

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6397 School Name: ACADEMIA ANA MARIE SANDOVAL 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.*

The Priority Performance challenge is that there exist significant gaps between students who are at proficient or above that are non-ELL versus ELL in all content areas where ELL students are proficient or above at 9.7% and 8.7% in ELA and Math respectively, which does not meet state expectations.

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.*

- 1) Staff members' second language pedagogy is under developed in knowing how to differentiate for language instruction.
- 2) For years, we lacked L2 curriculum and language differentiation in L1, L2 and Integrated; we are now catching up with a new curriculum and professional development.
- 3) We have lacked a comprehensive assessment system where the data is authentic to our Dual Language Montessori instructional model

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) Maintain modifications done to our Dual Language Montessori model using new L2 curriculum and implementation on Guided Reading Plus practices
- 2) Refine our data inquiry process for both Language Arts and Math guided by Common Core State Standards (in both English and Spanish)

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

Related Grant Awards	Has the school received a grant that supports the school’s improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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.	

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 Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

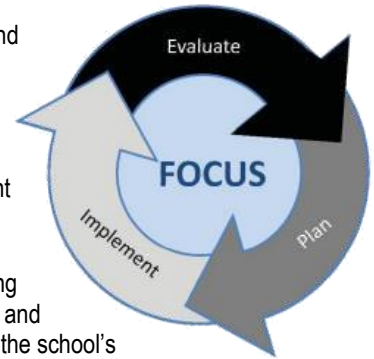
1	Name and Title	Araceli del Carmen O’Clair
	Email	araceli_occlair@dpsk12.org
	Phone	720-424-4370
	Mailing Address	3655 Wyandot St Denver CO 80211
2	Name and Title	Sandra Berumen
	Email	sandra_berumen@dpsk12.org
	Phone	720-424-4370
	Mailing Address	3655 Wyandot St. Denver, CO 80211

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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:
Through our Dual Language Montessori program, we provide an equitable and quality standards-based education to a diverse community of children, utilizing both English and Spanish to deliver authentic Montessori lessons. We are committed to educating children during their nine years at Academia Sandoval with a focus on children becoming bilingual/biliterate and closing the achievement gap between native Spanish and native English speaking students. Academia Sandoval cultivates the child’s own desire to learn and maintains a quality child- centered environment for students to develop critical thinking skills and work independently, through a balance of discipline and freedom. We

embrace the teaching and learning of Peace Education so that children take responsibility for themselves, learn their place in the universe, become good stewards of the world, understand interdependence and shared responsibility, and become problem solvers and facilitators of conflict resolution.

Academia Sandoval currently has 413 students – The ethnic breakdown of the student population is: 38% White, 58% Hispanic, 1% Asian and 3% one or more races. Additional information: 38.4% FRL, 7.7% SPED, 34.4% ELL; 96% Attendance; 1 Suspension during the 2013-2014 school year. Parents are involved to a high degree for social events and volunteering in classrooms. Approximately 85% have participated at the school in some capacity. Opportunities range from supporting student learning to serving on the school's non-profit fundraising committee.

Current Performance:

Our current performance is generally above the District's performance but below the State's expectation especially in the areas of Math and Writing. In Math, our students are performing 11% below State expectation; in Writing, they are performing 7% below expectation. Our growth areas all meet State expectation except in Math where we have a 15-point difference in MGPs.

Trend Analysis:

For years, it has been a trend in our school that many ELLs are not proficient or advanced in all content areas of TCAP. When it comes to Status, we see the gaps range from 20% to 40%. When it comes to growth, our ELLs fare well with MGPs higher than the State except in Math where all of our population is low. Our FRL students demonstrate growth gaps ranging from 15-20 MGPs in all content areas and interestingly they have a direct correlation to how the overall population performs. Where we see a major discrepancy is with our SPED population.

Priority Performance Challenges:

The Priority Performance challenge is that there exist significant gaps between students who are at met or exceeds that are non-ELL versus ELL in all content areas where ELL students are proficient or above at 9.7% and 8.7% in ELA and Math respectively, which does not meet state expectations.

Root Causes:

Through this UIP process, we have come to understand that targets were not met because we have not been intentional or thoughtful about setting them. Finding interim measures that reflect student achievement and growth in our unique Dual Language Montessori curriculum, that teaches all content areas, has been challenging. Teachers have taught via the Montessori curriculum and created the second language acquisition lessons as best they could without a vertically aligned second language curriculum. Moreover, a data inquiry system ("checks and balances") by which to examine Dual Language Montessori data has never been established. This has left room for improvement on how we use common assessments to guide our instruction, especially for those students with achievement gaps.

At a deeper level, we have come to understand that in order to build equity in our school, we need to embrace the pedagogy of second language acquisition and expand beyond the Montessori one. We have concluded that our staff has underdeveloped skills when it comes to second language acquisition strategies.

- 1) Staff members' second language pedagogy is under developed in knowing how to differentiate for language instruction.
- 2) For years, we lacked L2 curriculum and language differentiation in L1, L2 and Integrated; we are now catching up with a new curriculum and professional development.
- 3) We have lacked a comprehensive assessment system where the data is authentic to our Dual Language Montessori instructional model

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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)	<p>The percentage of students scoring proficient or advanced on the End of Year Literacy interim will be 76%</p> <p>The percentage of students scoring proficient or advanced on the End of Year Math interim will be 60%</p>	<p>Spring Interim % Proficient - Reading: The percentage of students who scored proficient or above on Spring Interim in Reading have decreased from 63% to 50% from 2010 to 2014.</p> <ul style="list-style-type: none"> • The target was not met • There exist a 26% percent gap; the school was not close to meeting the target. <p>Spring Interim % Proficient – Writing: The percentage of students who scored proficient or above on Spring Interim in Writing have increased from 46% to 69% from 2010 to 2014.</p> <ul style="list-style-type: none"> • The target was not met • There exist a 7% percent gap; the school was close to meeting the target. <p>Spring Interim % Proficient – Math: The percentage of students who scored proficient or above on Spring Interim in Math have increased from 43% to 46% from 2010 to 2014.</p> <ul style="list-style-type: none"> • The target was not met • There exist a 24% percent gap; the school was not close to meeting the target. 	<p>The targets were not met...</p> <p>In Reading: the assessment created using a bank of CCSS aligned questions by our Montessori collaborative group had many flaws</p> <p>In Writing: because we needed to have prepared more children to understand the writing process</p> <p>In Math: because we needed to have prepared more children to understand word problems and fractions.</p>

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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.
Academic Growth	For ELP: target MGP is \geq 45	Target met. MGP of 62.	
Academic Growth Gaps			

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Worksheet #2: Data Analysis

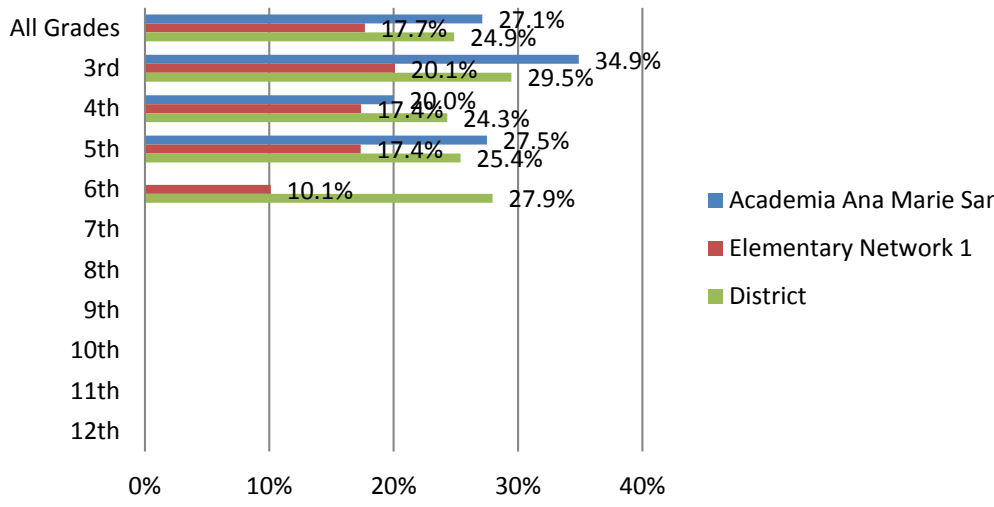
Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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.

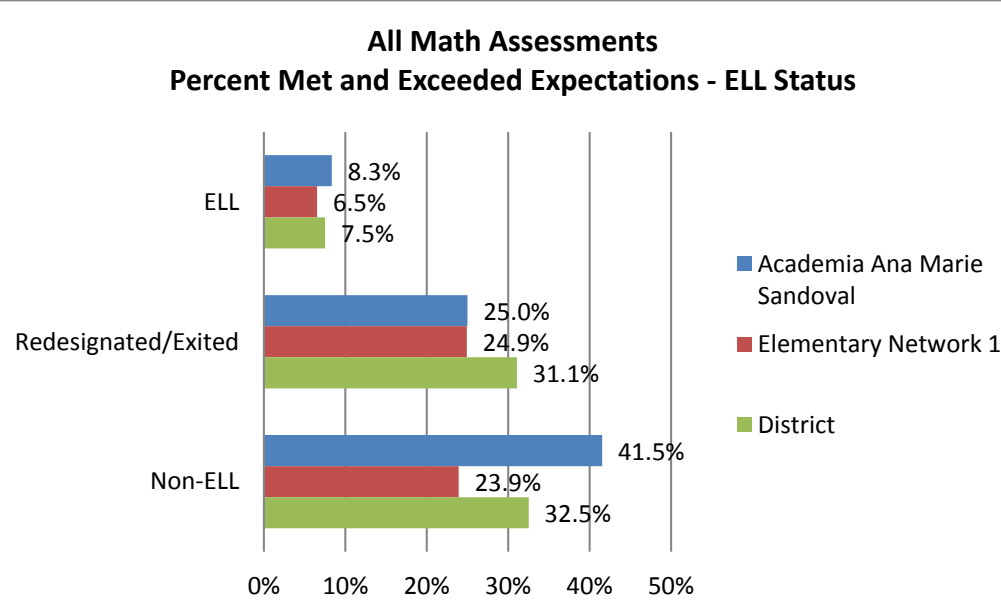
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																
Academic Achievement (Status)	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p> <table border="1"> <caption>ELA Assessment Data</caption> <thead> <tr> <th>Grade</th> <th>Academia Ana Marie Sandoval</th> <th>Elementary Network 1</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>50.5%</td> <td>24.8%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>53.8%</td> <td>24.3%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>42.2%</td> <td>25.6%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>59.0%</td> <td>25.2%</td> <td>32.8%</td> </tr> <tr> <td>6th</td> <td>33.7%</td> <td>21.8%</td> <td>33.7%</td> </tr> <tr> <td>7th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>On PARCC, the overall percentage of 3-5 students performing exceeds/ meets on ELA was 50% in 2014-15. This is above the district average of 26% and the state average of 30%.</i></p>	Grade	Academia Ana Marie Sandoval	Elementary Network 1	District	All Grades	50.5%	24.8%	33.5%	3rd	53.8%	24.3%	31.2%	4th	42.2%	25.6%	31.8%	5th	59.0%	25.2%	32.8%	6th	33.7%	21.8%	33.7%	7th				8th				9th				10th				11th				12th				<p>The Priority Performance challenge is that there exist significant gaps between students who are at proficient or above that are non-ELL versus ELL in all content areas where ELL students are proficient or above at 9.7%, % and 8.7% in ELA and Math respectively, which does not meet state expectations.</p>	<ol style="list-style-type: none"> 1) Staff members' second language pedagogy is under developed in knowing how to differentiate for language instruction. 2) For years, we lacked L2 curriculum and language differentiation in L1, L2 and Integrated; we are now catching up with a new curriculum and professional development. 3) We have lacked a comprehensive assessment system where the data is authentic to our Dual Language Montessori instructional model
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Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

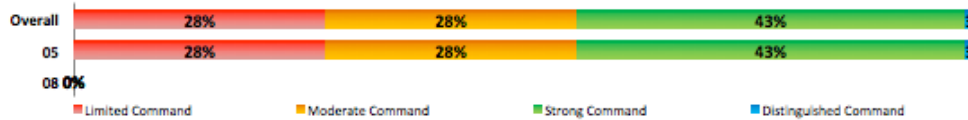
Root Causes

2015

Schmitt

2015 CMAS Science					
% Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
45%	40	23%	816	20%	12459

Sandoval 2015 CMAS Science: Percentage by Proficiency Band
Overall and by Grade



2014

2014 CMAS Science					
% Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
22%	32	21%	755	20%	11983

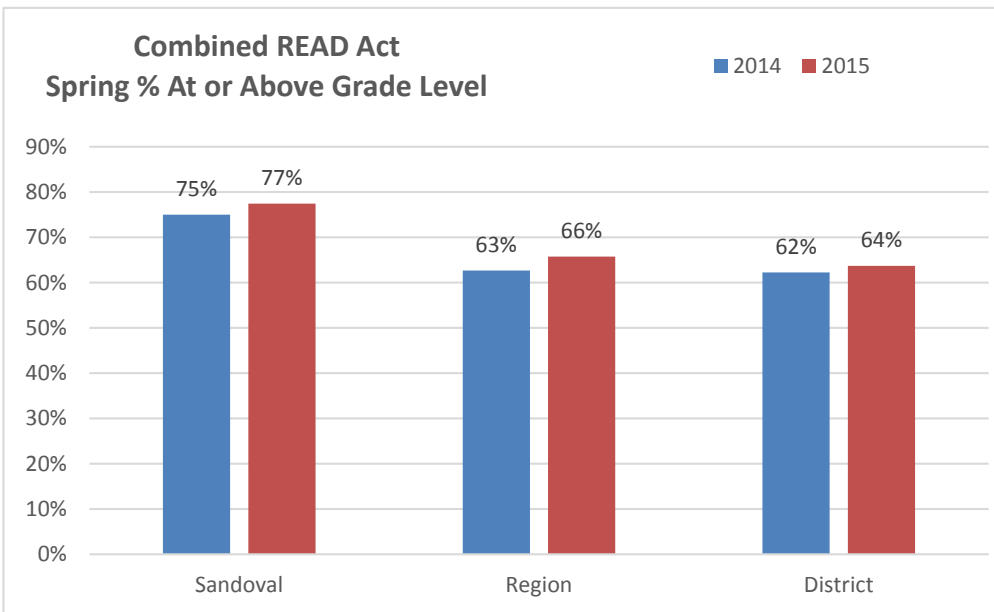
Sandoval 2014 CMAS Science: Percentage by Proficiency Band
Overall and by Grade

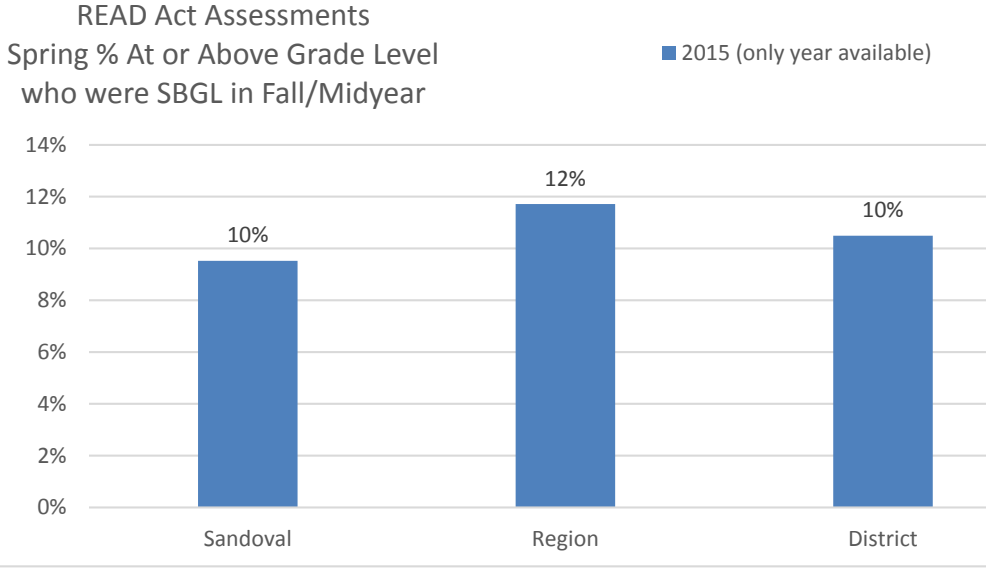


CMAS Science: The percentage of students who scored proficient or above on the Science CMAS was 22% in 2014 and 42% in 2015. There was an increase of 21%.

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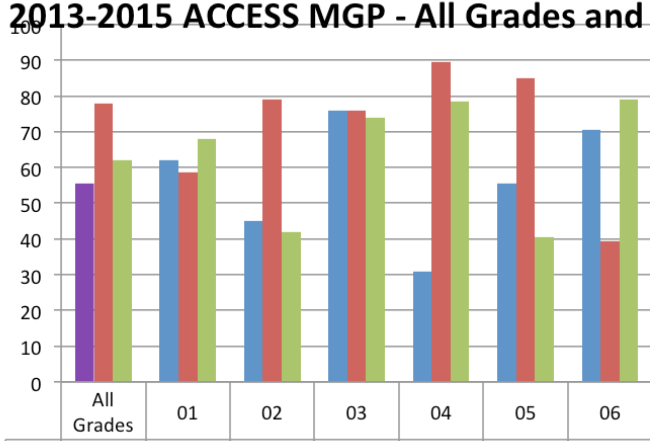
School Name: ACADEMIA ANA MARIE SANDOVAL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p style="text-align: center;">Combined READ Act Spring % At or Above Grade Level</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Combined READ Act Spring % At or Above Grade Level</caption> <thead> <tr> <th>Entity</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Sandoval</td> <td>75%</td> <td>77%</td> </tr> <tr> <td>Region</td> <td>63%</td> <td>66%</td> </tr> <tr> <td>District</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <p>Combined READ Act Spring 2015: In 2014, 75% of students performed at or above grade level. In 2015, 77% of students performed at or above grade level. There was a 2% increase.</p>	Entity	2014	2015	Sandoval	75%	77%	Region	63%	66%	District	62%	64%		
Entity	2014	2015													
Sandoval	75%	77%													
Region	63%	66%													
District	62%	64%													

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes								
	<p>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</p>  <table border="1"> <caption>READ Act Assessments Data</caption> <thead> <tr> <th>Entity</th> <th>Spring % At or Above Grade Level (2015)</th> </tr> </thead> <tbody> <tr> <td>Sandoval</td> <td>10%</td> </tr> <tr> <td>Region</td> <td>12%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table> <p>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear: 10% of students who were SBGL in Fall/Winter 2014 reached at or above grade level proficiency in the Spring of 2015. This is the same as the District percentage.</p>	Entity	Spring % At or Above Grade Level (2015)	Sandoval	10%	Region	12%	District	10%		
Entity	Spring % At or Above Grade Level (2015)										
Sandoval	10%										
Region	12%										
District	10%										

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and</p>  <table border="1" data-bbox="294 941 945 1039"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>55.5</td> <td>62</td> <td>45</td> <td>76</td> <td>31</td> <td>55.5</td> <td>70.5</td> </tr> <tr> <td>2014</td> <td>78</td> <td>58.5</td> <td>79</td> <td>76</td> <td>89.5</td> <td>85</td> <td>39.5</td> </tr> <tr> <td>2015</td> <td>62</td> <td>68</td> <td>42</td> <td>74</td> <td>78.5</td> <td>40.5</td> <td>79</td> </tr> </tbody> </table> <p>2013-2015 ACCESS MGP for All Grades: The median growth percentile for ACCESS Overall has increased from 55.5 to 62 from 2013 to 2015.</p>		All Grades	01	02	03	04	05	06	2013	55.5	62	45	76	31	55.5	70.5	2014	78	58.5	79	76	89.5	85	39.5	2015	62	68	42	74	78.5	40.5	79		
	All Grades	01	02	03	04	05	06																												
2013	55.5	62	45	76	31	55.5	70.5																												
2014	78	58.5	79	76	89.5	85	39.5																												
2015	62	68	42	74	78.5	40.5	79																												
Academic Growth Gaps																																			

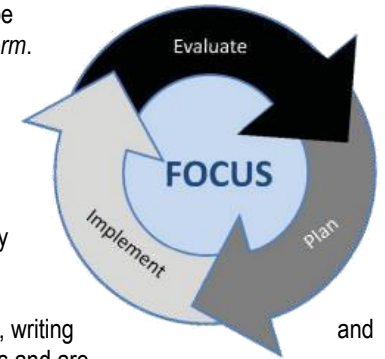
Section IV: Action Plan(s)

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	The Priority Performance challenge is that there exist significant gaps between students who are at proficient or above that are non-ELL versus ELL in all content areas where ELL students are proficient or above at 9.7%, % and 8.7% in ELA and Math respectively, which does not meet state expectations.	56%	62%	In process of deciding on CBM.	Maintain modifications done to our Dual Language Montessori model using new L2 curriculum and implementation on Guided Reading Plus practices
		READ		The percentage of students performing SBGL in in the fall and at/above in the spring will increase from 10% to 40%	The percentage of students performing SBGL in in the fall and at/above in the spring will increase from to 50%	iStation and DRA/EDL progress monitoring.	
		M		47%	67%	In process of deciding on CBM.	Refine our data inquiry process for both Language Arts and Math guided by Common Core State Standards (in both English and Spanish)
		S		Science scores CMAS will be 32%	Science scores CMAS will be 42%		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		MGP on ACCESS will be >= 45	MGP on ACCESS will be >= 45		
		M		MGP on ACCESS will be >= 45	MGP on ACCESS will be >= 45		
		ELP		MGP on ACCESS will be >= 45	MGP on ACCESS will be >= 45		

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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: Maintain modifications done to our Dual Language Montessori model using new L2 curriculum and implementation on Guided Reading Plus practices

Root Cause(s) Addressed:

- 1) Staff members' second language pedagogy is under developed in knowing how to differentiate for language instruction.
- 2) For years, we lacked L2 curriculum and language differentiation in L1, L2 and Integrated; we are now catching up.

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: _____

* 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.

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				
Implement new L2 curriculum for ELD and SLD (English – EL Achieve and Spanish – Descubre el Español by Santillana)	8/15-6/16	To be completed by 15-16	All Teachers, School Leaders, and DR, ELA Support Partner	EL Achieve and Santillana trainers (\$0)	December 2015	In process
Differentiate for L2 by leveled proficiency groups	8/15-6/16	Repeat	All Teachers, DR and School Leaders	EL Achieve and Santillana trainers (\$0)	October 2015	Completed

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Teachers to engage in professional development for L2	8/15-6/16	Repeat	All Teachers, DR and School Leaders	EL Achieve and Santillana trainers (\$0)	August 2015	Complete
Support L2 by solidly developing L1 reading via Guided Reading Plus	8/15-6/16	Repeat	All Teachers, DR, School Leaders, and Literacy Partner	Guided Reading Plus training (\$0)	October 2015	In process

* 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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Major Improvement Strategy #2: Refine our data inquiry process for both Language Arts and Math guided by Common Core State Standards (in both English and Spanish)

Root Cause(s) Addressed:

- 3) We have lacked a comprehensive assessment system where the data is authentic to our Dual Language Montessori instructional model

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Collaborate with other Montessori school to develop portfolio assessment system	8/15-6/16	Repeat	All Teachers, School Leaders, Teacher Leaders, and DDI Support Partner	Consultant: \$1000 Extra Duty Pay for TL: \$2000	August 2015	Complete
Compile CCSS aligned rubrics for Priority Standards	8/15-6/16		Teacher Leaders and DR	CCSS (%0) Montessori albums (\$0)	June 2016	Complete
As part of 3-prong approach to portfolio system, continue to offer Montessori Workspace for authentic Montessori record-keeping	8/15-6/16	Repeat	All teachers	Montessori Workspace (\$2500)	June 2016	Complete
Create physical portfolio	8/15-6/16		All teachers	Binders, sheet protectors, etc. (\$1000)	June 2016	Complete
Decide on Computer Based Measurement for progress monitoring in ELA and Math		1/2016-3/2016	TLS, DR, School Leaders, and SLT	Subscription	August 2016	Complete

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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.*