

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **7942** School Name: **SKINNER MIDDLE SCHOOL** Official 2014 SPF: **1 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.*

English/language arts achievement data show that more than half of Skinner's students did not meet grade level performance expectations on the 2015 CMAS.

Mathematics achievement data show that more than two thirds of Skinner's students did not meet grade level performance expectations on the 2015 CMAS.

Subgroup (ELL, IEP, FRL, minority) achievement lagged behind their peers in English/language arts and mathematics on the 2015 CMAS.

English Language Learners' progress towards ACCESS proficiency targets is not occurring at the accepted rate (of moving one Level for each year of ELD programming).

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 did not sufficiently differentiate instruction for all learners in order to address the data trends.

Instructional practices in language arts (including literacy in the areas of science and social studies) and mathematics, did not fully meet the needs of students who were multiple grade levels below expectations.

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: Leverage distributive leadership via Teacher Leaders in order to improve and refine instructional best practices.

Major Improvement Strategy #2: Implement key supports in order to positively impact math and literacy achievement.

Major Improvement Strategy #3: Implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support to close the equity gap for English Language Learners and students receiving special education services.

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

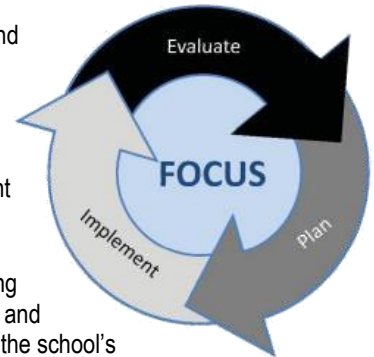
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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 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	Michelle Koyama, Principal
	Email	Michelle_Koyama@dpsk12.org
	Phone	720-424-1420
	Mailing Address	3435 W. 40 th Avenue, Denver, CO 80211
2	Name and Title	Angelique Sanchez-Hutman, Assistant Principal
	Email	angelique_sanchez-hutman@dpsk12.org
	Phone	720-424-1420
	Mailing Address	3435 W. 40 th Avenue, Denver, CO 80211

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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:
School Setting, Demographics, and Process for Data Analysis
 Skinner Middle School is located in the northwest area of Denver, in the historic neighborhood known as the Highlands. Neighborhood families have been returning to Skinner over the past few years due to our academic expectations, positive school culture, and robust course offerings. As of the 2015 October Count, Skinner has an enrollment of 614 students, with the following demographic breakdown: 1% Asian/Pacific Islander; 2% American Indian; 5% African American; 27% white; and 62% Hispanic. 20% of Skinner’s

students are identified as English Language Learners (ELLs). 16.6% of Skinner's students qualify for special education services and have an Individualized Education Plan (IEP). This school year, 66.4% of Skinner's students qualify for free/reduced lunch (FRL). Skinner is a designated Title 1 school due to the percentage of students who are eligible for free/reduced lunch.

For the last five years Skinner has steadily grown in enrollment, but has remained dedicated to personalizing our students' education. We work to individualize the school experience for each student: curricula extensions to provide challenge; formative remediation reading and math sessions tailored to specific needs as dictated by current data; guidance toward planning their future high school choice; and curriculum focus and course selection for career readiness. With this emphasis on post-secondary readiness, we continue to look for opportunities to blend innovative 21st century skills for our varied student populations: 102 students receive Special Education support, and over 175 students engage in Honors English, Science, Social Studies and/or Mathematics.

Northwest Denver schools experienced a shift in two K-8 schools closing their middle school programs in 2013-14 and again in 2015-16 due to performance and enrollment challenges. During this three year span, Skinner has welcomed many of these families into our school community and worked to acclimate the students from these two schools into our school culture and family. In 2014/15, the 6th grade class consisted of students from 31 different elementary schools within and outside of DPS.

UIP Planning Process

The Collaborative School Committee looked at overall school data to notice trends, and departments met to analyze data at a deeper level and discuss root causes and priority needs. Skinner's Leadership Team reviewed priority needs and action steps. The monitoring of this plan and the implementation strategies will take place on a monthly basis with our Instructional Leadership Team with the support from our School Improvement and Data Partners, in conjunction with our Middle School Instructional Superintendent.

Trend Analysis, Priority Performance Challenges, and Root Cause Analysis

During the 2014/15 school year, Skinner's students took the CMAS test for English/language arts (ELA) and mathematics for the first time, which means that trend analysis will not be possible until after the next assessment is given in spring 2016. Initial analysis showed Skinner maintaining similar performance (TCAP vs. CMAS) in mathematics and stronger performance toward expectations in literacy standards as measured by CMAS. National scores in the new standards and assessment showed data going backward, and Skinner did not follow this negative trend. On the most recent DPS School Performance Framework, Skinner was rated as **meeting expectations**.

English/Language Arts Achievement Data

At 43.7%, less than half of Skinner's students met or exceeded grade level performance expectations on the 2015 ELA CMAS. These results outpaced that of Denver Public Schools' 6-8 results (35.1%) and those of the state (40.3%).

When disaggregating the data by grade level, we can see that 7th grade had the largest percentage of students scoring in the met/exceeds domains (46.3%), followed by 6th grade (42.8%) and 8th grade (41.5%). It should be noted that all three grades outperformed the district and state when looking at the percentage of students who met/exceeded grade level expectations.

% Met or Above	Skinner	DPS	Colorado
6th	42.8%	33.7%	39.1%
7th	46.3%	36%	41%
8th	41.5%	35.8%	40.9%

Gaps can be observed throughout the data when comparing subgroups. 31% of Skinner’s Hispanic students met/exceeded expectations, compared to 76.7% of Skinner’s white students; an almost 46 percentage point difference. Similar results are seen with Skinner’s students of color, where 32.4% met/exceeded. Conversely, the data for not meeting the grade level expectations (“did not yet meet,” “partially met,” and “approached”) indicates disparity among ethnicity groups at Skinner. 69% of Skinner’s students who are Hispanic, and 67.7% of Skinner’s students of color are within these domains, compared to 23.3% of Skinner’s students who are white.

66.7% of the students who are redesignated/exited ELLs scored within the meets/exceeds domain. This subgroup outperformed their non-ELL peers, who met/exceeded at a rate of 47.8%. This is a trend that we have observed at several other middle schools in The Denver Public Schools; we can hypothesize that the students who have exited English language development programming possess skills that allow them to grow academically at an above average rate. However, our ELA CMAS data show that Skinner’s ELLs experienced lower rates of achievement than that of their non-ELL and redesignated/exited peers. 4.8% of Skinner’s ELLs met expectations, compared to the above results in the other two subgroups.

When disaggregating the data by those who have an Individualized Education Plan (IEP), we found that 7.9% of those students met expectations. Skinner’s results slightly outpaced that of the state’s, where 5.6% in 6th grade, 6.1% in 7th grade, and 6.2% in 8th grade had an IEP and met/exceeded expectations. There is a sizeable gap between IEP and non-IEP data at Skinner: 7.9% versus 50.5% met/exceeds.

FRL data confirm gaps, similar to that of race/ethnicity, ELLs, and IEP subgroups. 28.2% of the students who qualify for free/reduced lunch met/exceeded expectations on the ELA CMAS in 2015. This is compared to the 73% of Skinner’s non-FRL students who scored within these domains. Skinner’s FRL results slightly outpaced that of the state’s, where 21.8% in 6th grade, 23.7% in 7th grade, and 24.5% in 8th grade were FRL eligible and met/exceeded expectations.

Using this data, we have identified two **Priority Performance Challenges**:

1. English/language arts achievement data show that more than half of Skinner’s students did not meet grade level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lagged behind their peers in English/language arts on the 2015 CMAS.

We have determined that several **Root Causes** contributed to the results: Teachers did not sufficiently differentiate instruction in order to address the data trends to meet the expectations of the new standards; and instructional practices in language arts (including literacy in the areas of science and social studies) and mathematics, did not fully meet the needs of students who were multiple grade levels below expectations.

We have verified these root causes via a review of the prior school year’s LEAP data (specifically indicator I6, which addresses differentiation) and classroom observation notes, as well as a review of the types and frequency of intentional differentiation included in lesson plans.

Mathematics Achievement Data

At 28.4%, less than a third of Skinner’s students met or exceeded grade level performance expectations on the 2015 mathematics CMAS. These results were slightly better than that of the district’s 6-8 status, which was at 27.5%.

% Met or Above	Skinner	DPS	Colorado
6th	32.4%	33.7%	39.1%
7th	21.6%	36%	41%
8th	28.5%	35.8%	40.9%

When disaggregating the data by grade level, we can see that 6th grade had the largest percentage of students scoring in the met/exceeds domains (34.2%), followed by 8th grade (all tests at 28.5%; 8th grade test only at 23.4%), and finally 7th grade (21.6%).

Gaps can be observed throughout the data when comparing subgroups. 18.1% of Skinner’s students identified as Hispanic met/exceeded expectations, compared to 54.2% of Skinner’s students identified as white; a 36 percentage point difference. Similar results are seen with Skinner’s students of color, where 19.6% met/exceeded. Likewise, the data for not meeting the grade level expectations (“did not yet meet,” “partially met,” and “approached”) indicates disparity among ethnicity groups at Skinner. 81.9% of Skinner’s students who are Hispanic, and 80.3% of Skinner’s students of color are within these domains, compared to 45.8% of Skinner’s students who are white.

50% of the students who are redesignated/exited ELLs scored within the meeting/exceeding domain on the 2015 math CMAS. This subgroup outperformed their non-ELL peers, who met/exceeded at a rate of 30.2%. Our math CMAS data show that Skinner’s ELLs experienced lower rates of achievement than that of their non-ELL and redesignated/exited peers. 4.8% of Skinner’s ELLs met expectations, compared to the above results in the other two subgroups.

When disaggregating the data by those who have an IEP, we found that 3.9% of those students met expectations on the 2015 math CMAS. Skinner’s results were slightly below that of the state’s, where 5.3% in 6th grade, 4.7% in 7th grade, and 4.3% in 8th grade had an IEP and met/exceeded expectations. There is a gap between IEP and non-IEP data at Skinner: 3.9% versus 33.1% met/exceeds.

FRL data confirm gaps, similar to that of race/ethnicity, ELLs, and IEP subgroups.

Using this data, we have identified two **Priority Performance Challenges**:

1. Mathematics achievement data show that more than two thirds of Skinner’s students did not meet grade level performance expectations on the 2015 CMAS.
2. Subgroup (ELL, IEP, FRL, minority) achievement lagged behind their peers in mathematics on the 2015 CMAS.

We have determined that several **Root Causes** contributed to the results: Teachers did not sufficiently differentiate instruction in order to address the data trends; and instructional practices in mathematics, did not fully meet the needs of students who were multiple grade levels below expectations.

We have verified these root causes via a review of the prior school year’s LEAP data (specifically indicator I6, which addresses differentiation) and classroom observation notes, as

well as a review of the types and frequency of intentional differentiation included in lesson plans.

Science Achievement Data

18% of Skinner's 8th graders demonstrated strong or distinguished command of the standards on the 2015 science CMAS. This is just slightly below that of the district's results, where 19.9% of DPS' 8th graders scored within these domains. Skinner's performance within these domains has improved from 2014 (15%) to 2015 (18%), but is still below the state's (26%) overall results for 2015. Within the moderate command domain, there was a decrease from 2014 to 2015; moving from 37% to 26%, which appears to be a positive shift, until looking at the limited command results. Within that domain, Skinner saw an increase from 2014 to 2015; going from 39% demonstrating limited command of the science standards, to 52% in 2015.

ACCESS Growth Data

Due to FERPA, we are not able to report out on specifics about 7th and 8th grade ACCESS MGP data, however, there were enough students tested in 6th grade to report the results, which was 41 median growth percentile (MGP) on the 2015 test. When looking at the data from the last three years, there is an overall trend of decreasing performance; overall MGP was 54 in 2013, which decreased to 51 in 2014, and then decreased again to 40 MGP in 2015.

Trajectory data show that some of Skinner's ELLs are not progressing at rate that will have them redesignated / exited from English Language Development (ELD) classes within the preferred timeline. In 2015, no Level 1, Level 3, and Level 4 (year 1) students met their target. 25% of our Level 2; 40% of Level 4 (year 2); and 63% of Level 5 students met their performance targets. Overall, 17% of Skinner's ELLs met their 14/15 ACCESS performance targets.

Using this data, we have identified a **Priority Performance Challenge**:

English Language Learners' progress towards ACCESS proficiency targets is not occurring at the preferred rate (of moving one Level for each year of ELD programming).

We have identified a **Root Cause** for this data: Teachers' planning practices did not sufficiently differentiate instruction in order to address the data trends.

We have verified these root causes via a review of the prior school year's LEAP data (specifically indicators I4, which addresses academic language, and I6, which addresses differentiation) and classroom observation notes, as well as a review of the types and frequency of intentional differentiation included in lesson planning and execution of lessons.

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)	CMAS: N/A	See Worksheet #2 for CMAS status data.	Teachers' planning practices did not sufficiently differentiate instruction in order to address the data trends.
Academic Growth	CMAS: N/A	CMAS growth data will be available during the 2016/17 school year.	
	ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	Of those students who had at least two years of testing data on ACCESS: Level 1: 0% met the target Level 2: 25% met the target Level 3: 0% met the target Level 4 (year 1): 0% met the target Level 4 (year 2): 40% met the target Level 5: 63% met the target Overall: 17% of Skinner's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	
Academic Growth Gaps	CMAS: N/A	CMAS growth data will be available during the 2016/17 school year.	

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)	CMAS						English/language arts achievement data show that more than half of Skinner's students did not meet grade level performance expectations on the 2015 CMAS. Mathematics achievement data show that more than two thirds of Skinner's students did not meet grade level performance expectations on the 2015 CMAS. Subgroup (ELL, IEP, FRL, minority) achievement lagged	Teachers did not sufficiently differentiate instruction in order to address the data trends. Instructional practices in language arts and mathematics did not fully meet the needs of students who were multiple grade levels below expectations.
	English/language arts (ELA)							
	Participation Rate: 95.7%							
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	6 th	9.6%	21.9%	25.7%	35.3%	7.5%		
	7 th	14.2%	19.8%	19.8%	32.1%	14.2%		
	8 th	16.3%	18.7%	23.6%	30.9%	10.6%		
	All Grades	12.9%	20.3%	23.1%	33.1%	10.6%		
		Approaching or above	Met or above					
	6 th	68.4%	42.8%					
7 th	66%	46.3%						
8 th	65%	41.5%						
All Grades	66.7%	43.6%						

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes		
	Race/Ethnicity*	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	<p>behind their peers in English/language arts and mathematics on the 2015 CMAS.</p> <p>English Language Learners' progress towards ACCESS proficiency targets is not occurring at the accepted rate (of moving one Level for each year of ELD programming).</p>			
	Hispanic	17.5%	25.9%	25.6%	26.5%	4.5%				
	Students of Color	16.5%	24.4%	26.7%	26.7%	5.7%				
	White	2.5%	8.3%	12.5%	51.7%	25%				
	*As per FERPA, data for demographic groups of less than 20 students have been suppressed.									
	English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations				
	ELL	27.4%	30.6%	37.1%	4.8%	0%				
	Redesignated/Exited	2.8%	8.3%	22.2%	52.8%	13.9%				
	Non-ELL	11.5%	19.8%	20.9%	35.8%	12%				
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations				
	Student with IEP	48.7%	30.3%	13.2%	7.9%	0%				
	Students without IEP	6.1%	18.4%	25%	37.9%	12.6%				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes																								
	Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																										
	FRL-eligible	18.4%	27.2%	26.2%	24.6%	3.6%																										
	Non-FRL	2.5%	7.4%	17.2%	49.1%	23.9%																										
	<p><u>CMAS ELA Trend Statements</u></p> <p>In 2015, 43.6% of Skinner’s 6-8 students met or exceeded grade-level expectations on the ELA CMAS. This is better than the district’s results, where 35.1% of the 6-8 students scored within this range. Skinner also outperformed the state, where 40.3% of Colorado’s 6-8 students met/exceeded grade-level performance expectations.</p> <p>In 2015, 66.7% of Skinner’s 6-8 students scored approaching or above on the ELA CMAS. This is better than the district’s results, where 58.9% of the 6-8 students scored within this range. State results were slightly better than that of Skinner, where 67.1% of Colorado’s 6-8 students scored approaching or above on grade-level performance expectations.</p> <p>In 2015, 56.3% of Skinner’s students did not meet grade-level expectations on the ELA CMAS. This is better than the district’s results, where 64.9% of the 6-8 students scored within this range. Skinner also outperformed the state’s results, where 59.7% of the 6-8 students did not meet expectations.</p>																															
	<p>Mathematics</p> <p>Participation Rate: 95.5%</p> <table border="1" data-bbox="298 1179 1478 1432"> <thead> <tr> <th></th> <th>Did not yet meet expectations</th> <th>Partially met expectations</th> <th>Approached expectations</th> <th>Met expectations</th> <th>Exceeded expectations</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>8%</td> <td>27.3%</td> <td>30.5%</td> <td>32.1%</td> <td>2.1%</td> </tr> <tr> <td>7th</td> <td>10.5%</td> <td>27.8%</td> <td>40.1%</td> <td>21.6%</td> <td>0%</td> </tr> <tr> <td>8th Graders- All Tests</td> <td>26%</td> <td>24.4%</td> <td>21.2%</td> <td>28.5%</td> <td>0%</td> </tr> </tbody> </table>							Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations	6 th	8%	27.3%	30.5%	32.1%	2.1%	7 th	10.5%	27.8%	40.1%	21.6%	0%	8 th Graders- All Tests	26%	24.4%	21.2%	28.5%	0%		
	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																											
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8 th Graders- All Tests	26%	24.4%	21.2%	28.5%	0%																											

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	8 th Grade Test Only	28.8%	27%	20.7%	23.4%	0%		
	All Grades	13.6%	26.7%	31.4%	27.5%	0.8%		
		Approaching or above		Met or above				
	6 th	64.7%	34.2%					
	7 th	61.7%	21.6%					
	8 th Graders-All Tests	49.6%	28.5%					
	8 th Grade Test Only	44.1%	23.4%					
	All Grades	59.7%	28.4%					
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Hispanic	17.2%	33.3%	31.4%	18.1%	0%		
	Students of Color	17%	31.5%	31.8%	19.3%	0.3%		
	White	3.3%	12.5%	30%	51.7%	2.5%		
	English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	ELL	24.2%	45.2%	25.8%	4.8%	0%		
	Redesignated/Exited	2.8%	11.1%	36.1%	47.2%	2.8%		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes																										
	Non-ELL	12.8%	25.1%	31.8%	29.4%	0.8%																												
	Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																												
	Student with IEP	50%	32.9%	13.2%	3.9%	0%																												
	Students without IEP	6.6%	25.5%	34.8%	32.1%	1%																												
	Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations																												
	FRL-eligible	18.4%	35%	31.4%	14.9%	0.3%																												
	Non-FRL	4.3%	11%	31.3%	51.5%	1.8%																												
	<p>CMAS Mathematics Trend Statements</p> <p>In 2015, 28.4% of Skinner's 6-8 students met or exceeded the grade-level expectations on the math CMAS. This is slightly better than the district's results, where 27.5% of the 6-8 students scored within this range.</p> <p>In 2015, 59.7% of Skinner's 6-8 students scored approaching or above on the mathematics CMAS. This is better than the district's results, where 53.4% of the 6-8 students scored within this range.</p>																																	
	<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Limited Command</th> <th colspan="2">Moderate Command</th> <th colspan="2">Strong Command</th> <th colspan="2">Distinguished Command</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>39%</td> <td>52%</td> <td>37%</td> <td>26%</td> <td>14%</td> <td>16%</td> <td>1%</td> <td>2%</td> </tr> </tbody> </table>									Limited Command		Moderate Command		Strong Command		Distinguished Command		2014	2015	2014	2015	2014	2015	2014	2015	8 th	39%	52%	37%	26%	14%	16%	1%	2%
		Limited Command		Moderate Command		Strong Command		Distinguished Command																										
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
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	Moderate or Above		Strong or Above																				
	2014	2015	2014	2015																			
8 th	52%	44%	15%	18%																			
Academic Growth	<p><u>CMAS</u> CMAS growth data will be available during the 2016/17 school-year.</p> <p><u>ACCESS Median Growth Percentile</u></p> <table border="1" data-bbox="300 1003 703 1247"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>45</td> <td>*</td> <td>41</td> </tr> <tr> <td>7th</td> <td>54.5</td> <td>57</td> <td>*</td> </tr> <tr> <td>8th</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>All Grades</td> <td>54</td> <td>51</td> <td>40</td> </tr> </tbody> </table> <p>* Median growth percentiles based on fewer than 20 students have been suppressed as per FERPA.</p> <p><u>ACCESS MGP Data Trend Statement</u> Over the last three years, ACCESS MGP has declined at Skinner. Skinner’s overall ACCESS MGP decreased by 9 percentiles from 2014 to 2015.</p>		2013	2014	2015	6 th	45	*	41	7 th	54.5	57	*	8 th	*	*	*	All Grades	54	51	40		
	2013	2014	2015																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	CMAS growth gap data will be available during the 2016/17 school year.		

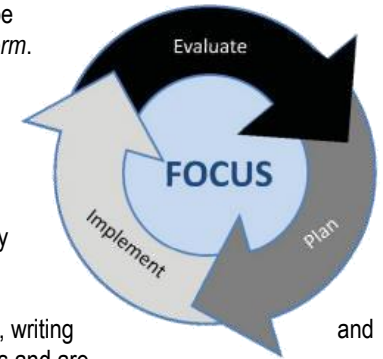
Section IV: Action Plan(s)

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/language arts achievement data show that more than half of Skinner's students did not meet grade level performance expectations on the 2015 CMAS. Subgroup (ELL, IEP, FRL, minority) achievement lagged behind their peers in English/language arts on the 2015 CMAS.	Overall status on CMAS will move from 43.6% met or above to 48.6%.	Overall status on CMAS will move from 48.6% met or above to 53.6%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	<p>Major Improvement Strategy #1: Leverage distributive leadership via Teacher Leaders in order to improve and refine instructional best practices.</p> <p>Major Improvement Strategy #2: Implement key supports in order to positively impact math and literacy achievement.</p> <p>Major Improvement Strategy #3: Implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support to close the equity gap for English Language Learners and students receiving special education services.</p>
		M Mathematics achievement data show that more than two thirds of Skinner's students did not meet grade level	Overall status on CMAS will move from 28.4% met or above to 33.4%.	Overall status on CMAS will move from 33.4% met or above to 38.4%.	District interim assessments Curricular: end of Unit assessments	<p>Major Improvement Strategy #1: Leverage distributive leadership via Teacher Leaders in order to improve and refine instructional best</p>

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			performance expectations on the 2015 CMAS. Subgroup (ELL, IEP, FRL, minority) achievement lagged behind their peers in mathematics on the 2015 CMAS.				practices. Major Improvement Strategy #2: Implement key supports in order to positively impact math and literacy achievement. Major Improvement Strategy #3: Implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support to close the equity gap for English Language Learners and students receiving special education services.
		S		Overall status on CMAS will move from 18% strong command or above to 23%.	Overall status on CMAS will move from 23% strong command or above to 28%.		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined once CMAS 2016 data are released.				
		M					
		ELP	English Language Learners' progress towards ACCESS proficiency targets is not occurring at the accepted rate (of moving one Level for each year of ELD programming).	Overall MGP of 45.	Overall MGP of 50.	Curricular: end of Unit eAssessments	Major Improvement Strategy #1: Leverage distributive leadership via Teacher Leaders in order to improve and refine instructional best practices. Major Improvement

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								<p>Strategy #3: Implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support to close the equity gap for English Language Learners and students receiving special education services.</p>			
Academic Growth Gaps	Median Growth Percentile, local measures	<table border="1"> <tr> <td>ELA</td> <td rowspan="2">To be determined once CMAS 2016 data are released.</td> </tr> <tr> <td>M</td> </tr> </table>	ELA	To be determined once CMAS 2016 data are released.	M						
ELA	To be determined once CMAS 2016 data are released.										
M											

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: Leverage distributive leadership via Teacher Leaders (TL) in order to improve and refine instructional best practices.

Root Cause(s) Addressed: Teachers did not sufficiently differentiate instruction in order to address the data trends. Instructional practices in language arts (including literacy in the areas of science and social studies) and mathematics did not fully meet the needs of students who were multiple grade levels below expectations.

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				
Identify/interview/hire Teacher Leaders	6/15: Teacher Leaders hired for 2015-16	5/16: Teacher Leaders hired for 2016-17	Principal Personnel Committee	General Fund	Principal will monitor and measure effectiveness via: -District established rubrics to ensure consistency among all schools with Teacher Leaders.	Completed
Training Teacher Leaders -June and August PD at district level (including Leadership Week) -Calibration of LEAP scoring done formally twice per year -Teachers meet weekly or bi-weekly with TEC to set coaching goals, analyze	6/15: Teacher Leaders attended training 8/15: Teacher Leaders attended training	6/16: Teacher Leaders attended training 9/16: First round of LEAP calibration	Principal DPS Teacher Leader Capacity Partner Teacher Leaders Teacher Effectiveness Coach (TEC)	General Fund	Principal will monitor and measure effectiveness via: -Monthly analysis of LEAP survey results upon district release of data.	In progress

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<p>video, arrange co-observations, troubleshoot.</p>	<p>10/16: First round of LEAP calibration completed</p> <p>1/16: Second round of LEAP calibration completed</p>	<p>completed</p> <p>1/17: Second round of LEAP calibration completed</p>				
<p>Teacher Leaders Support Teachers</p> <ul style="list-style-type: none"> -Weekly one-on-one meetings with teachers to debrief observations, provide coaching, co-plan. -Providing feedback on lesson plans on a weekly basis -Focused work on lesson planning to increase rigor, ensure alignment with CLO, script questioning. -Regular observation-feedback cycles to identify concrete action steps rooted in the LEAP framework. -Department meetings designed to address common needs and targets, allow time for data analysis, and provide opportunities for vertical alignment. 	<p>9/15: Teacher Leaders establish schedules for weekly meetings with cohort teachers</p> <p>5/16: Teacher Leaders have logged a minimum of six formal observations for each teacher on caseload in Schoolnet</p>	<p>8/16: Launch of expectations for Teacher Leaders and teachers' work together</p>	<p>Teacher Leaders Teachers Principal</p>	<p>General Fund</p>	<p>Principal and Teacher Leaders will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly analysis of LEAP survey results upon district release of data. -Monthly analysis of LEAP observation scores. -Weekly monitoring of and feedback on lesson plans. 	<p>In progress</p>
<p>Collaboration among Instructional Leadership Team (ILT)</p> <ul style="list-style-type: none"> -Planning year-long scope and sequence of professional development and modifying as needed. -Analyses of videos of instruction to determine appropriate action steps for 	<p>8/15: ILT creates an outline for year's PD, including department meetings, data teams, and other</p>	<p>8/16: ILT creates outline for year's PD, including department meetings, data teams, and other</p>	<p>Principal Assistant Principal DPS Teacher Leader Capacity Partner Teacher Leaders TEC</p>	<p>General Fund</p>	<p>Principal and Teacher Leaders will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Analysis of survey data from teachers after school-based PD. -Monthly analysis of LEAP survey data. 	<p>In progress</p>

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debrief conversations. -Development of professional development sessions to target teachers' needs and key areas to leverage.	2/16: ILT analysis of instructional videos at least twice per month				-Monthly review of changes in LEAP observation scores.	
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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: Implement key supports in order to positively impact math and literacy achievement.

Root Cause(s) Addressed: Teachers did not sufficiently differentiate instruction in order to address the data trends. Instructional practices in language arts (including literacy in the areas of science and social studies) and mathematics did not fully meet the needs of students who were multiple grade levels below expectations.

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				
<p>Data Driven Instructional Model</p> <p>Intentional analysis of data, teacher reflection, and planning in six-week cycles. Intended to increase rigor of instruction through deepening teachers' understanding of standards and implementation of data-driven instruction.</p> <p>Based on data analysis from common formative assessments (DPS interims and in-building assessments), teachers will action plan to include data-driven instructional practices.</p> <p>Formative assessments within departments analyzed and planned for in three week cycles through the Student Learning Objective (SLO) cycle.</p>	<p>1/16: All teachers analyzed data from district interims and created action plans to address gaps in data</p> <p>2/16: TLs conducted mid year conferences and reviewed individual teacher SLO data to plan for duration of year</p>	<p>8/16: Onboard new staff to DDI structures</p> <p>9/16: TLs roll out SLOs</p>	<p>Teachers Teacher Leaders TEC DPS Data Team Support Partner Principal Assistant Principal</p>	<p>General Fund</p>	<p>Principal and Assistant Principal will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Review of (and feedback on) teacher data action plans for each six-week cycle. -Bi-monthly analysis of student work based on exemplar models to find high leverage reteach opportunities to close gaps in learning. -Analysis of data from DPS interim assessments, which are given to students three times a year. -Analysis of in-building assessments, which are given to students twice a year. -Weekly follow up by TLs with teachers on caseload. 	<p>In progress</p>

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<p>Math Intervention and Acceleration</p> <p>7th grade math intervention for students identified using historical math TCAP and current DPS interim data, as well as teacher recommendation. Focus on closing instructional gaps in math as a prevention method before students reach Algebra in 8th grade. Teacher-created curriculum based on student data and District Essential Learning Goals (ELGs).</p> <p>Geometry acceleration offered for students who have already demonstrated proficiency in Algebra standards. Students placed in class based on successful completion of 8th grade Algebra during 7th grade year.</p>	<p>9/16: Selected Ss for 7th grade math intervention based on data from EOY interims teacher anecdotal evidence</p> <p>8/16: Used elementary school recommendations, ALPs, and administered assessment to incoming 6th graders based on CCSS to identify Ss ready for acceleration and/or honors placement</p> <p>9/16: Reviewed current anecdotal evidence of students in Honors or Accelerated math to make adjustments</p>	<p>5/16: Review 6th grade EOY interim data and anecdotal evidence to determine student placement into 7th grade math intervention structure in 16/17 school year</p> <p>5/16: Review of students currently placed in honors or accelerated to determine placement for next year based on EOY interim data and teacher anecdotal evidence</p>	<p>Math Teachers SpEd Teacher with math focus</p>	<p>General Fund</p>	<p>Principal and Math Teacher Leader will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Student progress tracked via District Interim tests, and analyzed through DDI action planning twice a year. -Intervention teachers collect anecdotal evidence and compare it to core teacher evidence to determine continued placement or exit from the intervention each trimester. -For geometry class, student progress tracked via teacher CCSS tracker. Students take the grade level and accelerated level District Interim tests in order to ensure that they are maintaining proficiency. 	<p>In progress</p>
<p>Denver Math Fellows</p> <p>Tutoring 6th grade and 8th grade students identified using historical math TCAP, and current CMAS and</p>	<p>8/16: Identified students for 6th and 8th grade math intervention based on data from EOY</p>		<p>Math Fellows Math Fellows Coordinator Math Teachers</p>	<p>Mill Levy General Fund</p>	<p>Denver Math Teachers will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Analysis of data from Coordinator designed assessments, which is given to students at the end of each 	<p>In progress</p>

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<p>DPS interim data.</p> <p>Small group (no more than four students at one time) instruction targets grade-level curriculum that follows the District Scope and sequence.</p> <p>Math Fellows meet with Skinner math teachers in order to share student performance data and action plan.</p>	<p>interims and historical TCAP data</p>		<p>Principal</p>		<p>unit.</p> <p>-Analysis of data from DPS math interim assessment and NWEA MAP assessment, both of which are given to the students three times a year.</p> <p>Math Fellows Coordinator will monitor and measure effectiveness via:</p> <p>-Monthly analysis of data from above, looking at trends among all Math Fellows in the building.</p>	
<p>PEBC Argumentative Writing Professional Development</p> <p>Teachers from language arts, social studies, science, and math departments immerse in argumentative writing seminars, to learn and plan for strategies to transition our school and students to the expectations of the Common Core Standards in writing by:</p> <ul style="list-style-type: none"> -Exploring best practices in argumentation through professional text and applications to practice across 6-12 classrooms; -Looking at student work in order to determine next instructional steps; -Reflecting and refining instruction to address the needs of students within the North Feeder and track student progress as measured by standards. 	<p>8/16: Establish cohorts of 5-6 teachers by content area</p> <p>10/15 and 2/16: Social Studies Seminar</p> <p>11/14 and 3/16: Math Seminar</p> <p>1/16 and 2/16: Science Seminar</p> <p>11/16 and 2/16: Language Arts Seminar</p>		<p>PEBC Staff Developers Teachers Principal</p>	<p>General Fund</p>	<p>Principal will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Classroom observations to see writing strategies being used to demonstrate thinking. -Student work analysis during data team. <p>PEBC Teacher Teams and TEC will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly analysis of student work in order to determine next steps. 	<p>In progress</p>

<p>Curriculum Professional Development for Math Teachers</p> <p>For 8th grade teachers, DPS content-area experts provide off-site professional development prior to each CMP3 unit. For 6th and 7th grade teachers, Skinner’s teacher leader, PEBC staff developer, and Hill Middle School TEC provides professional development.</p> <p>Topics include: CCSS shifts and how to implement these shifts using the current district curriculum resources; training on and time for collaborative backwards planning of the upcoming unit; and instructional best practices specific to the upcoming unit.</p> <p>Meeting facilitators send meeting notes and teacher survey feedback and suggestions for building-level next steps to Principal.</p> <p>Work will be done with common assessments between Skinner and Hill for data analysis.</p>	<p>7/15 and 8/15</p> <p>All 6th and 7th grade math teachers trained on Eureka math curriculum</p>		<p>Math Teachers Math Teacher Leader TEC DPS Math Curriculum Specialists</p>	<p>General Fund</p>	<p>Principal and Math Teacher Leader will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly classroom observations, using DPS LEAP Framework for Effective Teaching. -Monthly analysis and determination of next steps based on data from district assessments, student work, and SLO Tracker. 	<p>In progress</p>
<p>Curriculum Professional Development for Language Arts Teachers</p> <p>Training facilitated by Expeditionary Learning (EL) Professional Development Specialists and DPS Literacy Curriculum Specialist.</p> <p>15/16 training days include a review of the upcoming EL Module, as well</p>	<p>6/15: All language arts teachers trained on new EL curriculum</p> <p>10/15: EL Module 2 training</p>	<p>6/16: Year 2 EL training for all returning language arts teachers; initial training for all new language arts teachers</p>	<p>Language Arts Teachers Language Arts Teacher Leader DPS Literacy Curriculum Specialists</p>	<p>DPS Central Office funded \$1800 for substitute teacher coverage on training days.</p>	<p>Principal and Language Arts Teacher Leader will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Monthly classroom observations, using DPS LEAP Framework for Effective Teaching. -Monthly observation of lesson planning documents and execution of planning. 	<p>In progress</p>

<p>as training on EL-specific protocols; strategies for differentiating the EL curriculum; approaches for teaching research; how to incorporate flipcharts into lessons; and how to appropriately differentiate student-facing materials.</p> <p>16/17 training days will shift from a materials-focus to an instructional practices focus.</p> <p>Training days also include structured collaborative planning time for grade-level language arts teams.</p>	<p>1/16: EL Module 3 training</p> <p>3/16: EL Module 4 training</p> <p>6/16: Differentiated EL training for all new and returning language arts teachers</p>	<p>10/16: EL Module 2 training</p> <p>1/17: EL Module 3 training</p> <p>3/17: EL Module 4 training</p>			<p>-Student progress tracked via District Interim tests, and analyzed through DDI action planning twice a year.</p> <p>-Quarterly analysis of SLO Tracker progress.</p> <p>District Language Arts Coordinator and School Support partner observations and feedback to principal and language arts department of execution of curriculum and essential learning targets.</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.

Major Improvement Strategy #3: Implement high-probability instruction, intentional differentiation, and Multi-Tier Systems of Support to close the equity gap for English Language Learners and students receiving special education services.

Root Cause(s) Addressed: Teachers did not sufficiently differentiate instruction in order to address the data trends. Instructional practices in language arts (including literacy in the areas of science and social studies) and mathematics did not fully meet the needs of students who were multiple grade levels below expectations.

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				
<p>English Language Development Classes and Mainstream Sheltering Strategies</p> <p>Ensure ELLs have access to appropriate instructional supports based on their language development level (ELD classes).</p> <p>ELLs who have not been redesignated have schedules that reflect the guidelines for English Language Development (ELD). INSIDE curriculum is used exclusively within the ELD class. ACCESS data is used to determine student placement within the curriculum.</p> <p>In mainstream classes, ACCESS data is used to identify ELLs within each classroom. A portion of collaborative planning time is used to plan sheltering for ELLs. These supports are</p>	8/15: Scheduling of ELD classes and students verified	8/16: Scheduling of ELD classes and students verified	ELD Teachers Teachers Principal Assistant Principal TEC DPS ELA Support Partners	General Fund Title I Funds	Principal, Assistant Principal, Teacher Leaders, and TEC will monitor and measure effectiveness via: -Weekly review of lesson planning documents and provide feedback to teachers on the quality of the ELL supports--in both ELD and mainstream classrooms. -Weekly classroom walk-throughs to check on the quality of ELD curriculum. implementation and to provide feedback to ELD teachers on instructional practice using the DPS ELD LEAP feedback tool. -Quarterly check in on eAssessments data from ELD classrooms.	In progress

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documented within the lesson planning template.						
<p>Special Education Department Planning Meetings</p> <p>Department Head determines the meeting agenda based on building-level and student needs.</p> <p>-Time used to implement systems, monitor progress, calibrate expectations with student work towards ELGs and analyze District Interim assessments.</p> <p>-Focus on Student Learning Objectives process through vertical alignment of each grade.</p>	8/15 – 6/16: Weekly meetings	8/16 – 6/17: Weekly meetings	Special Education Teachers Principal		Principal will monitor and measure effectiveness via: -Principal and/or Differentiated Roles Special Education / Intervention Lead reviews and provides weekly feedback on lesson plans and completes classroom visits to monitor implementation of work from the planning meetings.	In progress
<p>Reading Intervention Team Meetings</p> <p>Team meets weekly to align curriculum, discuss data, strategies, and work toward common SLO goals to make this program streamlined and aligned to the Language Arts curriculum.</p>	8/15 – 6/16: Weekly meetings	8/16 – 6/17: Weekly meetings	Intervention Teacher Language Arts Teachers Principal		Principal and/or Differentiated Roles Special Education / Intervention Lead will monitor and measure effectiveness via: -Weekly review and feedback on lesson plans and complete classroom visits to monitor implementation of work from the planning meetings. -Quarterly monitoring of SLO Tracker.	
<p>Professional Development</p> <p>Reading intervention teachers (Tier III) receive training to help support differentiation for struggling readers (occurs at Reading Intervention Team weekly meetings)</p> <p>IEP Development Training: Training for special education teachers to improve IEP development with goals</p>	9/15, 10/15, 12/15: District level PD for reading LLI intervention 8/15 – 6/16: Weekly meetings	9/16, 10/16, 12/16: District level PD for reading LLI intervention 8/16 – 6/17: Weekly meetings	Reading Intervention Teacher Special Education Teachers Teachers Principal Assistant Principal	General Fund Title I Funds	Principal and Teacher Leader will monitor and measure effectiveness via: -Weekly review and feedback on lesson plans. -Weekly classroom visits to monitor implementation of work from the professional development.	In progress / completed

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<p>aligned to CCSS.</p> <p>All school WiDA Training & ELL Academic language sessions during September and October.</p>	<p>9/15 and 10/15: PD session on school site</p>					
<p>Reading Intervention</p> <p>Literacy intervention: focus on Partially Proficient and/or Unsatisfactory reading performance to close gaps in reading as a prevention method before students get to the next grade level.</p> <p>-Students placed within Intervention class based on prior year's TCAP and now CMAS (PARCC) data, current District interim data, and classroom based measurements (CBMs). For the 2015-2016 school year, this was determined using district interim scores as well as SRI (Scholastic Reading Inventory) scores collected throughout the prior school year.</p> <p>-Teacher-created curriculum based on student data and foundational literacy skills of decoding, fluency, vocabulary, and comprehension.</p> <p>- Tier II Reading intervention class added to schedule to address high PP / P cusp readers to move them solidly to proficient. Students are monitored every six weeks for movement in the proficiency bands. This group of students did not need an intensive intervention, but needed a level of support to close their gaps.</p>			<p>Reading Intervention Teacher Principal Teacher Leader</p>	<p>General Fund Title I Funds</p>	<p>Principal and Teacher Leader will monitor and measure effectiveness via:</p> <ul style="list-style-type: none"> -Twice yearly review of district Interim test results. - McCall Crabbs comprehension assessments (daily). -Monthly review of SRI assessment data. -Skills tracker from reading intervention class (every six weeks). 	<p>In progress</p>

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

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.*