

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **7578**      School Name: **SAMUELS ELEMENTARY 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.*

The overall percentage of students who Met or Exceeded Expectations on CMAS ELA (25.1%) was below the district average of 33.5%.  
 The difference in performance between FRL and Paid Lunch students on CMAS ELA was 19.8%.  
 The overall percentage of students who Met or Exceeded Expectations on CMAS Math (19.4%) was below the district average of 24.9%.  
 The difference in performance between FRL and Paid Lunch students on CMAS Math was 27.1%.  
 The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level was 3% below the district average.

##### 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.*

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.  
 Teachers are continuing to develop capacity to implement the CCSS Math standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.  
 Teachers have not yet mastered best practices for guided reading instruction and progress monitoring that will move students to meet end of year goals in grades K-3.

##### 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.*

Common, grade level lesson planning will be implemented weekly in order to allow teachers to identify daily/weekly/ and monthly content language objectives and essential learning goals related to CCSS and current units of study.

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**

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> 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 <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
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).
<b>ESEA and Grant Accountability</b>			
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.

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

<p>Tiered Intervention Grant (TIG)</p>	<p>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.</p>	<p>Not awarded a TIG Grant</p>	<p>This school does not receive a current TIG award and does not need to meet those additional requirements.</p>
<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

## 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?	No
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.	No

#### 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)

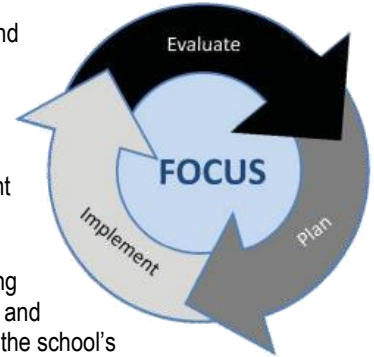
1	Name and Title	Erin Mack Trapanese, Principal
	Email	Erin_MackTrapanese@dpsk12.org
	Phone	720 424 4452
	Mailing Address	3985 South Vincennes Court
2	Name and Title	Cesar Rivera, Principal Resident
	Email	Cesar_Rivera@dpsk12.org
	Phone	720 424 4454
	Mailing Address	3985 South Vincennes Court

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

### 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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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>
---	---	---	---	--

Samuels Elementary serves a very diverse population of students that includes Hispanic students, Asian students, Black or African American students, and White students, some of which are English language learners. The total student population is now 591 students in ECE through 5<sup>th</sup> grade. The current Free and Reduced Lunch status is at 79.6%. Given the highly diverse population and significant needs of our families, Samuels strives to meet the needs of its population. Samuels currently has 33 members among its teaching staff along with the support of a psychologist, social worker, technology, and library personnel. The school also has 13 paraprofessionals to support students individually

or in small groups. The principal and principal resident also support the educational needs of the school and facilitated the writing of the UIP. Samuels has a very active PTA and active parent participation that supports the school community and community garden.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 16.1% in 3<sup>rd</sup> grade, 23.1% in 4<sup>th</sup> grade, and 34.8% in 5<sup>th</sup> grade. Overall, 25.1% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage of students who Met or Exceeded Expectations was below the district average of 33.5%.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 24.0% for Hispanic students, 24.4% for Black students and 24.6% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 28.1%.

13.3% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 32.2% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.

21.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 41.1% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 17.6% in 3<sup>rd</sup> grade, 19.0% in 4<sup>th</sup> grade, and 21.7% in 5<sup>th</sup> grade. Overall, 19.4% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were below the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 15.4% for Hispanic students, 11.1% for Black students and 16.5% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 35.3%.

11.7% of students identified as English Language Learners Met or Exceeded Expectations on CMAS Math which was above the district average of 7.5%. 26.4% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS Math.

15.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 14.8%. 42.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science decreased from 19% in 2014 to 17% in 2015. Both years were below the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level increased from 57% in 2014 to 61% in 2015. Both years were below the district averages of 62% in 2014 and 64% in 2015.

7% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.

47% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

**ACCESS:**

The MGP for ACCESS remained the same at 62 from 2013 to 2014 followed by a slight decrease to 60 in 2015.

Priority Performance Challenges:

The overall percentage of students who Met or Exceeded Expectations on CMAS ELA (25.1%) was below the district average of 33.5%.

The difference in performance between FRL and Paid Lunch students on CMAS ELA was 19.8%.

The overall percentage of students who Met or Exceeded Expectations on CMAS Math (19.4%) was below the district average of 24.9%.

The difference in performance between FRL and Paid Lunch students on CMAS Math was 27.1%.

The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level was 3% below the district average.

Root Cause Analysis:

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers are continuing to develop capacity to implement the CCSS Math standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers have not yet mastered best practices for guided reading instruction and progress monitoring that will move students to meet end of year goals in grades K-3.

**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)	The percentage of students scoring proficient/advantage on the DPS Literacy interim will be 70%.	Yes, the percentage of students scoring proficient or advanced was 73%.	Common practice was emphasized with grade level teams and data teams continuously planned to address student achievement gaps.  Teachers did not yet master closing gaps in data teams with math.
	The percentage of students scoring proficient/advanced on the DPS Math interim will be 60%.	No, the percentage of students scoring proficient of advanced was 52%.	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL



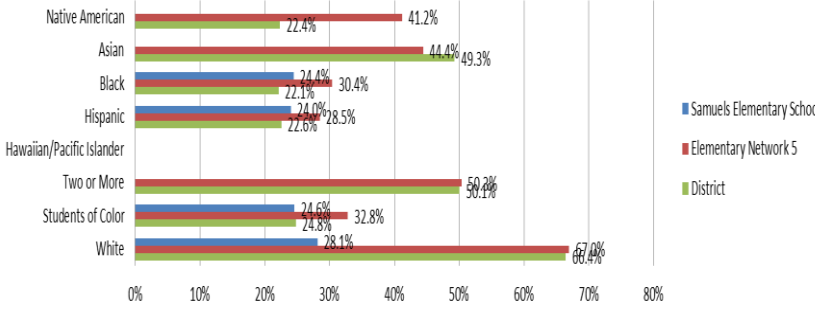
**Worksheet #2: Data Analysis**

**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;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations</b></p> <p>The percentage of students who Met or Exceeded Expectations on CMAS ELA was 16.1% in 3<sup>rd</sup> grade, 23.1% in 4<sup>th</sup> grade, and 34.8% in 5<sup>th</sup> grade. Overall, 25.1% of students in grades 3 through 5 Met or Exceeded Expectations. The overall percentage of students who Met or Exceeded Expectations was below the district average of 33.5%.</p>	<p>The overall percentage of students who Met or Exceeded Expectations on CMAS ELA (25.1%) was below the district average of 33.5%.</p>	<p>Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.</p>

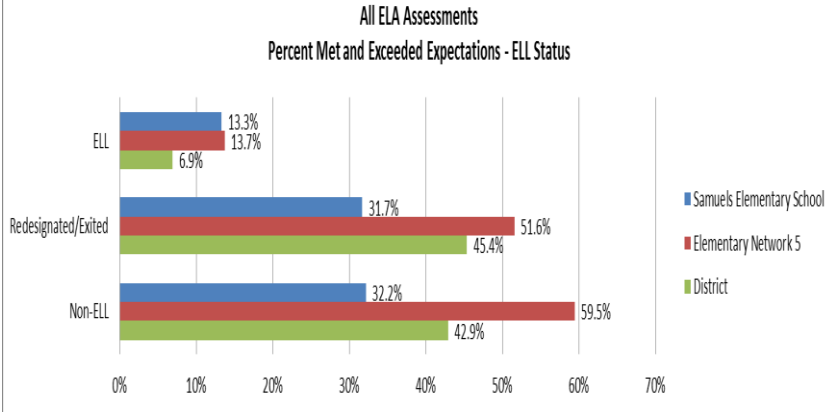
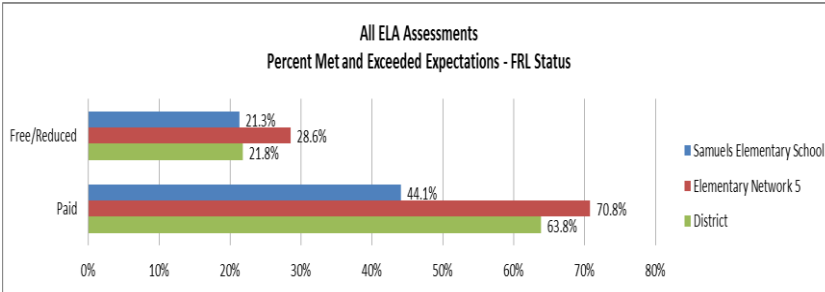
School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations - Race/Ethnicity</b></p>  <table border="1" data-bbox="499 483 1308 800"> <thead> <tr> <th>Race/Ethnicity</th> <th>Samuels Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td></td> <td>41.2%</td> <td>22.4%</td> </tr> <tr> <td>Asian</td> <td></td> <td>44.4%</td> <td>49.3%</td> </tr> <tr> <td>Black</td> <td>24.4%</td> <td>30.4%</td> <td>22.1%</td> </tr> <tr> <td>Hispanic</td> <td>24.0%</td> <td>28.5%</td> <td>22.6%</td> </tr> <tr> <td>Hawaiian/Pacific Islander</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Two or More</td> <td></td> <td>50.2%</td> <td>50.1%</td> </tr> <tr> <td>Students of Color</td> <td>24.6%</td> <td>32.8%</td> <td>24.8%</td> </tr> <tr> <td>White</td> <td>28.1%</td> <td>67.4%</td> <td></td> </tr> </tbody> </table> <p>The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 24.0% for Hispanic students, 24.4% for Black students and 24.6% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 28.1%.</p>	Race/Ethnicity	Samuels Elementary School	Elementary Network 5	District	Native American		41.2%	22.4%	Asian		44.4%	49.3%	Black	24.4%	30.4%	22.1%	Hispanic	24.0%	28.5%	22.6%	Hawaiian/Pacific Islander				Two or More		50.2%	50.1%	Students of Color	24.6%	32.8%	24.8%	White	28.1%	67.4%			
Race/Ethnicity	Samuels Elementary School	Elementary Network 5	District																																				
Native American		41.2%	22.4%																																				
Asian		44.4%	49.3%																																				
Black	24.4%	30.4%	22.1%																																				
Hispanic	24.0%	28.5%	22.6%																																				
Hawaiian/Pacific Islander																																							
Two or More		50.2%	50.1%																																				
Students of Color	24.6%	32.8%	24.8%																																				
White	28.1%	67.4%																																					

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	<p style="text-align: center;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations - ELL Status</b></p>  <table border="1"> <caption>All ELA Assessments - ELL Status</caption> <thead> <tr> <th>Category</th> <th>Samuels Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>13.3%</td> <td>13.7%</td> <td>6.9%</td> </tr> <tr> <td>Redesignated/Exited</td> <td>31.7%</td> <td>51.6%</td> <td>45.4%</td> </tr> <tr> <td>Non-ELL</td> <td>32.2%</td> <td>59.5%</td> <td>42.9%</td> </tr> </tbody> </table> <p>13.3% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 32.2% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.</p> <p style="text-align: center;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations - FRL Status</b></p>  <table border="1"> <caption>All ELA Assessments - FRL Status</caption> <thead> <tr> <th>Category</th> <th>Samuels Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>Free/Reduced</td> <td>21.3%</td> <td>28.6%</td> <td>21.8%</td> </tr> <tr> <td>Paid</td> <td>44.1%</td> <td>70.8%</td> <td>63.8%</td> </tr> </tbody> </table> <p>21.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 41.1% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.</p>	Category	Samuels Elementary School	Elementary Network 5	District	ELL	13.3%	13.7%	6.9%	Redesignated/Exited	31.7%	51.6%	45.4%	Non-ELL	32.2%	59.5%	42.9%	Category	Samuels Elementary School	Elementary Network 5	District	Free/Reduced	21.3%	28.6%	21.8%	Paid	44.1%	70.8%	63.8%	<p>The difference in performance between FRL and Paid Lunch students on CMAS ELA was 19.8%.</p>	<p>Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.</p>
Category	Samuels Elementary School	Elementary Network 5	District																												
ELL	13.3%	13.7%	6.9%																												
Redesignated/Exited	31.7%	51.6%	45.4%																												
Non-ELL	32.2%	59.5%	42.9%																												
Category	Samuels Elementary School	Elementary Network 5	District																												
Free/Reduced	21.3%	28.6%	21.8%																												
Paid	44.1%	70.8%	63.8%																												

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p style="text-align: center;"><b>All Math Assessments</b> <b>Percent Met and Exceeded Expectations</b></p> <table border="1"> <caption>All Math Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade Level</th> <th>Samuels Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>19.4%</td> <td>48.2%</td> <td>24.9%</td> </tr> <tr> <td>3rd</td> <td>17.6%</td> <td>51.6%</td> <td>29.5%</td> </tr> <tr> <td>4th</td> <td>19.0%</td> <td>45.0%</td> <td>24.3%</td> </tr> <tr> <td>5th</td> <td>21.7%</td> <td>47.8%</td> <td>25.4%</td> </tr> </tbody> </table> <p>The percentage of students who Met or Exceeded Expectations on CMAS Math was 17.6% in 3<sup>rd</sup> grade, 19.0% in 4<sup>th</sup> grade, and 21.7% in 5<sup>th</sup> grade. Overall, 19.4% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were below the district averages.</p>	Grade Level	Samuels Elementary School	Elementary Network 5	District	All Grades	19.4%	48.2%	24.9%	3rd	17.6%	51.6%	29.5%	4th	19.0%	45.0%	24.3%	5th	21.7%	47.8%	25.4%	<p>The overall percentage of students who Met or Exceeded Expectations on CMAS Math (19.4%) was below the district average of 24.9%.</p>	<p>Teachers are continuing to develop capacity to implement the CCSS Math standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.</p>
Grade Level	Samuels Elementary School	Elementary Network 5	District																				
All Grades	19.4%	48.2%	24.9%																				
3rd	17.6%	51.6%	29.5%																				
4th	19.0%	45.0%	24.3%																				
5th	21.7%	47.8%	25.4%																				

School Code: 7578

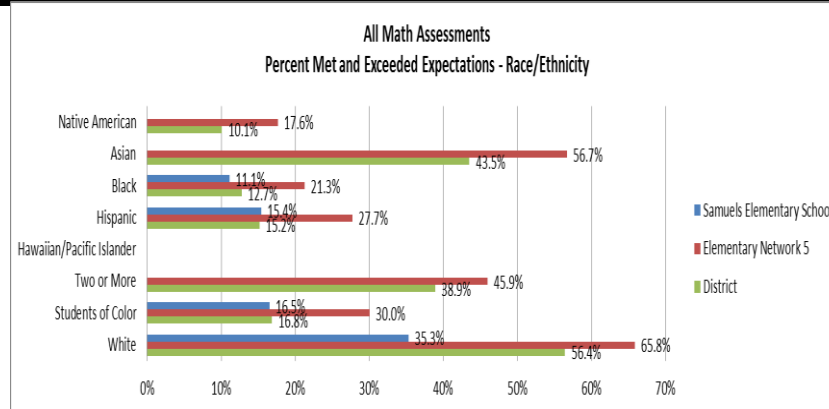
School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators

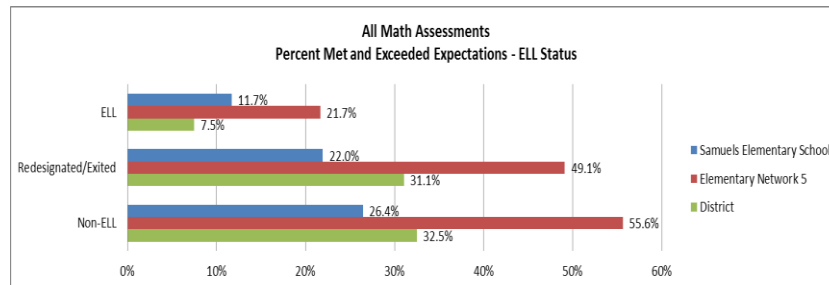
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes



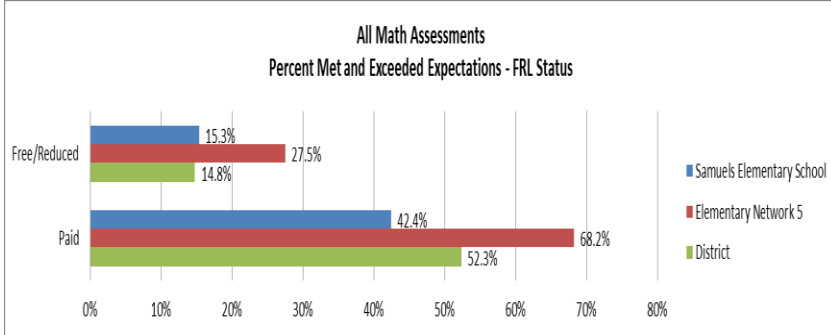
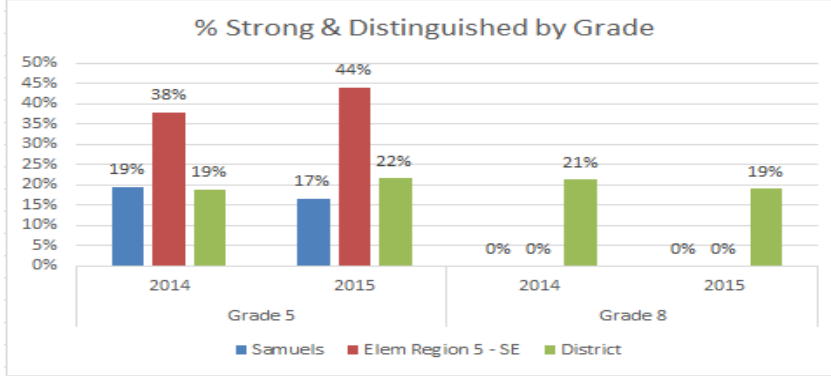
The percentage of students Meeting or Exceeding Expectations on CMAS Math was 15.4% for Hispanic students, 11.1% for Black students and 16.5% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 35.3%.



11.7% of students identified as English Language Learners Met or Exceeded Expectations on CMAS Math which was above the district average of 7.5%.

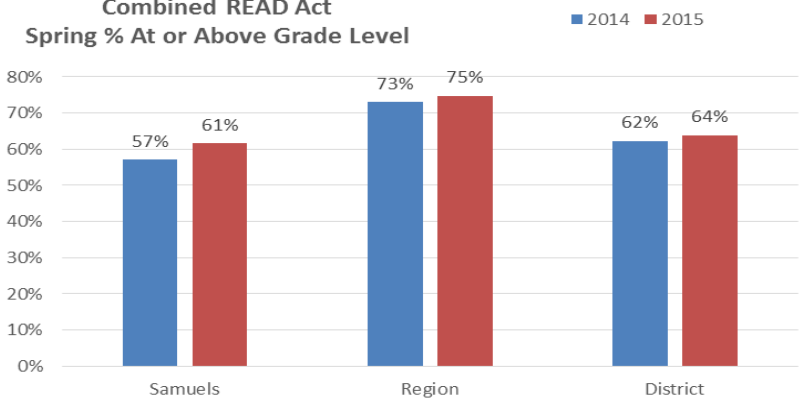
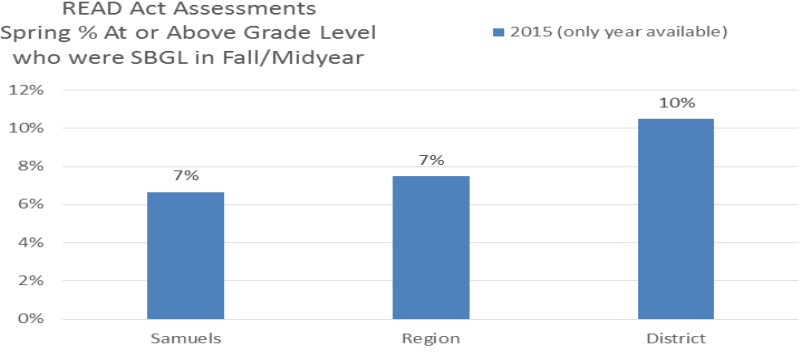
School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																							
	<p>26.4% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS Math.</p>  <table border="1"> <caption>All Math Assessments Percent Met and Exceeded Expectations - FRL Status</caption> <thead> <tr> <th>FRL Status</th> <th>Samuels Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>Free/Reduced</td> <td>15.3%</td> <td>27.5%</td> <td>14.8%</td> </tr> <tr> <td>Paid</td> <td>42.4%</td> <td>68.2%</td> <td>52.3%</td> </tr> </tbody> </table> <p>15.3% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 14.8%. 42.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.</p>	FRL Status	Samuels Elementary School	Elementary Network 5	District	Free/Reduced	15.3%	27.5%	14.8%	Paid	42.4%	68.2%	52.3%	<p>The difference in performance between FRL and Paid Lunch students on CMAS Math was 27.1%.</p>	<p>Teachers are continuing to develop capacity to implement the CCSS Math standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.</p>											
FRL Status	Samuels Elementary School	Elementary Network 5	District																							
Free/Reduced	15.3%	27.5%	14.8%																							
Paid	42.4%	68.2%	52.3%																							
	 <table border="1"> <caption>% Strong &amp; Distinguished by Grade</caption> <thead> <tr> <th>Grade</th> <th>Year</th> <th>Samuels</th> <th>Elem Region 5 - SE</th> <th>District</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grade 5</td> <td>2014</td> <td>19%</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>2015</td> <td>17%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td rowspan="2">Grade 8</td> <td>2014</td> <td>0%</td> <td>0%</td> <td>21%</td> </tr> <tr> <td>2015</td> <td>0%</td> <td>0%</td> <td>19%</td> </tr> </tbody> </table> <p>The percentage of students performing at Strong and Distinguished on CMAS Science decreased from 19% in 2014 to 17% in 2015. Both years were below the district averages of 21% in 2014 and 19% in 2015.</p>	Grade	Year	Samuels	Elem Region 5 - SE	District	Grade 5	2014	19%	38%	19%	2015	17%	44%	22%	Grade 8	2014	0%	0%	21%	2015	0%	0%	19%		
Grade	Year	Samuels	Elem Region 5 - SE	District																						
Grade 5	2014	19%	38%	19%																						
	2015	17%	44%	22%																						
Grade 8	2014	0%	0%	21%																						
	2015	0%	0%	19%																						

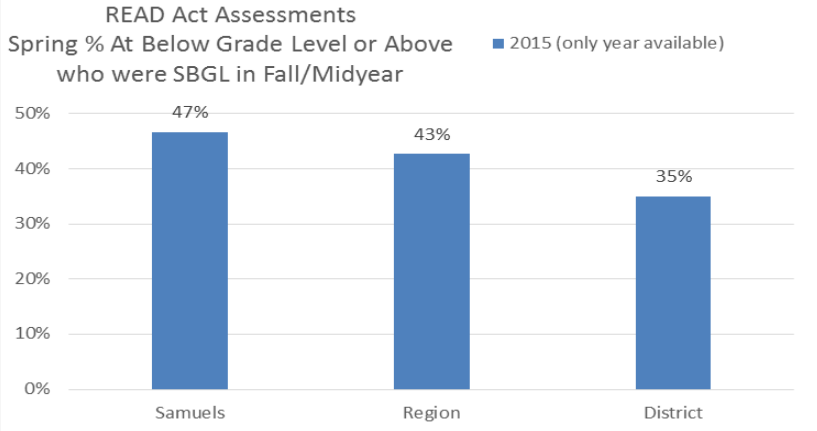
School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p style="text-align: center;"><b>Combined READ Act Spring % At or Above Grade Level</b></p>  <table border="1"> <caption>Combined READ Act Spring % At or Above Grade Level</caption> <thead> <tr> <th>Entity</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Samuels</td> <td>57%</td> <td>61%</td> </tr> <tr> <td>Region</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>District</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <p>The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level increased from 57% in 2014 to 61% in 2015. Both years were below the district averages of 62% in 2014 and 64% in 2015.</p> <p style="text-align: center;"><b>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</b></p>  <table border="1"> <caption>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</caption> <thead> <tr> <th>Entity</th> <th>2015 (only year available)</th> </tr> </thead> <tbody> <tr> <td>Samuels</td> <td>7%</td> </tr> <tr> <td>Region</td> <td>7%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table> <p>7% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was below the district average of 10%.</p>	Entity	2014	2015	Samuels	57%	61%	Region	73%	75%	District	62%	64%	Entity	2015 (only year available)	Samuels	7%	Region	7%	District	10%	<p>The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level was 3% below the district average.</p>	<p>Teachers have not yet mastered best practices for guided reading instruction and progress monitoring that will move students to meet end of year goals in grades K-3.</p>
Entity	2014	2015																					
Samuels	57%	61%																					
Region	73%	75%																					
District	62%	64%																					
Entity	2015 (only year available)																						
Samuels	7%																						
Region	7%																						
District	10%																						

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes								
	<p style="text-align: center;"><b>READ Act Assessments</b></p> <p style="text-align: center;">Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Entity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Samuels</td> <td>47%</td> </tr> <tr> <td>Region</td> <td>43%</td> </tr> <tr> <td>District</td> <td>35%</td> </tr> </tbody> </table> <p>47% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.</p>	Entity	Percentage	Samuels	47%	Region	43%	District	35%		
Entity	Percentage										
Samuels	47%										
Region	43%										
District	35%										



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
Academic Growth	<p><b>2013-2015 ACCESS MGP - All Grades and By Grade</b> ■ 2013 ■ 2014 ■ 2015</p> <table border="1" data-bbox="514 727 1281 844"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>62</td> <td>59.5</td> <td>60</td> <td>66.5</td> <td>52</td> <td>71</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>62</td> <td>53</td> <td>72.5</td> <td>67.5</td> <td>49.5</td> <td>52.5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>60</td> <td>59</td> <td>53</td> <td>60.5</td> <td>69</td> <td>63</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>The MGP for ACCESS remained the same at 62 from 2013 to 2014 followed by a slight decrease to 60 in 2015.</p>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	62	59.5	60	66.5	52	71	0	0	0	0	0	0	0	2014	62	53	72.5	67.5	49.5	52.5	0	0	0	0	0	0	0	2015	60	59	53	60.5	69	63	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
2013	62	59.5	60	66.5	52	71	0	0	0	0	0	0	0																																														
2014	62	53	72.5	67.5	49.5	52.5	0	0	0	0	0	0	0																																														
2015	60	59	53	60.5	69	63	0	0	0	0	0	0	0																																														
Academic Growth Gaps																																																											
Postsecondary & Workforce Readiness																																																											

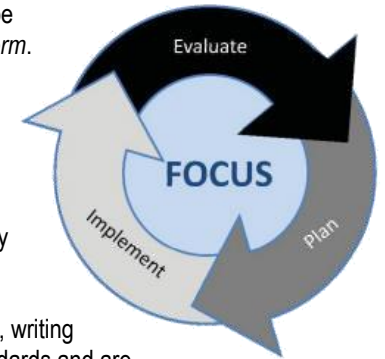
## Section IV: Action Plan(s)

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	The overall percentage of students who Met or Exceeded Expectations on CMAS ELA (25.1%) was below the district average of 33.5%. The difference in performance between FRL and Paid Lunch students on CMAS ELA was 19.8%.	The percentage of students who Meet/Exceed Expectations on CMAS ELA will meet or exceed the district average.  The percentage of FRL students who meet or exceed expectations on CMAS ELA will increase from 21.3% to 31.3%.	The percentage of students who Meet/Exceed Expectations on CMAS ELA will meet or exceed the district average.  The percentage of FRL students who meet or exceed expectations on CMAS ELA will increase from 31.3% to 41.3%.	ANet Interim assessments	Common, grade level lesson planning will be implemented weekly in order to allow teachers to identify daily/weekly/ and monthly content language objectives and essential learning goals related to CCSS and current units of study.
		READ	The percentage of students in grades Kindergarten through 3 <sup>rd</sup> grade reading At or Above Grade Level was 3% below the district average.	The percentage of students in grades Kindergarten through 3 <sup>rd</sup> grade reading At/Above Grade Level will Increase from 61% to 65%.	The percentage of students in grades Kindergarten through 3 <sup>rd</sup> grade reading At/Above Grade Level will Increase from 65% to 70%.		
		M	The overall percentage of students who Met or Exceeded Expectations on CMAS Math (19.4%)	The percentage of students who Meet/Exceed Expectations on CMAS Math will meet or	The percentage of students who Meet/Exceed Expectations on CMAS Math will meet or	ANet Interim assessments	Common, grade level lesson planning will be implemented weekly in order to allow teachers to identify daily/weekly/ and monthly content language

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

			was below the district average of 24.9%. The difference in performance between FRL and Paid Lunch students on CMAS Math was 27.1%.	exceed the district average. The percentage of FRL students who meet or exceed expectations on CMAS Math will increase from 15.3% to 25.3%.	exceed the district average. The percentage of FRL students who meet or exceed expectations on CMAS Math will increase from 25.3% to 35.3%.		objectives and essential learning goals related to CCSS and current units of study.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
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:** Common, grade level lesson planning will be implemented weekly in order to allow teachers to identify daily/weekly/ and monthly content language objectives and essential learning goals related to CCSS and current units of study.

**Root Cause(s) Addressed:**

Teachers are continuing to develop capacity to implement the CCSS ELA standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers are continuing to develop capacity to implement the CCSS Math standards and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

Teachers have not yet mastered best practices for guided reading instruction and progress monitoring that will move students to meet end of year goals in grades K-3.

**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				
Teacher leaders will facilitate weekly Data/Planning Cycles with grade level teams using a student centered data team protocols in order to monitor student progress and for teachers to adjust instruction and plan for differentiation related to CCSS and the current units of study.	Continued in 15-16 school year.	Continued in 16-17 school year.	Teachers, support staff, and leadership team.	School Funds	Teachers engaging in weekly extended lesson planning and student centered data cycle. Evidence of instructional shifts and differentiation by increase in student mastery and teacher observation using LEAP framework.	In progress

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

					<p>Teachers engaging in weekly extended lesson planning using backwards planning. Evidence of planning through instruction by observation using LEAP framework.</p> <p>Mastery of content/language objectives by students as evidenced in the data team cycle.</p>	
<p>Differentiated Leads Roles will work with School Leaders to implement Observation/Feedback Cycles in order to provide regular feedback to teachers and improve instruction aligned with best practices outlined in the LEAP Framework.</p>	<p>Ongoing through 15-16 school year.</p>	<p>Expanded in 16-17 school year.</p>	<p>Differentiate Leads Roles, teachers, leadership team.</p>	<p>School funds</p>	<p>Staff participation in PD opportunities.</p> <p>Evidence of best practices during instruction using LEAP framework for teacher observation.</p> <p>Evaluation of professional development by school staff members.</p>	<p>In progress</p>
<p>ANet Implementation</p>	<p>Ongoing through 15-16 school year.</p>	<p>Expanded in 16-17 school year</p>	<p>2<sup>nd</sup>-5<sup>th</sup> Grade Teachers, Instructional Leadership Team Members and School Leaders</p>		<p>Students data will demonstrate positive trends.</p> <p>Teacher practice will shift in order to more closely align with the CCSS (to include more close reading, text-based writing and varied approaches to mathematics.</p>	

					Teachers will participate in school-wide professional development to analyze ANet data and to plan re-teach based on students' needs.	
Reading Intervention/Eagle Time	Ongoing through 15-16 school year.	Expanded in 16-17 school year	Teachers, Intervention Teacher, Reading Intervention Paraprofessionals and School Leaders		<p>Students will demonstrate growth as demonstrated by several data points (including DIBELS, DRA and Core Phonics) on our school-wide tracker.</p> <p>Student groupings will flex and change based on data/student needs.</p> <p>Eagle Time will be implemented for the first time in kindergarten as evidenced by intentional, differentiated small group instruction during the ET block.</p>	
K-1 focus on Guided Reading; expand to additional grade levels (leveled text in upper grades)	Ongoing through 15-16 school year.				<p>K-1 teachers will shift their guided reading lessons to the guided reading plus format for at least 1 student group in each of their classrooms.</p> <p>K-1 (DRA) data will show growth and improvement for 100% of students and will increase from the 2015 benchmark.</p>	

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

Implementation of new curriculum	Ongoing through 15-16 school year.	Expanded in 16-17 school year			Teacher practice will shift in order to more closely align with the CCSS (to include more close reading, text-based writing and varied approaches to mathematics.	

\* 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: \_\_\_\_\_ 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.

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL

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.*

School Code: 7578

School Name: SAMUELS ELEMENTARY SCHOOL