

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 7694 School Name: CHARLES M. SCHENCK (CMS) COMMUNITY 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.*

CMS faces a large magnitude in its priority performance challenges of adequately responding to English literacy and math proficiency rates as measured by CMAS English assessments that do not meet state expectations, and growth that is inadequate for students to reach expectations.

- Literacy proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.
- English literacy proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.
- Math proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.

There was an intentional decision to not address growth gaps since all demographic groups are impacted by the priority performance challenges, and there is not a large enough population of White or non-FRL students to analyze.

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.*

Articulated instructional model- While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. Similar instructional strategies may exist within grade level teams, but strategies are not vertically articulated.

Planning for equity- Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content.

Continuous improvement- Although interim data is being used to develop reteach plans based on student misconceptions, this practice is not consistently in place in ongoing, daily lessons.

Purposeful relations with families- The school has systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and student progress, however these efforts are not reaching all families. The school should increase and adjust its communication and identify ways to engage additional families.

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.*

Major Improvement Strategy #1: Scaffolds to allow students to access grade level content by using strategies including but not limited to: Cognitive Content Dictionary (CCD), Learning Logs, Team Tasks, Narrative Inputs, Story Maps, Process Grids, Expert Groups, Guided Reading, and Close Reading.

Major Improvement Strategy #2: Consistent use of research-based non-negotiable practices implemented through an articulated instructional model including but not limited to: addressing the enactive, iconic, and symbolic stages of math development, use of Habits of Discussion, Close Reading, intentional bridging of language in the dual language program, guided reading, targeted mini-lessons, Dictado, Lotta Lara, Asi Se Dice, Read Alouds, and Chants.

Major Improvement Strategy #3: Data Driven Instruction

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Turnaround Plan - Entering Year 1 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools 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.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model - Transformation. 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 awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

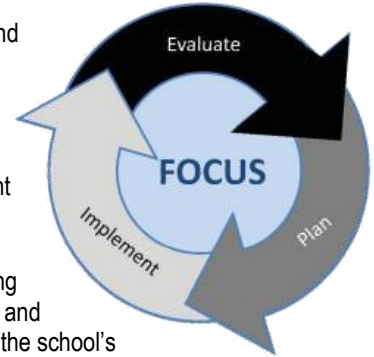
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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 checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input checked="" 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	Alejandra Sotiros, Principal
	Email	alejandra_sotiros@dpsk12.org
	Phone	(720) 424-4300
	Mailing Address	1300 S. Lowell Blvd Denver, CO 80219
2	Name and Title	Jeremy Rucker, Assistant Principal
	Email	jeremy_rucker@dpsk12.org
	Phone	(720) 424-4300
	Mailing Address	1300 S. Lowell Blvd Denver, CO 80219

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Narrative:

Description of School Setting

CMS Community School is a neighborhood school located in Southwest Denver. It offers the only neighborhood, non-magnet, dual language

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program in Denver, and currently operates as a one-way dual language program for Spanish speakers. 95% of eligible students select to participate in the dual language program. Approximately 370 students attend CMS. The demographic data includes: 98% FRL, 80% identified as ELLs (97% Spanish speakers), 97% minority, 12% of students identified as having a disability, including students serviced through a center-based K-5 multi-intensive program. (CDE School Dashboard September 2015). In 2013-14, 31% of students attending CMS were of school choice.

Participants and Process for Development

In consultation with SLT and CSC members, the Instructional Superintendent, members of the DPS ELA department, and an outside consultant from Dual Language Education of New Mexico, the Leadership Team developed Major Improvement Strategies. Action steps were collectively developed and agreed upon with input from teacher leaders, parent leaders, and administrators.

Review of Current Performance

Performance on the state English language development assessment shows that in the previous two years, the percent of “On-Track” students has grown from 72% to 86%. The 2015 PARCC assessment of students in English literacy shows that 11.9% of 3rd graders, 2.8% of 4th graders, and 4.1% of 5th graders met or exceeded expectations. State Spanish literacy data is not available for 2015. The 2015 performance on the PARCC Math assessment in English shows that 2.5% of 3rd graders, 5.3% of 4th graders, and 12.3% of 5th graders met or exceeded expectations. State Spanish math data is not available for 2015. Performance on state academic testing from the previous three years indicates low status and inadequate growth in English literacy and math for students to meet expectations. The overall magnitude of the school’s performance challenges is large.

Trend Analysis

Performance on state language assessments indicates CMS students are acquiring English at a faster rate than like peers, meeting state expectations. Overall growth is increasing. This is notable because developing English proficiency is more likely to lead to success in academic measures of English. Performance on state academic testing from the previous three years indicates students at CMS are not consistently showing Adequate Growth in order to catch up to their proficient peers in all academic content areas. Overall, growth is flat. Prior to the transition to PARCC, data from the previous 3 years showed English reading proficiency rates average were below 30%, English writing proficiency rates averaged below 17%, and Math proficiency rates average were below 33%. Overall, CMS has not had sustained high growth in English measures during the previous 6 years for all demographic groups. This is notable because most CMS students are not on track to be college ready.

Priority Performance Challenges

CMS faces a large magnitude in its priority performance challenges of adequately responding to English literacy and math proficiency rates as measured by CMAS English assessments that do not meet state expectations, and growth that is inadequate for students to reach expectations.

- Literacy proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.
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Root Cause Analysis

In January to April of 2015, CMS staff and community met to review current-year and multi-year school performance data. The staff and community recognize a historical trend of low status attainment and inadequate growth towards state expectations. In May, the staff reconvened to discuss the 4 necessary school conditions identified by CDE for successful turnaround (Culture of Performance, Academic Systems, Talent, and Operations). Additionally, the Denver Public Schools English Language Acquisition (ELA) Department conducted a school review, to provide additional qualitative data about school performance. Together, the staff came to consensus that based on the large magnitude of priority performance challenges; the school should focus its improvement efforts at the systems and structures level. Using the School Conditions Rubric provided by the Colorado Turnaround Network Office of Turnaround Support, the school leadership team identified the following root causes that address both status and growth Priority Performance Challenges in English literacy and math:

Articulated instructional model- While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. Similar instructional strategies may exist within grade level teams, but strategies are not vertically articulated.

Planning for equity- Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content.

Continuous improvement- Although interim data is being used to develop reteach plans based on student misconceptions, this practice is not consistently in place in ongoing, daily lessons.

Purposeful relations with families- The school has systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and student progress, however these efforts are not reaching all families. The school should increase and adjust its communication and identify ways to engage additional families.

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

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

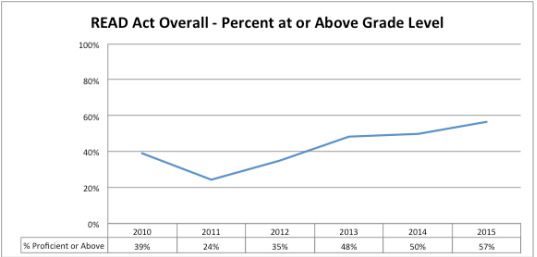
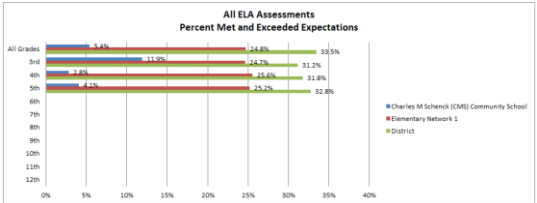
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Kinder- 80% of students will reach a level 4 in their primary language using DRA2/EDL2	Kinder students taking the spring DRA/EDL scored 85% at or above a level 4, which was above the target of 80%.	Baseline data for the PARCC English assessments were established in 2015. Baseline data in Spanish language arts for 3 rd -4 th grade dual language students, and 3 rd -5 th dual language math students will be established in 2016.
	3 rd - 80% of students will reach a level 38 in their primary language using DRA/EDL2	3 rd grade students taking the spring DRA/EDL scored 39% at or above level 38, which was below the target of 80%.	
	No Target Set	Math 6.6% overall	
Academic Growth	65	ACCESS Growth was 72 which was above the target of 65 MGP.	
Academic Growth Gaps	N/A		
Postsecondary & Workforce Readiness	N/A		

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 <p>Read Act proficiency data as measured by DRA and EDL for all Kinder through 3rd grade students has increased by 18% over the past 5 years, moving from 39% to 57%. This is 23% below district expectations.</p>	Literacy proficiency rates that do not meet district expectations of 80% on grade level as measured by EDL or DRA, and growth that is inadequate for students to reach expectations.	<p><i>Articulated instructional model-</i> While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. Similar instructional strategies may exist within grade level teams, but strategies are not vertically articulated.</p> <p><i>Planning for equity-</i> Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content.</p>
	 <p>5.4% of CMS students met expectations in English</p>	English literacy proficiency rates that do not meet state expectations, and growth that is inadequate for	<p><i>Continuous improvement-</i> Although interim data is being used to develop reteach plans based on student misconceptions, this practice is not consistently in place in ongoing, daily lessons.</p> <p><i>Purposeful relations with families-</i> The school</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
	<p>literacy as measured by PARCC. This is 21% below the district average.</p>  <table border="1"> <caption>All Math Assessments Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Charles M Schenck (CMS) Community School</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>6.6%</td> <td>21.7%</td> </tr> <tr> <td>3rd</td> <td>2.5%</td> <td>24.9%</td> </tr> <tr> <td>4th</td> <td>4.3%</td> <td>29.4%</td> </tr> <tr> <td>5th</td> <td>11.3%</td> <td>24.3%</td> </tr> </tbody> </table> <p>6.6% of CMS students met expectations in math as measured by PARCC. This is 20% below the district average.</p>	Grade	Charles M Schenck (CMS) Community School	District	All Grades	6.6%	21.7%	3rd	2.5%	24.9%	4th	4.3%	29.4%	5th	11.3%	24.3%	<p>students to reach expectations.</p> <p>Math proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.</p>	<p>has systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and student progress, however these efforts are not reaching all families. The school should increase and adjust its communication and identify ways to engage additional families.</p>																																									
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Academic Growth	<p>Language growth as measured by ACCESS MGP has been stable and then increased for all ELLs in 1st through 5th grades by 16 percentiles over the past 3 years. All grade levels had MGPs above the district averages for the corresponding grade.</p>  <table border="1"> <caption>2013-2015 ACCESS MGP - All Grades and By Grade</caption> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>60</td> <td>59</td> <td>50</td> </tr> <tr> <td>01</td> <td>62</td> <td>67.5</td> <td>67</td> </tr> <tr> <td>02</td> <td>63</td> <td>57.5</td> <td>0</td> </tr> <tr> <td>03</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>04</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>05</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>06</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>07</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>08</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>09</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>10</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>11</td> <td>67</td> <td>0</td> <td>0</td> </tr> <tr> <td>12</td> <td>67</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>ACCESS On Track data- only have 2 years of data. Should this be removed since we need 3</p>		2013	2014	2015	All Grades	60	59	50	01	62	67.5	67	02	63	57.5	0	03	67	0	0	04	67	0	0	05	67	0	0	06	67	0	0	07	67	0	0	08	67	0	0	09	67	0	0	10	67	0	0	11	67	0	0	12	67	0	0		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	years for a trend?		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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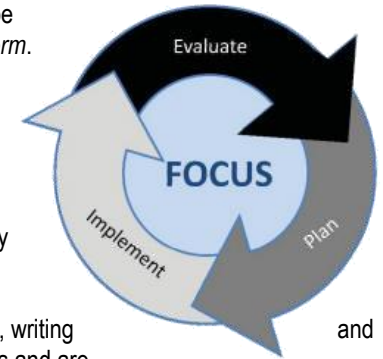
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		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	English literacy proficiency rates that do not meet state expectations, and growth that is inadequate for students to reach expectations.	18% Meets or Exceeds Expectations on PARCC ELA or CSLA assessment	32% Meets or Exceeds Expectations on PARCC ELA or CSLA assessment	ANET	Consistent use of research-based non-negotiable practices implemented through an articulated instructional model Data Driven Instruction Purposeful relations with families
		READ	Literacy proficiency rates in K-3 as measured by EDL & DRA that do not meet state expectations, and growth that is inadequate for students to reach expectations.	68% on grade level as measured by EDL or DRA using the DPS end of grade level targets of level 6 in Kinder, level 18 in 1 st , level 30 in 2 nd , and level 40 in 3 rd .	80% on grade level as measured by EDL or DRA using the DPS end of grade level targets of level 6 in Kinder, level 18 in 1 st , level 30 in 2 nd , and level 40 in 3 rd .	DRA/EDL	Consistent use of research-based non-negotiable practices implemented through an articulated instructional model Data Driven Instruction Purposeful relations with families
		M	Math proficiency rates that do not meet state expectations, and growth that is inadequate for	16%	26%	ANET	Consistent use of research-based non-negotiable practices implemented through an articulated instructional model Data Driven Instruction

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			students to reach expectations.				Purposeful relations with families
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP		75% "On Track"	80% "On Track"	GLAD Tasks	Scaffolds to allow students to access grade level content
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						

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Scaffolds to allow students to access grade level content by using strategies including but not limited to: Cognitive Content Dictionary (CCD), Learning Logs, Team Tasks, Narrative Inputs, Story Maps, Process Grids, Expert Groups, Guided Reading, and Close Reading.

Root Cause(s) Addressed: Planning for equity. Although instructional planning is implemented across the school, plans tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content.

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				
Ongoing professional development in sheltered instructional strategies			GLAD trainer	\$25,000 from local budget	All teachers complete 2 day foundational training (Aug. 20-21). Teachers complete 4 day demonstration training (Sept. 21-24 or Oct 13-16). Follow up consulting sessions to support teacher planning of GLAD strategies into units/daily lessons (Nov. 10-12, Jan 11-13, Feb 24-25, April 20-21, and possible 3-day summer institute).	Complete Complete In Progress

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Peer observation of sheltered instructional strategies	Quarterly	Dual Language Education of New Mexico consultants	District funded	<p>Teams of teachers use the Visitas protocol to observe their peers and reflect on what they observed with the purpose of making instructional adjustments in their own classrooms focused on academic language and peer-to-peer interaction.</p> <p>January 26 Visitas January 27 Organization of data February 3rd Presentation of data to staff. 100% of teachers set their own teaching focus February 3rd-10th observation and feedback with 100% of teachers about the strategy they selected</p> <p>April 19 Visitas April 20 Organization of data April 27 Presentation of data to staff. 100% of teachers set their own teaching focus April 27-May 4th observation and feedback with 100% of teachers about the strategy they selected</p>	In progress
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* 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: Consistent use of research-based non-negotiable practices implemented through an articulated instructional model including but not limited to: addressing the enactive, iconic, and symbolic stages of math development, use of Habits of Discussion, Close Reading, intentional bridging of language in the dual language program, guided reading, targeted mini-lessons, Dictado, Lotta Lara, Asi Se Dice, Read Alouds, and Chants.

Root Cause(s) Addressed: Articulated instructional model. While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school. Similar instructional strategies may exist within grade level teams, but strategies are not vertically articulated.

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 professional development in English language development strategies	Annual	Annual	CU Bueno Center	Local	Literacy Squared training (Aug 13-14).	Complete
Peer observation of ELD strategies	Quarterly	Quarterly	DLENM Consultant	Local	Teams of teachers will use the Visitas protocol to observe their peers and reflect on what they observed with the purpose of making instructional adjustments in their own classrooms.	Not begun
CMS will implement consistent daily, guided reading instruction using the Guided Reading Plus and Great Habits Great Readers model to focus on using text based evidence in comprehension conversations and written responses	Daily	Daily	Teachers, Lead Teachers	Local	Following each reading benchmark assessment, students will be organized into guided reading groups with common instructional points to accelerate their learning.	In progress

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Development of math lessons plans that address enactive, iconic, and symbolic processes	Daily	Daily		Local	Teachers will revise their math units and daily lesson plans to address all 3 areas of Bruner's Cone of Experience.	In progress
K-5 vertical math meetings	Weekly	Weekly		Local	Peer discussions and observations of math lessons identifying how lessons are building from grade level to grade level, addressing CCSS in math.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Data Driven Instruction

Root Cause(s) Addressed: Continuous improvement. Although interim data is being used to develop reteach plans based on student misconceptions, this practice is not consistently in place in ongoing, daily lessons.

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				
Observation and feedback of data driven instruction focusing on academic language, rigor, and student communication and collaboration	Weekly	Weekly	Administrators and Lead Teachers	Local	Beginning in August 2015, each Administrator and Lead Teacher will conduct weekly observation/feedback cycles with assigned teachers. Beginning in September 2015, instructional leaders will receive feedback on their feedback from the Principal.	In progress
Teachers will use a data driven instructional model to plan, teach, and reteach targeted Common Core LA and Math standards for each interim cycle.	Quarterly	Quarterly	Teachers and Lead Teachers	Local	Following each interim assessment, 100% of classroom teachers will create and execute a re-teaching plan targeting specific students and standards, outlining how instruction and student interaction will be different from before.	In progress
Data meetings to review English and/or Spanish literacy development through	Monthly	Monthly	Teachers, Lead	Local	Following monthly progress monitoring checks, teachers	In progress

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DRA/EDL progress monitoring			Teachers, and Administrators		will discuss progress with grade level teams and instructional coaches to determine how instructional plans need to be altered so that all students are progressing towards grade level expectations and/or attainment of scores in the biliteracy zone as identified through Literacy Squared.	

* 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 #4: Family Engagement

Root Cause(s) Addressed: Purposeful relations with families. The school has systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning within the home, and student progress, however these efforts are not reaching all families. The school should increase and adjust its communication and identify ways to engage additional families.

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				
Communication- (one way) - Have a structure for informative events or strategies. (From the school to the all school parents) <ul style="list-style-type: none"> • Individual Session (Parent-Teacher Conferences) • Parent Meetings • Back to School • Parent Resource Center • Bulletin Board • Monthly Calendar • Screen System • Robo calls 	Monthly or Bi-Monthly Beginning in August 2015 and continuing through the 2015-2016 academic year	Monthly or Bi-Monthly Beginning in August 2016 and continuing through the 2016-2017 academic year	Family Liaison, Administrators, Lead Teachers, Teachers, Parent Leadership Team	TIG, School General Fund, and Title I Parent engagement funds	Tracking parent attendance at each event using FACE Family Engagement Tracker: electronic and portfolio	In Progress
Communication- (two ways) - Have a structure for small groups conversations. (Between the school administrators to the small group of school parents)	Monthly or Bi-Monthly Beginning	Monthly or Bi-Monthly Beginning	Family Liaison, Administrators, School Parent Leadership	TIG, School General Fund, and Title I Parent	Tracking parent attendance at each event using FACE Family	In Progress

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<ul style="list-style-type: none"> Activity with Principal School Committees 	in August 2015 and continuing through the 2015-2016 academic year	in August 2016 and continuing through the 2016-2017 academic year	Team	engagement funds	Engagement Tracker: electronic and portfolio	
<p>Communication- Social-Integrating Activities - Have a structure for cultural and social events. From the school to the all school families (parents and students), staff, and community members; focused on the DPS core values of Students First, Integrity, Equity, Collaboration, Accountability, & Fun.</p> <ul style="list-style-type: none"> Cultural celebrations (Day of the Dead & Halloween and Culture and Diversity Celebration) Cultural Institution Visits 	<p>Minimum Three during the school year</p> <p>Beginning in August 2015 and continuing through the 2015-2016 academic year</p>	<p>Minimum Three during the school year</p> <p>Beginning in August 2016 and continuing through the 2016-2017 academic year</p>	Family Liaison, Administrators, Teachers, Parent Leadership Team	School General Fund, and Title I Parent engagement funds	Tracking parent attendance at each event using FACE Family Engagement Tracker: electronic and portfolio	In Progress
<p>Volunteers Program: Take advantage of different ways of participations of parents, and community members to support school daily basis.</p> <ul style="list-style-type: none"> Staff Support Classroom Support Fundraising Act. Support Field Trips 	<p>Monthly or Bi-Monthly</p> <p>Beginning in August 2015 and continuing through the 2015-2016 academic year</p>	<p>Year Round</p> <p>Beginning in August 2016 and continuing through the 2016-2017 academic year</p>	Family Liaison, Administrators, Teachers, Parent Leadership Team	School General Fund, and Title I Parent engagement funds	Tracking parent DPS applications during the school year	In Progress

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<p>Educational Activities - Have a structure for parents' workshops, classes, college campus visit, and conferences. (From the school to the all school parents)</p> <ul style="list-style-type: none"> • Academic Review Nights • College Campus Visits • Workshops <ul style="list-style-type: none"> ○ Academic Standards ○ Parent Portal • Parent Classes <ul style="list-style-type: none"> ○ Computer ○ Leadership ○ Parenting 	<p>Monthly or Bi-Monthly Beginning in August 2015 and continuing through the 2015-2016 academic year</p>	<p>Year Round Beginning in August 2016 and continuing through the 2016-2017 academic year</p>	<p>Family Liaison, Administrators, Lead Teachers, Teachers, Parent Leadership Team</p>	<p>TIG, School General Fund, and Title I Parent engagement funds</p>	<p>Tracking parent attendance at each event using FACE Family Engagement Tracker: electronic and portfolio</p>	<p>In Progress</p>
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* 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.*

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	<i>Once the previous principal resigned she was not allowed to hire any new staff members with out approval from her supervisor. The new principal was allowed to begin to hire any new positions to the school.</i>

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		<p><i>Currently the school operates under the DPS calendar. The school has approval to look for creative ways to extend the day for students with current staff.</i></p> <p><i>The current admin team was involved in the design of the TIG budget. The former principal designed the current school site based budget. The budget office has been very flexible and supportive of the school making changes to the budget as long as they are within the guidelines.</i></p> <p><i>The school leadership team is going to participate in the first cohort of the Strategic School Design process. Internal and external providers who are experts in the use of time, people and money to design innovative and creative school systems and structures will facilitate this work.</i></p> <p>According to district policy, schools in turnaround are no longer required to accept direct placed teachers. Therefore, it is entirely up to the purview of the principal to hire as he sees fit.</p> <p>CMS will be supported in the development of an extended learning schedule through participation in the first cohort of schools in DPS's Strategic School Design Process.</p> <p>Turnaround schools work directly with turnaround staff and the district budget office to allocate resources based on need.</p>
<p>Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p><i>CMS is now under the district's West Denver Network supervision. This includes an Executive Director and Deputy Director, which supervise the principal and school. Additional supports include the network's school improvement specialist and data specialist, along with a Turnaround Manager and assistance from a budget liaison who monitors budget expenditures and allocations</i></p>
<p>Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).</p>	<p>Section IV: Action Plan</p>	<p>March 23rd:</p> <ul style="list-style-type: none"> • Principal notified DPS that she would not be returning for 2012-13 school year. <p>April 2nd:</p> <ul style="list-style-type: none"> • School faculty and staff returns. Faculty and staff notified of change and next steps via all school meeting with Antonio and Laura. • Board of Education members notified of change in leadership • Families notified through letters sent home with students in homework folders. • School community partners emailed parent letter and invited to community partner meeting. • Principal position posted. <p>April 4th:</p> <ul style="list-style-type: none"> • WDN hosted CSC Meeting to discuss the search process and identify the individuals

to participate.

April 4th-6th:

- **Fernando Guidice present at morning arrival for informal conversations with parents to address concerns and encourages parents to attend meeting.**
- ***Second letter sent home to staff and community with SPSAC application***

April 9th:

- *WDN (Laura) host staff meeting to elicit characteristics for principal*
 -

April 12th:

- *CSC and WDN host Parent meeting to address parent concerns and outline principal hiring process. Stress importance of completing parent survey.*

April 13th:

- Community Partner Meeting at CMS. CANCELLED we are inviting all CP to the Community Forum with the two finalist.
- *SPSAC Applications due to main office by 12:00 pm*
- *Special CSC meeting held at 4:00 pm to determine members of SPSAC-members notified immediately*

April 23rd-28th (except SPSAC training)

- April 16th SPSAC Two Hour Training and Question Development (4:00 to 6:00 pm)
- May 3rd- Four Candidates interview with WDN team and school committee.
- May 7th Final candidates, School learning walks occur.
- May 8th Final candidates community/parent forum (school suggest we do this in the morning)
- Week of May 14th- Finalist interviews with Tom and Antwan.

Week of May 21st:

- New principal selected. Announcement communicated to parents, teachers, board members and community partners.

Search process for Assistant Principals began.

		(p.40)
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p><i>CMS participates in the district's LEAP process for teacher evaluation. Areas within the LEAP Framework include improvement of classroom environment, content/language objectives, effective instruction and high impact instructional strategies, technology, ELA strategies and indicators, and 21st century skills. Teachers are observed by the administration as well as peer observers and given feedback and resources to improve their practice. (Pgs.30-31)</i></p>
<p>Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p><i>CMS staff will be paid within the District's salary schedule and be eligible for Pro Comp if they are in the Pro Comp System.</i></p> <p><i>All staff participated in two day training prior to the start of school and were compensated for two additional days of pay.</i></p> <p><i>The administration team will use the District's Special Evaluation Process to support any teachers not meeting standards.</i></p>

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	<p>The CMS staff is receiving ongoing professional development in the practices of Professional Learning Communities. CMS is working with Solution Tree consultant Tom Many to develop PLCs. The focus of these teams is centered on four essential questions: What do we want students to know? How will we know if they know it? What will we do if they don't? What will we do if they do? The staff has worked through a protocol for unwrapping grade-level Common Core standards. Additionally, they are receiving training on developing common formative assessments and using the data to drive instruction.</p> <p>Additionally, the staff is being provided with support around language development and teaching strategies that support continued language development of all students.</p>
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	Denver Public Schools is one of the only districts in Colorado that already provides incentives for staff that work at a turnaround school. Teachers get an additional \$2500 for working at CMS which is designated as a hard to serve school. They get an additional \$2500 if their position is a hard to fill position. Teachers can also get additional monies if they fulfill certain district requirements such as meeting SGO's, completing PDU's, getting a certain percentage of points on the district SPF, etc.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative and Section IV: Action Plan	CMS has three instructional programs offered to students. These are: dual-language two-way, dual-language one-way and English Only. All programs offer an English language development component. Regardless of the instructional program, all students at each grade level are taught using the DPS curriculum. Within their units, grade level teams are aligning their instructional focus to the Common Core literacy standards.
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form and Action Plan	Discussions about data are taking place during grade level team PLC's. Summative and interim data is being used as a universal screener to determine which students are or are not proficient in a given area. Common formative grade-level assessments are being developed within each unit to address student needs in the moment. Common formative post assessments are being developed to identify students in need of an additional intervention for a targeted area.
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan	The CMS schedule has not been altered to increase learning time, but the schedule has been altered to ensure that all students have uninterrupted access to core instruction and daily opportunities for targeted intervention through a workshop model.
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan	Action Plan (p.30-31).