COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6754 School Name: PARK HILL 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

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.*

October 2014: Major Improvement Strategy #1: We will fully implement "claims and evidence" in a way that reflects distinguished growth.

Root Cause(s) Addressed: We have not yet fully implemented "claims and evidence" in a way that reflects distinguished growth.

October 2014: Major Improvement Strategy #2: We will name and implement specific research-based strategies to engage boys in writing.

Root Cause(s) Addressed: We lack specific research-based strategies to engage boys in writing.

PARCC data not available as of Oct 28th, 2015.

CMAS data for Science (5th) and Social Studies (4th). Tested in Spring of 2015:

CMAS Science 2015

Number of Students	No Score	Limited Command	Moderate Command	Strong Command	Distinguished Command	Moderate or Above	Strong or Above	Percentile and Rank of "Strong or Above" Within Grade(s) for eligible DPS schools
88		22%	27%	44%	7%	78%	51%	87th percentile (ranked 13 out of 93)

CMAS Social Studies 2015

Number of Students	No Score	Limited Command	Moderate Command	Strong Command	Distinguished Command	Moderate or Above	Strong or Above	Percentile and Rank of "Strong or Above" Within Grade(s) for eligible DPS schools
79	4%	18%	29%	37%	13%	78%	49.4%	94th percentile (ranked 5 out of 85)

As of October 28th, 2015, Park Hill will continue to focus on the 2 priority Improvement Strategies referenced in the 2014 UIP. These 2 Priorities are A) Writing using Claims, Evidence, and Reasoning, and B) implement specific research-based strategies to engage boys in writing. In addition to these 2 Priorities, Park Hill is continuously focused on closing the achievement gaps for students of color and students with special-needs.

As for instruction, Park Hill will focus on High Impact Instructional Moves (I5-I8 on the LEAP Framework). In particular, this includes an intentional focus on Checking for Understanding and Differentiation. The school has engaged in Professional Development around rigor, critical thinking, and differentiation. The school will continue with this focus. The school also purchased and fully implementing a new Literacy curriculum – Wonders by McGraw Hill. This will also provide fidelity with curriculum across all grades,

something that did not exist prior at Park Hill.

The school's leadership team and ILT will focus on coaching all staff members in accordance with the LEAP framework, and will intentionally coach all new teachers (and new to Park Hill teachers) 2x per week. Feedback is provided with 48 hours max.

The school's Principal (Ken Burdette) has implemented the Common Agreements of the Network 3 school-wide, which include the implementation of weekly data cycle meetings and data-driven instruction. Grade Level Leads are leading the DDI meetings along with the Principal.

Finally, the school will continue its working regarding closing the achievement gap in terms of ethnicity and subgroups (Sped, ELL, FRL). The data regarding sub groups and FRL mirrors that of the district, demonstrating that Park Hill is experiencing the same struggles and has equally as much catch-up work as neighboring schools.

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.*

As stated above, the school did not have a unified curriculum plan across grade levels. This included a lack of cohesiveness and fidelity regarding Literacy and Skills implementation. Vertical alignment was not a focal point of the curriculum in years past. The same can be said for Math, although the school did use Everyday Math in grades 1-5.

The school also lacked in the weekly cycle of DDI and DDI meetings for all grade levels. In addition, due to the lack of curriculum cohesion, grade-level structure, and data-driven practices, the school was scored on the low range of rigor and rigorous instruction.

Intentional PD for staff and frequent teacher coaching were not in daily practice during the last school year. This includes PD and coaching around differentiation, rigor, and critical thinking.

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.*

As stated above, the school is moving forward with the following approach:

- Weekly Data Team meetings and Data driven instruction
- Implementation of an ILT (Instructional Leadership Team)
- Renewed focus on grade-level expectations and consistency. Weekly grade-level meetings will exist across all grade levels.
- Teacher Leaders at each grade-level
- Implementation of new Literacy and Skills curriculum
- Professional Development regarding best practices (AVID, Rigor, Critical Thinking, Delivery of Instruction, Differentiation)
- Intentional cycle of coaching and ongoing teacher support.
- PDU Book Study – Driven By Data by Paul Bambrick

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/uip/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 3rd 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.

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?	N/A
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.	N/A

Improvement Plan Information

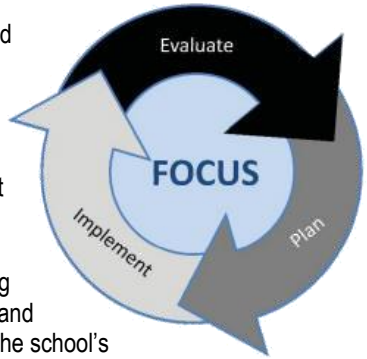
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☑ 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	Ken Burdette, Principal
	Email	ken_burdette@dpsk12.org
	Phone	720-424-4910
	Mailing Address	5050 E. 19th Avenue Denver, CO 80220
2	Name and Title	Jen Moylett
	Email	jennifer_moylett@dpsk12.org
	Phone	720-424-4910
	Mailing Address	5050 E. 19th Avenue Denver, CO 80220

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.

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).	**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.	**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.	**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.	**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.

Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of School and Process for Data Analysis

READ Act

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The percentage of students reading at or above grade level in the spring decreased slightly from 85% in 2014 to 83% in 2015. The biggest decrease was in grade 2 which went from 90% to 76% from 2014-2015. Of the 29 students who were significantly below grade level in the fall, 21% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

(Briefly discuss PARCC/CMAS status and ACCESS growth results.)

PARCC ELA Status:

Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
246	11.4%	11.0%	17.9%	50.0%	9.8%	77.6%	59.8%
84	16.7%	13.1%	20.2%	44.0%	6.0%	70.2%	50.0%
75	5.3%	10.7%	16.0%	52.0%	16.0%	84.0%	68.0%
87	11.5%	9.2%	17.2%	54.0%	8.0%	79.3%	62.1%

PARCC Math Status:

Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
246	8.9%	18.3%	26.8%	39.0%	6.9%	72.8%	45.9%
84	10.7%	16.7%	26.2%	39.3%	7.1%	72.6%	46.4%
75	8.0%	17.3%	24.0%	48.0%	2.7%	74.7%	50.7%
87	8.0%	20.7%	29.9%	31.0%	10.3%	71.3%	41.4%

It is evident that Park Hill has approximately 75% of all students scoring at an Approaching – Exceeds level. However, this is telling as less than half of PH students scored Meets or Above in Mathematics, and only 60% in ELA. According to the data, PH has a lot of students on the cusp, or "bubble", of moving one band width on the expectations rubric. Intentional work will be needed to push these bubble students to a Meets status.

Progress Toward Last Year's Targets

(Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals. See worksheet 1 below.)

Over the past few years (TCAP and PARCC), Park Hill has experienced continued growth in the level of writing for students. This is in line with Improvement Strategy #1 – Claims Evidence and Reasoning. The school also engaged 3rd grade boys in special reading and writing groups (Improvement Strategy #2).

Trends Data

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. We do not have trends for PARCC and CMAS.)

N/A

Priority Performance Challenges

(Explain how you prioritized performance challenges. Specifically, how did you arrive at the answer to question 2 in the executive summary?)

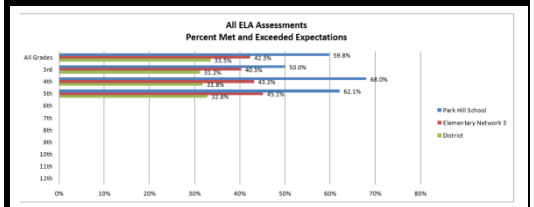
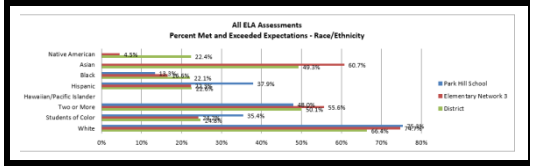
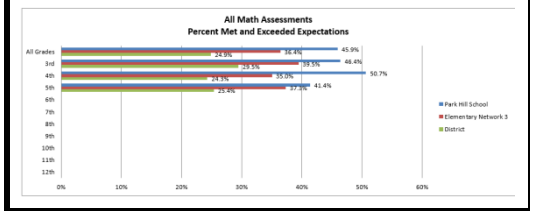
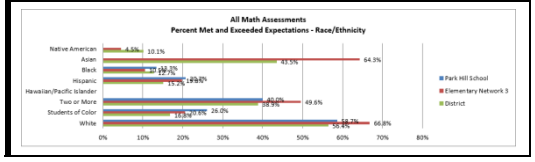
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	N/A		The school was able to exceed its target goals due to multiple reasons: • An increased focus on Claims, Evidence, and Reasoning in regards to writing • PD focused on intentionally literacy selection • PD focused on genre study • Book clubs in 5th grade • Intervention Literacy groups by highly trained and qualified teachers
Academic Growth	The percentage of our students scoring proficient or advanced on the spring district literacy interim will be 68.	The percentage of our students scoring proficient or advanced on the spring district literacy interim was 88. We exceeded our target by 20 points.	
Academic Growth Gaps	The percentage of our male students scoring proficient or advanced on the spring district literacy interim will be 68.	The percentage of our male students scoring proficient or advanced on the spring district literacy interim was 85. We exceeded our target by 17 points.	
Postsecondary & Workforce Readiness	N/A		

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	   		We have not yet fully implemented “claims and evidence” in a way that reflects distinguished growth. We lack specific research-based strategies to engage boys in writing. As stated above, the school did not have a unified curriculum plan across grade levels. This included a lack of cohesiveness and fidelity regarding Literacy and Skills implementation. Vertical alignment was not a focal point of the curriculum in years past. The same can be said for Math, although the school did use Everyday Math in grades 1-5. The school also lacked in the weekly cycle of DDI and DDI meetings for all grade levels. In addition, due to the lack of curriculum cohesion, grade-level structure, and data-driven practices, the school was scored on the low range of rigor and rigorous instruction. Intentional PD for staff and frequent teacher coaching were not in daily practice during the last school year. This includes PD and coaching around differentiation, rigor, and critical

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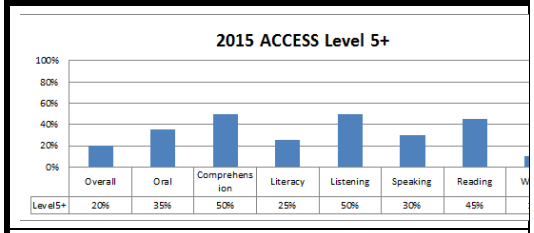
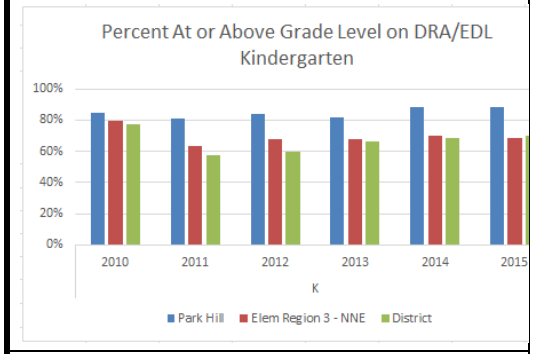
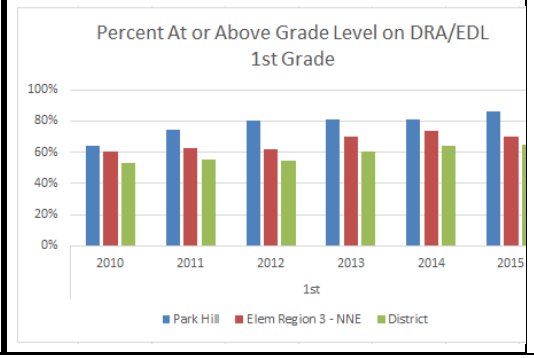
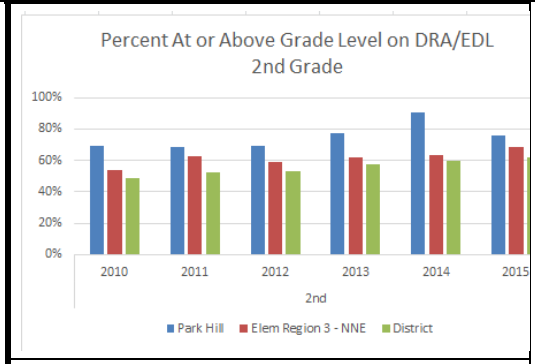
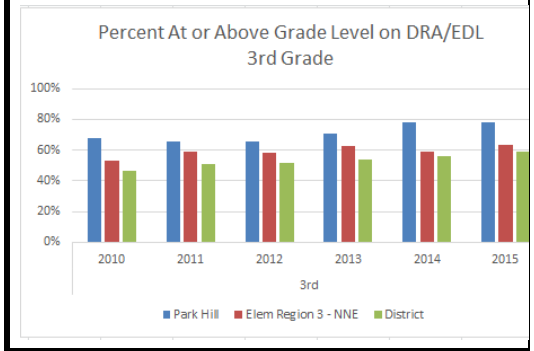
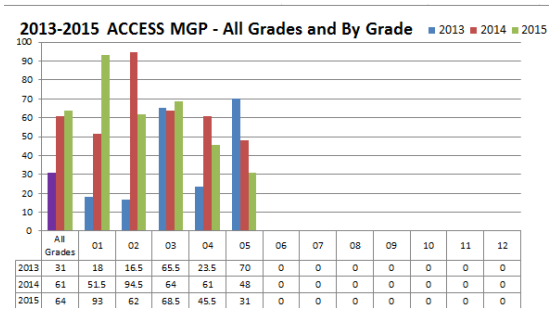
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	  		thinking.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	 All Grades 01 02 03 04 05 06 07 08 09 10 11 12 2013 31 18 16.5 65.5 23.5 70 0 0 0 0 0 0 0 2014 61 51.5 94.5 64 61 48 0 0 0 0 0 0 0 2015 64 93 62 68.5 45.5 31 0 0 0 0 0 0 0		We have not yet fully implemented “claims and evidence” in a way that reflects distinguished growth. We lack specific research-based strategies to engage boys in writing.
Academic Growth Gaps	N/A		
Postsecondary & Workforce Readiness	N/A		

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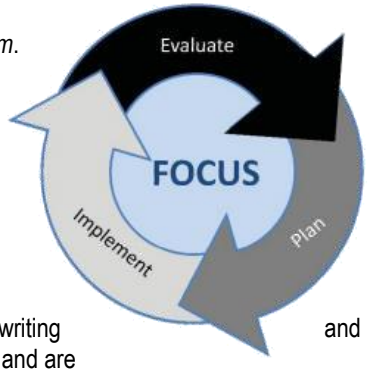
Section IV: Action Plan(s)

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



School Target Setting Form

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

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

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 59.8.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 65%	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 70%	We will analyze ANET results by grade level 3 times per year. We will examine DRA2 guided reading levels to determine whether students are on grade level each month. We monitor students' progress toward essential learning targets in reading during our weekly data teams	We will fully implement "claims and evidence" in a way that reflects distinguished growth. We will name and implement specific research-based strategies to engage boys in writing.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 21.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 30	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 40	We will analyze ANET results by grade level 3 times per year. We will examine DRA2 guided reading levels to determine whether students are on grade level each month. We monitor students' progress toward essential learning targets in reading during our weekly data	We will fully implement "claims and evidence" in a way that reflects distinguished growth. We will name and implement specific research-based strategies to engage boys in writing.

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						teams	
		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 45.9	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 50%	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 60%		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile for our English Language Learners for ACCESS overall was 64.	The median growth percentile for our English Language Learners for ACCESS overall will be 65.	The median growth percentile for our English Language Learners for ACCESS overall will be 65		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
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: We will fully implement "claims and evidence" in a way that reflects distinguished growth.

Root Cause(s) Addressed: We have not yet fully implemented "claims and evidence" in a way that reflects distinguished growth.

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				
Refine content knowledge and instructional delivery of claims, evidence, reasoning and rebuttal strategies through on-going professional development sessions. • Utilize DNSM resources and Denver Zoo programs. • Science Coordinator – CER with rebuttal extension training as well as additional support for new teachers • Implement CERR structures and language across science curriculums (Smithsonian & TRACS) and across content	8/15-5/16	TBD	Science Coordinator Teacher Leaders School Leaders Hourly	Science supplies, texts and digital resources supplied by Smithsonian grant- $30,000	Teacher leaders will collect and document classroom charts, student writing, and student work exemplars. Smithsonian Site Coordinator will document PD sessions and collect reflection and feedback for the unit. Observations through LEAP for academic language and differentiation.	In progress

School Code: 6754 School Name: PARK HILL SCHOOL

areas. Revisit and refine common CERR protocol by planning vertically and streamlining graphic organizers by grade level. Engage in professional learning focus on CERR supports for ELLs. • ELA network partner– staff professional development and on-going supports for selected teachers	8/15-5/16 8/15-5/16		teacher ELA Network Partner		Collect and document graphic organizers as part of PDU practices. School Leaders and ELA Partner will conduct walkthrough observations for academic supports.	
Use correlated CCSS materials to support student access of complex text by citing evidence/counter evidence and/or reasoning to support rationale. • Expand classroom genre libraries. • Provide access to non-fiction articles.	8/15-5/16	TBD	Teacher Leaders Teachers School Leaders	Comprehension Tool Kits $4000 total from school budget for Time for Kids, National Geographic and Storyworks materials for close reading Mentor texts with dependent questions	Documentation in PDU of staff use. LEAP observations through the lens of academic rigor. Document student application of reasoning to support authors claim and evidence to support particular points in a text.	In progress
Embed Claims and Evidence into the teacher SLO process in order to streamline data collection and analysis.	9/15-5/16	TBD	Teachers School Leaders SLO standards implementation coordinator		Documentation of SLO implementation in data teams, collaborative meetings, and PD.	In progress

School Code: 6754 School Name: PARK HILL SCHOOL

* 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: We will name and implement specific research-based strategies to engage boys in writing.

Root Cause(s) Addressed: We lack specific research-based strategies to engage boys in writing.

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

☑ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☑ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Conduct a research review of books and articles on the topic of improving engagement and writing achievement for boys.	8/17		Administrators and SLT (School Leadership Team)		Literature review list used for readings in PDU for staff after SLT choses chapters. All literature scanned and shared electronically and in paper for professional development	In progress
Purchase boy friendly books for our library and classroom libraries that are identified as relevant for boys by expert ratings and our SLT's choices to encourage motivation to read and write about texts of interest. Teachers will conduct quick book talks of new materials and encourage male students to read plus report back to the teacher, school leaders or other students. Expose boys to non-fiction that involves learning something new and encourage	ongoing		Administrators, Librarian, and SLT	$5,000 total from school budget $1,500 for school library $ 3,500 for classrooms Science supplies and texts supplied by Smithsonian grant- $30,000	Purchase orders received and books on shelves. Smithsonian text lists checked in and distributed for Unit lessons in each classroom- K-5	In progress

writing in response to that genre.						
SLT selects appropriate readings for entire staff during our meetings in October and brainstorms strategies to include in our UIP to support engagement of boys.	October		Administrators and SLT		Readings collected for distribution and strategies used in UIP actions steps.	Completed
Explore use of boy book clubs or writing groups as a strategy to engage boys by grouping for like interests and genre studies for example sports writing, blogs on various topics, Google docs as tool for collaboration, debate, graphic stories, short films, etc. Explore and share opportunities to write for authentic purposes including contests, competitions, debates, and publishing for an audience.	Ongoing		Teacher Leaders at various grade levels.		Teachers will document and share ideas for lessons with their horizontal and vertical teams. Student work exemplars will be collected for our PDU documentation.	Not Started
Use graphic advance organizers and writing (speaking) frames to support writing that exemplifies each genre as introduced and allow interactive writing experiences with teachers and mentors. Allow oral rehearsal before writing utilizing sentence stems and other frames for organizing thinking on a topic. Explore use of male mentors by utilizing cross grade level partners, families, and community members to speak about how and what they like to write about and strategies they use to accomplish	Ongoing		SLT and teaching staff	$ 1,000 books and memberships in online resources	Collect graphic organizers by grade level to share with teams. Share with CSC. Document and share efforts with teams, staff, and CSC as a summary.	Not Started

tasks						

* 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.*