

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8006** School Name: **SMITH RENAISSANCE 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.*

For the past two years, we have met the state's expectations for status, we have exceeded for growth and we have met expectations for growth gaps. On the DPS School Performance Framework from the last three of four years, we have been rated as "Meets Expectations" and we're less than seven percentage points away from being rated a DPS "Distinguished" school. Over the course of the past three years, we have trended upward in the overall percentage of points earned (25%, 55%, 73%). Data gathered from the DRA2 from Spring 2015, shows the following percentages of students scoring at or above grade level: KDG- 43%, 1st- 60%, 2nd- 41%, 3rd- 39%. Smith surpassed status, growth and gaps targets set for last year, with an overall percentage of proficient/advanced in literacy reaching 51%. However, this momentum and increase in students' performance and growth in literacy must continue an upward trend in order to adequately set all students up for success in middle school and beyond. This requires a continued focus on school-wide structures, instruction, curricula and assessment in literacy in the upcoming school year.

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.*

The school continues to have these academic deficits for three reasons:

1. We do not have an adequate number of teachers (reading interventionists) to provide the instructional time, frequency and programming (in targeted, small groups) that students need to close achievement gaps in reading.
2. Our Tier 1, core reading resource, curriculum and scope & sequence was not rigorous enough to challenge students to meet the Common Core Standards. Moreover, it was not intentionally aligned to a schedule of assessed standards for the district or the state.
3. Teachers had not yet developed the skills to effectively plan, execute and assess lessons with precision and high-leverage instructional methods, as well as reteach targeted groups of students to push them toward mastery of the content.

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.*

1. Hire and train an interventionist team (6 teachers and 3 para professionals for a total of 9 instructors) to provide small group reading instruction that targets students' unique needs in reading across all reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
 - Ensure that all students on grade level receive a minimum of 20 minutes in a targeted, homogenous, guided reading group every day.
 - Ensure that all students who are "strategic," or Tier 2, receive a minimum of 40 minutes in a targeted, homogenous, guided reading group every day.
 - Ensure that all students who are "intensive," or Tier 3, receive a minimum of 60 minutes in a targeted, homogenous, guided reading group every day.
 - Monitor the progress of individual student groups using Aimsweb bi-weekly and Istation, STAR and DRA Task Analysis every 6 weeks and adjust instruction accordingly
2. Adopt a new scope and sequence for core reading instruction that aligns with the schedule of assessed standards and is organized into units of study by genre.
3. Release teachers for a full day of data analysis and planning every six weeks to evaluate progress monitoring and interim data and collaboratively plan the upcoming unit. This planning includes:
 - Unpacking the Common Core Standards
 - Designing and/or reviewing the assessments, in order to backward plan
 - Identifying student success criteria and/or rubrics
 - Mapping out 20 days of lesson topics, Learning Targets, and resources
 - Planning for small groups of students and re-group reading groups, based on the most current data available
 - Beginning to plan daily lessons and collaborate to identify high-leverage instructional strategies and methods

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	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

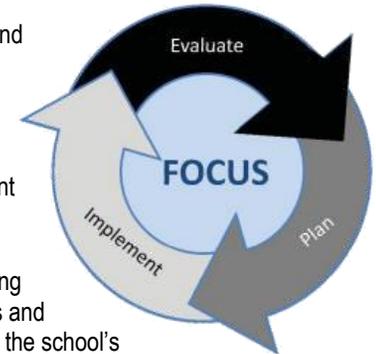
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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 checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Emily El-Moudaffar, Principal
	Email	emily_elmoudaffar@dpsk12.org
	Phone	720-424-4000
	Mailing Address	3590 Jasmine Street Denver, CO 80207-1350
2	Name and Title	Sharon Jones, Assistant Principal
	Email	Sharon_Jones@dpsk12.org
	Phone	720-424-4000
	Mailing Address	3590 Jasmine Street Denver, CO 80207-1350

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

Description of READ Act Results
(Include a brief description of READ Act (Students Reading At/ Above Grade Level and READ Act SBGL Growth))

The percentage of students reading at or above grade level in the spring increased from 49% in 2014 to 52% in 2015, as measured by the DRA2. The greatest increase was in grade 1 which rose from 49% to 58% from 2014 to 2015; the only decrease was in grade 3 which fell from 46% to 40%. Of the 35 students who were significantly below grade level in the fall, 0% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

The percentage of students reading at or above grade level in the spring was 24.1%. Our percentile rank increase from the 40th percentile on TCAP to the 52nd percentile on PARCC. We outranked all ten of the schools who are in our “similar school” cohort, even the ones who are less impacted than Smith.

Progress Toward Last Year’s Targets

We exceeded all three targets that were set last school year by significant margins, as measured by district interims. We fully implemented all components of the UIP, with a specific focus on engaging all learners and implementing best practices for reading instruction.

Trends Data

We have consistently examined STAR Reading data. Historically, before fall 2014, reading performance was mostly flat with marginal and intermittent gains. Beginning fall 2014, we have noted a closing gap and fewer students scoring in the lowest tier.

Priority Performance Challenges

We have concentrated our efforts on staffing highly qualified reading interventionists, designing and implementing a new literacy curriculum, and releasing teachers to collaboratively plan upcoming units with the support of a teacher effectiveness coach and instructional dean.

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 30.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 51. We exceeded our target by 21 points.	Three out of three of our targets for status, growth and gaps were met because of the intentional focus on implementing instructional strategies to engage students in learning for the duration of the whole group instructional block in literacy. These four strategies included (1) using visual supports, (2) implementing structures for movement throughout the classroom, (3) intentional pacing that guarantees students frequently make sense of their learning, and (4) offering students choice in the classroom. Moreover, teachers engaged in weekly data teams and adjusted their instruction at the lesson level with actionable next steps for students. All of these instructional foci, combined with responsive instruction, led to the school surpassing all literacy targets from the 2014-2015 school year.
Academic Growth	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 30.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 51. We exceeded our target by 21 points.	
Academic Growth Gaps	The percentage of our boys scoring proficient and advanced on the spring district literacy interim will be 30.	The percentage of our boys scoring proficient and advanced on the spring district literacy interim was 42. We exceeded our target by 12 points.	
Postsecondary & Workforce Readiness	N/A		

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Worksheet #2: Data Analysis

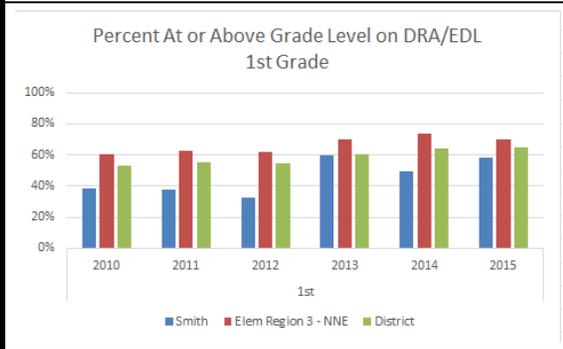
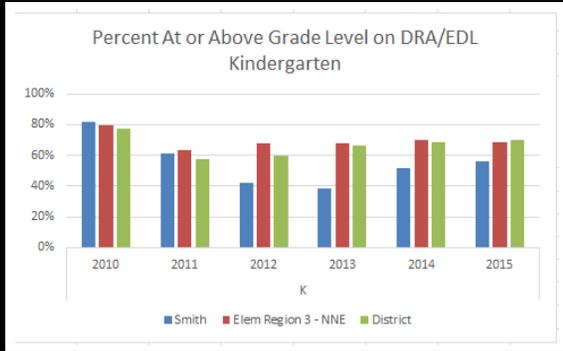
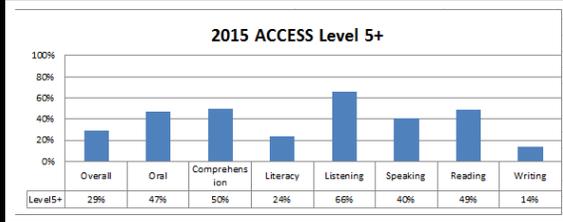
Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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.

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Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>70</td> <td>46</td> <td>68</td> <td>75.5</td> <td>79.5</td> <td>69</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>77</td> <td>73.5</td> <td>64.5</td> <td>87</td> <td>93</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>56</td> <td>57.5</td> <td>25.5</td> <td>69</td> <td>57</td> <td>49</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	70	46	68	75.5	79.5	69	0	0	0	0	0	0	0	2014	77	73.5	64.5	87	93	45	0	0	0	0	0	0	0	2015	56	57.5	25.5	69	57	49	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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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	N/A		
Postsecondary & Workforce Readiness	N/A		

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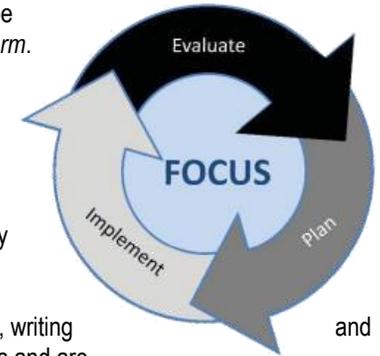
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 24.1.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 30.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 35.	STAR/SEL benchmark testing—4x a year Istation benchmark testing—4x a year DRA/EDL progress-monitoring-- Students below grade level: 1x a semester STAR/SEL progress monitoring once a month. Data team work: Pre and post unit assessments, 3 formative cycles within each unit	Hire and train an interventionist team (6 teachers and 3 para professionals for a total of 9 instructors) to provide small group reading instruction that targets students' unique needs in reading across all reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 0.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 5	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 10		
		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 18.7.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 20	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 25		
		S					
Academic	Median Growth	ELA					

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Growth	Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	M					
		ELP	The median growth percentile for our English Language Learners for ACCESS overall was 56.	The median growth percentile for our English Language Learners for ACCESS overall will be above 55.	The median growth percentile for our English Language Learners for ACCESS overall will be above 55.		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Hire and train an interventionist team (6 teachers and 3 para professionals for a total of 9 instructors) to provide small group reading instruction that targets students' unique needs in reading across all reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Root Cause(s) Addressed: We do not have an adequate number of teachers (reading interventionists) to provide the instructional time, frequency and programming (in targeted, small groups) that students need to close achievement gaps in reading.

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				
Hire and train an interventionist team	Spring 2015-Fall 2015	TBD	Emily El Moudaffar, Principal & Personnel Committee	\$198,000 in additional funding to increase staffing from 2015-2106 levels for certified teachers \$66,000 in additional funding to increase instructional para professional staffing from 2015-2016 levels for classified staff	1. Apply for grant funding and budget assistance in Spring 2015 2. All teachers hired into positions and working with students according to their schedules of assigned instructional groups	Completed Completed
Purchase Aimsweb and STAR Reading Subscriptions	Fall 2015	TBD	Emily El Moudaffar, principal &	\$2,300 for STAR renewal and AimsWeb schoolwide	1. Purchase AimsWeb and set up accounts 2. Complete	Complete

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			Maria Zarate-Avalos, Secretary	subscriptions	Renaissance Learning Purchase Order	Complete
Provide training to all literacy staff and leadership on Istation and Aimsweb	September 2015	TBD	Laurie Bourg, Instructional Dean & Matthew Pearlstein, Mild Moderate Teacher	n/a	<ol style="list-style-type: none"> Istation training AimsWeb Training 	<p>Complete</p> <p>Complete</p>
Deliver progress monitoring assessments (AimsWeb, STAR and Istation) according to the school's assessment schedule	Ongoing September 2015-May 2015	TBD	<p>Laurie Bourg, Instructional Dean</p> <p>Classroom Teachers</p> <p>Reading Interventionist</p>	n/a	<ol style="list-style-type: none"> Create the Smith Assessment Schedule Schedule classes into the lab for STAR and Istation Assign proctors/assessors for AimsWeb according to guided reading groups Ensure all students are assessed according to the schedule and make-ups are completed 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Ongoing</p>
<p>Meet with teachers and interventionists every 6 weeks to groups students by like-levels and identify instructional needs for each group, instructor(s) and times that the groups take place daily</p> <ul style="list-style-type: none"> Ensure that all students on grade level receive a minimum of 20 	Ongoing September 2015-May 2016	TBD	Laurie Bourg and all teachers who instruct literacy	Additional \$10,000 in funding to pay for guest teachers who release reading interventionists and literacy teachers for half a day of data analysis and reading group re-grouping every 6 weeks	<ol style="list-style-type: none"> Schedule release dates Post vacancies for guest teachers Conduct meetings and implement changes to instructional groups 	<ol style="list-style-type: none"> Completed for 2015-2016 school year Ongoing Ongoing

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<p>minutes in a targeted, homogenous, guided reading group every day.</p> <ul style="list-style-type: none"> • Ensure that all students who are “strategic,” or Tier 2, receive a minimum of 40 minutes in a targeted, homogenous, guided reading group every day. • Ensure that all students who are “intensive,” or Tier 3, receive a minimum of 60 minutes in a targeted, homogenous, guided reading group every day. 						
<p>Develop a system for assigning and tracking student groups, instructors and group meeting times on GoogleDocs</p>	<p>August 2015</p>	<p>TBD</p>	<p>Emily El Moudaffar, principal, reading interventionist s, Laurie Bourg</p>	<p>n/a</p>	<p>GoogleDoc is created and used as a living document to track students’ instructional groups</p>	<p>Document Created—complete https://docs.google.com/a/dpsk12.net/spreadsheets/d/1Fm7AbjxdRqs1qU8aIY-dO59Fopok4LZAfk1OdLIRFkw/edit?usp=sharing Use of the document is ongoing throughout the school year</p>
<p>Develop a system for tracking the progress of student groups, according to DRA correlation levels on GoogleDocs</p>	<p>October 2015</p>	<p>TBD</p>	<p>Emily El Moudaffar, principal</p>	<p>n/a</p>	<p>GoogleDoc is created and used as a living document to track students’ instructional groups</p>	<p>Complete</p>
<p>Partner with the NNE literacy support partner, Shelby, to provide professional learning and coaching to our reading interventionist team</p>	<p>September 2015</p>	<p>TBD</p>	<p>Laurie Bourg and Shelby</p>	<p>n/a</p>	<ol style="list-style-type: none"> 1. Set up an initial consultation meeting with Shelby 2. Shelby comes to shadow groups and 	<p>Complete September 2015 Complete September 2015</p>

				observe data regrouping during a half day release 3. Shelby begins her targeted support of reading interventionists	Ongoing
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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: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

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

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Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

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

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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