

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

Organization Code: **0880** District Name: **[DENVER COUNTY 1]** School Code: **[7045]** School Name: **PLACE BRIDGE ACADEMY]** Official 2014 SPF: **3-Years**

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.*

Place Bridge Academy met state goals for Academic Growth (78.6% of possible points), Academic Growth Gaps (71.7% of possible points), and Participation Rate (95%) in 2014-2015 school year. Data points related to these areas are as follow:

Academic Growth

- 70% of EIs on track to English proficiency **(2015-2016 76%)**
- Median Growth Percentile on ACCESS at 62.5. **(2015-2016 70%)**
- Median growth Percentiles Elementary – Reading 63 – Writing 63 – Mathematics 60
- Median growth Percentiles Middle School – Reading 58 – Writing 63 – Mathematics 63
- 100% of possible SPF, School Performance Framework, points earned for English Language Growth measured by ACCESS

Academic Growth Gaps

- The identified subgroups of FRL, Minority Students, English Learners, and Students Needing to Catch up, met Gap expectations in all areas, Reading, Mathematics, and Writing at both elementary and middle school levels.
- The Students with Disabilities subgroup did not meet state Gap Expectations for Reading, Mathematics, and Writing at the elementary level and did not meet the state Gap Expectations for Reading at the middle school level.

State goals for Academic Achievement were not met for Reading, Mathematics, and Writing at either elementary or middle school levels. Though improvements in academic achievement are assumed through ranking comparisons with other schools, our **performance challenge for the 2015-2016 school year remains to increase the level of academic achievement for both English Learners and native English speakers.**

Academic Achievement

- PARCC English Language Arts ranking **increased from 21st to 32nd** percentile for Elementary grades and **increased from 22nd to 28th** percentile for Middle School
- PARCC Mathematics Assessment ranking **increased from 15th to 31st** percentile for Elementary grades and **decreased from 27th to 12th** percentile for Middle School.

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.*

English language levels continue to strongly correlate with student achievement. New students with limited to no English proficiencies continue to enroll and start their English and academic growth at Place Bridge Academy as we serve newcomer and speakers of other languages populations. Were our ELs proficient English readers, writers, speakers, and listeners, then we would realize much higher achievement results. To that end, we continue work to accelerate English acquisition. For the most part pleased with our student growth with regards to English.

Many native English speakers do not meet the achievement expectations across content areas. We believe this is due in great measure to their need for rigorous, differentiated, learning experiences. To that end, our professional development and coaching revolves around differentiation and the high impact instructional moves of academically focused feedback, student communication & collaboration, and checks for understanding.

Lastly, many of our students' families experience difficult and challenging circumstances. 96% of students qualify for free or reduced lunch and that combined with challenges related to learning a new language, culture, and social system stresses the family. In addressing the needs of the whole student we also think in terms of assisting families in accessing services and supports related to health and social/emotional wellbeing.

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.*

The Place Bridge Academy community has sought and received innovative status which gives us more control over the curriculum and assessments used in educating our students. We also received latitude related to professional development for our faculty and staff. As noted in previous sections and detailed later in this document, we continue to refine our efforts to accelerate English acquisition and our students' abilities to both learn and show what they know with language. We consciously and intentionally work to balance rigor with differentiated supports so all students maximize their potential. As educators, we seek to maximize our effectiveness by focusing on high impact instructional moves. Though partnerships and priorities we address the needs of the whole child. A state of the art on-site health clinic helps keep our students healthy. Our Parent Welcome Center provides English classes for parents and also assists them in resume preparation and job placement. A high functioning mental health team helps students through emotional and adjustment concerns. At Place Bridge Academy we are dedicated the vision that all students succeed.

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

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

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	(TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2016	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system.
	April 15, 2016	(All Schools) 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 3 rd Grade.	[Not] serving grades K-3	[Customized Directions] 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).	[Plan Type] [Year]	[Customized Directions] Schools with a Priority Improvement or Turnaround plan type based on the 2014 SPF must submit the plan to CDE for review on January 15, 2016. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
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.	[Identified/Not Identified as a Title I Focus School]	[Customized Directions] In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

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 a] TIG Awardee	[Customized Directions] In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not a] Diagnostic Review Grantee	Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.
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 an] SIS Grantee	Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.
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 Systems Change/Capacity Building School	[Customized Directions] In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

Section II: Improvement Plan Information

Additional Information about the School

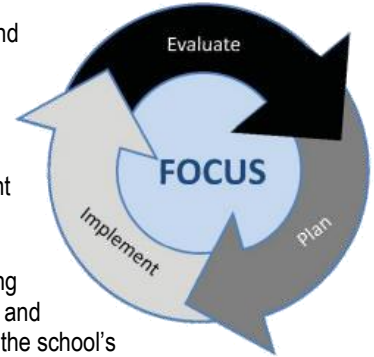
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<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 type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Brenda Kazin, Principal
	Email	brenda_kazin@dpsk12.org
	Phone	720.424.0964
	Mailing Address	7125 Cherry Creek Drive North, Denver, CO 80224
2	Name and Title	Ken Hansen, Assistant Principal
	Email	Ken_hansen@dpsk12.org
	Phone	720.424.0960
	Mailing Address	7125 Cherry Creek Drive North, Denver, CO 80224

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

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.

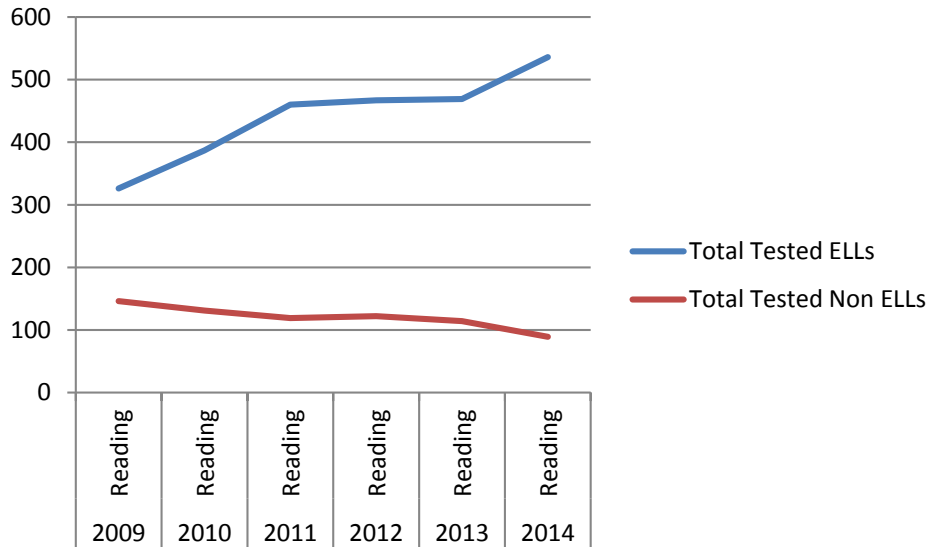
<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: 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>
---	---	---	---	--

Description of School Setting and Process for Data Analysis:

Place Bridge Academy was established in 2008 as the Denver Public Schools ECE-8 Magnet School for refugee children. The original projected enrollment for the school was 725 students. Currently, over 1,025 students are enrolled at the school. This enrollment growth has been predominantly English language learners. The

School Code: 7045

School Name: PLACE BRIDGE ACADEMY



majority of these students come from over 60 different home countries and speak a total of 60 different languages. This graph shows the overall number of ELLs and Non-ELLs tested since 2009. The corresponding percentage of English language learners in the total assessed has increased from 69% to 86%. Educating children who have immigrated to America as refugees requires many programs that are not typical of other schools. Many of the students, even at the upper grades, have had no formal schooling in their home country. In order to meet the needs of these children, there are leveled classes to develop basic school skills and English language abilities. Many of the children are recovering from traumatic experiences in their home countries or the refugee camps. In order to assist with the social/emotional development of these children, the school has instituted several partnerships with outside counseling agencies so that the children and their families have access to quality counseling services. As 80% of the overall student population speaks English as a second or third language, all of the teachers have been trained in the instructional strategies which are most effective with English language learners.

As the students represent such a variety of home countries and cultures (some of which are in conflict with others), it is essential that the school have some system of acculturation and establish norms for school conduct. To accomplish this, the school has instituted the BRIDGE (Belonging, Respect, Integrity, Diversity, Generosity, and Effort) WAY of behaviors. All adults emphasize the importance of these values as guiding school behaviors and interactions, and the students are all familiar with the expectations of the Bridge Way.

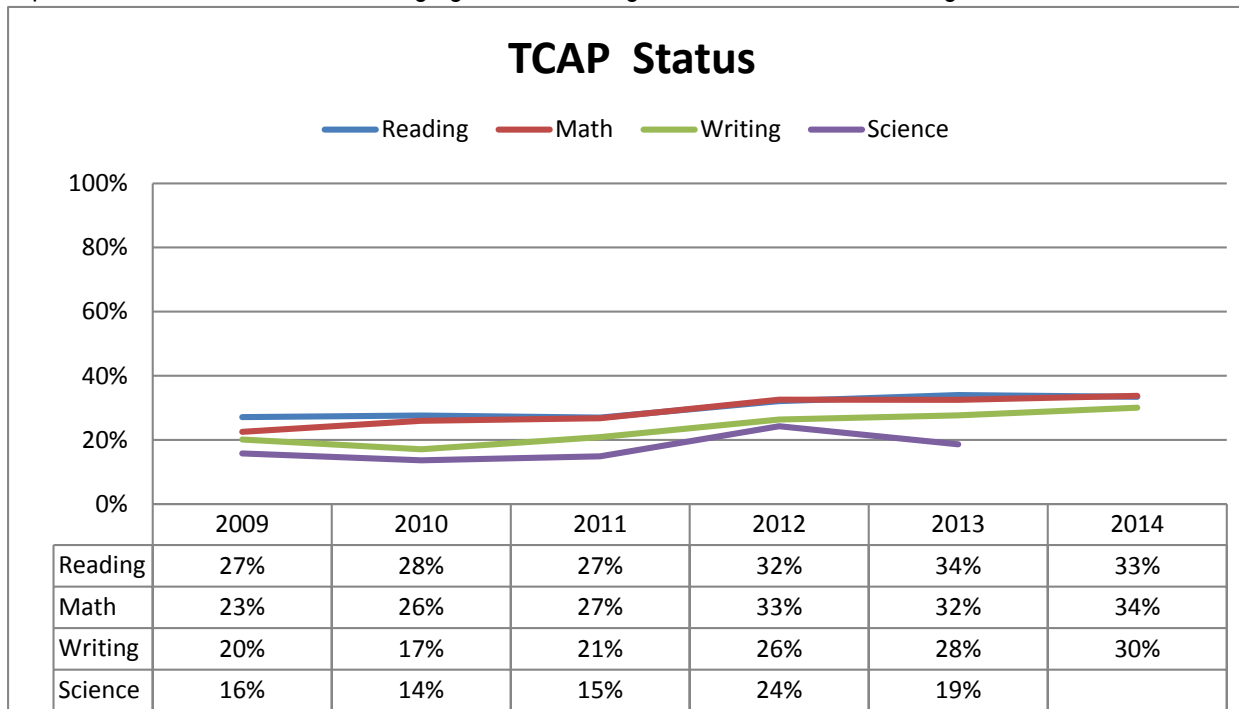
The 2015-2016 UIP process began with an examination of the school data by the SLT, School Leadership Team, in the context of the 2014-2015 UIP. Principal Kazin, Assistant Principals Hansen and Pitt, and the school's Professional Development Facilitators, Lohr, Garcia, and Buchi also reviewed the data to identify trends. The teams considered all the data included here, as well as, achievement data for individual students, data for disaggregated identifiable groups and data for individual teachers. Anecdotal achievement information was also discussed and considered. The principal and assistant principal discussed the input suggested by parents at parent meetings.

The major improvement strategies were developed after an analysis of the data and consideration of the impact of the former year's UIP on student achievement. After a deep data analysis, brainstorming identified several possible "major improvement strategies". These were considered and evaluated. The resulting strategies for the UIP are:

- Teachers will increase academic differentiation across content and grade levels, ECE through 8th, while maintaining high quality core instruction in Reading, Writing and Math in order to increase academic proficiency.
- Teachers will improve academic instruction in literacy across all content areas by focusing on the High Impact Instructional Moves of checking for understanding, differentiation, academically focused descriptive feedback and communication/collaboration. (ECE – 8th)
- Develop, implement, and refine programs/systems to better meet the, social, emotional, and physical needs of our students to increase academic success.

Current Performance

The DPS School Performance Framework for 2014-2015 is not available as of this date. We believe that Place Bridge Academy will “Meets Expectations” for the fourth consecutive year based on high growth on the ACCESS assessment. Our experience has been that high growth in English language development as measured by ACCESS, is a forerunner of high academic growth and an improvement in status. Following first is a performance review of school status related to TCAP measures through 2014 as PARCC assessment is not available. TCAP Status has risen slightly across the past 6 years which is more than keeping pace when the constant influx of Newcomers and Speakers of Other Languages is considered. Also of note is that 30% of students proficient in writing by TCAP measure equals the 30% of students at “bridging” and “reaching” levels on ACCESS writing. A similar correlation can be made for reading measures.

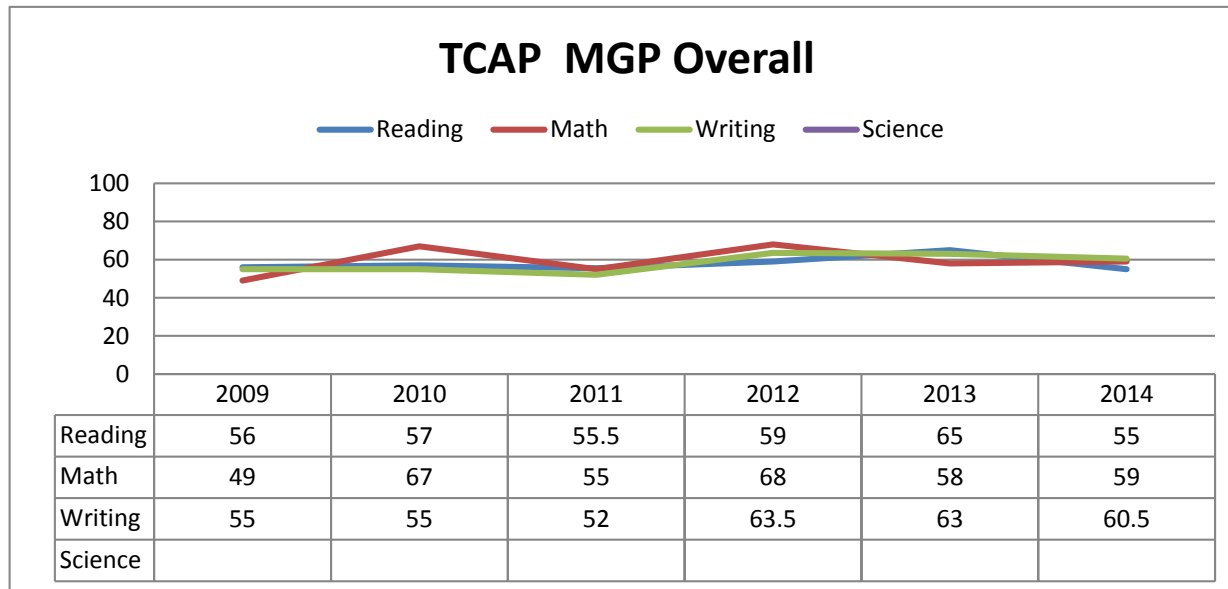


Subgroup analysis is clouded in some areas based on reporting methodology and our unique demographics. Minority calculations for example group whites and Asians together as the non-minority population. Many of the whites at PBA are also ELLs and most of our Asians are newcomer students. The resulting comparison with minority students has the “Non-Minority” group trailing by 18 percentage points in reading, 9 percentage points in math and 17 percentage points in writing achievement.

Equally misleading are the status data related to FRL and Non-FRL comparison. 5% of our assessed population is non-FRL and the many of these are English primary language speakers. When taken into consideration this leaves a statistically insignificant gap between FRL and Non-FRL populations.

School Special Education performance compared to the state reference group shows percentage point gap deficits of 7, 8, and 2 in reading, math and writing respectively. Place Bridge Academy serves not only Mild and Moderate Special Needs Students but also Multi-Intensive Special Needs Students in grades Kinder through 8th. The impressive growth that these students have realized towards their individualized goals has not resulted in grade level proficiency in most cases.

Student growth is a focus as we believe that higher achievement status is realized only through accelerated growth.



TCAP Median Growth Percentiles in the aggregate decreased slightly in 2014 from an average across grades and assessed areas of 62 to 58. The primary factor in this decline was the reading MGP which fell from 65 to 55 while math and writing held steady. The reading growth scores were pulled down by low results in grades 4 and 6.

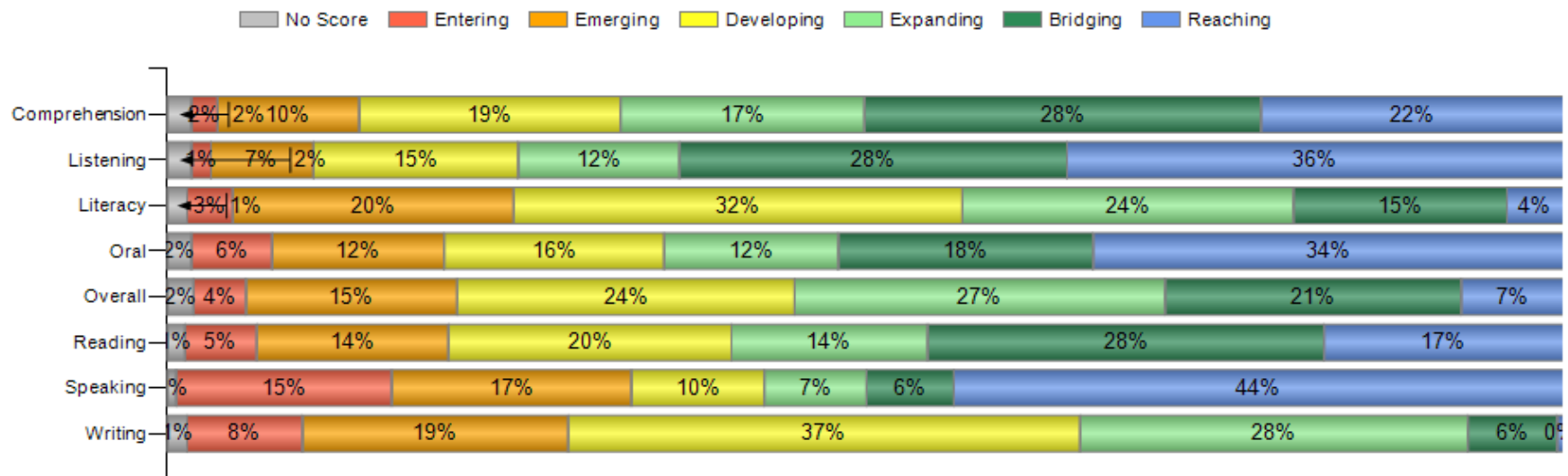
Growth scores in the ELL subgroup analysis show only moderate gaps. MGPs ELL:Non-ELL are as follow; Reading 55:53, Math 58:61, Writing 62:44.

Growth scores in the SPED subgroup analysis show School SPED outgrowing State SPED at the following MGP ratios. MGPs School SPED: MGP State SPED; Reading 52:45, Math 54:44, Writing 69:57.

Growth data by race is shown in the following table. Again, worth repeating is the fact that there are ELLs and Non-ELLs in each group with the exception of Native American. The same is true with regards to SPED/Non-SPED and FRL/Non-FRL categories. Illuminated in this chart is a significant gap in median growth percentile of Hispanic students compared to the other groups. We will convene a task force to study, recommend, and implement action steps specific to this gap.

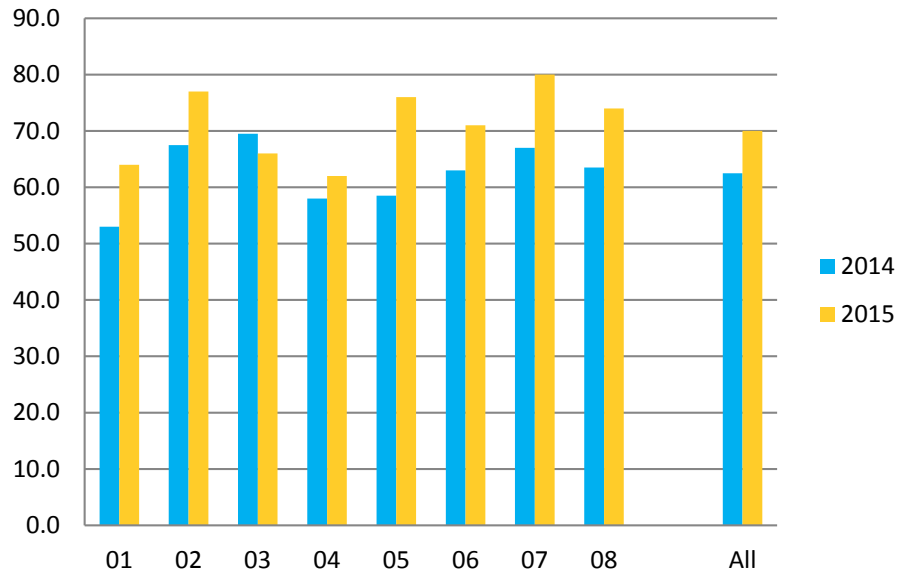
Content	Native American (n=2)	Asian (n=124)	Black (n=114)	Hispanic (n=166)	White (n=27)
Reading MGP	48.5	62.5	58	46	69
Math MPG	28	67.5	64	48.5	59
Writing MPG	48	65.5	67	53	46
Average MGP	41.5	65.2	63.0	49.2	58.0

As our student body is comprised of a high percentage of English language learners we closely scrutinize data related to English development across the domains of listening, speaking, reading, and writing. Proficiency levels in English are positively correlated to achievement levels in content areas assessed in English. ACCESS scores show the percentage of ELL students at each language level across language domains and composite fields. Writing emerges as the language domain that is trailing the others in terms of development. This graph represents the results of 641 students as a language status benchmark for 2015.



Our SLT also looked at growth in language proficiency in terms of Median Growth Percentiles. Our average MGP calculated from the ACCESS Overall category has risen from **62.5 ACCESS MGP in 2014** to **70 ACCESS MGP in 2015**. Results across grade levels range from a low of 62 in 4th grade to a high of 80 in 7th grade.

ACCESS Median Growth Percentile Place Bridge Academy



Finally we reviewed the ACCESS trajectory data which measures if students are on pace to acquiring English proficiency. This report relates the number and percent of students at each proficiency level as well as the number and percent of students either “On-Track” to English proficiency, “Off-Track”, or “New to ACCESS”. Two ACCESS data points are needed to determine a trajectory so the resultant “On-Track” coefficient is for 2014 was **70%**. Current year On-Track rate is **75%**

Population Summary	N	%
Total Current Enrollment	990	
Current In-Service EL Enrollment	752	76%
In-service ELs with ACCESS Trajectory Status	330	44%
In-service ELs without ACCESS Trajectory Status	422	56%

Your On-Track Rate = 75%

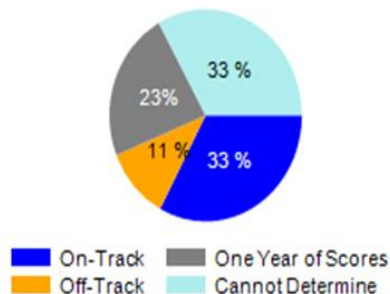
$$= \frac{\text{On-Track (247)}}{\text{On-Track (247)} + \text{Off-Track (83)}}$$

Note: to be considered on- or off-track, a student needs 2 consecutive years of valid scores.
[Click here for more information.](#)

44% of In-service ELs have a Trajectory Status.

99% of In-Service ELs with a Trajectory Status tested at your school last year.

Current ELs' Trajectory Status



Trend Analysis

- Overall, School TCAP status has trended upward slightly through 2014 although 2015 data is not yet available for this measure.
- School enrollment continues to trend upward adding a significant number of ELL students each year.
- TCAP Median Growth Percentile, continued through 2014 to be solid at a little above the 60th percentile.
- ACCESS Median Growth Percentile, which had held steady around the 60th percentile, grew to the 7th percentile.
- Hispanic subgroup is growing at a rate 12 percentile points below that of Blacks and Asians.

Priority Performance Challenges and Root Cause Analysis:

Our first priority challenge is ***to raise the level of achievement of our English Language Learners in all academic areas.***

The root cause, or the most prevalent factor associated with current achievement levels, is the current level of students' English language skills and knowledge. When backwards mapping from this priority challenge we affirm that academic achievement, status, is a function of academic growth. Academic growth, in turn, is a function of language development. English language development and academic language development will be the functional levers to meet our first priority challenge.

As we are in transition to CMAS PARCC assessments we will focus on academic growth as a function of language development, specifically, "On-Track" to English Proficiency percentage. **Our goal for English learners is to increase the percentage of "On-Track to English proficiency from 75% to 78%.**

Our second priority challenge is ***to increase the level of achievement of our Non-ELLs in all academic areas.***

The root cause, or the most prevalent factor associated with current achievement levels, is that the level of rigor in academic tasks is not consistently high. When backwards mapping from this priority challenge we affirm that academic rigor is a function of differentiated supports and tasks and that consistency comes from collaborative planning. We will use a body of evidence, primarily student writing scored with Curriculum Based Rubrics, to show student growth in writing.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

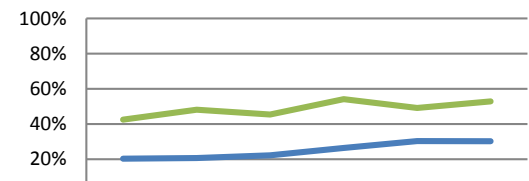
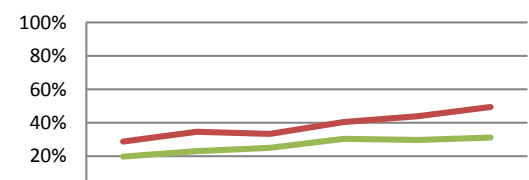
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	No Academic Achievement goals were set for 14-15 as comparison between TCAP and PARCC assessments are not advised.		We knew that the target of 78% On-Track to English proficiency was ambitious and high. We maintain that a high level of English proficiency is key in obtaining higher scores across the spectrum of achievement assessments administered in English. On-Track to English Proficiency will continue to be a focus and we intend to learn more about the measure and how to promote an even more rapid rate of language development.
	Baseline data established this year.		
Academic Growth	Increase % of "On-Track" to English Proficiency measured by ACCESS Trajectory from 70 to 78.	% of "On-Track" to English Proficiency grew to 75. This is 3 percent lower than the target yet still shows significant growth.	
Academic Growth Gaps	No Academic Gap goals were set for 2014-2015		
Postsecondary & Workforce Readiness	No Postsecondary & Workforce Readiness goals were set for 2014-2015		

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

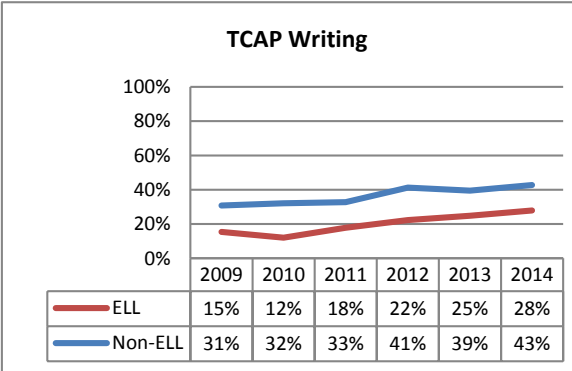
Worksheet #2: Data Analysis

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;">TCAP Reading</p>  <table border="1" data-bbox="525 917 1113 1023"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>20%</td> <td>21%</td> <td>22%</td> <td>26%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Non-ELL</td> <td>42%</td> <td>48%</td> <td>45%</td> <td>54%</td> <td>49%</td> <td>53%</td> </tr> </tbody> </table> <p style="text-align: center;">TCAP Math</p>  <table border="1" data-bbox="525 1291 1113 1396"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>20%</td> <td>23%</td> <td>25%</td> <td>30%</td> <td>30%</td> <td>31%</td> </tr> <tr> <td>Non-ELL</td> <td>29%</td> <td>35%</td> <td>33%</td> <td>40%</td> <td>44%</td> <td>49%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	2014	ELL	20%	21%	22%	26%	30%	30%	Non-ELL	42%	48%	45%	54%	49%	53%		2009	2010	2011	2012	2013	2014	ELL	20%	23%	25%	30%	30%	31%	Non-ELL	29%	35%	33%	40%	44%	49%	<p>Raise the level of achievement of our English Language Learners in all academic areas.</p>	<p>The root cause, or the most prevalent factor associated with current achievement levels, is that the level of rigor in academic tasks is not consistently high. When backwards mapping from this priority challenge we affirm that academic rigor is a function of differentiated supports and tasks and that consistency comes from collaborative planning.</p>
	2009	2010	2011	2012	2013	2014																																							
ELL	20%	21%	22%	26%	30%	30%																																							
Non-ELL	42%	48%	45%	54%	49%	53%																																							
	2009	2010	2011	2012	2013	2014																																							
ELL	20%	23%	25%	30%	30%	31%																																							
Non-ELL	29%	35%	33%	40%	44%	49%																																							

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p style="text-align: center;">TCAP Writing</p>  <table border="1" data-bbox="527 695 1045 797"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>15%</td> <td>12%</td> <td>18%</td> <td>22%</td> <td>25%</td> <td>28%</td> </tr> <tr> <td>Non-ELL</td> <td>31%</td> <td>32%</td> <td>33%</td> <td>41%</td> <td>39%</td> <td>43%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	2014	ELL	15%	12%	18%	22%	25%	28%	Non-ELL	31%	32%	33%	41%	39%	43%	<p>Increase the level of achievement of our Non-ELLs in all academic areas.</p>	<p>The root cause, or the most prevalent factor associated with current achievement levels, is that the level of rigor in academic tasks is not consistently high. When backwards mapping from this priority challenge we affirm that academic rigor is a function of differentiated supports and tasks and that consistency comes from collaborative planning.</p>
	2009	2010	2011	2012	2013	2014																		
ELL	15%	12%	18%	22%	25%	28%																		
Non-ELL	31%	32%	33%	41%	39%	43%																		
Academic Growth																								
Academic Growth Gaps																								
Postsecondary & Workforce Readiness																								

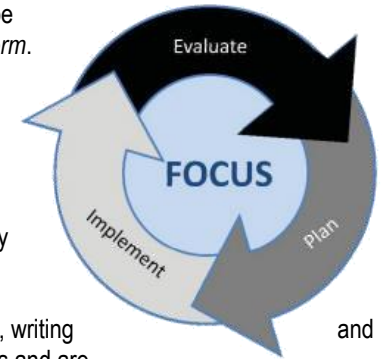
Section IV: Action Plan(s)

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				
		READ				
		M				
		S				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				
		M				
		ELP	ACCESS trajectory	78% On-Track	81% On-Track	
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					

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

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: Teachers will improve academic instruction in literacy across all content areas by supporting English language development through focusing on the High Impact Instructional Moves of checking for understanding, differentiation, academically focused descriptive feedback and communication/ collaboration. (ECE – 8th) **Root Cause(s) Addressed:** Teachers have not yet mastered the use of High Impact Instructional Moves across all content areas. Teachers are not consistently using reading and writing strategies across all content areas in order to support the needs of English Language Learners.

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 for the High Impact Instructional Moves model incorporated into the LEAP framework: ➤ Professional development for teachers in the areas of differentiation, academically focused feedback, checks for understanding, and student communication/collaboration	Throughout the academic year		Differentiated personnel, Academic facilitators.			
Professional development for all paraprofessionals which includes: ➤ sheltered instruction strategies and methods to increase students'					Attendance at each professional development event; paraprofessional notebooks describing each	

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

<p>achievement through the implementation of these strategies;</p> <ul style="list-style-type: none"> ➤ Stages of Language Acquisition and how to use these to identify students' ➤ Instructional strategies that support vocabulary Development. Accountable talk so that students get to speak with each other as well. 					<p>event.</p>	
<p>On-site English Acquisition classes for specials and elective teachers.</p>						
<p>On-site English Acquisition classes for paraprofessionals.</p>						
<p>School wide PDU offered to all teachers which is based on the High Impact Instructional Move focus chosen by each teacher for their PGP. The menu of PDU offerings will allow teachers to study a High Impact Instructional Move focus, demonstrate implementation in the classroom, and assess its impact on student achievement.</p>	<p>School year 2015-2016</p>	<p>School year 2016-2017</p>	<p>Differentiated Roles Teachers, Teacher Leaders, Math/ Science Facilitator, ELA Facilitator</p>		<p>Meeting notes for each event recorded by teachers, planning notes from each Teacher Leader and Facilitator</p> <p>Each participant will check in with Math/Science Facilitator (who coordinates school PDU efforts) at a designated point in their individual PDU process.</p>	

* 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: Teachers will increase academic differentiation in all classrooms while maintaining high quality core instruction in Reading, Writing and Math in order to increase academic proficiency.

Root Cause(s) Addressed: The level of rigor in academic tasks is not consistently high across the school. When backwards mapping from this priority challenge we affirm that academic rigor is a function of differentiated supports and tasks and that consistency comes from collaborative planning.

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				
Collaborative planning twice per month will focus on the implementation of Common Core State Standards through Backwards Planning. Teachers will document the discussion and work of each session. Facilitators and administrators will review the documentation during professional conferences.	Monthly September 2015 through May 2016	Monthly September 2016 through May 2017	Differentiated Roles Teachers, Humanities Facilitator Math/Science Facilitator Principal Assistant Principals Teacher Leaders		➤ Progress monitoring of achievement data by appropriate Facilitator(s) and Administrator Monitoring of professional development attendance and progress of identified tasks.	In Progress
Unpacking of new curriculum						
DDI Implementation						
Students who are scoring Unsatisfactory or Partially Proficient in Math in grades 6 and 8 will be assigned to small group instruction by	Began in SY 13-14 continues in 14-15 and	To continue in SY 16-17 and	Math/Science Facilitator Math Fellows Coordinator		Ongoing review of student data by the Math Fellows Coordinator and the	

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

a DPS Math Fellow.	15-16	beyond	Building administration		Math/Science Facilitator	
Place Bridge Academy Teachers will participate in professional development which requires weekly meetings, cognitive coaching observation/debrief several times per month and application of the differentiation strategies they learn in the classroom.	September 2014 through January 2016		Ongoing review of student data and implementation of classroom instructional practices.			

* 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: Continue to develop, implement, and refine programs/systems to better meet the, social, emotional, and physical needs of our students in order to increase academic success.

Root Cause(s) Addressed: Children who are hungry, ill or emotionally fragile struggle to succeed academically.

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				
Continued implementation and assessment of the effectiveness of school wide programs which support the physical, social and emotional health of students.	School year 2015-2016	School year 2016-2017	School administration and health and wellness teams		Assessment Fall 2014 Spring 2015	In Progress
Pediatric health services to be offered at the on-site Denver Health Center at Place Bridge Academy.	School year 2015-2016	School year 2016-2017	School administration and health and wellness teams.	Partnership DPS and Denver Health	Accounting of services monthly	In Progress
Inclusion of a determination of physical, social, emotional health issues/concerns during the Rtl process for individual students.	School year 2015-2016	School year 2016-2017	Appropriate health and wellness team representatives, administration, classroom teachers.		Meeting notes and student file documents	In Progress

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

Increased support for an increase of “protective” factors” and a decrease of “risk factors” that are demonstrated and reported by students	School year 2015-2016	School year 2016-2017	Appropriate health and wellness team/team members		Meeting notes, lesson plans, student evaluations	In Progress
Data analysis of the Healthy Kids Colorado Survey results for 2015 to identify potential areas for action steps for school years 2015-2016 and 2016-2017.	School year 2015-2016		Health Education Coordinator, members of health and wellness teams		Healthy Kids Colorado student survey reports	Not Begun (dependent on availability of 2015 survey reports)
Longitudinal data comparison between Healthy Kids Colorado Survey results for 2011 and 2015 to identify areas of successful implementation, as well as areas in which additional support (Action Steps) are needed.	School year 2015-2016	School year 2016-2017	Health Education Coordinator, members of health and wellness teams		Specific measureable Survey areas.	Not Begun Not Begun (dependent on availability of 2015 survey reports)
Establishment of an Allies in Diversity Club for middle school students.	School year 2015-2016	School year 2016-2017	Health Education Coordinator, members of health and wellness teams, BRIDGES after school program staff.	State funding for 2015-2016 School funding for 2016-2017	Lesson plans, meeting notes Student surveys	In Progress
Support for student Health and Wellness throughout the time students are in the building by inclusion of Health and Wellness goals in the	School year 2015-2016	School year 2016-2017	Health Education Coordinator, members of	State funding for 2015-2016 and the four consecutive years following.	Lesson plans, meeting notes Student surveys	In Progress

School Code: 7045

School Name: PLACE BRIDGE ACADEMY

BRIDGES after school program planning and implementation.			health and wellness teams, BRIDGES after school program staff.			
Establishing an intentional professional development program for staff that builds their individual and collective capacity to support students socially, emotionally and physically	School year 2015-2016	School year 2016-2017	School climate and culture team, health education coordinator, health and wellness teams.	Foundation grant support for pre and post assessment, school and district resources for interim and beyond	Professional development plans, teachers logs, program evaluations	In Progress
Building students' capacity to build social emotional skills, particularly those necessary for conflict resolution.	School year 2015-2016	School year 2016-2017	The Conflict Center, School administration, health and wellness teams.		Quarterly evaluations of the number of students involved and student evaluations of the success of the process.	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.

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.*

School Code: 7045

School Name: PLACE BRIDGE ACADEMY