priority performance challenge.</p> <p>The MGP of 52 did not meet the state's expectation of an MGP of 56 in Math. Math growth is a priority performance challenge.</p> <p>The MGP of 52 did not meet the state's expectation of an MGP of 66 in writing. Writing growth is a priority performance challenge.</p>	<p>reading and math, and the level of specific, text-dependent questioning for reading. This was a cause for the school not meeting its goals in reading or math growth.</p> <p>Currently many teachers are at beginning phases of understand how to integrate data analysis into instructional strategy. The school did not implement data teams weekly, and was in beginning stages of co-planning and adjusting instruction based on diagnostic, formative and summative student data in 2013-14. This was a cause for the school not meeting its goals in reading, writing, and math growth.</p>
Academic Growth Gaps	<p>The last year growth (and thereby growth gaps) was calculated for Maxwell was 2014:</p> <p>Non-ELLs grew less than ELLs with MGPs of 30 in reading, 45.5 in math, and 37 in writing.</p> <p>SPED students grew less than non-disabled peers with MGPs of 30 and 23.5 in reading and math</p>	<p>The last year growth (and thereby growth gaps) was calculated for Maxwell was 2014:</p> <p>Our SPED students underperformed their nondisabled peers in reading and math.</p>	<p>Teachers did not teach using consistent best practices in reading or writing instruction. The expectations for specific teaching practices in reading workshop and writing workshop were not clear, were not modeled, and were not coached for teachers. This affected reading and writing status. The increase in common planning helped the school improve, but the lack of complete consistency prevented the school from meeting its goals in reading, writing, and math growth for our</p>

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>respectively. SPED students grew at an MGP of 60 in writing, meeting our school goal from the 2013 UIP for writing MGP.</p> <p>FRL students grew at higher rates than non FRL students in every category. While this data shows significant difference in growth, 95-97% of students are FRL each year, and these are the students outperforming their non-FRL peers.</p> <p>Minority students grew at higher rates than non minority students in every category. While this data shows significant difference in growth, 95-97% of students are students of color each year, and these are the students outperforming their white peers.</p>	<p>Reading and Math growth for SPED students is a priority performance challenge.</p>	<p>SPED students.</p> <p>Teachers had an inconsistent understanding of the Common Core State Standards, the level of rigor of the CCSS in reading and math, and the level of specific, text-dependent questioning for reading. This was a cause for the school not meeting its goals in reading or math growth for our SPED students.</p> <p>Currently many teachers are at beginning phases of understand how to integrate data analysis into instructional strategy. The school did not implement data teams weekly, and was in beginning stages of co-planning and adjusting instruction based on diagnostic, formative and summative student data in 2013-14. This was a cause for the school not meeting its goals in reading, writing, and math growth for our SPED students.</p>
Postsecondary & Workforce Readiness	n/a	n/a	n/a
	n/a	n/a	n/a

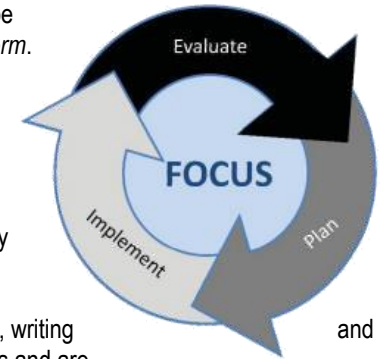
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	<p>READ</p> <p>Reading Achievement – the school improved reading achievement in 2014, and without direct comparison data, achieved 16% “met” expectations in 2015. Reading achievement is a priority performance challenge.</p> <p>In 2015, black students underperformed Latino students on CMAS PARCC. Achievement Gaps for Black students is a priority performance challenge.</p>	<p>55% of students are on grade level or above by end of year DRA. 80% of Students not on grade level grow 1.5 years or more in reading level as measured by DRA.</p> <p>40% of students will meet or exceed expectations on CMAS PARCC.</p> <p>40% of Black students will perform at or above “met expectations” on 2016 PARCC CMAS ELA</p>	<p>80% of students are on grade level or above by end of year DRA. 80% of Students not on grade level grow 1.5 years or more in reading level as measured by DRA.</p> <p>60% of students will meet or exceed expectations on CMAS PARCC.</p> <p>60% of Black students will perform at or above “met expectations” on 2016 PARCC CMAS ELA</p>	<p>DRA2/EDL2 Reading Assessment</p> <p>Common Formative Assessments (teacher-created and ANET-created quizzes)</p> <p>ANET reading interims for 2<sup>nd</sup>-5<sup>th</sup> grades.</p>	<p>1) Improve Data Driven Implementation</p> <p>2) Establish and develop clear Instructional Foci - Reading and Writing Workshop</p> <p>3) Implement School-wide Values-Based Culture</p>
		<p>M</p> <p>Math Achievement – the school improved reading achievement in 2014, and without direct comparison data, achieved 9% “met” expectations in 2015. Math achievement is a priority performance</p>	<p>20% of students will meet or exceed expectations on CMAS PARCC Math.</p> <p>20% of female students will perform at or above “met expectations” on 2016 PARCC CMAS</p>	<p>20% of students will meet or exceed expectations on CMAS PARCC Math.</p> <p>20% of female students will perform at or above “met expectations” on 2016 PARCC CMAS</p>	<p>ANET math assessments 2<sup>nd</sup>-5<sup>th</sup> grades</p> <p>EngageNY Math Unit Assessments, K-5<sup>th</sup> grade</p>	<p>1) Improve Data Driven Implementation</p> <p>2) Establish and develop clear Instructional Foci - Reading and Writing Workshop</p> <p>3) Implement School-wide Values-Based Culture</p>

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

			challenge.  Girls underperformed boys on 2015 PARCC CMAS Math, by 15 percentage points. Math achievement for girls is a priority performance challenge.	Math.	Math.		
		W					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	MGPs not calculated for PARCC in 2015.				
		M	MGPs not calculated for PARCC in 2015.				
		W	MGPs not calculated for PARCC in 2015.				
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	MGPs not calculated for PARCC in 2015.				
		M	MGPs not calculated for PARCC in 2015.				
		W	MGPs not calculated for PARCC in 2015.				
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

### Action Planning Form for 2015-16 and 2016-17

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

**Major Improvement Strategy #1:** Improve Data Driven Implementation

**Root Cause(s) Addressed:** Inconsistent Data Driven Instruction, Inconsistent understanding of CCSS.

**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				
Improve Assessment Culture through partnership with ANET - Receive more rigorous, common-core aligned interim assessments - Receive guidance on data day process - Receive ongoing coaching from ANET coach. - Receive resources for standards analyzation and for analyzing student data and reteaching.	Started August 2014. Continued throughout 2015-16 school year.	Continue	Leadership Team, Teacher Leaders, Teachers	\$34,000 from district (local). No federal, state, or local funds used.	A1 (Interim 1) and A1 reteach: October, 2014  A2 and A2 reteach: December 2014  A3 and A3 reteach February/March 2014	In progress
Implement and improve Weekly Data Teams	Started September 2014.	Continue	All K-5 teaching teams	None	Provide guidance to all teachers for data teams protocol (following ANET and	In progress

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

	Continued throughout 2015-16 school year.				DPS data inquiry cycle): October, 2014.  Weekly data teams for reading, writing, math  Data teams rubric – the school leaders will rate the school on this DPS rubric by December, 2015.	
Engage in Data Days at end of units	4x/yr	4x/yr	All K-5 teachers	None	Blue days after Interims.	In progress
Engage in meaningful, backwards-planned unit planning, with unpacking CCSS and ANET/PARCC Assessment items.	2X per semester	3X per semester	All K-5 teachers	None	Wednesday PDs, biweekly	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:** Establish and develop clear Instructional Foci - Reading and Writing Workshop  
**Root Cause(s) Addressed:** Inconsistent understanding of CCSS, Inconsistent Best Practices in reading and writing.

**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				
Observation/Feedback Cycles <ul style="list-style-type: none"> <li>- Weekly teachers will receive observations and coaching-oriented feedback conversations by school leadership and our Teacher Effectiveness Coach</li> <li>- All observation data will be kept in a tracker to demonstrate teacher growth</li> <li>- Previous observation feedback will be continually checked in on to ensure teacher growth.</li> </ul>	Started August 2014. Continued throughout 2015-16 school year.	Continued	Leadership Team	None	100% of teachers receive 1+ observations per month.  100% of K-5 teachers receive 1 observation and feedback conversation each week.	In progress
Send Teachers to Lucy Calkins Instructional Day	October 10 <sup>th</sup> , 2014.			None		Completed
Send teachers in Grades 2-5 to visit model Classroom <ul style="list-style-type: none"> <li>- Partnership with teacher in Douglass County – send all teachers grades 2-5 to visit a model readers workshop</li> </ul>	October and December 2014 and January 2016	Continued	Leadership team and 2-5 teachers	None	Send 6 teachers January 7 <sup>th</sup> , 2016.  Send remaining teachers – October 29 <sup>th</sup> , 2016.	In progress

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

					Debrief all initial visits – completed by November 7th	
Provide Guidance to Staff of Shared Expectations and Look-Fors in Readers Workshop and Writers Workshop	Provided September 2015	Continued	Leadership team and all teachers.		<p>Staff understand and share in vision of instructional focus – September 2014</p> <p>Staff have self-checked on progress towards shared understanding of instructional foci – November 2014</p> <p>Staff have had a coaching conversation oriented in the Look-Fors document – December 2014</p> <p>Bimonthly check-ins throughout 2014-15 year and 2015-16 school year</p>	In progress.
K-5 teachers attend Reading Institute at Teachers College Reading and Writing Project, New York	June 2015	None	All K-5 teachers	\$50,000 from SIS Grant – Awarded October 2014.	<p>Staff attend training June 2014.</p> <p>Staff reflections completed by August 1 2014.</p> <p>Staff implement workshop best practices, to be checked-in upon by October 1, 2014</p>	Not begun

\* 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:** Implement Schoolwide Values-Based Culture. This year we will implement a schoolwide culture plan focused on building positive school climate and culture. We will teach our shared values to our students and present a consistent message, as well as consistent social-emotional learning to support a positive culture.

**Root Cause(s) Addressed:** Inconsistent Student Culture.

**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				
Staff Determine Maxwell's Shared Core Values – those values to teach to students and to drive staff and student culture	Begin and finish August 2014. Continued throughout 2015-16 school year.	None	All Maxwell Staff	None	Values crafted and voted on by staff August 19, 2014.	Staff Determine Maxwell's Shared Core Values – those values to teach to students and to drive staff and student culture
Staff celebrate the positive in student behavior by giving points and implementing school-wide PBIS system around the 5 values (integrity, joy, collaboration, equity, courage).	September 2015- May 2015	Continue	All Maxwell Staff	None	Values posted on walls of school in English and Spanish, September 2015  Values charts in all classrooms September 2015  Schoolwide Celebrations for values December 2015, May 2015, December 2016, May 2016	Staff celebrate the positive in student behavior by giving points and implementing school-wide PBIS system around the 5 values (integrity, joy, collaboration, equity, courage).
All students greeted on entrance to	Began	Continue	Principal,	None	Student Perception Survey	All students greeted on

School Code: 5644

School Name: MAXWELL ELEMENTARY SCHOOL

building and given a reminder of the values of the school.	August 25, 2015		Assistant Principals		and Parent Survey – 2014 and 2016	entrance to building and given a reminder of the values of the school.
Social-Emotional Learning Program: The school will teach social-emotional learning through partnering with the PATHs program.	Began in 1 <sup>st</sup> -5 <sup>th</sup> August 2015	Continue	All 1 <sup>st</sup> -5 <sup>th</sup> teachers	None	Paths Training August 20, 2015  Paths Training October 21, 2015  PATHs evaluation Spring 2015 (May)	Social-Emotional Learning Program: The school will teach social-emotional learning through partnering with the PATHs program.

\* 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.*