

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **5685**      School Name: **MCGLONE 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.*

School shows high growth. Increase in DPS percentile for ELA and math, however behind the district in both subjects. High growth for English Language Learners.

##### 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.*

Kids are behind in STEP, and from an analysis of the component breakdown, many of the reasons they are behind are phonics and skills gaps; There is also a shift in 3rd to provide text evidence, a struggle in 3rd grade specifically. We need to address this earlier and encourage kids and model how to pull evidence from the text, starting in kinder!

##### 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.*

**Priority 1:** Integrate reading, writing, and content (*science + social studies*) to provide cohesive instruction and strong unit planning, as called for by the Common Core

**Priority 2:** Use a variety of complex text (with all students) across subjects to build knowledge and understanding and intentionally scaffold and plan instruction so all student can access the text

**Priority 3:** Social Emotional Support and Consistency Across the School

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	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<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.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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**Section II: Improvement Plan Information**

**Additional Information about the School**

Comprehensive Review and Selected Grant History	
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

**Improvement Plan Information**

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant   
  READ Act Requirements   
  Other: \_\_\_\_\_

**School Contact Information** (Additional contacts may be added, if needed)

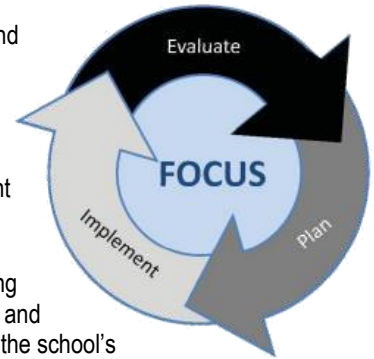
1	Name and Title	Sara Goodall, Principal
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### Section III: Narrative on Data Analysis and Root Cause Identification

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., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</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 school’s targets. Identify the overall magnitude of the school’s performance challenges.</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 direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</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 rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</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 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:**

**Pre-Turnaround – before 2010:**

**ACADEMIC ACHIEVEMENT: STATUS :** In reading, there is consistently low performance in reading is observed from 2008-2011; low performance ranging from 25%-33% of

students who are at or above proficient. In writing, we noticed significantly low performance in writing is observed from 2008-2011; low performance ranging from 11%-17% of students who are at or above proficient. In math, there is consistently low performance in math is observed from 2008-2011; low performance ranging from 24%-31% of students who are at or above proficient. Overall, performance in all subjects from 2010 to 2011 is flat.

**ACADEMIC ACHIEVEMENT: GROWTH:** With respect to core content areas, according to the 2011 CDE's SPF, McGlone's Median student growth was within the typical range in reading and writing, and accelerated growth in math. In reading, Grade 4's median SGP dropped 14% from 2010-11, though Grade 5 growth increased by the same percentage points. In writing, Grade 4's median SGP dropped 25% from 2010-11, though Grade 5 growth increased by 16%. In math, Grade 5 had significant gains in median SGP from 34% to 70% from 2010-11. Given the general pattern of typical growth, we identified our priority performance challenge as needing higher than typical growth to increase the percentage of students performing at proficient and advanced across all subjects. Regarding language proficiency, the percent of students making at least one level's growth decreased from 2010 to 2011, from 57% to 53%, not meeting the district's 60% SPF move-up criteria. CELA sub-scores illustrate students' movement (or lack thereof) in each of the four language domains. Approximately half of students in each level, in listening, reading and writing, a significant amount of students are maintaining their level or regressing, but not progressing. Therefore, a priority performance challenge was that almost half of students taking CELA were not making progress of at least one level. Additionally, a significant amount of students were regressing across the four domains of language (listening, speaking, reading, and writing).

**ACADEMIC GROWTH GAPS:** Significant gaps existed between the following subgroups and subjects (first group is always with higher SGPs): Females vs. males, all subject areas; Hispanic vs. African American, math, reading; ELLs vs. non-ELLs, math. Given that the gender differences were not consistent over time, and the Hispanic vs. African-American gaps persisted more or less in ELL vs. non-ELL data, we identified a priority performance challenge as: Our African-American students' growth was noticeably below that of our Hispanic students in math and reading.

**ROOT CAUSE:** The Spring 2010 Expedited CDE review identified declining assessment scores were caused by: school-wide concern related to transitioning students from Spanish to English instruction; previous staff did not use a common data analysis process or dialogue process to review and analyze data; data were not regularly disaggregated beyond grade level, content area, and major standards; data were collected, but teachers did not articulate how the data were used to impact instruction; lessons plans were activity-based rather than learning focused; library collection appears minimal and not diverse or current. McGlone's root cause for declining assessment scores was a lack of a school-wide system for collecting/analyzing data and lack of understanding of standards based instruction.

**VERIFICATION OF ROOT CAUSE:** The 2010-11 administration and leadership team supported the conclusions found by the CDE in their Expedited Diagnostic Review document. This review was shared with the faculty, parents, and CSC. In the CDE review, the team members stated: Previous teachers did not use a common data analysis or data dialogue process to make meaning of data; With few exceptions, data did not seem to be regularly disaggregated beyond grade level, content area, and major standards; Previous teachers had student achievement goals, but few teachers could address specific achievement gaps they were working to close; Formative assessment data were collected, but previous teachers did not consistently articulate how the data impact and refocus their instruction; Previous teachers and leaders were aware of the importance of using data to help guide planning and instruction. However, there was not a consistent cycle of analyzing data, setting goals, implementing instructional changes, and monitoring results.

**ADDITIONAL INFORMATION:** In Fall 2010, Denver Public Schools' Board of Education identified McGlone as a district Turnaround school. New administration and new staff was hired to begin the 2011-12 school year. The school was approved for Innovation status by the state and district boards of education in the summer of 2011.

### **After Year 1 of Turnaround – 2011-2012:**

#### **ACADEMIC ACHIEVEMENT: STATUS, GROWTH and GAPS:**

After the first year of turnaround, we had significant growth in achievement across content areas as measured by TCAP Median Growth Percentiles. Median growth percentile scores ranged from 64 to a high of 80.5 in Math. Median growth percentiles in Reading, Writing, Math and CELA all significantly exceeded both state and district averages.

Additionally, our reduction of Unsatisfactory scores in all content areas was significant, with double-digit reductions across most grade levels and content areas. Our status scores in all content areas remain below the state and district expectations and averages.

Our second language learners demonstrated significant growth across all CELA measures, with 73% of students on track for reaching Level 5. Additionally, the growth of ELL students as a subgroup outpaced their non-ELLs peers, although both sub groups had significant growth percentiles over 53. The previous growth gap between Black students as compared to Hispanic students has been eliminated in Reading and Math. However, there is an ethnicity growth gap indicated in Writing.

Our primary math, students in grades K-2, experienced a decline in math achievement as measured by the district interim assessments, while 3<sup>rd</sup> 4<sup>th</sup> and 5<sup>th</sup> demonstrated double digit increases on district interim assessments.

We had an increase in overall student attendance, and a decrease in student disciplinary incidents overall.

### **After Year 2 of Turnaround – 2012-2013:**

#### **ACADEMIC ACHIEVEMENT: STATUS, GROWTH and GAPs:**

After the second year of turnaround, we had growth in achievement across content areas as measured by TCAP Median Growth Percentiles as well as growth in proficiency across content areas. There was a significant of 13% points in math proficiency and 5% increase in reading and 3% in writing. Median growth percentile scores ranged from 39 to 74 across grades and content areas. Median growth percentiles in Math for both grade levels significantly exceeded both state and district averages. Unsatisfactory scores were reduced in every grade level in math and writing. Our status scores in all content areas remain below the state and district expectations and averages, with the exception of 3<sup>rd</sup> and 4<sup>th</sup> grade math. Additionally, 3<sup>rd</sup> grade reading reach a proficiency level of 47%.

Our second language learners demonstrated significant growth across all ACCESS measures, exceeding the target of 60% of students progressing at least one level of language proficiency. An average of 77% of students across proficiency levels progressed at least one band. An average of 32% of students across proficiency levels progressed at least two or more bands. In addition 48% of 3<sup>rd</sup> graders reached a level of 5 or 6. 34% of 4<sup>th</sup> graders reached a level of 5 or 6 and 55% of 5<sup>th</sup> graders reached a level of 5 or 6.

DRA growth showed an overall increase across 1<sup>st</sup> grade-5<sup>th</sup> grade. There was a significant decline in Kindergarten DRA scores. We had an increase in overall student attendance as well as enrollment.

### **After Year 3 of Turnaround – 2013-2014:**

#### **ACADEMIC ACHIEVEMENT: STATUS, GROWTH and GAPs:**

After the 3<sup>rd</sup> year of turnaround we saw significant MGP in all content areas however we saw significant dips in proficiency in 3<sup>rd</sup> and 5<sup>th</sup> grade reading and 3<sup>rd</sup> grade math. 4<sup>th</sup> grade scores were strong in all content areas showing an increase of 5% in reading, 8% in writing, and 9% in math. Although 5<sup>th</sup> grade saw dips in reading, and no growth in writing they showed growth of 11% in math and MGP were above 65 in all content areas.

Our second language learners demonstrated significant growth across all ACCESS measures, exceeding the target of 60% of students progressing at least one level of language proficiency.

DRA/EDL growth showed an overall significant improvement of 10% for DRA and 19.6% for EDL and reduced significantly below grade level by 5.4%. We had an increase in overall student attendance as well as enrollment.

**ROOT CAUSE and VERIFICATION OF ROOT CAUSE:**

The significant gains in student achievement, status and growth can be attributed to the schools turnaround plan, which included:

- Implementation of district and state approved innovation plan with a new vision that focused on high expectations for all students, especially second language learners
- Increased instructional time through extended day and year
- Increased opportunity for professional development for teachers, including 1 on 1 coaching
- Increased opportunity for teacher leadership roles through TIF grant
- Implementation of planning aligned with CCSC
- School-wide focus on best practices for supporting second language learners
- Coaching and professional development provided by an outside ELL consultant
- School-wide focus on data as a tool to drive instructional planning and professional development
- High-dosage math tutoring in 4<sup>th</sup> grade
- High-dosage reading tutoring in 3<sup>rd</sup> grade
- Continued implementation of Math In Focus, a new math curriculum aligned with CCSS
- Partnership with Blueprint schools to provide ongoing feedback and assessment of turnaround plan and implementation
- New assessment framework through Short Cycle Assessment Network

Continued gaps and/or areas of concern can be attributed to:

- No effective standardized literacy curriculum to assist teachers with scope and sequence and planning
- Misaligned literacy assessments through DPS and SCAN
- Staff retention continued to be a concern although there was vast improvement
- High dosage reading tutoring was found to be ineffective as an intervention in 3<sup>rd</sup> grade
- Overall status is low – students started so low in status in 2011 that even with significant median growth percentile gains, status growth was still well below district and state expectations. In three years, the significant growth students experienced was still not able to translate into adequate or expected proficiency changes. This continues to be an area of focus.
- Student mental health/social emotional needs continue to be concern as resources and support are limited and therefore impact kid's achievement

**After Year 4 of Turnaround – 2014-15:****School Trend Analysis:**

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	<b>14-15 EOY Read Act Assessment, K-3rd Grade</b> <i>(see Read Act Excel sheet)</i>	<b>14-15 EOY DPS Literacy Assessment</b> <i>(see DPS EOY Excel sheet)</i>	<b>15-16 BOY STEP</b> <i>(see Google Doc: Grade level baseline analysis; also see STEP platform)</i>
<b>Trend Description</b> <i>Did we meet school/grade level literacy goals? Where are the gaps?</i>	K - 2% SBG 1st - 28% SBG 2nd - 41% SBG 3rd - 27% SBG	K - No Data 1st - 65%, 71% 2nd - 47%, 43% 3rd - 40%, 52%	Kinder yes, 1-3 No.  80% On Target for K  10% on target for 1st 0% on target for 2nd (60% stalling at STEP 2) 5% on target for 3rd (STEP 4 and 5)
<b>Area(s) of Greatest Concern</b> <i>What are the Priority Performance Challenges?</i>	1st and 2nd kids drop, 3rd grade recovers half  Support 1 and 2 with planning, independent reading, small group	1st - Language Conventions of Standard English (spelling, break apart of words) (39%) 2nd - Identify main topic of a multi-paragraph text as well as focus of specific paragraphs (35%) 3rd - Recount stories, determine central message and use key details.  ELA-S 1st- Same 2nd - Compare and Contrast Two version of the story 3rd - Refer to text for basis of answers.	K - <b>name ID (5/48)</b> , Letter-Name ID, Phonemic awareness rhyming words, Concepts about print 1st - Not enough data yet 2nd - <b>Phonemic Awareness Segmentation (5/12)</b> , Letter Sound ID 3rd - <b>Oral/Independent Comprehension (2/9)</b> , Factual Comprehension Questions (Back in Text for Details)
<b>Root Cause 1</b>	<b>State root cause:</b> Kids are behind in STEP, and from an analysis of the component breakdown, many of the reasons they are behind are phonics and skills gaps. As a whole, comprehension is stronger.		

	<p><b>What evidence/data can you use to verify?</b> all of it!</p>
<b>Root Cause 2</b>	<p><b>Can you clarify root cause further?</b> There is also a shift in 3rd to provide text evidence, a struggle in 3rd grade specifically. We need to address this earlier and encourage kids and model how to pull evidence from the text, starting in kinder!</p> <p><b>What evidence/data can you use to verify?</b> 59% of 3rd grade students scored not proficient in providing text evidence based on interims 75% of 3rd grade student scored not proficient on providing text evidence on STEP</p>

**Action Planning:**

1. How will you follow-up on this root cause:

Staff PD	Observation/Feedback	Lesson Planning
<ul style="list-style-type: none"> <li>• Read Aloud plus Rainbow Guide</li> <li>• 10 minutes of phonics practice in teams</li> <li>• Independent work stations</li> </ul>	<ul style="list-style-type: none"> <li>• special attention to first year teachers and 1st and 2nd grade teachers for the next month - focus on stations, complete literacy block (ongoing PD)</li> <li>• focus on effective literacy stations</li> <li>• majority of class time is spent reading, writing, listening, and speaking about high quality texts</li> <li>• Ensuring each lesson is focused on a high-quality text (or multiple texts), and a majority of the lesson is spent reading, writing, or speaking about text - <b>even in independent work.</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• focus on effective literacy stations</li> <li>• continued focus on read aloud - with a purpose</li> <li>• use of the Rainbow Guide with read aloud planning!</li> <li>• every lesson is based on a high quality text</li> </ul>

**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)	No targets for 2014-15, READ Act targets will be set for the first time in the 2015-2016 UIP.	Students at/above grade level: <ul style="list-style-type: none"> <li>Increased from 47% in 2014 to 56% in 2015, approaching DPS at 64%</li> </ul> SBGL students moving up: <ul style="list-style-type: none"> <li>15% overall (DPS 10%)</li> <li>18% English</li> <li>11% Spanish</li> </ul>	Early literacy and DDI focus, implementation of Great Habits Great Readers framework and ANET assessments. Instruction supported by strong team of behavior and social emotional supports.
	CMAS: Reading Overall: 44% Math Overall: 47% Writing Overall: 30% Science Overall: 23%	CMAS PARCC overall: <b>Language Arts:</b> 20.2% Meets/Exceeds; Increase from 13 <sup>th</sup> percentile to 44 <sup>th</sup> percentile <b>Math:</b> 17.1% Meets/Exceeds; Increase from 38 <sup>th</sup> percentile to 50 <sup>th</sup> percentile <b>Science:</b> 41% Moderate/Above; 25 <sup>th</sup> percentile	
Academic Growth	MGP 65	ACCESS on-track trajectory increased 72.5% to 77.2%	
	CMAS: MGP 65 for Reading, Writing, Math	Update Summer 2016 when CMAS ELA & Math growth data released	
Academic Growth Gaps	CMAS: Close the gap by 5%	Update Summer 2016 when CMAS ELA & Math growth data released	

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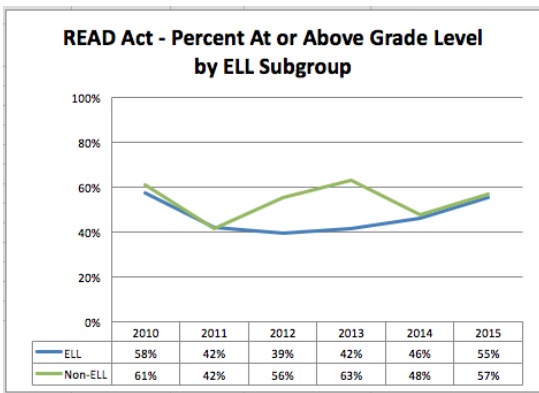
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	Not applicable	Not applicable	
	Not applicable	Not applicable	

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## Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
Academic Achievement (Status)	 <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>58%</td> <td>42%</td> <td>39%</td> <td>42%</td> <td>46%</td> <td>55%</td> </tr> <tr> <td>Non-ELL</td> <td>61%</td> <td>42%</td> <td>56%</td> <td>63%</td> <td>48%</td> <td>57%</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	2015	ELL	58%	42%	39%	42%	46%	55%	Non-ELL	61%	42%	56%	63%	48%	57%	Inconsistent trend for non-ELL subgroup and lower SpEd proficiency.	<ul style="list-style-type: none"> <li>/// Kids are behind in STEP, and from an analysis of the component breakdown, many of the reasons they are behind are phonics and skills gaps. As a whole, comprehension is stronger.</li> <li>/// There is also a shift in 3rd to provide text evidence, a struggle in 3rd grade specifically.</li> <li>/// We need to address this earlier and encourage kids and model how to pull evidence from the text, starting in kinder!</li> </ul>
		2010	2011	2012	2013	2014	2015																	
ELL	58%	42%	39%	42%	46%	55%																		
Non-ELL	61%	42%	56%	63%	48%	57%																		
	Increase in DPS percentile for ELA and math, however behind the district in both subjects.	Third grade: 10.8% at or above for ELA																						
Academic Growth	Consistently high ACCESS MGP	N/A																						
	Increase in DPS percentile for ELA and math, however behind the district in both subjects.	Update Summer 2016	See above.																					
Academic Growth Gaps	Update Summer 2016 when CMAS ELA & Math growth data released	Update Summer 2016																						

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	Not applicable	Not applicable	Not applicable
	Not applicable	Not applicable	Not applicable

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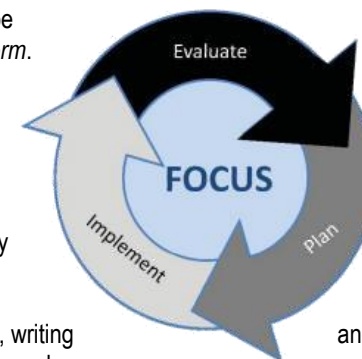
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Lower performance in 3 <sup>rd</sup> grade ELA	Increase 5%	Increase 5%	STEP Reading assessment	1 & 2
		READ	Inconsistent trend for non-ELL subgroup and lower SpEd proficiency.	Close gap 5%	Close gap 5%	STEP Reading assessment	1 & 2
		M	Below district	Increase 5%	Increase 5%	MAPS assessment	3, with use of intervention
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Update Summer 2015 after CMAS growth release	MGP 65	MGP 65	STEP Reading assessment	1 & 2
		M	Update Summer 2015 after CMAS growth release	MGP 65	MGP 65		
		ELP	Update Summer 2015 after CMAS growth release	MGP 60	MGP 60		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Update Summer 2015 after CMAS growth release				1 & 2
		M	Update Summer 2015 after CMAS growth release				
Postsecondary & Workforce	Graduation Rate		Not applicable				
	Disag. Grad Rate		Not applicable				

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Readiness	Dropout Rate	Not applicable				
	Mean CO ACT	Not applicable				
	Other PWR Measures	Not applicable				

### 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: **Priority 1: Integrate reading, writing, and content (*science + social studies*) to provide cohesive instruction and strong unit planning, as called for by the Common Core**

**Root Cause(s) Addressed:** Kids are behind in STEP, and from an analysis of the component breakdown, many of the reasons they are behind are phonics and skills gaps; There is also a shift in 3rd to provide text evidence, a struggle in 3rd grade specifically. We need to address this earlier and encourage kids and model how to pull evidence from the text, starting in kinder!

### 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
	2015-16	2016-17			
STEP implementation <ul style="list-style-type: none"> <li>support guided reading and read-aloud bottom lines</li> <li>give concrete data and next steps to address skills gaps in K-3</li> </ul>	X	X	Admin team, Literacy Teacher Leaders, STEP Consultant	Network and school	- Teachers independently pinpoint the next steps for students in GR to advance to the next level of reading fluency and comprehension - High level of STEP implementation incl. core foundational skills taught in the classroom daily

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					through read aloud on an above grade level text
Support with Planning <ul style="list-style-type: none"> <li>Weekly review of all grade level lesson plans with immediate feedback</li> <li>Weekly data and planning teams to support analysis and planning of high quality, integrated lessons</li> </ul>	X	X	Admin team, Literacy Teacher Leaders, ANet Partner	school and TIF Grant	- Teachers intellectually prepare integrated lessons with exemplar responses and cross-content resources that are grade level standards-based
Support specials content areas like Technology, Art and Science with incorporation of strong ELA practices	X	X		school	- Kids demonstrate mastery through grade level standards-based performance and exploration tasks across content areas (including specials) and language
Focus on Great Habits Great Readers with a focus on: <ul style="list-style-type: none"> <li>Read Aloud with a purpose</li> <li>Guided Reading and Phonics</li> <li>Habits of Discussion</li> <li>Independent reading - each lesson is focused on a high-quality text (or multiple texts), and a majority of the lesson is spent reading, writing, or speaking about text - including independent work.</li> </ul>	X	X	Admin team, Literacy Teacher Leaders, ANet Partner	school	- Kids independently read and write to mastery in a variety of contexts around the same unit of study/topic and essential question(s) -Majority of class time is spent listening to, reading, writing and/or talking about text -Kids can deeply engage with a text and can advocate and defend a chosen point of view

\* 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: Priority 2: Use a variety of complex text (with all students) across subjects to build knowledge and understanding and intentionally scaffold and plan instruction so all student can access the text**

**Root Cause(s) Addressed:** Kids are behind in STEP, and from an analysis of the component breakdown, many of the reasons they are behind are phonics and skills gaps; There is also a shift in 3rd to provide text evidence, a struggle in 3rd grade specifically. We need to address this earlier and encourage kids and model how to pull evidence from the text, starting in kinder!

**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				
Each lesson is focused on a high-quality text	X	X	Admin team, Literacy Teacher Leaders	SBB	Observations Using Core Action 1	In progress
Teachers can identify the right text and identify what makes it complex	X	X	Admin team, Literacy Teacher Leaders	SBB	Observations Using Core Action 1	In progress
Teachers can plan supports for students to access the grade level (or above) text	X	X	Admin team, Literacy Teacher Leaders	SBB	Grade Level Team Planning and Data Teams	In progress
Use of technology and blended learning to provide students	X	X	Admin team,	SBB and carry over funds	Meaningful Tech use observed in weekly	In progress

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with individual, online copies of texts			Literacy Teacher Leaders, Tech		observations	

\* 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: Priority 3: Social Emotional Support and Consistency Across the School**

**Root Cause(s) Addressed:** Proficiency gaps across subgroups.

**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				
Restorative practices with a focus on consistency, proactive planning, teacher support, and restoration	X	X	Admin, social emotional team	SBB		In progress
PATHS curriculum and teacher empowerment to create strong classroom cultures and community, and to handle behaviors in the classroom in the moment and keep students learning in the classroom	X	X	Admin, social emotional team	SBB		In progress
Parent Engagement and Academic Involvement	X	X	Admin, Lauren Fine	SBB		In progress
Culturally Responsive Trajectory plan and implementation with Equity Team	X	X	Admin, E Team	SBB	E Team and PD	In progress
planning for our new arrivals			Admin Team RJ Team Office Staff	None	Students will receive a detailed orientation to our school and their classroom	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.

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

## 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.*

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