

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8776** School Name: **TELLER ELEMENTARY SCHOOL** Official 2014 SPF: **3 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.*

Teller Elementary School is located in the Congress Park Neighborhood of Denver. The school serves neighborhood students from ECE, age 4, to fifth grade. The school is also a magnet school for identified highly gifted and talented students from all over DPS Teller's GT/HGT program is based on an integrated and differentiated model of instruction. About 37% of our students choice in from other school boundaries and our average percentage of free and reduced lunch students has ranged from 37% in 2011 to 32% in 2015. Our percentage of minority students has remained mostly constant since 2011 and is at about 40%. We are a English Language Development only school with only 6% of our students identified as English Language Learners. This number does not represent the other languages spoken in the building as there are students who speak another language, but are proficient English speakers. The percentage of students at Teller with an IEP has consistently been around 10% for the last five years. Our enrollment has been steadily climbing since 2010. We have grown from 425 students to 484 this year.

This year, with the change in student assessments, we have had to make educated guesses regarding the past performance of our students from the previous year. We adjusted our targets to reflect changes in assessment. We used our end of the year Interim assessment to make some statements about the progress or non-progress of our students.

Achievement:

Our Annual Performance Target for students was for 62% of our students to score proficient or advanced on the spring literacy interim. The percentage of our students scoring proficient or advanced on the spring literacy interim was 75%. We exceeded our target by 13 points. This addresses our Major Improvement Strategy 1: We will create a culture of shared expectations for writing rituals and routines and agreed upon practices for effective writing instruction for all students.

In 2014-15, we also focused on increasing the proficiency of our Black Students specifically in writing. We set a goal of 62% of our students scoring proficient or advanced on the district literacy interim. Only 39% of our Black students scored proficient or advanced on the spring interim. We missed our target by 23 points.

This year, we will continue our focus on literacy by focusing on Text Dependent Questions measured by Achievement Network Assessments. One of the problems we needed to

address was the reliability of assessment data we were able to access. Achievement Network assessments will give us access to normed, valid and reliable data to measure growth and achievement of our students so we can plan for instructional next steps for our scholars.

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.*

One challenge we have been facing has been a deep understanding of what text complexity should look like at each grade level and what instructional methods are necessary to support students' access to the increased rigor of complex text at each successive grade level. This includes building rigor in collaborative conversations about text as well as an ability to respond to complex text using evidence from reading. This has required us to build the necessary vocabulary not only for students to engage in high levels of collaborative conversation, but also to be able to respond accurately and completely in writing both in written response to reading and in explanations of problem solving in math.

Major Improvement Strategy 1: Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text (Core Actions 2 & 3, Shift 2)

Major Improvement Strategy 2: We will continue to identify and implement culturally relevant materials and practices for Black students, including genuine opportunities for writing in response to complex text that deepens understanding of culturally relevant material so that scholars can communicate their passions as truths supported by evidence.

Major Improvement Strategy 3: We will leverage and imbed strategies using text dependent questions and discussions that support gifted and talented learners and their unique needs to pursue independent learning through projects and passions in order to build capacity for instructional practice for all teachers.

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

- Actively use data from ANet assessment to measure standards L.1 and I.2 in all grade levels to track student growth in text based writing.
- Focus data team instruction on L.1 and I.2 to ensure we are selecting high impact instructional moves to support all student engagement in complex text, text dependent questions and responses that are text-based in both discussion and writing.
- Focus professional development on instructional strategies for creating rigorous text dependent questions.
- Data team meetings will focus on identifying gaps between proficiency and an exemplar to focus instructional strategies.

Major Improvement Strategy 2:

- Continue to build specific intervention strategies that support high levels of discussion and response that addresses culturally relevant strategies for Black students.
- Work with the Gifted and Talented department to more closely align identification processes to enable identification of our Black students.

Major Improvement Strategy 3.

- Explore Project Based Learning through professional development opportunities
- Bring in specific professional development to address the building of capacity of our classroom teachers to meet the needs of GT and HGT students in our community.

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

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

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

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Section II: Improvement Plan Information

Additional Information about the School

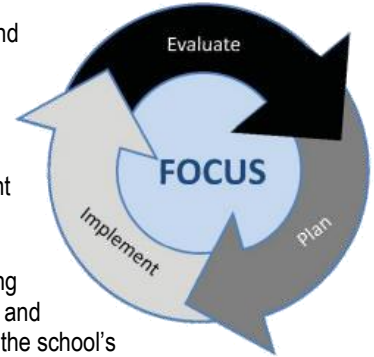
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jessica Downs, Principal
	Email	jessica_downs@dpsk12.org
	Phone	720-424-3560
	Mailing Address	1150 Garfield Street Denver, CO 80206
2	Name and Title	Sabrina Bates, Assistant Principal
	Email	Sabrina_bates@dpsk12.org
	Phone	720-424-3560
	Mailing Address	1150 Garfield Street Denver, CO 80206

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

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

Description of READ Act Results

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

The percentage of students reading at or above grade level in the spring decreased from 81% in 2014 to 73% in 2015. All grade levels saw decreases ranging from 7-16% with the exception of second grade which had an increase from 79% to 81% from 2014-2015. Of the 34 students who were significantly below grade level in the fall, 9% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

The percentage of student that were meeting or exceeding on the PARCC ELA were 60.9%. We had 12.7% of our students exceeding expectations. In math, 48.5% of our scholars met or exceeded expectations with 9.2.% of scholars in the exceeding category. Our median growth percentile for ACCESS was 42.5. The highest growth percentile we had was in 2013 was 62%ile. Last year, our growth percentile was 39%ile so this year we showed improvement over last year.

Progress Toward Last Year's Targets

(Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals. See worksheet 1 below.)

The percentage of our students scoring proficient and advanced on the spring district literacy interim was 75. We exceeded our target by 13 points. Since our growth is not
The percentage of our Black students scoring proficient and advanced on the spring district literacy interim was 39. We missed our target by 23 points

Trends Data

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. We do not have trends for PARCC and CMAS since we do not have enough years of data.)

This year we have been using both formal and informal data to inform instruction. Since we do not have many data points to compare trends, due to the changes in both Interim measures and district measures, we have been relying on many data sources to track individual and class growth. In ELA these include, ANet, STAR, DRA, Running Records and shared writing prompts supported by Lucy Calkins writing rubrics from Writing Pathways Performance Assessments and Learning Progressions.

In math, we have been using ANet, Engage New York pre and post tests, exit slips and MAPS for scholars in intervention.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Specifically, how did you arrive at the answer to question 2 in the executive summary?)

With the new use of the Achievement Network assessment and the many changes in other assessments we knew we needed to align to research based instructional practices that supported students in reaching proficiency on the Common Core State Standards. To this purpose, we aligned our work this year on recommendations made by Achievement Network to prioritize highest leverage action steps.

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 62.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 75. We exceeded our target by 13 points.	<p>Previous target around the percentage of Black students who scored proficient or advanced was not met due to the fact that our gap between our previous levels of proficiency and our actual goal was very large. We also continue to lack a full understanding of what strategies and supports are necessary for closing the gap.</p> <p>We began professional development last spring to address culturally responsive pedagogy. The PD ended up addressing bias in the staff and staff culture instead. This did not, in the end, lead staff to have a deeper understanding of effective culturally relevant instructional strategies to close the considerable gap.</p>
Academic Growth	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 62.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 75. We exceeded our target by 13 points.	
Academic Growth Gaps	The percentage of our Black students scoring proficient and advanced on the spring district literacy interim will be 62.	The percentage of our Black students scoring proficient and advanced on the spring district literacy interim was 39. We missed our target by 23 points.	
Postsecondary & Workforce Readiness	N/A		

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Worksheet #2: Data Analysis

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

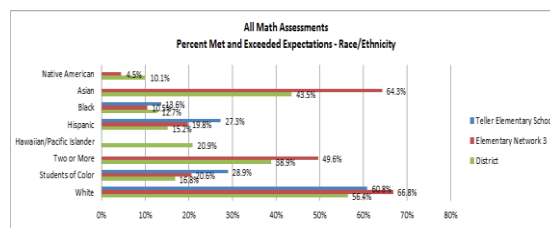
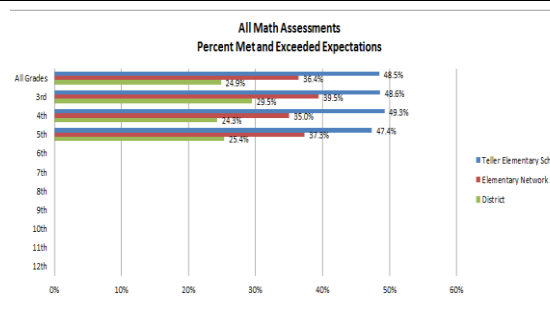
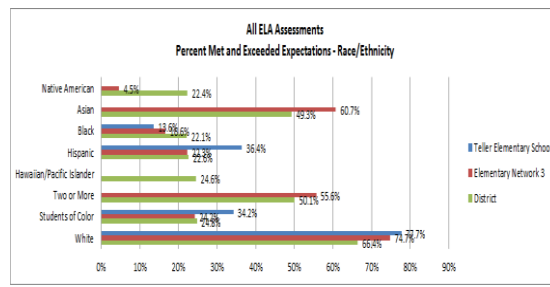
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Status)	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p> <table border="1"> <caption>All ELA Assessments - Percent Met and Exceeded Expectations</caption> <thead> <tr> <th>Grade</th> <th>Teller Elementary School</th> <th>Elementary Network 3</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>60.9%</td> <td>42.3%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>75.7%</td> <td>44.9%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>62.1%</td> <td>45.1%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>32.8%</td> <td>32.8%</td> <td>32.8%</td> </tr> </tbody> </table>	Grade	Teller Elementary School	Elementary Network 3	District	All Grades	60.9%	42.3%	33.5%	3rd	75.7%	44.9%	31.2%	4th	62.1%	45.1%	31.8%	5th	32.8%	32.8%	32.8%	<p>The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA was 60.9.</p>	<p>Teller Scholars are still developing complex skills to respond in writing and in discussion to rigorous text dependent questions that can be posed from engaging with complex text in order to become excellent consumers of information and strong communicators of ideas.</p> <p>Our Black scholars have not yet had sufficient opportunities to engage deeply enough in complex discussion and writing in response to text dependent questions found in complex text.</p> <p>Gifted and Talented student have not had sufficient opportunities to engage consistently in challenging, rigorous content which requires them to communicate their ideas effectively using diverse communication processes supported by evidence of their engagement with information found in complex text.</p>
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Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

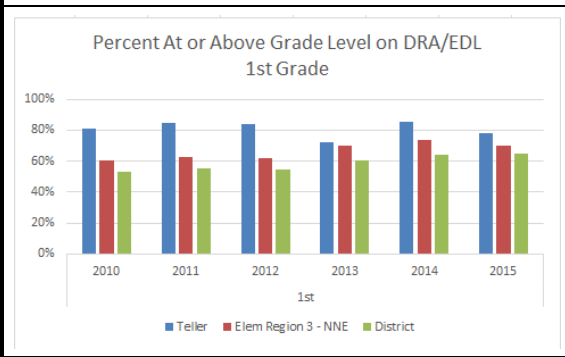
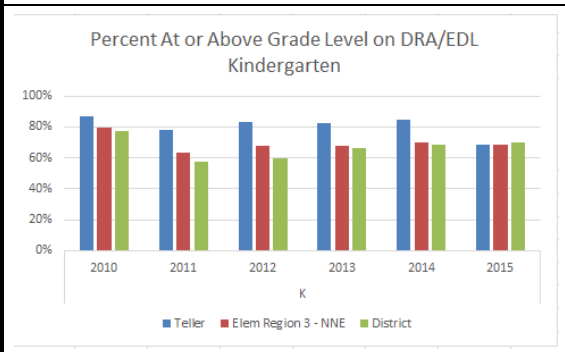
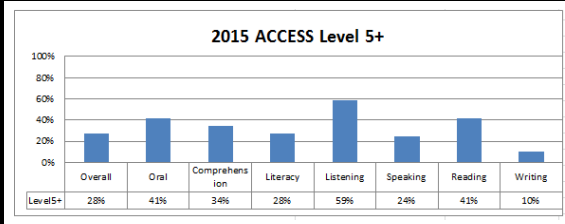
Root Causes



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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>62</td> <td>52</td> <td>84</td> <td>30</td> <td>38.5</td> <td>72</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>39</td> <td>35.5</td> <td>95</td> <td>61</td> <td>25.5</td> <td>49</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>42.5</td> <td>42</td> <td>37</td> <td>43</td> <td>31</td> <td>79</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	62	52	84	30	38.5	72	0	0	0	0	0	0	0	2014	39	35.5	95	61	25.5	49	0	0	0	0	0	0	0	2015	42.5	42	37	43	31	79	0	0	0	0	0	0	0		<p>Teller Scholars are still developing complex skills to respond in writing and in discussion to rigorous text dependent questions that can be posed from engaging with complex text in order to become excellent consumers of information and strong communicators of ideas.</p> <p>Our Black scholars have not yet had sufficient opportunities to engage deeply enough in complex discussion and writing in response to text dependent questions found in complex text.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			Gifted and Talented student have not had sufficient opportunities to engage consistently in challenging, rigorous content which requires them to communicate their ideas effectively using diverse communication processes supported by evidence of their engagement with information found in complex text.
Academic Growth Gaps	N/A		
Postsecondary & Workforce Readiness	N/A		

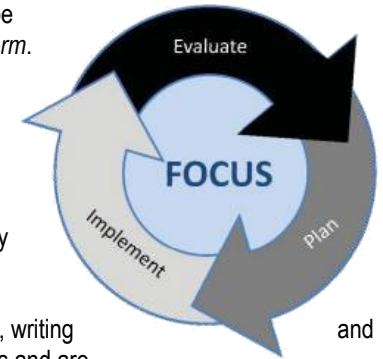
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 60.9.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 68.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be 73.	ANet 4x/year Running Records, Monthly DRA, 3x/year STAR, monthly. ANet re-teach assessments 4x/year	<p>Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text (Core Actions 2 & 3, Shift 2)</p> <p>We will continue to identify and implement culturally relevant materials, assessments and practices for Black students, including genuine opportunities for writing in response to complex text that deepens understanding of culturally relevant material so that scholars can communicate their passions as truths supported by evidence.</p> <p>We will leverage and imbed strategies using text dependent questions and discussions that support gifted and talented learners and their unique</p>

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							needs to pursue independent learning through projects and passions in order to build capacity for instructional practice for all teachers.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 9.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 14.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be 19.		
		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 48.5.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 55.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math will be 60.	ANet 4x/year ENY Math pre/post assessment with units Exit slips/daily and weekly ANet re-teach assessments 4x/year	
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	The median growth percentile for our English Language Learners for ACCESS overall was 42.5.	The median growth percentile for our English Language Learners for ACCESS overall will be 50.	The median growth percentile for our English Language Learners for ACCESS overall will be 50.		
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	N/A				
		M					

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Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text (Core Actions 2 & 3, Shift 2)

Root Cause(s) Addressed: Teller Scholars are still developing complex skills to respond in writing and in discussion to rigorous text dependent questions that can be posed from engaging with complex text in order to become excellent consumers of information and strong communicators of ideas.

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				
<ul style="list-style-type: none"> Actively use data from ANet assessment to measure standards CCSS L.1 and I.2 in all grade levels to track student growth in text based writing. 	2015-16	TBD	DR teachers Brenna McEvitt Jenna Nelson Haiti Johnson Jessica Downs, Principal Sabrina Bates, AP Meredith Stotle, ANet Coach	Achievement Network Assessment Data Team Protocols ANet tools Rubrics	Interim Assessment A1, A2, A3, A4 (October, December, February, May)	In progress: A1 completed and scored. Data process begun with specific standards.
<ul style="list-style-type: none"> Focus data team instruction on CCSS L.1 and I.1 to ensure we 		TBD	DR teachers Brenna McEvitt	NNE Data Team Training Protocol	Reteach Assessments after A1, A2, A3, and A4	In Progress: A1 and A2 Completed

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are selecting high impact instructional moves to support all student engagement in complex text, text dependent questions and responses that are text-based in both discussion and writing.			Jenna Nelson Haiti Johnson Jessica Downs, Principal Sabrina Bates, AP Meredith Stotle, ANet Coach Teacher Leaders	CCSS ANET Data Student writing from EL and other resources ANet question bank	SMART goal development as part of Data Team	A3 February 8-12
Focus professional development on instructional strategies for creating rigorous text dependent questions and rigorous student responses.		TBD	ILT Meredith Stotle, ANet Coach Leadership	RELAY GRE Resources <u>Great Habits Great Readers</u> Book Observation/Feedback Cycles using the 6 Steps Protocol focused on Text Dependent Questions Levels of Text Dependent Questions Rubric	LEAP Observation Growth: I-4 and I-8 overall Increase in I-5 CFU LEAP Benchmarks assessed monthly to check for progress.	In progress.
Data team meetings will focus on identifying gaps between proficiency and an exemplar to focus instructional strategies		TBD	DR teachers Brenna McEvitt Jenna Nelson Haiti Johnson Grade level teacher leaders	NNE Data Team Meeting Protocol and training On-going support through modeling, coaching by DR's	Observation of Data Teams using data team rubric	On-going

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

Major Improvement Strategy #2: We will continue to identify and implement culturally relevant materials, assessments and practices for Black students, including genuine opportunities for writing in response to complex text that deepens understanding of culturally relevant material so that scholars can communicate their passions as truths supported by evidence.

Root Cause(s) Addressed: Our Black scholars have not yet had sufficient opportunities to engage deeply enough in complex discussion and writing in response to text dependent questions found in complex text.

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				
<ul style="list-style-type: none"> Continue to build specific intervention strategies that support high levels of discussions and responses that address culturally relevant strategies for all black students. 	2015-16	TBD	Teachers DRs Administration ANet Coach	Specific ANet data disaggregated for Black Students	A1-A4 assessments Discussion Rubrics for Habits of Discussion	In process.
<ul style="list-style-type: none"> Work with the Gifted and Talented department to more closely align identification processes to enable accurate identification of our black scholars into GT/HGT programming. 	Ongoing	TBD	Principal GT personnel Rivian Bass, GT Teacher/Facilitator	CDE Documentation of Testing process ALP Enrich	Monthly checks with GT teacher to monitor testing process	In Process
* Concern is that African American Students and other GT students will not show growth with just ANet.that	Ongoing	TBD	Principal GT Teacher	GT Assessments for Creativity/Logical Thinking	GT Teacher works closely with CR teachers to identify possible GT students who	In Progress

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this will not reflect growth			CR Teachers	GT/HGT Checklists 2E CDE Class resources	may show their gifted-ness in a variety of ways.	

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

Major Improvement Strategy #3: We will leverage and imbed strategies using text dependent questions and discussions that support gifted and talented learners and their unique needs to pursue independent learning through projects and passions in order to build capacity for instructional practice for all teachers.

Root Cause(s) Addressed: Gifted and Talented student have not had sufficient opportunities to engage consistently in challenging, rigorous content which requires them to communicate their ideas effectively using diverse communication processes supported by evidence of their engagement with information found in complex text.

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				
<ul style="list-style-type: none"> Explore project based learning through professional development opportunities. 	2015-16	2016-17	DRs Administration SLT	TBD PBL in the Elementary Classroom by BIE	Establish PDU for interested teachers to pursue project based learning opportunities and strategies.	Not begun. Discussion introduced in SLT
<ul style="list-style-type: none"> Contract with specific professional development providers to address the building of capacity of our classroom teachers to meet the needs of GT/HGT students in our community. 						

* 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.*

SLT Questions/Thoughts

Keep

- * Idea of diversifying texts—would benefit everybody
- * Culturally relevant texts
- * All three align with differentiation as goal for PD.
- * Like GT specific type
- * Using data from ANet
- * Like the PD support
- * Like the PDU for project.
- * emphasis on student engagement

ADD/CHANGES

- Defining project based learning
- Resources for PBL
- Support for implementation
- More PD re: culturally relevant pedagogy—what does it look like
- Analyzing causes for AA gap.—what are some resources we can use for understanding this?
- Tracking the student growth for ANet. creates a problem. How will we do this?

Rigorous questions vs. hard questions for each grade level.

Last year we started defining proficiency and we did not conclude this work particularly vertically.