

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8053** School Name: **SOAR AT GREEN VALLEY RANCH** 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.*

SOAR's early literacy scores (in grade K-3) dropped this year, both overall, and within all disaggregated groups. ACCESS MGP dropped below district and state expectations, and declined for the third year in a row. Math scores were lower than both the similar schools cluster and the district; this has been a trend over the past three years.

##### 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.*

Literacy coaching, feedback, support, and curriculum design were inconsistent, particularly in lower grades. SOAR's ELD program is new, and was not implemented consistently throughout the school. SOAR has always used a constructivist approach to teaching math, but targeted coaching and support has only been available to teachers in the last year.

##### 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.*

Literacy coaching will be increased overall, with a focus in lower grades. ELD coaching and curriculum development will continue, with a focus on consistent implementation of instructional strategies that support English Language Learners. SOAR has committed to providing intensive math coaching, as well as regular data team meetings to review math performance and to adjust/differentiate instruction. Teacher observation and feedback will occur more regularly.

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

### Pre-Populated Report for the School

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

### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	October 15, 2015	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Turnaround Plan - Entering Year 2 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
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.	Awarded a current SIS Grant SOAR did not receive the SIS grant for the FY15-16 school year. This was confirmed by Maegan Daigler of DPS, who confirmed with Evan Davis of CDE.	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement str
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):

- ☐ State Accreditation   
 ☐ Title I Focus School   
 ☐ Tiered Intervention Grant (TIG)   
 ☐ Diagnostic Review and Planning Grant  
☐ School Improvement Support Grant   
 ☐ READ Act Requirements   
 ☐ Other: \_\_\_\_\_

#### School Contact Information (Additional contacts may be added, if needed)

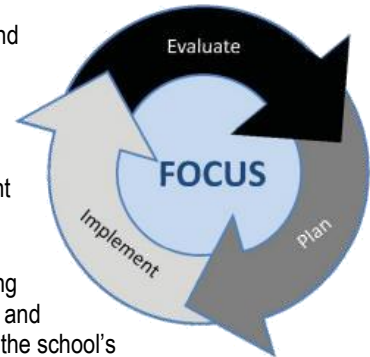
	Name and Title	Jessica Welch, Administrative Director
	Email	<a href="mailto:jwelch@soardenver.org">jwelch@soardenver.org</a>
	Phone	720-287-5100
	Mailing Address	4800 Telluride St Bldg 4 Denver CO 80249
2	Name and Title	Marc Waxman, Director
	Email	<a href="mailto:mwaxman@soardenver.org">mwaxman@soardenver.org</a>
	Phone	720-287-5100
	Mailing Address	4800 Telluride St Bldg 4 Denver CO 80249

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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.

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

SOAR Charter School is located in the Far Northeast region of Denver Public Schools. Serving 453 students in grades k-5, SOAR supports Social-Emotional Learning, Health and Wellness, and includes visual and performing arts enrichment for all students within the school day.

SOAR is a choice-only school, including students from throughout the Far Northeast region and Near Northeast region of Denver Public Schools. SOAR serves a 75% Free and Reduced Lunch population and ethnic demographic ranges include: 50% Hispanic, 27% African American, 10% white, and 8% Asian.

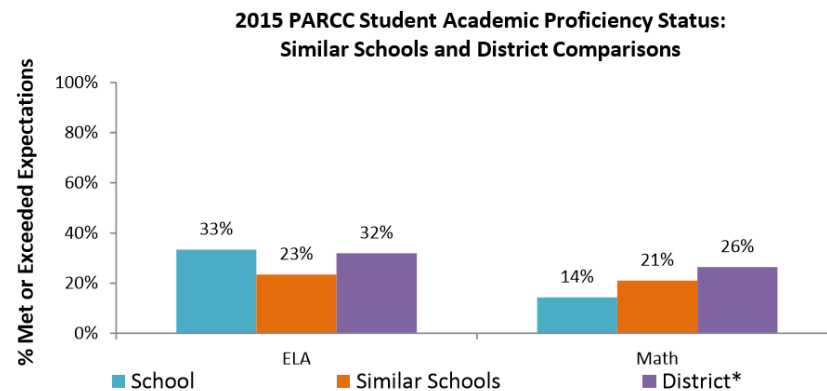
The SOAR Administrative team consists of an organization Director, Deputy Director, and Administrative Director. The team examined interim test scores, CMAS Science and Social Studies, and ACCESS test scores for the 2014/15 school year in the following ways: whole school, class level, year to year and cohort comparisons, as well as how SOAR performed compared to other schools in the FNE region and its SPF comparison group. The team further examined all assessments performance by ELL status, minority disaggregation, and class grouping. Data review began as data became available in the spring/summer of 2015 and continued throughout the fall and up to the drafting of this UIP. Drafting of the UIP involved input and review from the SOAR administrative team and a committee of SOAR parents and teachers.

SOAR is in "year 2" of the accountability clock. In 2014, SOAR was in the "Turnaround Plan" category.

Additionally, although SOAR's pre-populated UIP listed a current SIS grant, SOAR did not receive the SIS grant for the FY15-16 school year. This was confirmed by Maegan Daigler of DPS, who confirmed with Evan Davis of CDE.

**Review of Current Performance; Summary (2015)**

All students	ELA	Math
3rd	32%	17%
4th	35%	20%
5th	33%	6%
Overall	33%	14%
Percentile	65th	42nd



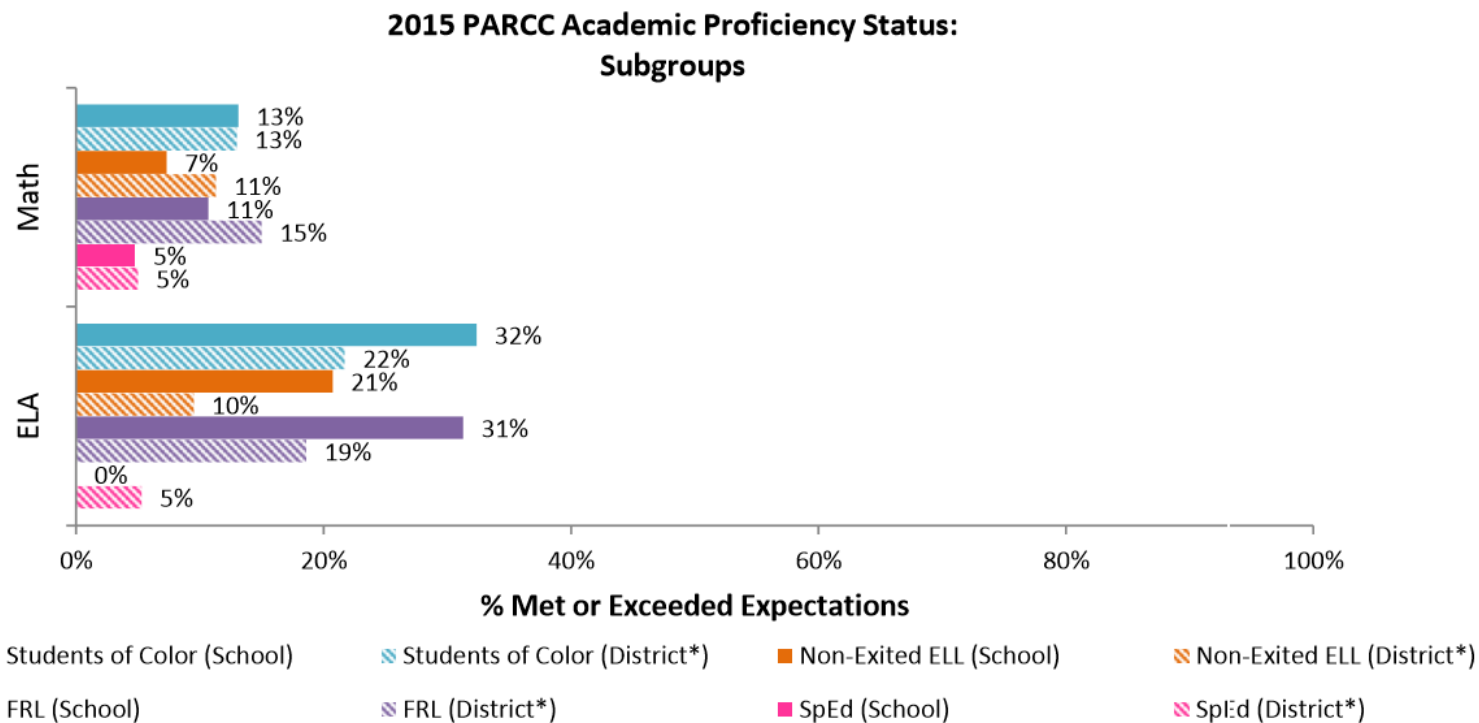
The tables above shows SOAR's performance on the 2015 PARCC ELA and Math exams. SOAR's performance on the ELA portion of the exam was solid across every grade level. SOAR's percentage of students performing at or above grade level on the ELA exam was higher than the similar schools cluster and higher than the District. In Math, SOAR's

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percentage of students at or above grade level was lower than both the similar schools cluster and the district. Math will be an area of focus in both priority performance challenges and major improvement strategies.

**Review of Current Performance: Overall Subgroups (2015)**



Students of color at SOAR had the same rates of meeting/exceeding expectations as the District on math, and higher rates on the ELA exam.

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Non-exited ELL students at the school had lower rates of meeting/exceeding expectations as the District on math, and higher rates on the ELA exam.  
FRL students had lower rates of meeting/exceeding expectations as the District on math, and higher rate

***Review of Current Performance (2015); 3<sup>rd</sup> grade subgroups***

3rd grade	ELA	Math
ELL	36.6%	14.6%
Exited	N/A	N/A
Non-ELL	26.5%	20.6%

3rd grade	ELA	Math
FRL	33.3%	15.8%
Non-FRL	27.8%	22.2%

The two charts above show disaggregated data for 3<sup>rd</sup> grade SOAR students (English Language Learners vs. non and free and reduced lunch vs. aid lunch). While gaps exist between ELLs and non-ELLs (10% and 6% for ELA and Math, respectively), the gaps are significantly smaller than district gaps (21% and 19% for ELA and Math).

*\*\*District/state expectations for subgroups are not available this year, so no comparison to expectations is possible.*

***Review of Current (2015) performance; 4<sup>th</sup> grade subgroups***

4th grade	ELA	Math
ELL	0.0%	0.0%
Exited	56.5%	21.7%
Non-ELL	38.9%	28.6%

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4th grade	ELA	Math
FRL	31.7%	15.3%
Non-FRL	44.4%	33.3%

The two charts above show disaggregated data for 4<sup>th</sup> cgrade SOAR students (English Language Learners vs. non and free and reduced lunch vs. aid lunch). The gap between ELL and non-ELL students is large at almost 39%. This is also two percentage points higher than the district-wide gap between ELLs and non-ELLs in 4<sup>th</sup> grade ELA. However, the gap is ten percentage points smaller when viewing students that fell into the “Approaching and Above” category (29%). This suggests that a quarter of ELL students in 4<sup>th</sup> grade are poised to move up into the “Met and Above” category in ELA, and as such, special attention should be paid to 5<sup>th</sup> grade ELL students as they prepare for the 2016 PARCC ELA exam. There is a similarly large gap between ELL and non-ELL students in math (28.6%), which is also two percentage points higher than the district gap in math. However, there is a similar percentage of ELL students that fall into the “Approaching” category (26%), which again suggests that a quarter of ELL students in 4<sup>th</sup> grade are poised to move up into the “Met” category in math.

The gaps between the 4<sup>th</sup> grade FRL and Paid subgroups are less significant (see second chart). The gaps in ELA and Math (12.7% and 18%) are significantly smaller than district gaps (46.9% and 38% in ELA and Math).

**Review of Current (2015) Performance: 5<sup>th</sup> grade subgroups**

5th grade	ELA	Math
ELL	9.1%	0.0%
Exited	25.0%	12.5%
Non-ELL	50.0%	7.5%

5th grade	ELA	Math
FRL	29.0%	1.6%
Non-FRL	50.0%	25.0%

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5<sup>th</sup> grade had the largest gap between ELLs and non-ELLs on the ELA portion of PARCC. As mentioned in the review of last year's 4<sup>th</sup> grade performance, this grade had the highest number of ELL students who also were on academic IEPs, which could partially explain the gap in this demographic group. While the gap in math is smaller, this is most likely due to the overall low performance of 5<sup>th</sup> grade (only 6% met expectations). Given the low performance in 5<sup>th</sup> grade math, it is difficult to draw any conclusions about the gap between ELLs and non-ELLs in this subject area.

The gaps between FRL and Paid lunch students in ELA and math were more in line with gaps in both 3<sup>rd</sup> and 4<sup>th</sup> grade, in that they were noticeably smaller than district gaps. SOARs's gaps in ELA and Math were 21% and 23.4%, while district gaps were 46.6% in ELA, and 41% in Math.

### ***Review of Current Performance: CMAS Science and Social Studies (2015)***

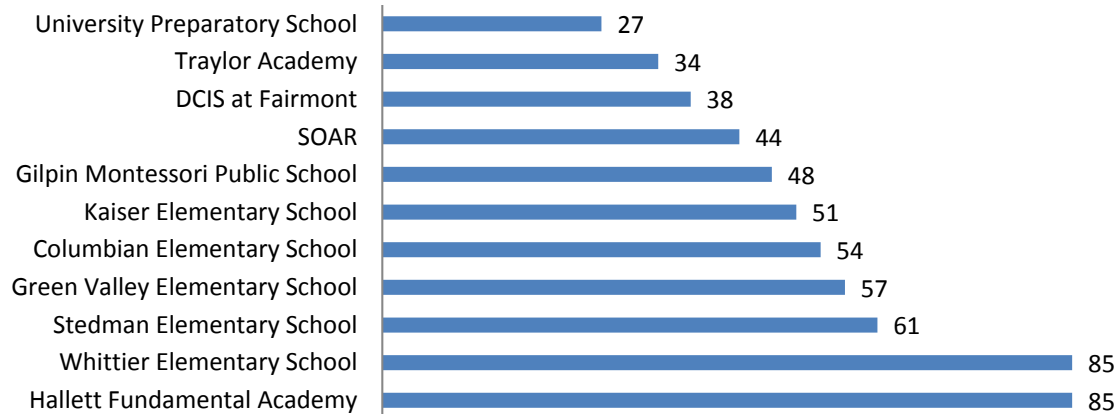
#### **Social Studies**

2015 CMAS Social Studies					
% Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
8%	78	15%	2672	15%	12920

SOAR's CMAS Social Studies scores were lower than both Region and District scores.

However, SOAR performed well in comparison to its SPF Comparison (similar schools) Group.

## SOAR's Comparison Group 2015 CMAS Social Studies Rank (out of 85)



### Science

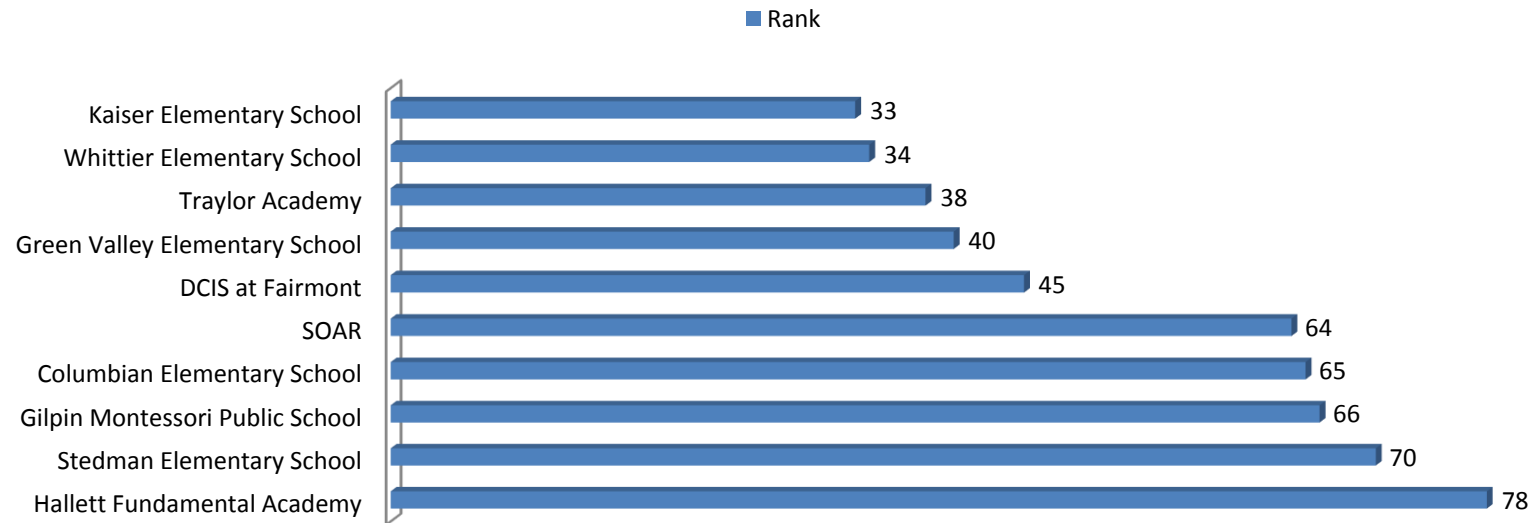
2015 CMAS Science					
% Strong Command & Distinguished Command					
School		Region		District	
% S & D	Total N	% S & D	Total N	% S & D	Total N
9%	78	20%	2519	20%	12459

SOAR's science scores were also weaker than region and district scores. However, SOAR's rank still fell in the middle of the SPF comparison schools, as illustrated by the graph below.

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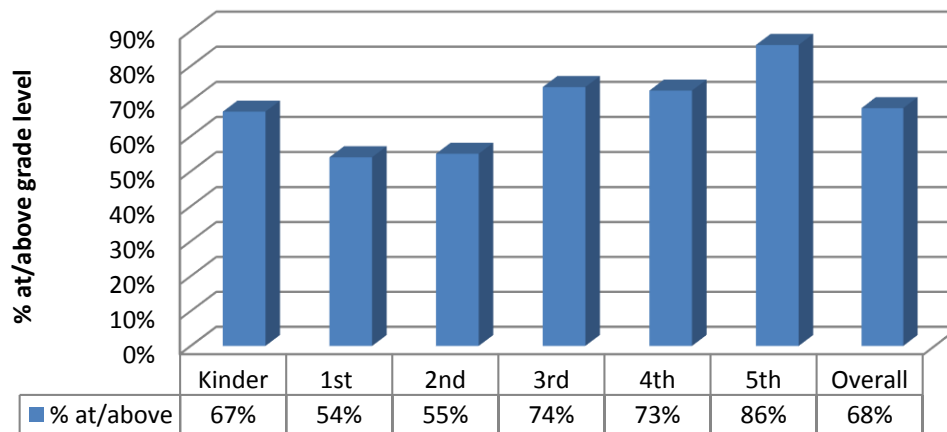
## SOAR's 2015 Comparison Group CMAS Science Rank (out of 93)



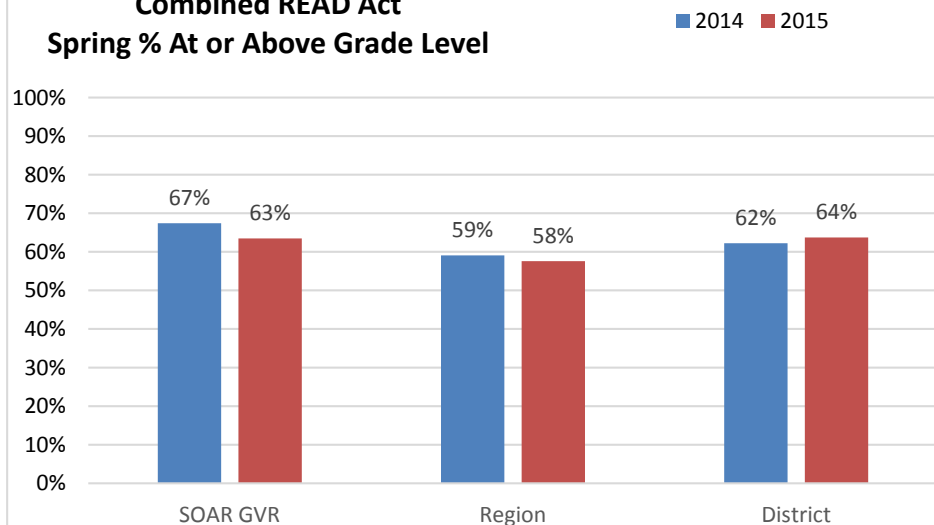
### Review of Current Performance: READ Act (2015)

SOAR's DRA scores were strong in grades 3-5, as illustrated by the graph below. SOAR met UIP targets in these three grades, while falling short of targets for grades K-2. This disparity will be addressed in the priority performance challenges and root cause sections.

### SOAR Spring 2015 DRA performance



### Combined READ Act Spring % At or Above Grade Level



SOAR's DRA scores, while dropping slightly from 2014 to 2015, remained strong compared to region schools, and are were on par with district scores.

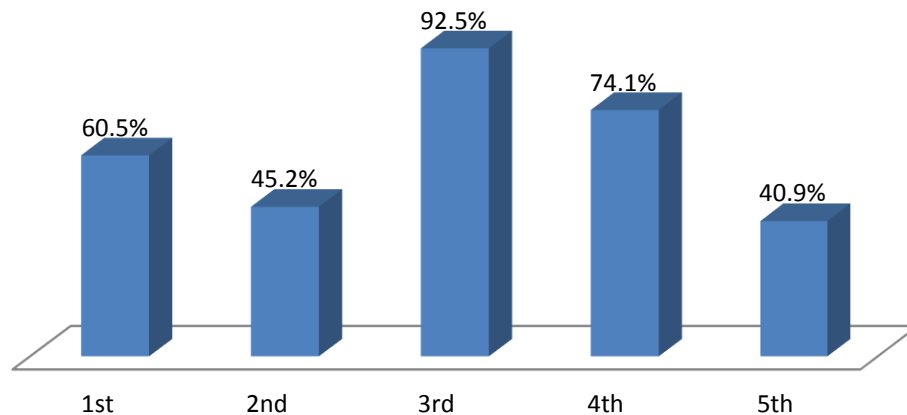
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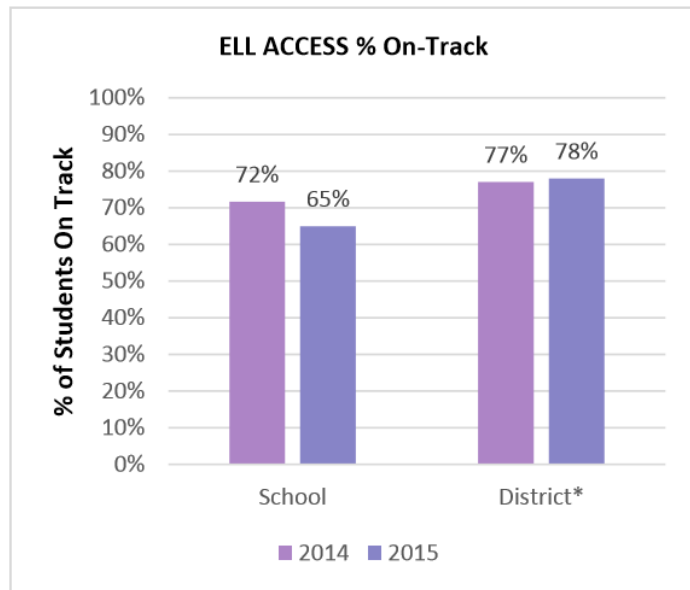
### Review of Current Performance: ACCESS

SOAR's ACCESS scores are weaker than the previous year. Status, MGP, and on-track percentages were analyzed for the whole school, by grade, and by teacher. SOAR administration also initiated a meeting with DPS ELA department staff to help understand the implications of the dip in scores, and to discuss SOAR's ELD program.

#### ACCESS 2015- SOAR % "on track" by grade



Both 2<sup>nd</sup> and 5<sup>th</sup> grade had lower on-track percentages compared to other grades, and compared to prior years. In 5<sup>th</sup> grade, this may be partially attributed to a small n, and a relatively large number of ELL students who have literacy focused IEPs. Second grade's lower scores may be attributed to inconsistent implementation of SOAR's ELD model. This will be addressed in the priority performance challenge section of this document.



*\*All K-5 students in district*

SOAR's overall on-track percentage has been lower than the district for two consecutive years.

**Review of Current Performance: READ data**

Grade	Year	READ Act Spring % At or Above Grade Level per Grade					
		SOAR GVR		Region		District	
		N	%	N	%	N	%
K	2014	81	73%	858	66%	7630	69%
	2015	82	71%	857	65%	7386	71%

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1st	2014	79	68%	820	57%	7481	64%
	2015	78	55%	954	53%	7544	65%
2nd	2014	78	62%	734	54%	7109	60%
	2015	77	55%	802	53%	7323	61%
3rd	2014	78	67%	620	57%	6995	56%
	2015	75	73%	718	60%	6948	58%

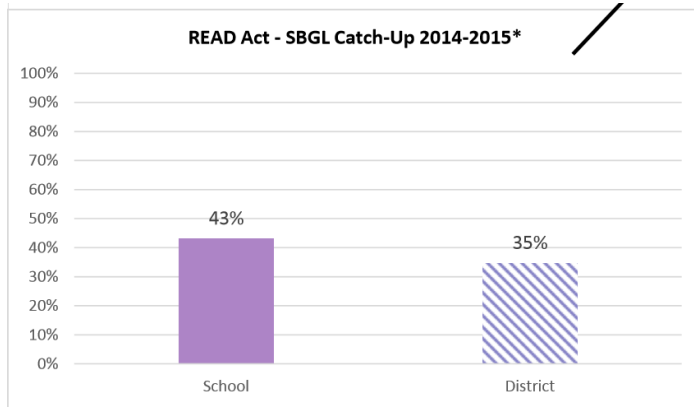
The graph above shows READ Act reading data for grades K-3 in 2014 and 2015. Green boxes represent scores that were equal to or higher than both the region and the district, while yellow represents scores that were higher than the region, but slightly lower than the district. While scores at SOAR fell in every grade from 2014 to 2015, scores are consistently higher than other schools in the region and the district (with the exception of 2<sup>nd</sup> grade in 2015). After a careful analysis of the drop in scores, the administration team has concluded that the drop in scores may be partially attributed to the fact that a DRA training/norming session was held in 2015 but not 2014. This norming session revealed that some teachers had been over-scoring students using the DRA. The biggest drop in scores occurred in 2<sup>nd</sup> grade, which can be largely attributed to stagnation in growth of ELL students. 2<sup>nd</sup> grade had one of the larger groups of ELL students, compared to other grades, and was a grade in which teachers struggled the most to implement SOAR's new ELD program with fidelity. This will be addressed in the root cause/priority performance sections.

Represents the percent of students who scored Significantly Behind Grade Level in the fall that moved up at least one proficiency band by the spring.

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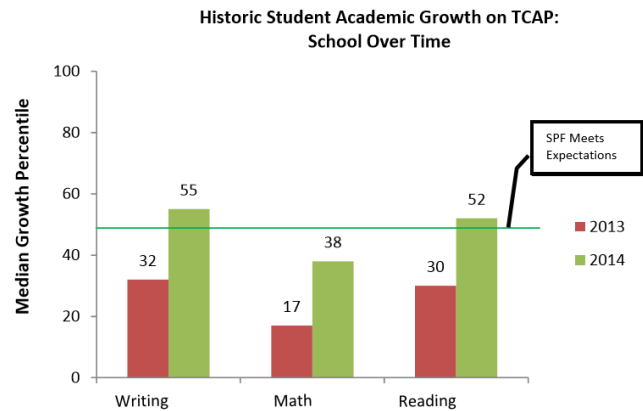




\*READ Act data represents only K-3 students

43% of students at SOAR who started the year Significantly Below Grade Level moved up at least one proficiency band, which was above the district rate.

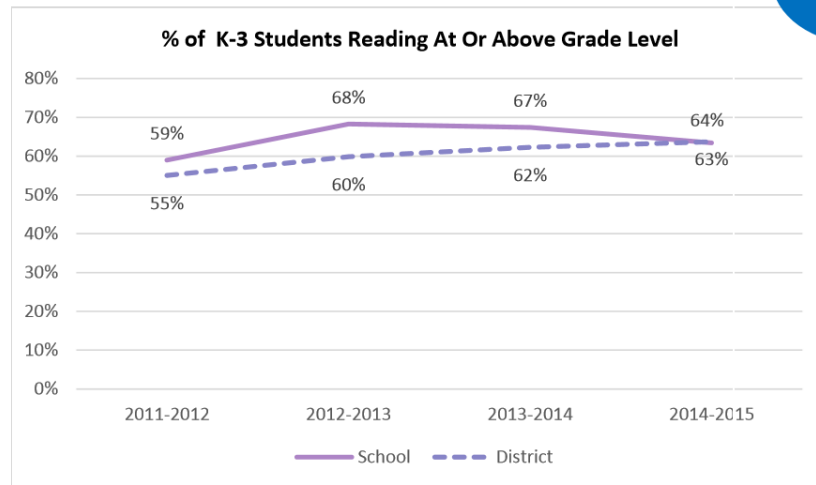
### Trend Analysis (2015)



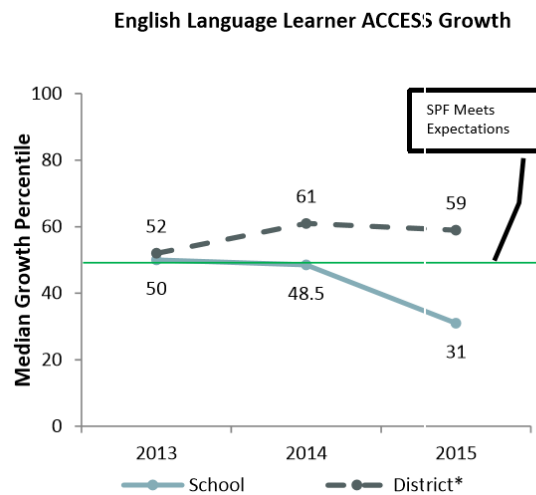
The graph above represents SOAR's MGP (TCAP) on 2013 and 2014 exams. Although a direct comparison to current PARCC scores isn't appropriate, it is clear that SOAR has consistently struggled with meeting expectations in Math. This is a clear area of improvement, and will be addressed in the Root Cause Analysis and Major Improvement Strategies.

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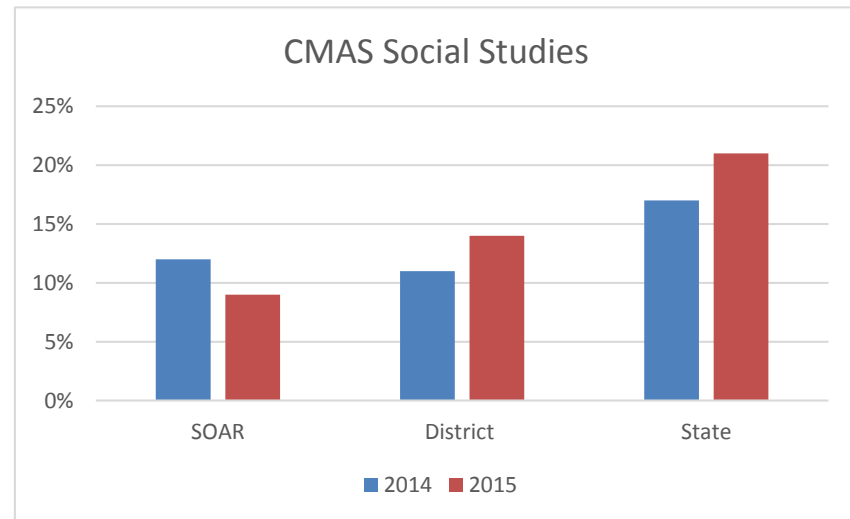
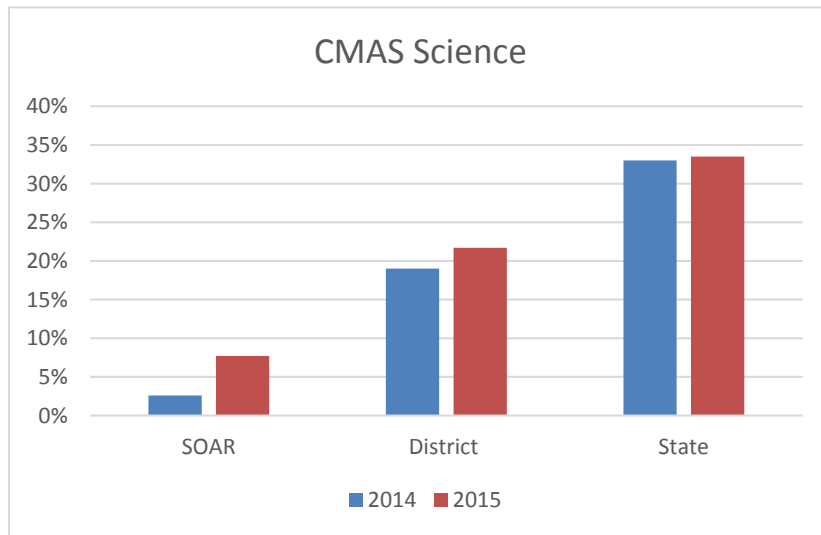
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SOAR's early literacy rates have declined slightly each year for the past 3 years. While the overall percentage of students reading at or above grade level has remained higher than the district, if the trend illustrated above continues, SOAR's literacy rates will drop below district averages this year. This will be addressed in the Root Cause Analysis and Major Improvement Strategies.



ACCESS MGP has decreased overall each year for the past 3 years. Between 2013 and 2015, SOAR met ACCESS MGP expectations 1 out of 3 years. In all three years, SOAR had an MGP that was lower than the district.



As shown in the two graphs above, SOAR's performance on CMAS Science and Social Studies has been below state averages for two consecutive years. Science scores have been significantly lower than both district and state averages. Social Studies scores were closer to state and district averages in 2014, but decreased in 2015 while both district and state scores improved.

#### ***Priority Performance Challenges (2015)***

In reviewing current data and trends in data over the last 3 years, the following challenges were identified as the most pressing and persuasive.

Math achievement and growth is low in all grade levels and subgroups. MGP in 2013 and 2014 was below state expectations, and the percent of students who Met or Exceeded expectations on 2015 PARCC exams was below district and state averages in all grades.

The MGP for English Language Learners taking the ACCESS exam has been below district averages for three years in a row, and has decreased each year within that 3 year period. Additionally, SOAR's on-track percentage decreased from 2014 to 2015, and was below district averages for both years.

The percentage of READ Act students reading at or above grade level has decreased slightly each of the past 3 years; if this trend continues, SOAR's literacy percentages will drop below district averages in the near future.

CMAS Science scores decreased from 2014 to 2015, and are well below state and district averages. CMAS Social Studies scores grew from 2014 to 2015, but remain well below state and district averages.

Additionally, after reviewing data with SOAR's SAC, a common underlying issue was identified in the lack of support and communication between school and home. The SAC committee specifically asked that steps be taken to increase parent academic engagement at home.

### ***Root Cause Analysis (2015)***

- ELL instruction and support were inconsistent.
  - SOAR implemented a new ELD program, with the support of Elizabeth Wall-Macht, an outside ELD consultant. The new program was implemented at the start of the school year, which means it was only in place for 3-4 months before ACCESS testing began.
  - Several teachers started mid-year, and therefore did not receive the same level of coaching around SOAR's ELD instructional approach.
  - Because SOAR uses an outside consultant for ELD planning and coaching, teachers were not consistently observed and given feedback around ELL instruction and support.
  - Data teams focused on disaggregating data for math on a regular basis; however, ELA data was only disaggregated during interim literacy assessments (3 times a year).
  - School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.
  
- Science and Social studies curriculum were not completely aligned with Colorado Academic Standards
  - The SOAR 4<sup>th</sup>/5<sup>th</sup> grade science and social studies curricula did not adequately prepare students for the CMAS Science and Social Studies exams.

- Literacy instruction and support were inconsistent.
  - While SOAR contracted with an upper grades (3-5<sup>th</sup>) literacy consultant, no consultant was used for K-2 literacy coaching.
  - As mentioned above, literacy data was only reviewed with teachers three times a year.
  - Literacy curriculum was incomplete at the start of the year. Teachers in lower grades were expected to re-write curriculum without coach or consultant support.
  - MTSS process was inconsistent, which meant that some below grade level students were not properly identified or supported.
  - School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.
  
- Math instruction was inconsistent
  - SOAR began math coaching mid-year during the 2014-2015 school year. This resulted in some major shifts in math instruction only a few months before the PARCC tests took place.
  - Curriculum was also revised with the help of the consultant. SOAR began the year with a math curriculum that was not consistently aligned with Common Core Math Standards.
  - No standardized approach to interim assessments. SMI was used at the beginning of the year, but was not replaced when DPS advised that SMI was no longer a valid assessment.
  - MTSS process was inconsistent, which meant that some below grade level students were not properly identified or supported.
  - School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.

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

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

Performance Indicators		Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading	<u>Percent of students as measured by the DRA-2 at or above grade level (K-3 encompass READ Act goal)</u> K: 80% 1: 70% 2: 70% 3: 70% 4: 70% 5: 80%	<u>Percent of students at or above grade level, spring 2015</u> K: 71% 1 <sup>st</sup> : 55% 2 <sup>nd</sup> : 55% 3 <sup>rd</sup> : 73% 4 <sup>th</sup> : 73% 5 <sup>th</sup> : 86%	<u>DRA-2:</u> SOAR met DRA goals in grades 3-5. In K-2 <sup>nd</sup> grade, SOAR fell short by 9% (Kinder), and 15% (1 <sup>st</sup> and 2 <sup>nd</sup> ).  Kinder proficiency fell 9 percentage points short of last year's goal. SOAR's kindergarten team was strong, but lacked targeted coaching around literacy. SOAR's literacy coach for the 2014-15 school year was an expert in grades 3 and above.
		<u>READ Act:</u> The percentage of students reading significantly below grade level in the fall will decrease by 25% by the spring.  <u>Percent of students scoring Proficient and Advanced as measured by PARCC:</u> 3 <sup>rd</sup> grade: 65% 4 <sup>th</sup> grade: 65% 5 <sup>th</sup> grade: 60%	<u>READ Act:</u> <u>Target not met.</u> 7% of students classified as SBGL in the fall grew to be at/above grade level by the spring of 2015.  <u>PARCC:</u> <u>Target not met (missed by 30%+)</u> 3 <sup>rd</sup> grade: 32% 4 <sup>th</sup> grade: 35% 5 <sup>th</sup> grade: 33%	1 <sup>st</sup> grade fell 15 percentage points short of the UIP goal. The lack of literacy coaching (see above) was compounded by significant instructional inconsistency in one of the first grade classes, due to a family illness. The two other first grade teachers were new to teaching first grade standards; one had taught 2 <sup>nd</sup> grade the year prior, and the other had taught 3 <sup>rd</sup> grade.  2 <sup>nd</sup> grade fell 15 percentage points short of the UIP goal. The lack of literacy coaching may have been compounded to a teaching team of varying experience. Additionally, through

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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.
				<p>reflection with outside coaching support, SOAR's administrative team determined that ELD literacy supports were not being consistently implemented.</p> <p>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade all met targets set in the 2014 UIP. Literacy coaching support was focused on these grades; teachers were able to observe a master teacher, be observed, and receive feedback on a regular basis.</p> <p>READ Act: SOAR did not meet the goal set in 2014 for students moving out of SBGL status. As mentioned previously, data teams in 2014-15 did not address literacy; rather, only interim DRA data (3x a year) was analyzed with teaching staff.</p> <p><u>PARCC:</u> Targets not met. Targets set in 2014 were made without any frame of reference for what to expect out of PARCC exam results. While SOAR did not meet the target set, it did outperform other schools both in the region, and in the SPF comparison group. Additionally, SOAR fell in the 65<sup>th</sup> percentile for ELA scores.</p>

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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.
	Math	<u>Percent of students as measured by SMI at or above grade level:</u> All grades: 75%  <u>Percent of students scoring Proficient and Advanced as measured by PARCC:</u> 3rd: 65% 4th: 69% 5th: 60%	<u>Percent of students as measured by SMI at or above grade level:</u> SOAR discontinued SMI use mid-year, due to a DPS message about invalidation of data. Because this report came out mid-year, SOAR did not have a replacement norm-referenced test. Teachers used math unit assessments to gauge student growth on a class and grade level.  <u>PARCC:</u> 3rd: 17% 4th: 20% 5th: 6%	<u>PARCC:</u> SOAR did not meet the targets set in 2014. Targets set in 2014 were made without any frame of reference for what to expect out of PARCC exam results. SOAR's math scores were weak compared to other region schools and comparison group schools (though not the weakest). However, SOAR's overall math scores (14%) still placed at the 42 <sup>nd</sup> percentile within the district, and were only 4 percentage points shy of the 50 <sup>th</sup> percentile (18%). SOAR made a conscious shift towards implementing a constructivist math model mid-year during the 2014-2015 school year, including hiring an outside constructivist math consultant. The mid-year switch most likely had a short-term negative impact on PARCC math scores.
	Writing	<u>Percent of students scoring Proficient and Advanced as measured by PARCC:</u> 3rd: 50% 4th: 50% 5th: 50%	<u>PARCC:</u> N/A (see scores and comments in Reading section)	
Academic Growth	Reading	Goal: 59 MGP	<u>PARCC:</u> No MGP data available; however, SOAR had a +15 point change in percentile rank from 2014.	

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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.
	Math	Goal: 59 MGP	<u>PARCC:</u> No MGP data available; however, SOAR had a +2 point change in percentile rank from 2014.	
	Writing	Goal: 59 MGP	<u>PARCC:</u> N/A	
Academic Growth Gaps	Reading	All student groups will meet or exceed adequate student growth percentile as determined by PARCC growth measures.	<u>PARCC:</u> Not available	
	Math	All student groups will meet or exceed adequate student growth percentile as determined by PARCC growth measures.	<u>PARCC:</u> Not available	
	Writing	All student groups will meet or exceed adequate student growth percentile as determined by PARCC growth measures.		
Postsecondary & Workforce Readiness				

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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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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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	2014	2015
<b>Kinder</b>	73%	71%
<b>1st</b>	68%	55%
<b>2nd</b>	62%	55%

**READ Act (see data narrative for more detailed chart)**

Reading scores decreased year to year in all 3 primary grades, with the most significant decrease in 1<sup>st</sup> grade.

Reading	2012	2013	2014
<b>3rd</b>	42%	60%	51%
<b>4th</b>		55%	45%
<b>5th</b>			44%
<b>Writing</b>			
<b>3rd</b>	32%	36%	35%
<b>4th</b>		22%	32%
<b>5th</b>			60%
<b>Math</b>			
<b>3rd</b>	59%	56%	59%
<b>4th</b>		45%	47%
<b>5th</b>			42%

Reading

Reading scores decreased in both 3<sup>rd</sup> and 4<sup>th</sup> grades (straight year-to-year comparison) and by cohort. Students moving from 3<sup>rd</sup> to 4<sup>th</sup> grade lost 15 percentage points, and students moving from 4<sup>th</sup> to

The percentage of READ Act students reading at or above grade level has decreased slightly each of the past 3 years; if this trend continues, SOAR's literacy percentages will drop below district averages in the near future.

- Literacy instruction and support were inconsistent.
  - While SOAR contracted with an upper grades (3-5<sup>th</sup>) literacy consultant, no consultant was used for K-2 literacy coaching.
  - As mentioned above, literacy data was only reviewed with teachers three times a year.
  - Literacy curriculum was incomplete at the start of the year. Teachers in lower grades were expected to re-write curriculum without coach or consultant support.
  - MTSS process was inconsistent, which meant that some below grade level students were not properly identified or supported.
  - School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.

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5<sup>th</sup> grade lost 11 percentage points. PARCC ELA scores were higher than both the similar schools cluster average and the district average.

#### Writing

Writing scores stayed about the same in 3<sup>rd</sup> grade, and increased 10 percentages points in 4<sup>th</sup> grade. When viewing scores by cohort, there is a 4% decrease from 3<sup>rd</sup> to 4<sup>th</sup> grade, but a 38 percentage point gain from 4<sup>th</sup> to 5<sup>th</sup> grade. PARCC ELA scores were higher than both the similar schools cluster average and the district average.

#### Math

Math scores increased by a few percentages points in both 3<sup>rd</sup> and 4<sup>th</sup> grade in a year to year comparison. However, scores fell when viewed by cohort (-9% from 3<sup>rd</sup> to 4<sup>th</sup>, -3% from 4<sup>th</sup> to 5<sup>th</sup>).

PARCC scores were well below both similar schools and district averages.

#### CMAS Social Studies and Science

Grade	%S/D 2014	%S/D 2015
4th- SS	3%	8%
5th- Sci	12%	9%

Both Science and Social Studies scores are below region and district averages. The percentage of students scoring in the Strong or Distinguished categories increased

Math achievement and growth is low in all grade levels and subgroups. MGP in 2013 and 2014 was below state expectations, and the percent of students who Met or Exceeded expectations on 2015 PARCC exams was below district and state averages in all grades.

CMAS Science scores decreased from 2014 to 2015, and are well below state and district averages. CMAS Social Studies scores grew from 2014 to 2015, but remain well below state and district averages.

- Math instruction was inconsistent
  - SOAR began math coaching mid-year during the 2014-2015 school year. This resulted in some major shifts in math instruction only a few months before the PARCC tests took place.
  - Curriculum was also revised with the help of the consultant. SOAR began the year with a math curriculum that was not consistently aligned with Common Core Math Standards.
  - No standardized approach to interim assessments. SMI was used at the beginning of the year, but was not replaced when DPS advised that SMI was no longer a valid assessment.
  - MTSS process was inconsistent, which meant that some below grade level students were not properly identified or supported.
  - School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.
- Science and Social studies curriculum were not completely aligned with Colorado Academic Standards
  - The SOAR 4<sup>th</sup>/5<sup>th</sup> grade science and social studies curricula did not adequately prepare

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	<p><b><u>CMAS Social Studies</u></b> SOAR's percent of students scoring at Strong or Distinguished increased 3 percentage points from 2014 to 2015, from 12% to 9%. This is below the district average of 20%.</p> <p><b><u>CMAS Science</u></b> SOAR's percent of students scoring at Strong or Distinguished decreased 5 percentage points from 2014 to 2015, from 3% to 8%. However, this is still below the district average of 15%.</p>	<p>students for the CMAS Science and Social Studies exams.</p>
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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	<table border="1"> <thead> <tr> <th>Reading</th> <th>2013</th> <th colspan="2">2014</th> </tr> <tr> <th>Grade</th> <th>MGP</th> <th>MGP</th> <th>13 to 14 Change</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>30</td> <td>39.5</td> <td>9.5</td> </tr> <tr> <td>5</td> <td></td> <td>59</td> <td></td> </tr> </tbody> </table> <p>While MGP increased for 4<sup>th</sup> grade, it is still below the minimum expectation of 50. 5<sup>th</sup> grade exceeded the standard target MGP.</p> <p><b><u>No growth data for 2015</u></b></p>	Reading	2013	2014		Grade	MGP	MGP	13 to 14 Change	4	30	39.5	9.5	5		59			
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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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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<ul style="list-style-type: none"> <li>School-home academic communication was inconsistent. Feedback received from families that while they were interested in supporting their students academically, they were not sure how to.</li> </ul>
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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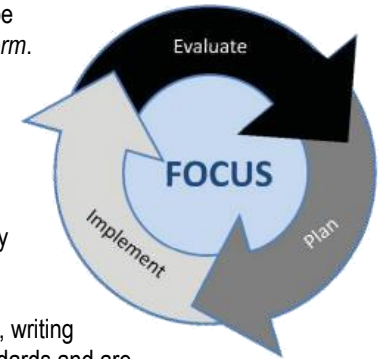
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



## School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	PARCC ELA, % Strong/Distinguished 3 <sup>rd</sup> :40% 4 <sup>th</sup> :40% 5 <sup>th</sup> : 40%	PARCC ELA, % Strong/Distinguished 3 <sup>rd</sup> : 50% 4 <sup>th</sup> : 50% 5 <sup>th</sup> : 50%	DRA2, interim writing prompts	
		READ	The percentage of READ Act students reading at or above grade level has decreased slightly each of the past 3 years; if this trend continues, SOAR's literacy percentages will drop below district averages in the near future.	<u>READ Act, % at/above grade level</u> K: 70% 1 <sup>st</sup> : 65% 2 <sup>nd</sup> : 65% 3 <sup>rd</sup> : 75% <u>READ Act, % starting the year in SBGL status, moving up at least one band:</u> K: 75% 1 <sup>st</sup> : 50% 2 <sup>nd</sup> : 40% 3 <sup>rd</sup> : 40%	<u>READ Act, % at/above grade level</u> K: 75% 1 <sup>st</sup> : 70% 2 <sup>nd</sup> : 70% 3 <sup>rd</sup> : 80% <u>READ Act, % starting the year in SBGL status, moving up at least one band:</u> K: 75% 1 <sup>st</sup> : 50% 2 <sup>nd</sup> : 40% 3 <sup>rd</sup> : 40%	DRA2  Increased opportunities for literacy coaching and support including lower grades
		M	Math achievement and growth is low in all grade levels and subgroups. MGP in 2013 and 2014 was below state expectations, and the percent of students who Met or Exceeded	PARCC Math. % Strong/Distinguished 3 <sup>rd</sup> :30% 4 <sup>th</sup> : 35% 5 <sup>th</sup> : 35%	PARCC Math. % Strong/Distinguished 3 <sup>rd</sup> :40% 4 <sup>th</sup> : 45% 5 <sup>th</sup> : 45%	Common Core aligned math unit assessments (every 4-6 weeks)  Math staff development and curriculum alignment

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			expectations on 2015 PARCC exams was below district and state averages in all grades.				
		S	CMAS Science scores decreased from 2014 to 2015, and are well below state and district averages. CMAS Social Studies scores grew from 2014 to 2015, but remain well below state and district averages.	<u>% of students Strong/Distinguished</u> 4 <sup>th</sup> (SS): 20% 5 <sup>th</sup> (Sci): 25%	<u>% of students Strong/Distinguished</u> 4 <sup>th</sup> (SS): 25% 5 <sup>th</sup> (Sci): 30%	Unit assessments/PARCC practice tests	Align Science and Social Studies curriculum with Colorado Academic
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	N/A				
		M	N/A				
		ELP	The MGP for English Language Learners taking the ACCESS exam has been below district averages for three years in a row, and has decreased each year within that 3 year period. Additionally, SOAR's on-track percentage decreased from 2014 to 2015, and was below district averages for both years.	MGP: 50	MGP: 57	Unit assessment data review (every 4-7 weeks). Interim measures (DRA and Writing Prompts).	Consistent implementation of instructional strategies that support English Language Learners

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA	<ul style="list-style-type: none"> <li>The largest gaps existed between ELL and non-ELL students in each grade, with the largest gap in 5<sup>th</sup> grade.</li> </ul>	Decrease gap in scores between ELL and non-ELL students in ELA PARCC scores by 25%	Decrease gap in scores between ELL and non-ELL students in ELA PARCC scores by 25%	Unit assessment data review (every 4-7 weeks). Interim measures (DRA and Writing Prompts).	Consistent implementation of instructional strategies that support English Language Learners
		M	<ul style="list-style-type: none"> <li>The largest gaps existed between ELL and non-ELL students in each grade, with the largest gap in 5<sup>th</sup> grade.</li> </ul>	Decrease gap in scores between ELL and non-ELL students in Math PARCC scores by 25%	Decrease gap in scores between ELL and non-ELL students in Math PARCC scores by 25%	Common Core aligned math unit assessments (every 4-6 weeks)	Consistent implementation of instructional strategies that support English Language Learners
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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### Action Planning Form for 2015-16 and 2016-17

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

**Major Improvement Strategy #1:** Consistent implementation of instructional strategies that support English Language Learners was inconsistent.

**Root Cause(s) Addressed:** ELL instruction

#### 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				
An expert ELD consultant will develop a "lab site" to create in-house training and observation opportunities for staff.	September through May	September through May	Consultant, lab site teachers	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	Lower grade lab site observations and debriefs will occur at least once every 2 months. ELL student will be disaggregated for every interim and unit assessment. For any ELL students not making adequate progress, consultant will lead individualized planning and coaching session with teacher.	In progress
Regular observation of and feedback on both normal classroom instruction and ELD small group instruction	September through May	September through May	Administration, consultants, Teachers	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	Observation and feedback, either formal or informal, will occur at least once every 2 months. . ELL student will be disaggregated for every	In progress

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					interim and unit assessment. For any ELL students not making adequate progress, consultant will lead individualized planning and coaching session with teacher.	
Regular data review of ELL student data (unit assessments and interim assessments).	September through May	September through May	Administration, Consultant, Teachers	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	ELL student data review will occur with benchmark interims (3 times a year) and with unit assessments (every 3-5 weeks). For any ELL students not making adequate progress, consultant or administrator will lead individualized planning and coaching session with teacher.	In progress
In grades K-2, an expert literacy consultant will support teachers in appropriate instruction for ELLs	September through May	September through May	Administration, Consultant, Teachers	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	ELL student data review will occur with benchmark interims (3 times a year) and with unit assessments (every 3-5 weeks). For any ELL students not making adequate progress, consultant or administrator will lead individualized planning and coaching session with teacher.	In progress
ELD consultant provides tailored instruction (both coursework and individualized coaching) to teachers to complete ELA Teacher Qualification requirements.	September through May	September through May	Teacher, Consultant	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	Teacher observations (every 4-6 weeks)	In progress
An ELD plan/academic language support column will be added to all curriculum calendars and unit plans.	Summer 2016	Revised throughout the year	Admin, Consultant	Title 3 ((\$14,356). Remainder from General Funds (\$18,044)	Curriculum will be updated during the spring and summer of 2016, for full implementation	Not begun

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Teachers will be observed twice monthly for implementation of ELD support plans.					in 2016/2017 school year. During the 2016/17 school year, teachers will be evaluated and given feedback regarding sheltering support aligned with curriculum.	
Improved MTSS process	Continuous	Continuous	Administration, Interventionists	General Funds	6 week MTSS team meetings	In progress
Increased District oversight and support	Continuous	Continuous	District staff, Administration	<b>School/District Management.: Turnaround support</b>	Interim data review, yearly site visit and review by DPS team	In progress

**Major Improvement Strategy #2:** Increased staff literacy coaching and support, including lower grades. **Root Cause(s) Addressed:** Literacy coaching was lacking for kindergarten, first, and second grade teachers.

**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				
Consultants provide regular comprehensive supports to SOAR teachers, including supporting literacy team leads, grade level teams, developing lab sites, and coaching individual teachers in high quality literacy instruction.	Every 2 weeks, September through May	Monthly	Director, Consultants	General Funds (2 consultants, \$120,400 for the year)	Formal evaluations (fall and spring). Interim assessments (DRA and SOAR writing prompts)	In progress

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Consultants will work with experienced teachers to develop 3 literacy lab sites in grades K-2, and one literacy lab site in grades 3-5.	Every 2 weeks, September through May	Monthly	Teachers, Consultants	General Funds (2 consultants, \$120,400 for the year)	Formal evaluations (fall and spring). Interim assessments (DRA and SOAR writing prompts)	In progress
Monthly data review of below grade level students.	Monthly, September through May	Monthly, September through May	Administrative Director, teachers	General Funds (2 consultants, \$120,400 for the year)	Monthly running record/DRA interim assessments.	In progress
Improved MTSS process	Continuous	Continuous	Administration, Interventionists	General Funds	6 week MTSS team meetings	In progress
Increased District oversight and support	Continuous	Continuous	District staff, Administration	<b>School/District Management.: Turnaround support</b>	Interim data review, yearly site visit and review by DPS team	In progress

**Improvement Strategy #3:** \_ Math staff development and curriculum alignment **Root Cause(s) Addressed:** \_\_\_\_ Math instruction was inconsistent

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

\* 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.

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				
Consultant will support teachers in planning mathematics units of study to prepare students for PARCC assessments in Math.	Every two weeks.	Monthly	Teachers, Consultant	Title 2- \$22,278 General Fund- \$22,722	Teacher feedback, formal observations. Data team results will be reviewed on a monthly basis to monitor student growth in math.	In progress

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Grade level data teams will meet with Administrative Director after each pre- and post-assessment for math units. Teachers will adjust instruction and tailor unit plans based on the data collected.	Every 4-6 weeks throughout the school year.	Every 4-6 weeks throughout the school year.	Teachers, Administrative Director	General Fund	Pre- and post-unit assessments- reviewed by Administrative Director each unit.	In progress
Consultant will observe and give feedback to teachers in order to improve effective math teaching.	Monthly	Monthly	Teachers, Consultant	Title 2- \$22,278 General Fund- \$22,722	Teacher feedback, formal observations. Data team results will be reviewed on a monthly basis to monitor student growth in math.	In progress
Common Core aligned unit assessments will be used as pre- and post-assessments for each unit.	Monthly	Monthly	Teachers, Consultant	Title 2- \$22,278 General Fund- \$22,722	Pre- and post-unit assessment data- reviewed by Administrative Director each unit (every 4-6 weeks)	In progress
Improved MTSS process	Continuous	Continuous	Administration, Interventionists	General Funds	6 week MTSS team meetings	In progress
Increased District oversight and support	Continuous	Continuous	District staff, Administration	<b>School/District Management.: Turnaround support</b>	Interim data review, yearly site visit and review by DPS team	In progress

**Major Improvement Strategy #4:** Engaging parents through increased communication to support learning at home.  
involvement in supporting instruction at home

**Root Cause(s) Addressed:** Lack of parent

**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  
☐ Colorado Graduation Pathways Program (CGP)  
 X Other: Turnaround Strategy

	<b>Timeline</b>				
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Description of Action Steps to Implement the Major Improvement Strategy	2015-16	2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Send regular (weekly, bi-weekly, or monthly, depending on the length of unit) communication to parents regarding what students are learning, and how they are progressing. This may be in the form of rubrics, checklists, unit overviews, etc.	Full rollout for all teachers	Full rollout for all teachers	Teachers	General Funding	Regular communication began Fall of 2014. This will take place at least once per unit (every 2-5 weeks); with the expectation that longer units have more than one instance of communication.	In progress
Classroom teachers develop individualized action plans that outline strategies for engaging families as academic partners.	Development stage; partial rollout	Full implementation	Deputy Director, SOAR staff	General Funding	Plans turned in to administration by October 1 <sup>st</sup> of each academic year; administration monitors for implementation each trimester.	In progress
Ensure current curriculum/unit of study information is available on each classroom website.	Full rollout for all teachers	Full rollout for all teachers	Teachers, Leadership team	General Funding	Weekly review by administration.	In progress
Increase frequency and consistency of data and growth communication with parents.	Full rollout for all teachers	Full rollout for all teachers	Teachers, Leadership team	General Funding	Tied to action step 1; frequency of communication will vary with length of units.	In progress
Hold regular parent training sessions, to help parents develop strategies for supporting academic growth at home.	First round of parent meetings begins Fall 2015, will continue at regular intervals	Review and make changes based on success/challenges of 2015/16 implementation	SOAR Administration	General Funding	Immediate feedback following parent sessions (through feedback surveys).	In progress

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	throughout the school year					
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**Major Improvement Strategy #5:** Align Science and Social Studies curriculum with Colorado Academic Standards (2015). **Root Cause(s) Addressed:** Science and Social studies curriculum were not completely aligned with Colorado Academic Standards

**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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☒ Other: Turnaround Strategy

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)
	2014-15	2015-16				
All science/social studies teachers (K-5 <sup>th</sup> ) will revise curriculum over the summer to align with Colorado Academic Standards.	Summer 2015	Summer 2016, as necessary	Science/Social studies teachers	General Funding	Unit assessments (every 4-6 weeks)/PARCC practice tests (bi-weekly- January through March)	In progress
4 <sup>th</sup> /5 <sup>th</sup> grade Science/Social studies curriculum will include a detailed plan for CMAS preparation	Summer 2015	Summer 2016, as necessary	Science/Social studies teachers	General Funding	Unit assessments (every 4-6 weeks)/PARCC practice tests (bi-weekly- January through March)	In progress
4 <sup>th</sup> /5 <sup>th</sup> grade Science/Social Studies teacher will review CMAS data carefully from previous year in order to refine curriculum as necessary.	Summer 2015 (or when CMAS data available)	Summer 2016 (or when CMAS	Science/Social studies teacher, Administrative Director	General Funding	.CMAS data release, unit reviews. If necessary, units will be revised during January staff in-service day.	In progress

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		data available)				
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## 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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## Section V: Supporting Addenda Forms

### Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: [http://www.cde.state.co.us/uip/UIP\\_TrainingAndSupport\\_Resources.asp](http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp)). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<b>Turnaround Plan Options.</b> Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form.  If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently	<input type="checkbox"/> <b>Turnaround Partner.</b> A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____ <input checked="" type="checkbox"/> <b>School/District Management.</b> The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. <input type="checkbox"/> <b>Innovation School.</b> School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.



	<p>underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> <b>School/District Management Contract.</b> A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <b>Provide name of Management Contractor:</b> _____</p> <p><input type="checkbox"/> <b>Charter Conversion.</b> (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> <b>Restructure Charter.</b> (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> <b>School Closure.</b></p> <p><input type="checkbox"/> <b>Other.*</b> Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>
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*\*Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*