

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **6002** School Name: **MONTCLAIR 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.*

During the 2015 school year, Montclair had 33% of students met or above in literacy on the CMAS test and 22 met or above on math. We felt our priority performance challenges were due, in large part to curriculum in 4th and 5th grade math and 3rd – 5th grade ELA was not aligned to common core. We made appropriate shifts this year and still realize that teachers were not properly trained with implementing common core aligned curriculum. We have spent much of this year working to deepen staff's understanding of the standards and new curriculum.

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.*

When looking at our root causes there are many factors that align to or challenges.

Teachers have not received training or have experience to serve all sub-group populations; Teachers need continual support to implement new practices and to adjust their practice to best serve their students. Teachers need support differentiating math and literacy instruction for a wide-range of students; Unsuccessful community outreach around academic supports; Limited training around culturally responsive teaching. Multiple new curriculums that allows for more need for planning time; Teachers and families feel like there are not strong relationships between the school and he community.

Teachers did not purposefully analyze previous TCAP data to inform future instruction.; Our data team process was not clearly defined or effectively implemented.; Students have not been provided with consistent individualized growth goals and next steps based on effective teacher progress-monitoring.; Teachers did not meet vertically with teams to discuss student strengths and areas of growth in math; Students are not successfully reintegrated into classrooms after returning from pull-out services.; Disconnect between SpED instruction and general classroom instruction.; Not all students were provided curricular extensions to challenge their individual needs.; Services for advanced students were not always integrated into math instruction.

At Montclair, we saw a misalignment of math curriculum to CCSS. We did not have a clear plan for independent reading, we saw an inconsistency of alignment from curriculum to assessments, and feedback from staff surveys says that a clear lever for the school is more planning time

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.*

- 1) Coaching and supporting staff to effectively work with students of various cultural and socio-economic backgrounds.
- 2) Create and implement data cycle that are both effective and meaningful looking at student work as the driver.
- 3) Maximizing instruction through curriculum, planning time, teacher's professional development, and outside supports (grants)

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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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?	We have received two large grants. This year we currently have 1.25 release time for differentiated roles teachers where we have two .5 release classrooms teachers and one .25 release intervention teacher coaching and evaluating 15 teachers. This is funded through district funds to support the development of teacher leaders. We were also just granted a personalized learning grant that will build out vision of personalized learning over the next 4 years.
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.	NA

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	Ryan Kockler
	Email	Ryan_kockler@dpsk12.org
	Phone	(720) 424-5380
	Mailing Address	1151 Newport St. Denver, CO 80220
2	Name and Title	Emily Zabroski
	Email	Emily_zabroski@dpsk12.org

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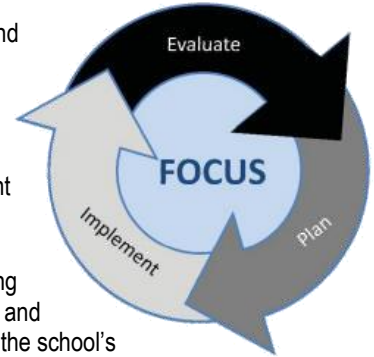
	Phone	(720) 424-5380
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Section III: Narrative on Data Analysis and Root Cause Identification

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>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:
Montclair School of Academics and Enrichment is located in northeast Denver in a residential neighborhood situated between Colfax, Monaco and Quebec. Montclair opened its doors in 1943. It is currently home to 465 students in ECE through 5th grade. Students represent a variety of cultural and ethnic backgrounds; 30% Hispanic/Latino, .8% American Indian or Alaska Native, 2% Asian, 33.5% Black or African American, .4% Native Hawaiian or other Pacific Islander, 29% White, 4% two or more races. Approximately 65% of our students receive Free or Reduced Lunch. 18 different

home languages are spoken by the families of Montclair students with approximately 31% of our students classified as English Language Learners. 8% of our students receive Special Education Services and 8% are considered gifted or talented.

There are three classrooms at each grade level, with the exception of 2 ECE classrooms. Spanish instruction is provided for students in Kindergarten-2nd grade with an ELA-S ECE, K, and one two split. We have hired an additional Literacy Interventionist, ESL Resource teacher, and one second language tutors to help assist teachers in meeting the needs of students. Additionally, our Special Education teachers are providing both push-in and pull-out services to students with a full time social worker.

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 TCAP/PARCC scores for 3 rd -5 th combined will increase by 3% so 66% of students will be reading at or above grade level.	Montclair dropped in percentile ranking from 71 st to 64 th percentile. Our over all met expectations or above expectations for literacy was 32.6% Based on this data, we did not meet our goal. Compared to the district at 33.5% met or above.	It is hard to directly compare whether or not we met or did not meet expectations, however with the drop in percentile ranking shows us that we made less progress than 5 out of 10 of our similar schools. We were switching between different curriculums and there was an inconsistency in the execution of standards.
	Math TCAP/PARCC scores for 3 rd -5 th combined will increase 8% so 62% of students will be proficient or advanced in mathematics.	Montclair rose in percentile ranking from 49 th to 57 th percentile. Our over all met expectations or above expectations for math was 21.2%. Based on this data, we did not meet our goal. Compared to the districted at 24.9% met or above.	We have seen trends in math over multiple years decreasing and this year we saw an 8%ile increase in which we out performed 7 of our 10 similar schools. Again, it is still hard to completely determine if we met our goal, however this shows that the math curriculum that we used and how students were grouped led to an increase in
	Percentage of advanced answers selected by students on TCAP/PARCC will increase by 5% to 17.5%	In reading we had 3.8% of students exceeding expectations and in math we had 1% of students exceeding. There is no comparison from 2014 to 2015.	
	85% of students on an IEP will move one proficiently band or more on the	N=24 (Math) There is no comparison from 2014 to 2015 Did not meet = 62.5% = 15 Partially = 20.8% = 5	

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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.
	TCAP/PARCC in reading, writing, and math.	Approaching = 12.5% = 3 Met = 4.2% = 1 Exceeded = 0% Approaching or higher = 16.7% = 4 Network = 22% District = 18.2% N=25 (ELA) There is no comparison from 2014 to 2015 Did not meet = 68% = 17 Partially = 8% = 2 Approaching = 12% = 3 Met = 12% = 3 Exceeded = 0% Approaching or higher = 24% = 6 Network = 27.3% District = 19.8%	percentile ranking when compared to similar schools.
Academic Growth	The MGP will increase for FRL by 8 points to 61%; and the opportunity gap, as measured by status, will decrease by 6 points	There is no data available	
	The MGP will increase for FRL by 10 points to 58%; and the opportunity gap, as measured by status, will decrease by 6 points	There is no data available	

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 Growth Gaps	The growth gap for FRL and minority students in math will decrease by 8 MGPs to a gap of 17 for FRL and for 10 minorities.	There is no data available	
	The growth gap for students with IEPs will decrease by 5% MGPs in reading and math	There is no data available	

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)	Data shows the percentage of students performing at or above proficient on TCAP increased slightly in Reading and Writing from 2013 - 2014. There was a decrease in proficiency from 2014 – 15 (although there was a new assessment, which we believe caused the change in data)		2013 (TCAP)	2014 (TCAP)	2015 (PARCC)	Curriculum in 4 th and 5 th grade math and 3 rd – 5 th grade ELA was not aligned to common core.
	Data shows the percentage of students performing at or above proficient on TCAP decreased in Math from 2013-14. There was a large decrease in proficiency from 2014 – 15 (although there was a new assessment, which we believe caused the change in data).	Reading	61%	63%	33% M/A	
		Writing	49%	50%		
			2013 (TCAP)	2014 (TCAP)	2015 (PARCC)	Teachers were not properly trained with implementing common core aligned curriculum.
		Math	62%	54%	22% M/A	
	Also, see executive summary.					

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
		2013 (TCAP)	2014 (TCAP)	2015 (PARCC)		
	Reading	61%	63%	33% M/A		
	Writing	49%	50%			
		2013 (TCAP)	2014 (TCAP)	2015 (PARCC)		
	Math	62%	54%	22% M/A		
	<p>The drop in percentage from '14 – '15 for reading/writing (averaged) is 23.5%, and 32% in math.</p> <p>In 2013, 4% of students with IEPs scored proficient or advanced in Math, 8% scored proficient or advanced in reading, and 8% scored proficient or advanced in writing. In 2015 12% of students with IEPs were proficient or advanced in ELA, an increase of 4%, and 4% of students with IEPs scored proficient or advanced in math.</p> <p>In 2013 17.89% of answers selected by students on TCAP (for all subjects) fell into the advanced proficiency category. In 2014 that percent dropped to 12.5%. In 2015, 3.4% of students Exceeded Expectations in ELA and .9% of students Exceeded Expectations in Math. (This is a different measure of % of correct answers vs. % of students Exceeded)</p>					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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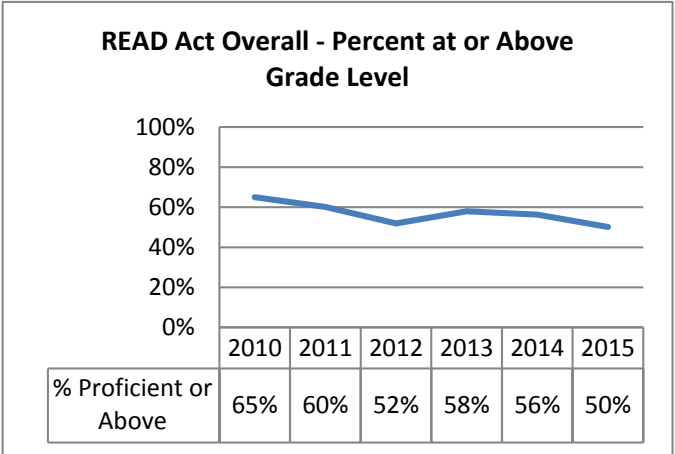
	<p>In Math the three year trend has shown a drop in Advanced/Exceeded students from 29% - 23% - 1%. In Reading/Writing there has been a change in Advanced/Exceeded students from 11% - 6% - 3%</p> <p>Achievement Gap Data:</p> <p style="text-align: center;">ELA - Achievement Gaps 2015</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Sub-Group</th> <th>Met or Exceeds</th> <th>Gap</th> <th>Comparison to DPS Gaps</th> </tr> </thead> <tbody> <tr><td>Black</td><td>16.70%</td><td>37.00%</td><td>7%<</td></tr> <tr><td>Latino</td><td>20.30%</td><td>33.40%</td><td>10%<</td></tr> <tr><td>Ss of Color</td><td>21.20%</td><td>32.50%</td><td>9%<</td></tr> <tr><td>White</td><td>53.70%</td><td></td><td></td></tr> <tr><td>ELL</td><td>9.50%</td><td>32.00%</td><td>4%<</td></tr> <tr><td>ELL Exited</td><td>40.00%</td><td>1.40%</td><td></td></tr> <tr><td>Non-ELL</td><td>41.40%</td><td></td><td></td></tr> <tr><td>Students with IEPs</td><td>12.0%</td><td>23.10%</td><td>6%<</td></tr> <tr><td>Students w/out IEPs</td><td>35.1%</td><td></td><td></td></tr> <tr><td>FRL</td><td>19.4%</td><td>32.7%</td><td>10%<</td></tr> <tr><td>Non-FRL</td><td>52.1%</td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center;">Math - Achievement Gaps</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Sub-Group</th> <th>Met or Exceeds</th> <th>Gap</th> <th>Comparison to DPS Gaps</th> </tr> </thead> <tbody> <tr><td>Black</td><td>13.60%</td><td>24.20%</td><td>19%<</td></tr> <tr><td>Latino</td><td>9.00%</td><td>28.80%</td><td>13%<</td></tr> <tr><td>Ss of Color</td><td>13.40%</td><td>24.40%</td><td>15%<</td></tr> </tbody> </table>	Sub-Group	Met or Exceeds	Gap	Comparison to DPS Gaps	Black	16.70%	37.00%	7%<	Latino	20.30%	33.40%	10%<	Ss of Color	21.20%	32.50%	9%<	White	53.70%			ELL	9.50%	32.00%	4%<	ELL Exited	40.00%	1.40%		Non-ELL	41.40%			Students with IEPs	12.0%	23.10%	6%<	Students w/out IEPs	35.1%			FRL	19.4%	32.7%	10%<	Non-FRL	52.1%			Sub-Group	Met or Exceeds	Gap	Comparison to DPS Gaps	Black	13.60%	24.20%	19%<	Latino	9.00%	28.80%	13%<	Ss of Color	13.40%	24.40%	15%<		
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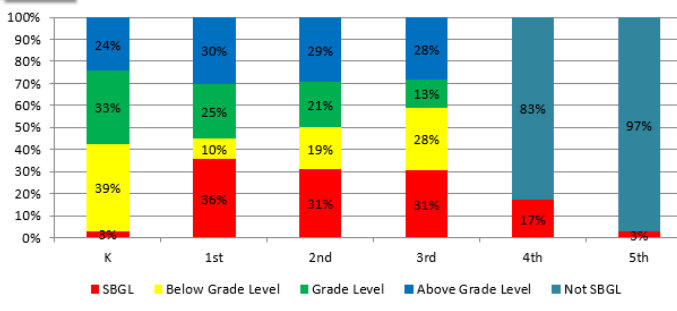
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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White	37.80%		
ELL	8.10%	19.00%	6%<
ELL Exited	28.00%	-0.90%	
Non-ELL	27.10%		
Students with IEPs	4.2%	20.00%	1.3%<
Students w/out IEPs	24.2%		
FRL	10.9%	27.4%	10%<
Non-FRL	38.3%		



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
	<p>% at each Proficiency Level by Grade</p>  <table border="1"> <caption>% at each Proficiency Level by Grade</caption> <thead> <tr> <th>Grade</th> <th>SBGL</th> <th>Below Grade Level</th> <th>Grade Level</th> <th>Above Grade Level</th> <th>Not SBGL</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>3%</td> <td>39%</td> <td>33%</td> <td>24%</td> <td>0%</td> </tr> <tr> <td>1st</td> <td>36%</td> <td>10%</td> <td>25%</td> <td>30%</td> <td>0%</td> </tr> <tr> <td>2nd</td> <td>31%</td> <td>19%</td> <td>21%</td> <td>29%</td> <td>0%</td> </tr> <tr> <td>3rd</td> <td>31%</td> <td>28%</td> <td>13%</td> <td>28%</td> <td>0%</td> </tr> <tr> <td>4th</td> <td>17%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>83%</td> </tr> <tr> <td>5th</td> <td>3%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>97%</td> </tr> </tbody> </table> <p>*TCAP subgroup Performance document * CDE School Growth Summary</p>	Grade	SBGL	Below Grade Level	Grade Level	Above Grade Level	Not SBGL	K	3%	39%	33%	24%	0%	1st	36%	10%	25%	30%	0%	2nd	31%	19%	21%	29%	0%	3rd	31%	28%	13%	28%	0%	4th	17%	0%	0%	0%	83%	5th	3%	0%	0%	0%	97%		
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4th	17%	0%	0%	0%	83%																																								
5th	3%	0%	0%	0%	97%																																								
Academic Growth	Will complete analysis of 15.16 PARCC data to determine growth form 14.15 in the summer.																																												
Academic Growth Gaps	See charts above																																												
Postsecondary & Workforce Readiness	NA																																												

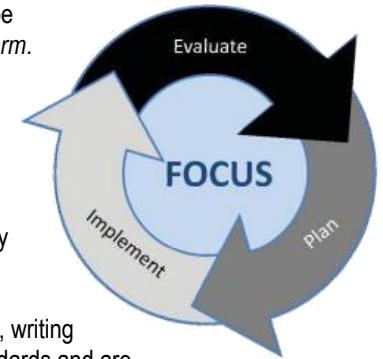
Section IV: Action Plan(s)

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		Fall	Mid	Spr		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	32% met or exceeded 76 Ss met or exceeded out of 233 60 Ss approached expectations	45% (Catch up Method) students will meet or exceed expectations which is an increase of 13%.	58% (Catch up Method) students will meet or exceed expectations which is an increase of 13%.		Fall	Mid	Spr	1, 2, and 3
		READ				3 RD	32%	29%	NA	
						4 TH	38%	41%	NA	
						5 TH	32%	35%	NA	
		M	22% met or exceeded 51 Ss met or exceeded out of 233 62 Ss approached expectations	33% (Catch up Method) students will meet or exceed expectations which is an increase of 11%.	44% (Catch up Method) students will meet or exceed expectations which is an increase of 11%.		Fall	Mid	Spr	1, 2, and 3
						3 RD	41%	41%	41%	
						4 TH	35%	31%	31%	
		S				5 TH	38%	35%	30%	
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA								
		M								
		ELP								
Academic Growth Gaps	Median Growth Percentile, local measures	ELA								
		M								

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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:** Coaching and supporting staff to effectively work with students of various cultural and socio-economic backgrounds.

Root Cause(s) Addressed: Teachers have not received training or have experience to serve all sub-group populations; Teachers need continual support to implement new practices and to adjust their practice to best serve their students. Teachers need support differentiating math and literacy instruction for a wide-range of students; Unsuccessful community outreach around academic supports; Limited training around culturally responsive teaching. Multiple new curriculums that allows for more need for planning time; Teachers and families feel like there are not strong relationships between the school and he community.

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				
Biweekly coaching for all teachers.	August 2015	Continue to monitor in years to come	Principal, AP, DR teachers, CEC	N/A	SLT weekly check-ins for teacher progress / school-wide trends IS bi-weekly review of bite size feedback for each teacher All teachers are coached on a 2 week cycle with all coaching debriefs input into SchoolNet Full time teachers will meet with their coach at least 12 times this year as input into SchoolNet	In progress
LEAP observation debriefs around effective instruction for all students.	September 2015	Continue to monitor in	Principal, AP, DR	N/A	Debriefs occur within five days of observations Monthly review of school-wide trends	In progress

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		years to come	teachers, CEC		PD planning based on this review (use online, in-person trainings) All teachers will have 3 full observations and 2 partials throughout the year with each indicator scored 4 times.	
Creating an Equity team that meets biweekly.	August 2015	May 2017	CEC	N/A	October – November: Creating a school-wide vision for equity December – February: Book study on <i>Courageous Conversations about Race</i> to support ET having equity conversations with staff February – May: Analyzing systems and redressing a system at the school.	In progress
Whole staff professional development around equity in the school.	August 2015	May 2017	CEC	Title II funding (professional development funds)	August: Bias October: Data December: Social Context February: Power/Privilege April: Classroom Application Following each session, ILT will be coached to support teachers with professional development	In progress
Purposeful increased community engagement through PTHVP	August 2015	May 2017	CEC	PTHVP Grant	Teachers input home visits into IC and turn home visit signature forms into PTHVP Coordinator. Monthly public tracking of home visits. Tracking home visits for each pay period. Inputting hopes and dreams into IC.	In progress
Purposeful engagement and partnerships with our ELL families through the establishment of a PAC	August 2015	May 2017	ISA Team		PAC/family engagement meetings held four times during school year-November, January, March, and May	In progress

					Monthly ISA team meetings to plan PAC meetings	
Implementing Differentiated Roles Program	August 2015	May 2016	Principal, AP, DRs, CEC	TIF Grant	Weekly ILT check-ins with DRs and admin Principal has weekly one on one check-ins with DRs to set goals and plans for the week. Two times a year perception survey of staff around effectiveness of Differentiated Roles.	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: Create and implement data cycle that are both effective and meaningful looking at student work as the driver.

Root Cause(s) Addressed: Teachers did not purposefully analyze previous TCAP data to inform future instruction.; Our data team process was not clearly defined or effectively implemented.; Students have not been provided with consistent individualized growth goals and next steps based on effective teacher progress-monitoring.; Teachers did not meet vertically with teams to discuss student strengths and areas of growth in math; Students are not successfully reintegrated into classrooms after returning from pull-out services.; Disconnect between SpED instruction and general classroom instruction.; Not all students were provided curricular extensions to challenge their individual needs.; Services for advanced students were not always integrated into math instruction.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-2017				
Weekly data teams following new protocol-data teams easy facilitation guide	August 2015	May 2016	Principal, Assistant Principal, CEC, DRs, Data Partner	N/A	Instructional Learning Team will meet monthly to discuss effectiveness of protocol and evidence of student learning	In progress
Data analysis day(s) dedicated to dissecting 3 rd -5 th grade ANET Interims-October, January, and May	October 2015	January, and May 2016	Principal, Assistant Principal, CEC, DRs, Data Partner	Sub coverage provided for half days for teachers	Three times during school year	In progress
Data analysis day(s) for grades ECE-2 nd to dissect reading data and create individual reading plans for students (from whatever level they are starting from)	October	January and May 2016	Principal, Assistant Principal, CEC, DRs, Data Partner	N/A	Three times during school year	In progress

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Train DRs on new data protocol so that they can effectively need data meetings	November 2015	June, 2016	Principal, Assistant Principal, CEC, DRs, Data Partner	N/A	Weekly ILT meetings	In progress
Use SLOs to guide our data teams (backwards designing from what we want the SLOs to accomplish)	December 2015	May 2016	Principal, Assistant Principal, CEC, DRs, Data Partner	N/A	Weekly ILT meetings; weekly data meetings	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: Maximizing instruction through curriculum, planning time, teacher's professional development, and outside supports (grants) **Root Cause(s) Addressed:** At Montclair, we saw a misalignment of math curriculum to CCSS. We did not have a clear plan for independent reading, we saw an inconsistency of alignment from curriculum to assessments, and feedback from staff surveys says that a clear lever for the school is more planning time.

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				
New Literacy curriculum for 3-5 EL Achieve	Aug. 2015	Continue to monitor in years to come	Emily Zabroski (AP)	Funded by DPS for 4 th and 5 th grade and 3 rd is out of our school budget	August: looking at supports for roll out Aug-June: Talking with teachers about what additional supports they need June: Reflection of the year with data. Plan for following year.	In progress
New Literacy curriculum for ECE-K Tools of the Mind	Aug. 2015	Continue to monitor in years to come	Michael Brinn (CEC)	Grant funded	August: looking at supports for roll out Aug-June: Talking with teachers about what additional supports they need June: Reflection of the year with data. Plan for following year.	In progress
New Math curriculum for ECE-5 Eureka Math	Aug. 2015	Continue to monitor in years to come	Ryan Kockler (Principal)	Funded with school budget	August: looking at supports for roll out Aug-June: Talking with teachers about what additional supports they need June: Reflection of the year with data. Plan for following year.	In progress
Compact Blue Learning Labs (1 st grade teachers and one fourth grade teacher)	Oct. - June	NA	Emily Zabroski (AP)	Grant Funded	Bi-weekly coaching check-ins	In progress

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					Compact blue peer to peer facilitator/TEC ind. measures and goals for teacher growth LEAP Data	
Carmel Hill Fund grant for independent reading	Aug. 20015	May of 2018	Emily Zabroski (AP)	Grant Funded	Accelerated Read quiz data Monthly coaching check ins	In progress
Alignment of PD with teacher planning time	Aug.	June	Differentiated Roles Teachers	NA	Observations for leap and bi-weekly coaching to follow up on consistency	In progress
Personalized learning grant (four year build out)	Sept. 2015 Write proposal	2019	Ryan Kockler (Principal)	Grant funded	Solidify matrix for succeeds including research. Visit schools to build out PL model by April Pilot learning in classrooms May	Just starting

* 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.*