CO **CDE** **COLORADO**
Department of Education

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 8054   School Name: HENRY WORLD SCHOOL GRADES 6-8 Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
English/language arts achievement at each grade level indicates that less than 25% of the students met or exceeded grade-level performance expectations on the 2015 CMAS. Mathematics achievement at each grade level indicates that less than 15% of the students met or exceeded grade-level performance expectations on the 2015 CMAS. Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their non-identified peers in both English/language arts and mathematics on the 2015 CMAS. English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.
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.*
Inconsistent/undefined school culture due to multiple years of staffing instability. Teachers have not had adequate support in the collaborative planning process. Teachers have not had professional development that is actionable, with time to practice and implement, and feedback on their practice. The Data Driven Instruction process was not effectively implemented, including backwards planning from the assessment, data analysis and re-teaching. There was a lack of consistency, oversight, and coaching of the ELD and content-area teachers in planning to ensure that student academic and social needs were being met.
What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*
Major Improvement Strategy #1: Build structures and systems to support and improve school culture. **Major Improvement Strategy #2:** Continue to build capacity and effectiveness in teachers through targeted professional development, structured collaborative planning, and coaching via observation/feedback model.

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

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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 UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/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 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement 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 Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Awarded a current SIS Grant	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 strategy.
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.	On May 20-21, 2014, School Works completed a School Quality Review at Henry World School. Their review examined four domains: Instruction, Students' Opportunities to Learn, Educators' Opportunities to Learn, and Leadership and Community. Classrooms were observed. Administration, teachers, and students were interviewed.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		

X 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)		
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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.
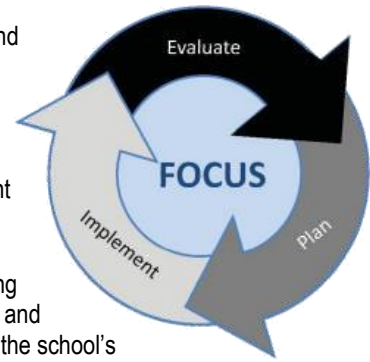
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

| **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 | **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 | **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 | **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 | **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 |

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School Setting, Demographics, and Process for Data Analysis

Henry World Middle School serves a wide variety of educational and socio-economic backgrounds. As of the 2015 October Count, Henry has an enrollment of 659 students with the following demographic breakdown: 6% Asian/Pacific Islander; 4% Black; 76% Hispanic; and 10% White. 40% of Henry's students are identified as English Language Learners (ELLs). 16% of Henry's students qualify for special education services and have an IEP. This school year, 87% of Henry's students qualify for free/reduced lunch, which qualifies Henry for Title 1 funding.

Henry World School has faced challenges over the last several years: low student and parent engagement, including low attendance; high numbers of discipline events; declining enrollment; and frequent changes in school administration and teacher staffing. Low student attendance and parent engagement are significant concerns that have not improved, in spite of efforts to encourage parent participation and engagement. Declining enrollment also reflects community-based concerns and prior academic performance of Henry students. Despite efforts to reverse these negative trends, much has stayed the same at Henry. As a result, Denver Public Schools' senior leadership determined that a phase-out of Henry and the introduction of several new school options present the students and families of southwest Denver the best opportunity for achievement and growth. In the 2016/17 school year, Henry will have 7th and 8th grade students, then just 8th grade students in 2017/18. At the same time, Bear Valley International School (an IB Middle Years Programme school), and Denver School of Science and Technology (a public, charter school) will share the Henry campus, opening for 6th graders in the fall of 2016, then adding a grade in each of the following two years. We anticipate the enrollment at Henry to continue to decline over the next two years, not only because of the loss of a grade-level each year, but because of the new 6-8 options available to the Henry community.

UIP Planning Process

The Collaborative School Committee (CSC), the School Leadership Team (SLT), and the entire staff reviewed CMAS and ACCESS data, enrollment and choice trends, attendance data, discipline data, and data points from the school satisfaction survey. School Leadership (Principal and Assistant Principals) wrote the UIP draft, with support from the DPS Middle School Network's School Improvement Partner. Returning faculty was called upon to help with the reflection on last year's performance, as the Principal is new to Henry this school year. Faculty had the opportunity to review the UIP throughout the school year to provide feedback on the data analysis and progress on Major Improvement Strategies. Prior to final submission to CDE, the CSC approved the draft.

Trend Analysis, Priority Performance Challenges, and Root Cause Analysis

During the 2014/15 school year, Henry's students took the CMAS test for literacy and mathematics for the first time, which means that "trend data" will not be available until after the next assessment is given in spring 2016. On the 13/14 School Performance Framework, Henry World School was rated as **Accredited on Priority Watch**.

English/Language Arts (ELA) Achievement Data

At 21%, less than a quarter of the Henry students who took the 2015 English/language arts CMAS met or exceeded expectations. These results are lower than that of Denver Public Schools' 6-8, which was at 35.1%, and of the state, which was at 40.3%

When disaggregating the data by grade level, we can see that 7th and 8th grades had fairly similar results within each domain, while 6th grade results had more students within the "partially met" domain level and fewer in the "met" domain (than the other two grades). Other Denver Public Schools and state of Colorado students, both overall and at each grade level, outperformed Henry by double-digit margins. Overall, a sizable portion of Henry's students (25%) fall within the "approached domain," which indicates that intentional work by the Henry teaching staff could, potentially, move those results to "met" on the 2016 CMAS.

Henry's Asian students (59.7%) outperformed both their Henry peers and the district (43.5%) in meets/exceeds. Because they make up just 6% of Henry's student population, these results do not do much to impact the overall school results. Additionally, students who have been redesignated or exited English Language Development programming demonstrated strong performance: 86.4% of them scored approaching or above, which is much better than that of their ELL and non-ELL peers. Outside of those highlights, Henry students' subgroup performance was consistently lower than that of their non-identified Henry peers, as well as the district and state's results.

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

1. English/language arts achievement at each grade level indicates that less than a quarter of the students met or exceeded grade-level performance expectations.

2. Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their non-identified peers in English/language arts.

There are several *Root Causes* that have contributed to the data. Practices that foster student growth and achievement have either not been present or have not been implemented at a level where they have measurably impacted students. These practices include: collaborative planning, actionable professional development, data-driven instruction, and coaching/oversight from instructional leaders. The overarching issue is that, over the last five years, Henry has had four different Principals, along with multiple Assistant Principals and numerous changes in faculty and staff. Establishing--much less *maintaining*--effective systems, routines, and expectations, is very challenging with repeated administration and teaching staff changes. Historically, Henry achievement and growth data has been unsettled for some time; frequent staffing changes have not helped the situation. We verified these root causes through informal teacher interviews, analysis of past years' planning documents, and by reviewing the findings of the most recent School Quality Review.

Mathematics Achievement Data

14% the Henry students who took the 2015 mathematics CMAS met or exceeded expectations. These results are lower than that of Denver Public Schools' 6-8, which was at 27.5%.

When disaggregating the data by grade-level, we can see that 6th grade (63.5%) had the largest percentage of students whose performance was within the "did not meet" or "partially met" domain. 8th grade had the largest percentage of students who met or exceeded expectations, at 14%. Overall, the vast majority of Henry's students did not fully meet the grade-level expectations tested on CMAS. As was true with English/language arts, between 24-29% of Henry's students scored within the "approached" domain, which means that deliberate work within this achievement area could earn results on the 2016 assessment.

Similar to the English/language arts results, Henry's Asian students outperformed their Henry and district peers. Also, redesignated/exited ELLs had much better results than their ELL and non-ELL peers. Black, Hispanic, and White students produced results that were similar to one another: small numbers meeting or exceeding expectations, and over three quarters of them not fully meeting the grade-level expectations. Similar achievement outcomes are observed when reviewing the data for students who have an IEP; no students within this subgroup (which, this year, makes up 16% of the student population) met or exceeded grade-level expectations. Data for students who are eligible for free/reduced lunch is similar to that of their non-FRL peers within the "did not yet meet," "partially met," and "approached" domains.

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

1. Mathematics achievement at each grade level indicates that less than 15% of the students met or exceeded grade-level performance expectations.

2. Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their non-identified peers in mathematics.

Root Causes for these results (and the verification of) are identical to that of the English/language arts data: lack of consistency over the last several years when implementing systems and structures to support student achievement, including collaborative planning, timely professional development, and the intentional use of data to inform instructional decisions.

Science Achievement Data

8% of Henry's 8th graders demonstrated strong or distinguished command of the standards on the 2015 science CMAS. This is well below that of the district (19.9%) and state (26%) results. Henry's 2015 data is fairly close to that of their data from 2014, with the exception being that there were fewer students in 2015 who scored within the limited command domain (going from 50% to 44%), which is a positive change. However, with 69% of Henry's 8th grade students exhibiting only limited or moderate command of the science standards in 2015, there is room for growth.

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ACCESS Growth Data

In 2015, none of the grade levels met performance expectations. All three grade levels showed decreases in growth, with the largest declines in 7th and 8th grade. When looking at the data from the last three years, there is an overall trend of decreasing performance. When compared to the district averages, Henry's students did not perform as well as their peers: 6th graders scored 13 percentile points behind the district, while 7th grade was 19.5 percentiles behind, and 8th grade was 29 percentile points behind.

For those ELLs for whom we have trajectory data, Level 2, Level 3, and Level 4 (year 1 and year 2) are not progressing at acceptable rates. 22% of Henry's ELLs met their target.

Using this data, we have identified a **Priority Performance Challenge**: English Language Learners' progress towards proficiency targets is not occurring at an acceptable rate.

The primary *Root Cause* for this data is that there was a lack of consistency, oversight, and coaching of the ELD and content-area teachers in planning to ensure that student academic and social needs were being met. Because of this, the ELD curriculum was not implemented at a level and consistency that ensured student achievement. ELD curriculum eAssessment data was not effectively used to progress monitor student achievement. Sheltering strategies were not regularly embedded into lesson plans and teachers were not held accountable for this type of instruction within mainstream classrooms. There were not regular professional development opportunities for teachers to learn more about how to meet the instructional needs of their ELLs. With 40% of Henry's population identified as English Language Learners, intentionality will be the key to ensuring success for our students. 2014/15 results indicate that intentionality was lacking. We have verified these root causes by looking at lesson planning documents and the professional development calendar from last year, along with analyzing scores and feedback on "Instruction" from the DPS LEAP Teacher Performance Framework.

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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)	CMAS: N/A	See Worksheet #2 for CMAS status data.	Sheltering strategies were not regularly embedded into lesson plans and teachers were not held accountable for this type of instruction within mainstream classrooms. There were not regular professional development opportunities for teachers to learn more about how to meet the instructional needs of their ELLs. Ineffective implementation of ELD curriculum.
Academic Growth	CMAS: N/A	CMAS growth data will be available during the 2016/17 school year.	
	ACCESS: Each Level will increase by one (Level 1 will move to Level 2, Level 2 will move to Level 3, Level 3 will move to Level 4, and Level 4s will move to Level 5 within 2 years, Level 5 will move to Level 6).	Of those students who had at least two years of testing data on ACCESS: Level 1: N/A Level 2: 0% met the target Level 3: 3% met the target Level 4 (year 1): 0% met the target Level 4 (year 2): 56% met the target Level 5: 71% met the target Level 5+: 100% met the target Overall: 22% of Henry's ELLs (who have at least two years of testing data) met the 2014/15 performance target.	
Academic Growth Gaps	CMAS: N/A	CMAS growth gap data will be available during the 2016/17 school year.	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**CMAS English/language arts (ELA)** Participation Rate: 83%						English/language arts achievement at each grade level indicates that less than a quarter of the students met or exceeded grade-level performance expectations. Mathematics achievement at each grade level indicates that less than 15% of the students met or exceeded grade-level performance expectations. Subgroup (minority, ELL, IEP, FRL) achievement lags	⌇ Inconsistent/undefined school culture due to multiple years of staffing instability. ⌇ Teachers have not had adequate support in the collaborative planning process. ⌇ Teachers have not had adequate professional development that is actionable, with time to practice and implement, and feedback on their practice. ⌇ The Data Driven Instruction process was not effectively implemented, including backwards planning from the assessment,
		Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	6th	19.1%	36.2%	29.1%	14.1%	1.5%		
	7th	28.4%	21.1%	24%	21.1%	5.4%		
	8th	29.5%	25.7%	24%	19.7%	1.1%		
	All Grades	25.6%	27.6%	25.8%	18.3%	2.7%		
		Approaching or above	Met or above					
	6th	44.7%	15.6%					
	7th	50.5%	26.5%					
	8th	44.8%	20.8%					
	All Grades	46.8%	21%					
	Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations		
	Asian	5.8%	15.4%	19.2%	46.2%	13.5%		

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| | Black | 34.6% | 38.5% | 15.4% | 7.7% | 3.8% | behind that of their non-identified peers in both English/language arts and mathematics.

English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate. | data analysis and re-teaching.

There was a lack of consistency, oversight, and coaching of the ELD and content-area teachers in planning to ensure that student academic and social needs were being met. |
	Hispanic	28.7%	29%	27.4%	14.3%	0.7%		
	Students of Color	26.7%	28%	25.8%	17%	2.5%		
	White	15.5%	24.1%	25.9%	29.3%	5.2%		

English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
ELL	48.8%	32.7%	16%	2.5%	0%
Redesignated/Exited	0%	13.5%	35.1%	43.2%	8.1%
Non-ELL	22.7%	30%	27.5%	17.6%	2.2%

Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
Student with IEP	64%	31.4%	2.3%	2.3%	0%
Students without IEP	19%	27%	29.8%	21%	3.2%

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Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
FRL-eligible	27.2%	28%	25.6%	16.7%	2.6%
Non-FRL	16.9%	25.8%	27%	27%	3.4%

CMAS ELA Trend Statements

Overall, 21% of Henry students in 14/15 met or exceeded in ELA CMAS. Henry students were outperformed by both the district (35.1%) and state (40.3%).

Overall, 46.8% of Henry students in 14/15 demonstrated approaching or above command in ELA. Henry students were outperformed by both the district (58.9%) and the state (67.1%).

Overall, 79% of Henry students did not yet fully meet expectations in ELA. District (64.9%) and state (59.7%) results were better than that of Henry.

CMAS Mathematics

Participation Rate: 83%

	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
6th	30.2%	33.3%	27.1%	9.4%	0%
7th	18.5%	39.5%	30.2%	11.2%	0.5%
8th	26.3%	30.5%	22.1%	20%	1.1%
All Grades	24.9%	34.6%	26.6%	13.5%	0.5%

	Approaching or above	Met or above
6th	36.5%	9.4%

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7th	42%	11.7%
8th	43.2%	21.1%
All Grades	40.5%	14%

Race/Ethnicity	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
Asian	3.8%	19.2%	25%	48.1%	3.8%
Black	33.3%	37%	22.2%	7.4%	0%
Hispanic	26.5%	37.5%	26.8%	9.2%	0%
Students of Color	25.2%	35%	26.6%	12.8%	0.4%
White	21.4%	30.4%	26.8%	19.6%	1.8%

English Language Learner (ELL)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
ELL	37.9%	42.2%	18.6%	1.2%	0%
Redesignated/Exited	3.6%	21.8%	36.4%	36.4%	1.8%
Non-ELL	25.6%	35.1%	27.2%	11.7%	0.3%

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes

Individualized Education Plan (IEP)	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
Student with IEP	56.6%	26.5%	16.9%	0%	0%
Students without IEP	19.6%	35.9%	28.2%	15.7%	0.6%

Free/Reduced Lunch	Did not yet meet expectations	Partially met expectations	Approached expectations	Met expectations	Exceeded expectations
FRL-eligible	25.7%	34.5%	27.3%	11.8%	0.6%
Non-FRL	20.2%	34.8%	22.5%	22.5%	0%

CMAS Mathematics Trend Statements

Overall, 14% of Henry students in 14/15 met or exceeded in mathematics CMAS. Henry students were outperformed by the district (27.5%).

Overall, 40.5% of Henry students in 14/15 demonstrated approaching or above command in mathematics. Henry students were outperformed by the district (53.4%).

Overall, 86.1% of Henry students in 14/15 did not fully meet expectations in mathematics. District (72.4%) results were better than that of Henry.

CMAS Science

	Limited Command		Moderate Command		Strong Command		Distinguished Command	
	2014	2015	2014	2015	2014	2015	2014	2015

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8th	50%	44%	36%	25%	11%	7%	0%	1%

	Moderate or Above		Strong or Above	
	2014	2015	2014	2015
8th	47%	33%	11%	8%

CMAS Science Trend Statements

8% of Henry's 8th grade students in 14/15 demonstrated strong or distinguished command in science CMAS. District (19.1%) and state (26.3%) results were better than that of Henry.

33% of Henry's 8th grade students in 14/15 demonstrated moderate or above command in science. District (45%) and state (57%) results were better than that of Henry.

Academic Growth

CMAS growth data will be available during the 2016/17 school year.

ACCESS Median Growth Percentile

	2013	2014	2015
6th	41.5	43	37
7th	59	50	31.5
8th	47	52	25
All Grades	49	46	30

ACCESS MGP Data Trend Statement

Over the last three years, ACCESS MGP has declined at Henry. Henry's overall ACCESS MGP decreased by 16 percentiles from 2014 to 2015. All three grade levels showed decreases in growth: 6th grade by 6 percentiles; 7th grade by 18.5 percentiles; and 8th grade by 27 percentiles.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	CMAS growth gap data will be available during the 2016/17 school year.		

Section IV: Action Plan(s)

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

School Target Setting Form

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

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

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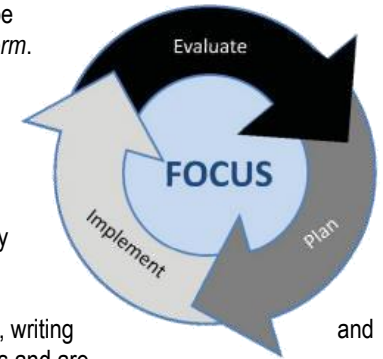
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	English/language arts achievement at all three grade levels indicates that less than a quarter of the students met or exceeded grade-level performance expectations. Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their non-identified peers in both English/language arts.	Overall status on CMAS will move from 21% met or above to 41%.	For 7th and 8th grade, overall status on CMAS will move from 41% met or above to 51%.	District interim assessments Curricular: standards-aligned mid and end of Unit assessments; end of Module written performance tasks	**Major Improvement Strategy #1:** Build structures and systems to support and improve school culture. **Major Improvement Strategy #2:** Continue to build capacity and effectiveness in teachers through targeted professional development, structured collaborative planning, and coaching via observation/feedback model.
		M	Mathematics achievement at all three grade levels indicates that less than 15% of the students met or exceeded grade-level performance expectations. Subgroup (minority, ELL, IEP, FRL) achievement lags behind that of their	Overall status on CMAS will move from 14% met or above to 23%.	For 7th and 8th grade, overall status on CMAS will move from 23% met or above to 27.5%.	District interim assessments Curricular: End of Unit assessments	**Major Improvement Strategy #1:** Build structures and systems to support and improve school culture. **Major Improvement Strategy #2:** Continue to build capacity and effectiveness in teachers through targeted professional development, structured collaborative planning, and coaching via observation/feedback

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			non-identified peers in mathematics.				model.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	To be determined after CMAS 2016 data is released.			
		M				
		ELP	English Language Learners' progress towards ACCESS proficiency targets is not occurring at an acceptable rate.	Overall MGP of 40.	For 7th and 8th grade ELLs, overall MGP of 50.	Curricular: End of Unit eAssessments	**Major Improvement Strategy #1:** Build structures and systems to support and improve school culture. **Major Improvement Strategy #2:** Continue to build capacity and effectiveness in teachers through targeted professional development, structured collaborative planning, and coaching via observation/feedback model.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	To be determined after CMAS 2016 data is released.			
		M				

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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: Build structures and systems to support and improve school culture.

Root Cause(s) Addressed: Inconsistent/undefined school culture due to multiple years of staffing instability. Teachers have not had adequate professional development that is actionable, with time to practice and implement, and feedback on their practice.

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

X 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				
Minute-by-Minute Plans Specific plans for teacher and student actions at high-traffic areas within the building that have traditionally been areas of concern. Reset/adjustment to plans as needed through the year, based on observation of implementation and effectiveness.	8/15: All new and returning staff trained on morning arrival, breakfast, lunchtime, and classroom transitions 1/16: Reset of school norms and classroom transitions	6/16: Planning for shared space with Bear Valley and DSST 8/16: All new and returning staff trained	Principal Assistant Principal School Leadership Team Teachers	N/A	Principal and Assistant Principals will monitor and measure effectiveness via: -Using minute-by-minute plan implementation rubric, daily random spot checks, where they will observe for correct implementation and efficacy.	In progress
Behavior Supports	8/15-6/16: Weekly	9/16: Back-to-	PBIS Team	Local school	Principal, Assistant Principal,	In progress

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Structures to support and acknowledge desired student behaviors: PBIS: "Henry Bucks" incentives with a weekly drawing Trimester Celebrations: Fall Social, Winter Ball, Spring Fling National Junior Honor Society Honor Roll Student-of-the week celebration by period 1 class Affective Education Programs Good attendance dress down days by grade level	Henry Buck drawings and period 1 student celebrations 10/15: Fall Social 2/16: Winter Ball 4/16: Spring Fling 3/16-6/16: Monthly attendance incentive by grade level	School Social	Teachers Assistant Principal School Counselor	budget funds used to support student incentives	PBIS Team, and School Counselor will monitor and measure effectiveness via: -Weekly review of attendance, referral, out-of-school and in-school attendance data. -Weekly review of students who have been referred to ISIR. -Weekly monitoring of Henry Buck distribution.	
Behavior Interventions Structures to support desired student behaviors and to address behavior concerns: Restorative Approach/Process where students are given an opportunity to work out their differences with each other and/or with a staff member using this approach in which a neutral adult guides the conversation. No Nonsense Nurturing classroom management system that all teachers are trained on and expected to use. Henry Brothas and Concrete Roses programs initiated for the purpose of supporting at-risk students and helping them develop strategies for more positive involvement in the school. Trauma Informed Systems training in	9/15: All staff trained in RA/RP and NNN On-going NNN real-time coaching 1/16: Trauma Informed Care PD for all teachers 11/15-5/16: Henry Brothas and Concrete Roses	9/16: New staff trained on NNN and RA systems; refresher for returning staff	Teachers Principal Assistant Principals Student Deans Teacher Effectiveness Coaches (TECs) Support Staff		Principal, Assistant Principals, and Dean of Students will monitor and measure effectiveness via: -Daily random spot checks, where they will observe for correct implementation of NNN and effectiveness in classrooms. -Google doc used by AP on a bi-weekly basis to monitor frequency and effectiveness of RA systems. -Monthly review of Henry Brothas and Concrete Roses programs via conversations with staff members who facilitate these programs.	In progress

order to help all staff gain a better understanding of students' lives outside of school and how their day-to-day functioning can be affected.						
Daily Grade-Level Check-ins Leadership checks-in with each 1st period class each morning to check for dress code compliance, make a positive connection with teachers and students, and communicate any necessary information.	8/15: Check-ins begin 1/16: Refresher for staff on expectations	6/16: Leadership team reviews procedures and determines necessary changes for 16/17	Principal Assistant Principal Student Deans		Principal and Assistant Principals will monitor and measure effectiveness via: -Discussion at weekly Leadership Team meetings about trends observed throughout the week.	In progress
Parent/Teacher Home Visit Program Used to make social connections between teachers/staff and families. Teachers and staff members schedule visits to homes of students to discuss ways in which school staff can better support students' success.	8/15: Initial staff training 1/16: Follow up staff training	8/16: New teachers trained on visit intent and strategies	Teachers Principal Assistant Principals Student Deans	District PTHV funds from Family and Community Engagement	Assistant Principal will monitor and measure effectiveness via: -Monthly review of number of completed home visits. -Monthly review of student attendance aligned with completed home visits. -Annual analysis of results from parent perception survey.	In progress
Culturally Responsive Teaching Practices *Teach Like a Champion* teacher professional development unit (PDU) where teachers read the book and work to incorporate strategies from it within the classroom.	10/15: ELA training for all staff 12/15-4/16: *Teach Like a Champion* PDU		Teachers MYP Coordinator Student Deans		Principal and Assistant Principal will monitor and measure effectiveness via: -Monthly meeting with PDU leader to be informed about key learning from that time period. -Tracking of TLaC strategies that are used in classrooms during regular observations.	In progress

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Phase-out Process Planning and Support As a school, work to define what "Henry Legacy" will look like moving forward. Work with continue throughout the school year during weekly faculty meetings and monthly meetings with students. Meetings with current Henry parents, in coordination with HWS, BVIS and DSST, to develop working relationships and discuss ways to develop a shared campus feeling among students.	8/15: All staff meeting to discuss plans for "Legacy" status 9/15: All student introduction to the definition and importance of "Legacy" 1/16: Henry systems review with teachers 3/16: Henry shared campus parent meetings begin	8/16: School-wide discussions about how to continue the positive connotations around Henry Legacy	SLT CSC Principal Assistant Principals Parents		Principal and Assistant Principals will monitor and measure effectiveness via: -Monthly report out at School Leadership Team meeting on teacher and student temperament.	In progress

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

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Major Improvement Strategy #2: Continue to build capacity and effectiveness in teachers through targeted professional development, structured collaborative planning, and coaching via observation/feedback model.

Root Cause(s) Addressed: Teachers have not had adequate support in the collaborative planning process. Teachers have not had professional development that is actionable, with time to practice and implement, and feedback on their practice. The Data Driven Instruction process was not effectively implemented, including backwards planning from the assessment, data analysis and re-teaching.

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

X 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				
Content-Area Collaborative Planning Collaborative meetings five times a week: one day each for data analysis (meetings run by Teacher Leaders and TECs and led by AP), supporting school culture, and work on instructional best practices (led by AP and IB Coordinator); two days for lesson planning.	8/15: Differentiated training for new and returning staff on collaborative planning expectations 1/16: Revisit of collaborative planning norms and expectations with staff	6/16: Principal and School Leadership Team meet to plan for 16/17 8/16: Differentiated training for new and returning staff on collaborative planning expectations	MYP Coordinator Teacher Leaders TECs Assistant Principal		Principal, Assistant Principals, MYP Coordinator, and TECs will monitor and measure effectiveness via: -Monthly analysis of the type and quality of feedback that is provided on teacher lesson plans.	In progress
Professional Development for Math and Language Arts District math and literacy Support Partners facilitate curriculum training meetings, which will occur throughout the school year. Topics will include: 1. CCSS shifts and how to implement	6/15: All new and returning language arts teachers trained in EL curriculum implementation; new math teachers trained on CMP. 10/15, 1/16, 4/16:	6/16: District-led curriculum training for all new and returning math and language arts teachers	DPS Math and Literacy Support Partners Math teachers Language	Substitute teacher coverage provided through district funding	Principal, Assistant Principals, MYP Coordinator, and TECs will monitor and measure effectiveness via: -Weekly review and feedback on lesson plans and complete classroom visits to monitor	In progress

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these shifts using the current math and newly adopted literacy curricular resources; 2. Training on and time for collaborative backwards planning of the upcoming unit of study; 3. Instructional best practices specific to the upcoming unit of study.	Language arts teachers attend EL module training 10/15-3/16: Multiple math trainings by grade-level		arts teachers		implementation of work from the planning meetings. -Monthly classroom visits with district math and literacy support partners, who observe for level and quality of use of curricular resources and provide next coaching steps to Principal and Assistant Principals.	
Data Cycle Intended to increase rigor of instruction through deepening teachers' understanding of standards and implementation of data-driven instruction. Data inquiry cycle includes: assessment literacy, analysis of rigor and student responses, and instructional action planning. Team Leads provide ongoing support and feedback on their efficacy each time the team meets. Based on data analysis from common formative assessments (district interims, exit tickets, etc.), teachers will action plan to include data-driven instructional practices.	9/15: Assistant Principal trains other administration, TECs, MYP Coordinator and Teacher Leaders who will then lead teacher data teams Monthly: Check-in with DPS Data Culture Support Partner, who uses a common DDI rubric to measure the efficacy of the data teams	6/16: Principal and School Leadership Team meet to plan for 16/17 8/16: Differentiated training for new and returning staff on DDI team expectations	Principal Assistant Principals TECs Teachers MYP Coordinator DPS Data Culture Support Partner		Assistant Principal and Team leads monitor effectiveness of data meetings via: -Monthly analysis of student growth data as reported in in-building DDI Tracker. Adjustments and coaching then take place during monthly teacher team meetings.	In progress
Observation/Feedback for Classroom Visits Used to observe for the shifts in instruction and rigor that the standards are calling for. Observations will utilize the district observation form for CCSS focused on the shifts and resulting	12/15: All teachers have received at least one full period observation and follow up coaching conversation 6/16: All teachers have had	12/16: All teachers have received at least one full period observation	Principal Assistant Principals Teachers TECs	N/A	Principal and Assistant Principals will monitor and measure effectiveness via: -Monthly review of the quality and type of feedback that has been provided to the teachers over the last month.	In progress

student actions/behaviors. Observation/Feedback protocol used to guide feedback meetings and give teachers bite-sized areas to focus on for instructional growth. Data from walkthrough observations by TECs and Administration used to shape upcoming professional development in teacher collaboration time.	at least 4 (total) full, partial, or walk-through classroom observation and follow up coaching conversation				-Bi-weekly analysis of LEAP (DPS Framework for Effective Teaching) scores within the "Learning Environment" and "Instruction" domains.	
Planning Instruction for English Language Learners ACCESS data used to identify ELLs within each classroom and collaborative planning time is used to plan for sheltering for ELLs. DPS English Language Acquisition support partner consults with teams to provide professional development on sheltering and DDI for ELLs. All ELLs who have not been redesignated have schedules that reflect the guidelines for English Language Development (ELD). INSIDE curriculum is used exclusively within the ELD class. ACCESS data is used to determine student placement within the curriculum.	8/15: Verify all ELLs are scheduled into correct ELD class 10/15: DPS ELA partner trains all staff on sheltering strategies 2/16: DDI process for ELD classroom begins	8/16: Verify all ELLs are scheduled into correct ELD class	ELA-S teacher Principal Assistant Principals	N/A	Principal and Assistant Principals will monitor and measure effectiveness via: -Bi-weekly analysis of student progress on WiDA standards in a data meeting format. -Weekly lesson plan checks to ensure that content/language objectives and appropriate sheltering strategies have been built into upcoming lessons.	In progress

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

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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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