

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6508 School Name: OMAR D BLAIR CHARTER SCHOOL Official 2014 SPF: 3 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
<p>How are students performing? Where will school staff be focusing attention?</p> <p>Priority Performance Challenges: <i>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.</i></p> <p><i>Omar D Blair has identified Elementary Reading for FRL scholars, Elementary Math for FRL scholars, and Elementary Math for minority scholars and Academic Achievement in Middle School Reading, Writing and Math as Priority Performance Challenges. The school earned the rating of "approaching in all of these Academic Growth Gap indicators.</i></p>
<p>Why is the school continuing to have these problems?</p> <p>Root Causes: <i>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.</i></p> <p><i>The deepest underlying cause of the performance challenges were a failure to consistently use diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades.</i></p>
<p>What action is the school taking to eliminate these challenges?</p> <p>Major Improvement Strategies: <i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i></p> <p>To improve the performance of our FRL and minority scholars we will continue to provide group and individualized professional development in teacher disposition, culturally relevant and culturally responsive instruction. To improve performance of the entire Omar D. Blair community we will implement the following actions: Weekly data meetings to analyze assessment data; weekly professional development to support teachers in instructional practices and pedagogy; group and differentiated book studies to support teachers in instructional taxonomy, and data driven instruction; targeted reading intervention groups for 45 minutes each day; differentiated coaching structure for teachers and interventionist; ELA content standards taught in all subject areas.</p>

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,	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).

	postsecondary and workforce readiness).		
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.
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.
--	--	-------------------------	--

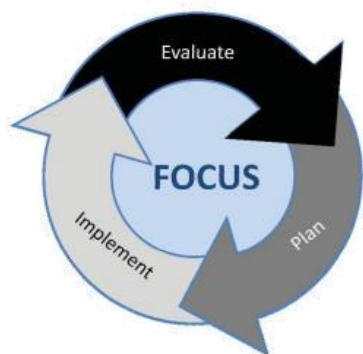
Section II: Improvement Plan Information

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?	NA
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):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input checked="" type="checkbox"/> Other: Performance Plan		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Courtney Torres, Middle School Principal
	Email	Courtney.Torres@omardblairk8.com

	Phone	3033719570
	Mailing Address	4905 Cathay Street, Aurora, CO 80010
2	Name and Title	Kristen Lee, Elementary School Principal
	Email	Kristen.Lee@omardblairk8.com
	Phone	3033719570
	Mailing Address	4905 Cathay Street, Aurora, CO 80010

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 CMAS/PARCC 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>
<p>Narrative: Omar D. Blair is a K-8 Charter School located in Green Valley Ranch. Omar D. Blair is in the 12th year of operation serving a diverse population of 808 students, 558 in Kindergarten through 5- grade and 250 in Grades 6-8. Currently, neither the Elementary nor the Middle School programs qualify for Title I funding as we are at 57.55% FRL. In the last five years the ELL population has remained fairly static, 27.8% in FY 10 to 27.5% in FY 14. We have 223 students classified as ELL of which, 223 currently receive services. While Spanish is the dominant second language, we have 19 total languages spoken by our families in the school community. Our school is the first charter to host a center based program for K-2 students in addition to providing a special education program consisting of inclusion along with pull-out services for 63 students school-wide. During the FY 14-16 school year 72 students were identified for GT programming, the number is now 72 for FY 14-15.</p>				

The UIP was developed with assistance from the school's Leadership Team composed of administration, curriculum leaders, lead teachers, the school counselor and special education coordinator and parents. The committee reviewed the CSAP/CMAS/PARCC data for FY 15 and the last two years, the current SPF from Denver Public Schools and historical data from monthly benchmarks in reading and math. This year we added a book study concentrating on data-driven instruction and professional development specifically focused on strategies for English Language Learners across all curriculums and grades.

For five consecutive years, Omar D. Blair has been a GREEN school and Meets Expectations on the DPS School Performance Framework. Overall our Academic Achievement rating is Meets. While competitive the FY 13-14 school results were above 50% in reading and writing, and neared 50% in math at 49.86%. The overall Median SGP rating for Academic Growth in Colorado: Exceeds Expectations in reading and writing in both elementary and middle school, and Exceed Expectations in elementary math; while below the set 77 AGP expectation in middle school math with a score of 59. The ELP Median AGP exceeded expectations by 74 in the elementary and 34 in the middle school.

Review Current Performance:

Overall Academic Achievement is designated as approaching on the SPF. By subject the results for 2015 show a decrease in English Language Arts and Math in both the elementary and middle school programs, however the assessment and the measure very greatly from 2014. There was an increase in elementary science (2.3%). In middle school science, there was a 10% increase. Elementary reading showed a 3.21% and a 1.96% increase in Middle School. Elementary math increased 4.11%, MS math increased by 3.22%, Elementary writing increased by 1.76% and MS writing increased by 1.97%. In the area of Academic Growth, our school performance is Exceeds and is above the FY12 State results in all subjects except middle school math (-13%). We received an award from the Denver Public Schools Board of Education and Superintendent Boasberg for exceptional success in student CMAS growth (Median Percentile Growth).

Science continues to be a challenge because of curriculum and scheduling. Teachers began customizing K-4 Science units that align with Colorado Standards and the CDE maps. 5th grade is using Scott Foresman Science. K-3 teachers are teaching units alternating quarters, while 4-8 grade scholars have science for 45 minutes on alternating days. The current text used in middle school science is outdated and is supplemented with outside resources due to budget limitations. Middle school science is taught daily for 80 minutes in 6th - 8th grades. The schedule and classroom utilization are not ideal across the school. K-5 teachers are elementary certified and teach science as one of five curriculums. The 6-, 7- and 8- grade science teachers are HQ in science, however, the schedule presents significant challenges with content and consistency of classes.

Since 2015 marked the first year of CMAS/PARCC, we have there is no trend data. The percentage of scholars At or Above Proficiency across the grade levels was not as high as anticipated. We have no comparison for growth because scholars had never taken the CMAS/PARCC assessment before. In CMAS ELA, 58.9% of scholars were proficient or above; on the CMAS Math assessment, 52.4% of scholars were proficient or above. On CMAS Science, 21.4% of scholars were proficient and above, 7.6% higher than they were in 2014.

Trend Analysis:

Middle School Data for Reading and Math +5- and 8- Grade Science Proficient/Advanced Scores

Tested Year	P/A Reading*	P/A Math*	MSGP Reading*	MSGP Math*	5- Grade Science+	8- Grade Science+
2014	60%	49%	57	59	7%	10%
2013	61%	51%	58	63	54%	37%
2012	57%	47%	56	57	47%	29%
2011	58%	50%	54	64	28%	37%

Data sources: *CDE SchoolView +DPS CMAS/PARCC Gains Report P/A Scores

Middle school reading has increased for the first time in three years. Our middle school adopted a new curriculum in 2010-2011. Elements of Literature is comprehensive and combines writing and reading into one curriculum. Students and staff are now more comfortable with the curriculum and are teaching it with fidelity. Students reading comprehension strategies are growing as demonstrated on monthly benchmarks. The Focus on Literacy and Writing Initiatives were implemented in FY 12-13 and FY 13-14, align with monthly professional development and data analysis to modify instruction making daily, weekly and monthly adjustments to close the academic growth gaps. ELL performance is being addressed in school-wide specific professional development to support our growing English Language Learners.

For the first time in five years, middle school math showed proficiency above 50%. A math trained intervention teacher replaced a math tutor to support classroom math teachers. The addition of the full-time intervention teacher provided four math teachers. Students with specific math deficits met with the intervention teacher in small group settings to make gains in math. With assistance from the regional math specialist, pacing guides have been aligned to the new Common Core State Standards and highly tested items for CSAP/CMAS/PARCC. This year, we have implemented the use of Scholastic Math Inventory and Do the Math Now to help identify students with significant deficits in their math foundation and implement intervention to help fill significant deficits.

Science increased in both tested grades. Fifth grade teachers depend on the previous grade levels to provide a scientific foundation. The test is not just aligned to 5- grade standards but tests material from K-4 grades. Teachers are teaching a new curriculum on alternating days for 60-90 minutes. Students are weak in reading comprehension strategies as demonstrated on monthly benchmarks and struggle with non-fiction and information texts.

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>Elementary Reading: The elementary school will pursue an attainable goal of 74.38% as assessed by CMAS/PARCC scores.</p> <p>Elementary Math: Achieve Elementary goal of increasing math percentages to 71.91% as determined by CMAS/PARCC results.</p>	<p>Elementary:</p> <table border="1" data-bbox="835 1130 1257 1291"> <thead> <tr> <th>Subject</th> <th>Goal</th> <th>14-15</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>74.38%</td> <td>36.4%</td> <td>DNM -37.98%</td> </tr> <tr> <td>Math</td> <td>71.91%</td> <td>27.7%</td> <td>DNM -44.21%</td> </tr> </tbody> </table> <p>Middle School:</p> <table border="1" data-bbox="835 1377 1283 1414"> <thead> <tr> <th>Subject</th> <th>Goal</th> <th>14-15</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Subject	Goal	14-15	+/-	ELA	74.38%	36.4%	DNM -37.98%	Math	71.91%	27.7%	DNM -44.21%	Subject	Goal	14-15	+/-					<p>In areas that we did not meet the academic achievement goal there was:</p> <ul style="list-style-type: none"> • Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades.
Subject	Goal	14-15	+/-																				
ELA	74.38%	36.4%	DNM -37.98%																				
Math	71.91%	27.7%	DNM -44.21%																				
Subject	Goal	14-15	+/-																				

	<p>Middle School Reading: Middle School will increase the MS percentage to 65% as assessed by CMAS/PARCC scores.</p> <p>Middle School Math: Middle School will increase percentage At or Above Proficient to 56% as assessed by CMAS/PARCC scores.</p>	<table border="1"> <tr> <td>ELA</td> <td>65%</td> <td>35%</td> <td>DNM -30%</td> </tr> <tr> <td>Math</td> <td>56%</td> <td>27.5%</td> <td>DNM -28.5%</td> </tr> </table>	ELA	65%	35%	DNM -30%	Math	56%	27.5%	DNM -28.5%	<ul style="list-style-type: none"> • Different assessment and assessment metrics: Shift from TCAP to CMAS/PARCC • Curriculum did not support instruction in Common Core Standards • Different assessment and assessment metrics: Shift from eValue to iReady • Unable to compare 2013-14 to 2014-15 Growth Gap Data using iReady data 																					
ELA	65%	35%	DNM -30%																													
Math	56%	27.5%	DNM -28.5%																													
Academic Growth	<p>By Spring 2015, all scholars will make at least 1.5 years growth, as measured by the I-Ready Assessment.</p>	<p>Elementary :</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Goal</th> <th>13-14</th> <th>14-15</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60.15%</td> <td>52</td> <td>62</td> <td>+10</td> </tr> <tr> <td>Math</td> <td>74</td> <td>59</td> <td>55</td> <td>-4</td> </tr> </tbody> </table> <p>Middle School:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Goal</th> <th>13-14</th> <th>14-15</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63</td> <td>57</td> <td>22</td> <td>-35</td> </tr> <tr> <td>Math</td> <td>76</td> <td>59</td> <td>26</td> <td>-33</td> </tr> </tbody> </table>	Subject	Goal	13-14	14-15	+/-	Reading	60.15%	52	62	+10	Math	74	59	55	-4	Subject	Goal	13-14	14-15	+/-	Reading	63	57	22	-35	Math	76	59	26	-33
Subject	Goal	13-14	14-15	+/-																												
Reading	60.15%	52	62	+10																												
Math	74	59	55	-4																												
Subject	Goal	13-14	14-15	+/-																												
Reading	63	57	22	-35																												
Math	76	59	26	-33																												
Academic Growth Gaps	<p>By Spring 2015, the gap between the performance of our minority scholars and non-minority scholars will be 10%</p>	<p>Reading</p>																														

	or less across all grade levels, as measured by the I-Ready Assessment. (Unable to compare 2013-14 to 2014-15 Growth Gap Data using iReady data)	ELL: 63% Non-ELL: 65% Gap: 2% FRL: 59% Non-FRL: 72% Gap: 13% Eth 1: 76% Eth 2: 61% Gap: 15% Math ELL: 64% Non-ELL: 57% Gap: -7% FRL: 57% Non-FRL: 64% Gap: 7% Eth 1: 76% Eth 2: 55% Gap: 21%	
Postsecondary & Workforce Readiness	NA		

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
	Elementary	Elementary Reading and Math	<ul style="list-style-type: none"> Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for

Academic Achievement (Status)	<table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Mathematics</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> </tbody> </table>		2013	2014	2015	Reading	Meets	Approaching	Approaching	Writing	Meets	Meets	Meets	Mathematics	Meets	Approaching	Approaching		<p>differentiation and intervention in all grades.</p> <ul style="list-style-type: none"> Different assessment and assessment metrics: Shift from TCAP to CMAS/PARCC Curriculum did not support instruction in Common Core Standards
		2013	2014	2015															
Reading	Meets	Approaching	Approaching																
Writing	Meets	Meets	Meets																
Mathematics	Meets	Approaching	Approaching																
<p>Middle</p> <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> <tr> <td>Mathematics</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> </tbody> </table>		2013	2014	2015	Reading	Meets	Approaching	Approaching	Writing	Meets	Approaching	Approaching	Mathematics	Meets	Approaching	Approaching	Academic achievement in Middle School Reading, Writing and Math	<ul style="list-style-type: none"> Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades. Different assessment and assessment metrics: Shift from TCAP to CMAS/PARCC Curriculum did not support instruction in Common Core Standards 	
	2013	2014	2015																
Reading	Meets	Approaching	Approaching																
Writing	Meets	Approaching	Approaching																
Mathematics	Meets	Approaching	Approaching																
Academic Growth	<p>Elementary</p> <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Mathematics</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> </tbody> </table>		2013	2014	2015	Reading	Meets	Meets	Meets	Writing	Meets	Meets	Meets	Mathematics	Meets	Approaching	Approaching	Elementary Math	<ul style="list-style-type: none"> Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades. Different assessment and assessment metrics: Shift from TCAP to CMAS/PARCC Curriculum did not support instruction in Common Core Standards
		2013	2014	2015															
Reading	Meets	Meets	Meets																
Writing	Meets	Meets	Meets																
Mathematics	Meets	Approaching	Approaching																
<table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> </tbody> </table>		2013	2014	2015	Reading	Meets	Meets	Meets											
	2013	2014	2015																
Reading	Meets	Meets	Meets																

	<table border="1"> <tr> <td>Writing</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Mathematics</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> </table> <p>Middle</p>	Writing	Meets	Meets	Meets	Mathematics	Meets	Meets	Meets																																										
Writing	Meets	Meets	Meets																																																
Mathematics	Meets	Meets	Meets																																																
Academic Growth Gaps	<p>Elementary</p> <table border="1"> <thead> <tr> <th>ELL</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Exceeds</td> <td>Exceeds</td> </tr> <tr> <td>Math</td> <td>Meets</td> <td>Exceeds</td> <td>Meets</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>FRL</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Approaching</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Meets</td> <td>Exceeds</td> </tr> <tr> <td>Math</td> <td>Meets</td> <td>Meets</td> <td>Approaching</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Writing</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <td>Math</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> </tbody> </table>	ELL	2013	2014	2015	Reading	Meets	Meets	Meets	Writing	Meets	Exceeds	Exceeds	Math	Meets	Exceeds	Meets	FRL	2013	2014	2015	Reading	Meets	Meets	Approaching	Writing	Meets	Meets	Exceeds	Math	Meets	Meets	Approaching	Ethnicity	2013	2014	2015	Reading	Meets	Meets	Meets	Writing	Meets	Meets	Meets	Math	Meets	Approaching	Approaching	<ul style="list-style-type: none"> Elementary Reading for FRL scholars Elementary Math for FRL scholars Elementary Math for minority scholars 	<ul style="list-style-type: none"> Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades. Different assessment and assessment metrics: Shift from CMAS/PARCC to PARCC Curriculum did not support instruction in Common Core Curriculum Teachers underprepared to provide cultural responsive and culturally relevant instruction Teachers underprepared to use culturally responsive instructional practices
	ELL	2013	2014	2015																																															
	Reading	Meets	Meets	Meets																																															
	Writing	Meets	Exceeds	Exceeds																																															
Math	Meets	Exceeds	Meets																																																
FRL	2013	2014	2015																																																
Reading	Meets	Meets	Approaching																																																
Writing	Meets	Meets	Exceeds																																																
Math	Meets	Meets	Approaching																																																
Ethnicity	2013	2014	2015																																																
Reading	Meets	Meets	Meets																																																
Writing	Meets	Meets	Meets																																																
Math	Meets	Approaching	Approaching																																																
	<p>Middle</p> <table border="1"> <thead> <tr> <th>ELL</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> </tbody> </table>	ELL	2013	2014	2015	Reading	Meets	Meets	Meets																																										
ELL	2013	2014	2015																																																
Reading	Meets	Meets	Meets																																																

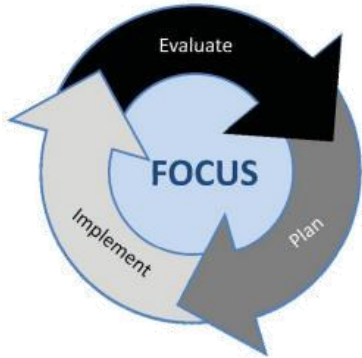
Writing	Meets	Exceeds	Exceeds
Math	Meets	Exceeds	Meets

FRL	2013	2014	2015
Reading	Meets	Meets	Exceeds
Writing	Meets	Meets	Exceeds
Math	Meets	Meets	Meets

Ethnicity	2013	2014	2015
Reading	Meets	Meets	Meets
Writing	Meets	Meets	Meets
Math	Meets	Meets	Meets

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 CMAS/PARCC 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 CMAS/PARCC 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		Elementary : 47% Middle School: 35%	Elementary: 54% Middle School: 43%	I-station, MAP, CMAS	<ul style="list-style-type: none"> -Implementation of new curriculum (Engage NY, IRLA, Words Their Way) -Grade Level Intervention -Monthly data analysis -Use of Istation, IRLA and MAP data to inform instruction -Professional development on differentiation -Schoolwide focus on informational text, vocabulary and literary text
		READ		Elementary: 62% Middle School: 31%	Elementary: 70% Middle School: 40%	I-station	<ul style="list-style-type: none"> -Use of Istation data to differentiate for intervention, reading groups, whole group - Implementation of IRLA (reading conferencing) to provide more individualized instruction -Data analysis of Istation data, used to reteach vocabulary , print concepts, and comprehension. -Piloting Reading Street in K-2. - Intervention blocks to target reading skills and ELA domains
		M		Elementary: 46% Middle School: 30%	Elementary: 54% Middle School: 37%	MAP, CMAS	<ul style="list-style-type: none"> -Implementation of new curriculum (Engage NY, fact assessments) -Grade Level Intervention -Monthly data analysis -Use of Istation, IRLA and MAP data to inform instruction -Math Interim Assessments

							<ul style="list-style-type: none"> - Differentiation PD was delivered -School Wide focus on fact fluency (addition, subtraction, multiplication and division. - Weekly data analysis and responsive planning by viewing exit tickets, weekly quizzes and unit quizzes - Monthly MTSS Data Analysis and responsive planning - Differentiated professional development and coaching for teachers - Reteaching and reviewing standards that scholars struggle with during weekly teachers and from MAP learning continuum (Do Now, Weekly Exit Ticket Review, etc.) -Small group instruction and Friday Activities to focus on strands/skills scholars need to focus on (identified on learning continuum) -Targeting skills for Tier II, Tier III and Sped Scholars during intervention -Scholars will analyze data from all assessments in grades 1-8. -Teachers analyzing Engage NY K-8 to determine strengths and weaknesses, to determine next steps or necessary resources (Achieve the Core, etc.)
		S					
Academic Growth	Median Growth Percentile, CMAS/PARCC, CMAS/PARCC,	ELA		By Spring 2016, all scholars will make at least 1.5 years growth, as measured by MAP	By Spring 2017, all scholars will make at least 1.5 years growth, as measured by MAP	Curriculum and Classroom Based Assessments	Weekly data meetings to analyze assessment data; weekly professional development to support teachers in instructional practices and pedagogy; group and differentiated book studies to support teachers in instructional

	ACCESS, local measures			and I-station Assessments	and I-station Assessments	MAP and I-station Assessments Middle School: I-Station and MAP	taxonomy, and data driven instruction; targeted reading intervention groups for 45 minutes each day; differentiated coaching structure for teachers and interventionist; ELA content standards taught in all subject areas.
		M		By Spring 2016, all scholars will make at least 1 years growth, as measured by the MAP assessment.	By Spring 2017, all scholars will make at least 1.5 years growth, as measured by the MAP assessment.	Curriculum and Classroom Based Assessments MAP	Weekly data meetings to analyze assessment data; weekly professional development to support teachers in instructional practices and pedagogy; group and differentiated book studies to support teachers in instructional taxonomy, and data driven instruction; targeted math intervention groups for 45 minutes each day; differentiated coaching structure for teachers and interventionist
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA		By Spring 2016, the gap between the performance of our minority scholars and non-minority scholars will be 12% or less across all grade levels, as measured by the MAP and I-station assessments.	By Spring 2017, the gap between the performance of our minority scholars and non-minority scholars will be 10% or less across all grade levels, as measured by the MAP and I-station assessments.	Curriculum and Classroom Based Assessments Elementary: I-Ready Assessments, STAR, and DRA-2 Middle School: I-Station and MAP	Monthly professional development for teachers with targeted instruction in ELL instruction and Literacy; targeted reading intervention for 45 minutes each day; data driven instruction 1.Bi-weekly data analysis and responsive planning 2.Monthly MTSS Data Analysis and responsive planning 3.Differentiated professional development for teachers

		M		By Spring 2016, the gap between the performance of our minority scholars and non-minority scholars will be 18% or less across all grade levels, as measured by the MAP assessment.	By Spring 2017, the gap between the performance of our minority scholars and non-minority scholars will be 15% or less across all grade levels, as measured by the MAP assessment.	Curriculum and Classroom Based Assessments MAP	Monthly professional development with Edison Math Specialist to assist teachers with planning, scope & sequence, curriculum adaption, and pacing, and differentiation; targeted math intervention for 45 minutes each day; data driven instruction 1. Bi-weekly data analysis and responsive planning 2. Monthly MTSS Data Analysis and responsive planning 3. Differentiated professional development for teachers
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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:** *Data cycles once a week during common planning time to align vertically and address high priority frameworks. Teachers will receive professional development to improve strategic lesson design, create assessments and analyze, and look at data to modify instruction.*
- **Root Cause(s) Addressed:** *Failure to use consistently diagnostic, formative, and summative assessment data to inform instruction and plan for differentiation and intervention in all grades.*

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				
Implementation of Literacy Curriculum	x	x	<ul style="list-style-type: none"> • Principal • Literacy Coordinator 			In Progress
Professional Development	x	x	<ul style="list-style-type: none"> • Math and Literacy Coordinator • Principal • Edison Learning 			In Progress
Data Analysis	x	x	<ul style="list-style-type: none"> • Principal • Teachers • Data Coordinator 			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:** *To improve the performance of our FRL and minority scholars we will continue to provide group and individualized professional development in teacher disposition, culturally relevant and culturally responsive instruction.*
- **Root Cause(s) Addressed:** *Teachers underprepared to provide cultural responsive and culturally relevant instruction; Teachers underprepared to use culturally responsive instructional practices*

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				
Professional Development	x	x	<ul style="list-style-type: none"> • Principal • ELL Coordinator • Teachers 			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 #3: _____ Root Cause(s) Addressed: _____

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				

* 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.*