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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 8222   School Name: STECK ELEMENTARY SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
23.3% of all students did not Meet/Exceed Expectations on CMAS ELA.
Why is the school continuing to have these problems?
Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*
Teachers are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.
What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*
We will differentiate instruction to meet the needs of all students. Improve student culture by modeling and teaching Personal Success Factors

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

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/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.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

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.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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)		
1	Name and Title	Robin Kline
	Email	robin_kline@dpsk12.org
	Phone	720-424-3870
	Mailing Address	450 Albion Street/ Denver, CO 80220
2	Name and Title	Mirriah Elliott
	Email	mirriah_elliott@dpsk12.org
	Phone	720-424-3874
	Mailing Address	450 Albion Street/ Denver, CO 80220

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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.
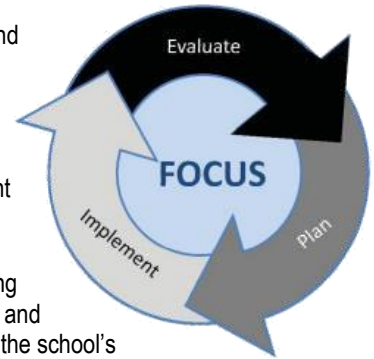
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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 Accountability Committee).	Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

- Status Stoplight Score on DPS and CDE School Performance Frameworks: **Exceeds Expectations**
- Steck has been a **Distinguished School** for over five years

Steck Elementary is a small Denver Public School with 361 students located in southeast Denver. The school has one full-day ECE classroom and kindergarten through 5th grade. In 2nd through 5th grade, the teachers and students platoon for literacy and/or math, science, and social studies. The parent population plays a large part in the community and has a variety of different community events as well as fundraising activities. The school has Kaleidoscope Corner that provides before and after school daycare. In addition, there are

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

a wide variety of enrichment activities after school that students are able to partake in if they like. Some of these activities are band, choir, Destination Imagination, and Tae Kwon Do.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 71.2% in 3rd grade, 78.6% in 4th grade, and 80.0% in 5th grade. Overall, 76.7% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were significantly above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 66.7% for Hispanic students and 70.3% for Students of Color. The district averages were 22.6% for Hispanic students and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 78.6%.

56.0% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 80.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

96.6% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 65.7% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 76.5% in 3rd grade, 81.8% in 4th grade, and 87.3% in 5th grade. Overall, 82.0% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were significantly above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 76.2% for Hispanic students and 78.4% for Students of Color. The district averages were 15.2% for Hispanic students and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 83.1%.

66.7% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was significantly above the district average of 14.8%. 84.7% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

93.1% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 75.7% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science remained stable at 82% from 2014 to 2015. Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 86% in 2014 to 89% in 2015. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

13% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%.

38% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was slightly above the district average of 35%.

ACCESS:

The MGP for ACCESS increased from 61 in 2013 to 98 in 2014 followed by a decrease to 77 in 2015

Priority Performance Challenges:

23.3% of all students did not Meet/Exceed Expectations on CMAS ELA.

Root Cause Analysis:

Teachers are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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)	80% of students will score proficient or advanced on the End of Year Literacy interim.	93% of students were proficient/advanced on the End of Year literacy interim. The target was exceeded by 13%.	Targets were met due to the continued focus on DDI, GR structures, intervention, PD and collaboration among teachers. Common agreements about alignment and resources also played a role.
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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)	The percentage of students who Met or Exceeded Expectations on CMAS ELA was 71.2% in 3rd grade, 78.6% in 4th grade, and 80.0% in 5th grade. Overall, 76.7% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were significantly above the district averages.	23.3% of all students did not Meet/Exceed Expectations on CMAS ELA.	Teachers are continuing to develop capacity to implement the ELA CCSS and assessments while also addressing the needs of students who are not currently meeting grade level expectations.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

All ELA Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity

Legend:
- Steck Elementary School
- Elementary Network 5
- District

Values shown in chart:
- Asian: 44.4%, 49.3%
- Black: 22.1%, 30.4%
- Hispanic: 66.7%, 22.6%, 28.5%
- Two or More: 50.2%, 50.1%
- Students of Color: 70.3%, 32.8%, 24.8%
- White: 78.6%, 67.0%, 66.4%

Race/Ethnicity	Test Taken
Native American	
Asian	*
Black	*
Hispanic	21
Hawaiian/Pacific Islander	
Two or More	*
Students of Color	37
White	126

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 66.7% for Hispanic students and 70.3% for Students of Color. The district averages were 22.6% for Hispanic students and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 78.6%.

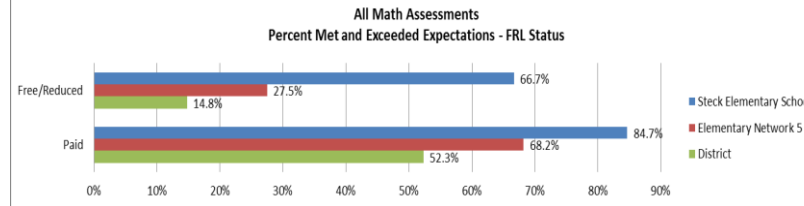School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments — Percent Met and Exceeded Expectations - FRL Status		

All ELA Assessments
Percent Met and Exceeded Expectations - FRL Status

Free/Reduced: 56.0% (Steck Elementary School), 28.6% (Elementary Network 5), 21.8% (District)
Paid: 80.4% (Steck Elementary School), 70.8% (Elementary Network 5), 63.8% (District)
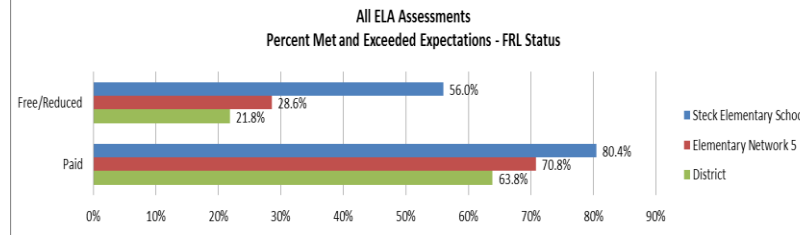
FRL	Test Taken
Free/Reduced	25
Paid	138

56.0% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 80.4% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

All ELA Assessments
Percent Met and Exceeded Expectations - GT Status

GT: 96.6% (Steck Elementary School), 86.8% (Elementary Network 5), 76.4% (District)
Not GT: 65.7% (Steck Elementary School), 37.9% (Elementary Network 5), 21.8% (District)
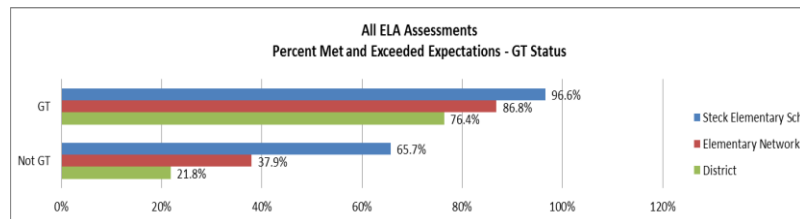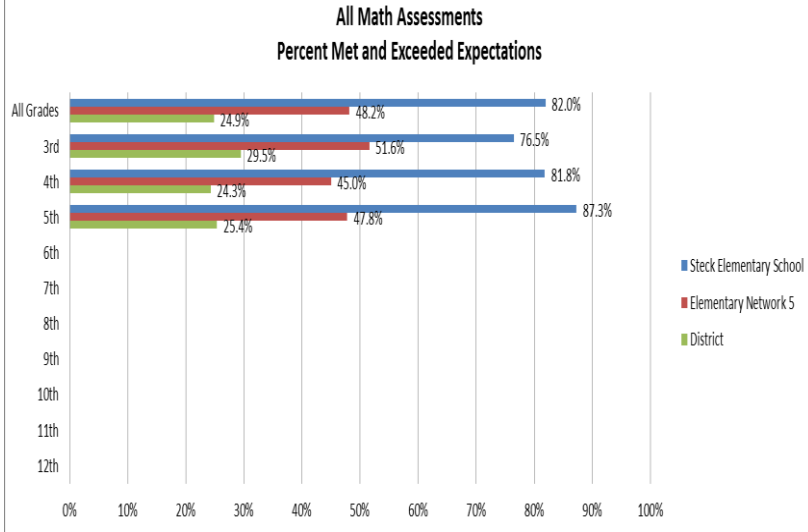
Gifted and Talented	Test Taken
GT	58
Not GT	105

96.6% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 65.7% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

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

All Math Assessments
Percent Met and Exceeded Expectations

All Grades	82.0% / 48.2% / 24.9%
3rd	76.5% / 51.6% / 29.5%
4th	81.8% / 45.0% / 24.3%
5th	87.3% / 47.8% / 25.4%

Steck Elementary School
Elementary Network 5
District

The percentage of students who Met or Exceeded Expectations on CMAS Math was 76.5% in 3rd grade, 81.8% in 4th grade, and 87.3% in 5th grade. Overall, 82.0% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were significantly above the district averages.

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

All Math Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity

Legend: ■ Steck Elementary School ■ Elementary Network 5 ■ District

Race/Ethnicity	Test Taken
Native American	
Asian	*
Black	*
Hispanic	21
Hawaiian/Pacific Islander	
Two or More	*
Students of Color	37
White	124

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 76.2% for Hispanic students and 78.4% for Students of Color. The district averages were 15.2% for Hispanic students and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 83.1%.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

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

All Math Assessments
Percent Met and Exceeded Expectations - FRL Status

Free/Reduced: 66.7% (Steck Elementary School), 27.5% (Elementary Network 5), 14.8% (District)
Paid: 84.7% (Steck Elementary School), 68.2% (Elementary Network 5), 52.3% (District)

FRL	Test Taken
Free/Reduced	24
Paid	137

66.7% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was significantly above the district average of 14.8%. 84.7% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

All Math Assessments
Percent Met and Exceeded Expectations - GT Status

GT: 93.1% (Steck Elementary School), 86.3% (Elementary Network 5), 63.3% (District)
Not GT: 75.7% (Steck Elementary School), 35.2% (Elementary Network 5), 14.9% (District)

Gifted and Talented	Test Taken
GT	58
Not GT	103

93.1% of students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 75.7% of students who are not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages. | | |

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

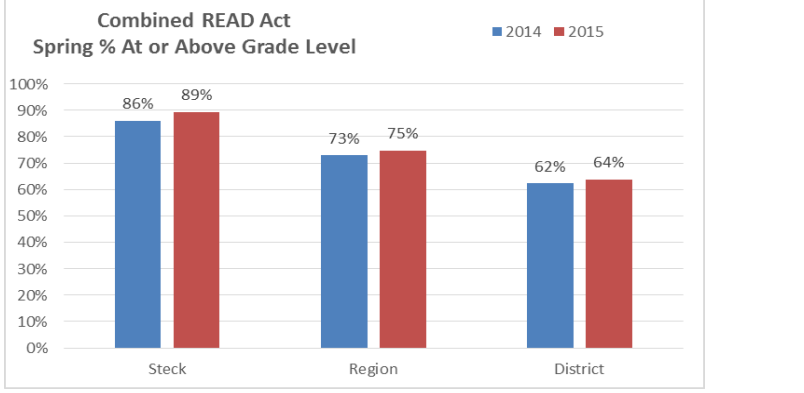| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

% Strong & Distinguished by Grade

The percentage of students performing at Strong and Distinguished on CMAS Science remained stable at 82% from 2014 to 2015. Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.

Combined READ Act Spring % At or Above Grade Level

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level increased from 86% in 2014 to 89% in 2015. Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	13% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%. 38% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was slightly above the district average of 35%.		

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**2013-2015 ACCESS MGP - All Grades and By Grade** The MGP for ACCESS increased from 61 in 2013 to 98 in 2014 followed by a decrease to 77 in 2015		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

The chart data table:

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	61	66	9	42	67	57	0	0	0	0	0	0	0
2014	98	99	99	97.5	58	75	0	0	0	0	0	0	0
2015	77	58	89	83.5	0	6	0	0	0	0	0	0	0

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

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 Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education
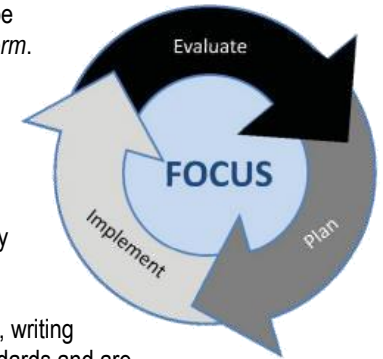
School Target Setting Form

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	23.3% of all students did not Meet/Exceed Expectations on CMAS ELA.	The percentage of students who Meet/Exceed Expectations on CMAS ELA will meet or exceed 2015 performance (76.7%).	The percentage of students who Meet/Exceed Expectations on CMAS ELA will meet or exceed 2016 performance.	ANet Interim Assessments, Unit/Module Assessments, Ongoing Formative Assessments	We will differentiate instruction to meet the needs of all students.
		READ					
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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: We will differentiate instruction to better meet the needs of all students.

Root Cause(s) Addressed: Teachers are continuing to develop capacity to implement the ELA and Math CCSS and assessments while also addressing the needs of students who are not currently meeting or exceeding grade level expectations.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Professional Learning will be focused on differentiation through a structure called Colleague Circles. (I.6 is our school goal.)	Yearlong		TL's	Teacher created Google + Community Page where planning, collaboration and resources are shared throughout the school year.	5 week Learning Cycles include: A) In-depth study of the LEAP framework, focused on High Impact Instructional Moves, specifically I.6 – provides differentiation that addresses student's instructional needs and supports mastery of content language objectives. B) Helped teachers build a deeper understanding of differentiation	Sept-Oct Nov-Dec

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

					through content, process and product adjustment within their lessons.	
					C) Teachers proactively planned differentiation for partially proficient students for at least one element of their lessons. Reactive vs. proactive study – set learning cycle goals for specific to the teacher's classroom data.	Jan-Feb
					D) Connect 1.6 practices to individual PGP's	Mar- Apr
All observation/feedback cycles will focus on I.6 for all teachers	Yearlong		Admin, TLs, Teachers	Using video capture, Swivl, viewing videos online, reflection template	LEAP write ups, co-planning with observer related to differentiation, debrief and reflect	ongoing
Emphasis on Guided Reading practice and monitoring growth through observation and feedback	Yearlong		Admin., Literacy Teachers	GR tracking template – updated monthly Training by Debra Crouch (grades 1,2,3) GR plus training (grade 4 and Intermediate Literacy Specialist) GR training for Kindergarten by Literacy Resource Partner	Tracker and observation/feedback designed to confirm that adequate growth is being made, students are in appropriate group instruction and teachers are applying best practices.	ongoing

* 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.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

Major Improvement Strategy #2: Improve student culture by modeling and teaching Personal Success Factors

Root Cause(s) Addressed: Steck staff is at various stages of implementation for the Personal Success Factors effort. All staff at Steck have not adequately modeled and taught all students how to problem solve and demonstrate respectful behaviors during non-structured times of the day. Staff has different expectations for student behavior.

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				
Teaching students strong positive character strengths.	Year long		All staff	Personal Success Factor library Personal Success Factor parent committee PSF Lesson Plans PSF Google Doc	Parent taught lessons Teachers and staff using academic language	Ongoing
Supporting students' social and emotional needs through the creation of behavior plans to address individual needs	Year long		Additional personnel* – 4 day a week – Psych, Sped teacher, and para, G/T teacher	Coordinated efforts to support students who need additional emotional support on an as needed basis and according to personnel schedules.	Personnel* meeting with students one-on-one and in groups to address social-emotional needs as prescribed in the behavior plans.	Ongoing
Teaching and modeling for students' problem solving strategies on the playground and in other areas/times with less structure	Year long		Para-educators and Specials/Specialists	Restorative Approach training	Improved climate and culture in common areas. Safer conditions on the playground	Ongoing
All staff implementing common behavioral expectations	Year long		All staff	Behavior Management Flowchart Think Sheets	Fewer office referrals	Ongoing

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

				Behavior Incident Form (aligning with IC reporting and district discipline policy) De-escalation trainings		
Providing recognition and celebrations of positive student behavior	Year long		All staff	Culture Equity Leadership Team Personal Success Factor community committee	Weekly Announcements Steck Star Success Day Personal Success Factors board Personal Success Factor assemblies	Ongoing

* 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.

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL

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

_____

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   ☐ Other: _____

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

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

Section V: Appendices

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

School Code: 8222   School Name: STECK ELEMENTARY SCHOOL