



COLORADO
Department of Education

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

Organization Code: **0880**

District Name: **DENVER COUNTY 1**

School Code: **8909**

School Name: **TREVISTA AT HORACE MANN**

Official 2015 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.*

Achievement:

- Reading scores in K-3, increased from 61% to 63%.
- More students are reading significantly below grade level in 2nd grade
- 67% of k-5 students scored a 5 or higher in the oral component of ACCESS.
- Only 18% of K-5 students scored a 5 or higher on the reading component of ACCESS.
- Only 6% of K-5 students scored a 5 or higher in the writing component of ACCESS.
- 3rd grade had the highest percentage of students scoring a 5 or higher overall, in comprehension, in oral and in literacy.

Growth:

- Overall ACCESS MGP displays a significant increase from 39 to 64.
- The 1st, 4th, and 5th grades had an MGP in the 70th percentile for ACCESS.



Growth Gaps: N/A

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.*

Achievement:

- Lack of instructional effectiveness improvement systems
- Lack of consistent/frequent guided reading and guided reading approaches for both students reading significantly below or above grade level
- Lack of effective lesson planning for accelerated and targeted guided reading instruction
- Lack of CCSS aligned rigor of daily instruction in some classrooms
- Need to strengthen high expectations for student through school wide culture systems
- Lack of strong partnership with parents to align expectations and accountability

Growth:

- Continue focus on increasing academic language and accountable talk structures.
- Lack of systematic ELD curriculum.
- Inconsistent implementation of ELD block.
- Lack of sheltering and differentiation for ELs during core instruction.

Growth Gaps: N/A

What action is the school taking to eliminate these challenges?

School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

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 Strong Instructional Systems, Structures and Processes Through classroom rigor, well-planned lesson implementation, frequent observations and consistent feedback, improve Tier 1 instruction and intervention strategies in all content areas. **Root Cause(s) Addressed:** Ineffective planning for CCSS rigor, small group instruction and interventions, instructional coaching systems,

Major Improvement Strategy #2: Continue to use School-wide Systems to Improve Climate & Culture - through implementation of consistent behavioral expectations school-wide **Root Cause(s) Addressed:** Ineffective culture and climate support systems

Major Improvement Strategy #3: Improve Parent and Community Engagement by developing systems to improve communication and collaboration
Root Cause(s) Addressed: Lack of strong partnership with parents to align expectations and accountability

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

School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

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/uiip/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/uiip/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/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,	Priority Improvement Plan - Entering Year 5 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

School Code: 8909

School Name: TREVISTA AT HORACE MANN



	growth gaps, postsecondary and workforce readiness).		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.	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.
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.	Awarded a Diagnostic Review and Planning Grant	Schools receiving a Diagnostic Review and Planning grant should include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed furthe
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.

School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

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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School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

Section II: Improvement Plan Information

Additional Information about the School

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	N/A
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.	School Quality Review by Cambridge Education Group & CDE (April 2011)

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: _____

1	Name and Title	Jesús Rodríguez, Principal
	Email	jesus_rodriguez@dpsk12.org
	Phone	720-423-9821

School Code: 8909

School Name: **TREVISTA AT HORACE MANN**



COLORADO
Department of Education

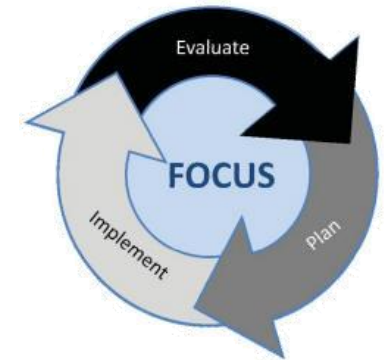
	Mailing Address	4130 Navajo Street, Denver, CO 80211
2	Name and Title	Mandy Martinez, Assistant Principal
	Email	mandy_martinez@dpsk12.org
	Phone	720-423-9826
	Mailing Address	4130 Navajo Street, Denver, CO 80211

School Code: 8909

School Name: TREVISTA AT HORACE MANN

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</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal</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</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance</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</p>
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School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO Department of Education

<p>readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>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>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>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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Narrative:

Trevista at Horace Mann is in its first year as an ECE-5th grade school as a result of the closure of the middle school due to under-enrollment. At Trevista 95% of our students qualify for free and reduced lunch. The student population is comprised of 78% Hispanic/Latino, 15% African American, 5% White, and 2% other. Trevista ECE-5 is a Transitional Native Language Instruction (TNLI) school designated by the Denver Public Schools with 34% of Trevista students having a primary home language other than English. In addition, Trevista has been granted Innovation status for the last four years. With the goal of closing opportunity gaps, this innovation status has allowed us flexibility in people, time, and money. Our students have a longer school day from 7:55-3:35 to increase time spent on academic, social, and arts development. We have also adopted the Common Core aligned Engage NY curriculum K-5 for both math and literacy. To support the English language development of our English language learners we are a part of the EL Achieve district pilot.

Achievement and growth on all data indicators demonstrates that improvement is needed in all content areas and at every grade level. Trevista uses multiple tools to build a body of evidence and monitor student progress at each grade level that include: ACCESS, PARCC, DRA2/EDL2, SRI, STAR, as well as K-1st teacher created interim assessments and 2nd-5th ANET interim assessments.

The school advisory board which is comprised of staff members, community members, and members of the leadership team, worked in collaboration to review the data, identify root causes, and determine a timeline of detailed next steps to close the opportunity gaps.

The most critical data trends upon which the 2014-15 Unified Improvement Plan was developed include:

READ ACT DATA

School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

The number of students in K-3rd grade that read on or above grade level has been steadily increasing since 2010 with a slight dip in 2013.

2010: 45%

2011: 53%

2012: 54%

2013: 52%

2014: 61%

2015: 63%

The number of ELLs in K-3rd grade that read on or above grade level has also been steadily increasing since 2010.

2010: 40%

2011: 51%

2012: 55%

2013: 55%

2014: 63%

2015: 67%

The number of students in K-3rd grade that qualify for Free and Reduced Lunch that read on or above grade level has also been steadily increasing since 2010.

2010: 44%

2011: 51%

2012: 54%

2013: 52%

School Code: 8909

School Name: TREVISTA AT HORACE MANN



2014: 61%

2015: 63%

The number of students of color in K-3rd grade that read on or above grade level has been increasing since 2010 with a slight dip in 2013. There is a small gap between white students and students of color in K-3rd grade that read on or above grade level in 2015.

2010: 45%

2011: 53%

2012: 54%

2013: 53%

2014: 61%

2015: 63%

During Trevista's third year of Tiered Intervention Grant support (2013-2014), the school implemented a variety of changes using the turnaround model, including specialized support from three academy directors, a completely revised schedule that expanded learning time and provided additional time for interventions, and developed minute by minute systems to clarify, monitor and support overall school culture.

In summary, over half of the students at Trevista are below proficient in every subject area and at least half of those students are multiple years behind grade level. Progress toward proficiency is evident this year.

Priority Performance Challenges

Achievement:

- Reading scores in K-3, increased from 61% to 63%.
- More students are reading significantly below grade level in 2nd grade
- 67% of k-5 students scored a 5 or higher in the oral component of ACCESS.

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



COLORADO
Department of Education

- Only 18% of K-5 students scored a 5 or higher on the reading component of ACCESS.
- Only 6% of K-5 students scored a 5 or higher in the writing component of ACCESS.
- 3rd grade had the highest percentage of students scoring a 5 or higher overall, in comprehension, in oral and in literacy.

Growth:

- Overall ACCESS MGP displays a significant increase from 39 to 64.
- The 1st, 4th, and 5th grades had an MGP in the 70th percentile for ACCESS.

Root causes of Trevista's current progress in academic performance are an emphasis on school climate and culture systems, allowing teachers and students to focus on high quality instruction. In addition, academic growth is also attributed to rigorous instruction with a focus on student use of academic language; interim assessments that matched the rigor of CMAS; small group instruction targeting academic interventions for students; and a system of instructional feedback. Root causes attributed to current challenges are lack of consistent interventions for students significantly below grade level, reliable data tracking and progress monitoring systems; lack of robust lesson planning and inconsistent use of PLC process.

Achievement:

- Lack of instructional effectiveness improvement systems
- Lack of consistent/frequent guided reading and guided reading approaches for both students reading significantly below or above grade level
- Lack of effective lesson planning for accelerated and targeted guided reading instruction
- Lack of CCSS aligned rigor of daily instruction in some classrooms
- Need to strengthen high expectations for student through school wide culture systems
- Lack of strong partnership with parents to align expectations and accountability

Growth:

- Continue focus on increasing academic language and accountable talk structures.
- Lack of systematic ELD curriculum.
- Inconsistent implementation of ELD block.

Lack of sheltering and differentiation for ELs during core instruction

School Code: 8909

School Name: TREVISTA AT HORACE MANN



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)	<p>K-3 Literacy: Increase EOY students reading at or above grade level from 61% to 65% as measured by DRA2/EDL</p> <p>Decrease the number of students reading significantly below grade level:</p> <p>K: N=1: from 100% to 75% 1st: N=8 from 75% to 56% 2nd: N=28 from 82% to 61% 3rd: N=14 from 100% to 75%</p>	<p>K-3 Literacy: Target was not met however, students reading at or above grade level increased from 61% to 63% as measured by DRA2/EDL2.</p>	<ul style="list-style-type: none"> ● K-3 EOY students reading at or above grade level increased due to... <ul style="list-style-type: none"> ○ Effective small group interventions ○ Frequent and impactful instructional observation and feedback sessions with actionable next steps ○ Effective culture and climate support systems ● Goal not met due to... <ul style="list-style-type: none"> ○ Common expectations around lesson planning and implementation of guided reading ○ Lack of a systemic data

School Code: 8909

School Name: TREVISTA AT HORACE MANN



	<p>Targets relative to PARCC/CMAS assessment results</p> <p>3-5 Elementary Literacy: Undeterminable at this point</p> <p>Elementary Math: Undeterminable at this point</p>		<p>tracking process</p> <ul style="list-style-type: none"> o Lack of consistent interventions for students below grade level
<p>Academic Growth</p>	<p>Overall ELP: Increase ACCESS MGP from 39 to 50.</p> <p>*Targets relative to PARCC assessment growth results</p> <p>Elementary Literacy: Undeterminable at this point</p> <p>Elementary Math: Undeterminable at this point</p>	<p>Overall ELP: Target was exceeded. The overall ACCESS MGP increased from 39 to 64.</p>	

School Code: 8909

School Name: TREVISTA AT HORACE MANN



Academic Growth Gaps	*Targets relative to PARCC assessment growth results		
	Elementary Literacy: Undeterminable at this point Elementary Math: Undeterminable at this point		
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

School Code: 8909

School Name: TREVISTA AT HORACE MANN



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>PARCC 2015</p> <p>Link back to Introduction</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2015 CMAS: PARCC ELA</th> </tr> <tr> <th>School</th> <th>Grade/Test</th> <th>Total Tested</th> <th>% Met or above</th> </tr> </thead> <tbody> <tr> <td>Trevista at Horace Mann</td> <td>3rd Graders</td> <td>42</td> <td>4.8%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>4th Graders</td> <td>43</td> <td>7.0%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>5th Graders</td> <td>40</td> <td>10.0%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>6th Graders</td> <td>64</td> <td>14.1%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>7th Graders</td> <td>38</td> <td>21.1%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>8th Graders</td> <td>55</td> <td>5.5%</td> </tr> <tr> <td>Trevista at Horace Mann</td> <td>All Grades</td> <td>282</td> <td>10.3%</td> </tr> </tbody> </table>			2015 CMAS: PARCC ELA		School	Grade/Test	Total Tested	% Met or above	Trevista at Horace Mann	3rd Graders	42	4.8%	Trevista at Horace Mann	4th Graders	43	7.0%	Trevista at Horace Mann	5th Graders	40	10.0%	Trevista at Horace Mann	6th Graders	64	14.1%	Trevista at Horace Mann	7th Graders	38	21.1%	Trevista at Horace Mann	8th Graders	55	5.5%	Trevista at Horace Mann	All Grades	282	10.3%	<ul style="list-style-type: none"> 7% of 3rd-5th grade students met expectations PARCC ELA; that means 93% did not. 	<ul style="list-style-type: none"> Lack of instructional effectiveness in 3rd grade resulting in a midyear staffing change. Lack of native language instruction for Spanish speaking students. <ul style="list-style-type: none"> Lack of on-going PD that aligned to the shift in standards. Lack of effective interventions for students significantly below grade level. Lack of instructional effectiveness at some grade levels <ul style="list-style-type: none"> Lack of consistent/frequent guided reading and guided reading approaches for both students reading significantly
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School Code: 8909

School Name: TREVISTA AT HORACE MANN

Written Expression PARCC 2015

Grade	Count	Trevisa at Horace Mann		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	282	61.0%	17.7%	21.3%
3rd	42	85.7%	0.0%	14.3%
4th	43	69.8%	14.0%	16.3%
5th	40	62.5%	20.0%	17.5%
6th	64	43.8%	28.1%	28.1%
7th	38	28.9%	26.3%	44.7%
8th	55	76.4%	14.5%	9.1%

Literary Text PARCC 2015

Grade	Count	Trevisa at Horace Mann		
		%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	282	58.2%	29.1%	12.8%
3rd	42	81.0%	14.3%	4.8%
4th	43	62.8%	27.9%	9.3%
5th	40	55.0%	32.5%	12.5%
6th	64	46.9%	37.5%	15.6%
7th	38	50.0%	31.6%	18.4%
8th	55	58.2%	27.3%	14.5%

Informational Text PARCC- 2015

- 16% of 3rd-5th met or exceeded expectations on written expression; that means 84% of 3rd-5th did not
- 85.7% of 3rd grade students were below expectations. 0% of 3rd grade students nearly met expectations.
- Only 11% of students nearly met expectations
- 9% of 3rd-5th grade students met or exceeded expectations on Literary Text that means that 91% did not.
- 81% of 3rd grade students were below expectations.
- Only 25% of students nearly met expectations
- 14% of 3rd-5th grade students

below or above grade level

- Lack of effective lesson planning for accelerated and targeted guided reading instruction
- Rigor of daily instruction in some classrooms

School Code: 8909

School Name: TREVISTA AT HORACE MANN

Test: All E				
Trevista at Horace Mann				
Grade	Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations
All Grades	282	59.2%	24.8%	16.0%
3rd	42	64.3%	21.4%	14.3%
4th	43	72.1%	16.3%	11.6%
5th	40	52.5%	32.5%	15.0%
6th	64	51.6%	31.3%	17.2%
7th	38	47.4%	31.6%	21.1%
8th	55	67.3%	16.4%	16.4%

Math PARCC- 2015

School	Grade/Test	2015 CMAS: PARCC Math	
		Total Tested	% Met or Above
Trevista at Horace Mann	3rd Graders	52	7.7%
Trevista at Horace Mann	4th Graders	47	8.5%
Trevista at Horace Mann	5th Graders	40	10.0%
Trevista at Horace Mann	6th Graders	1	*
Trevista at Horace Mann	7th Graders - All Tests	38	5.3%
Trevista at Horace Mann	7th Grade Test Only	38	5.3%
Trevista at Horace Mann	8th Graders - All Tests	55	10.9%
Trevista at Horace Mann	8th Grade Test Only	55	10.9%
Trevista at Horace Mann	All Grades	233	8.6%

READ Act - 2015

- met or exceeded expectations on Informational Text; that means 86% did not
- 72% of 4th grade students were below expectations.
- Only 23% of students nearly met expectations
- 8% of 3rd-5th grade students met or exceeded expectations in math; that means 92% did not.

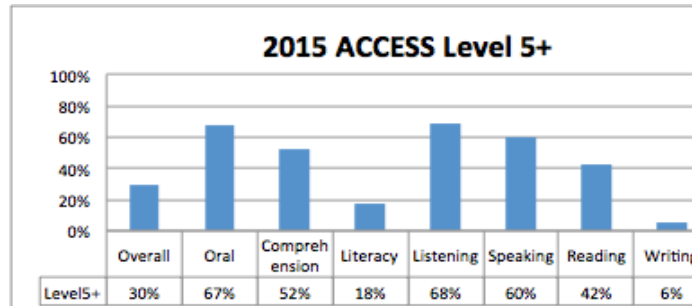
- Reading scores in K-3, increased from 61% to 63% (DRA2)
- More students are reading significantly below grade level in 2nd grade

School Code: 8909

School Name: TREVISTA AT HORACE MANN

READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear* per Grade							
*Note: Kindergarten identified at midyear, all other grades identified in Fall							
Grade	Year	Trevista		Region		District	
		N	%	N	%	N	%
00	2015	1	0%	44	0%	319	4%
01	2015	8	25%	100	7%	745	11%
02	2015	28	18%	292	14%	1924	13%
03	2015	14	0%	264	13%	1748	9%

READ Act Spring % At or Above Grade Level						
Year	Trevista		Region		District	
	N	%	N	%	N	%
2014	242	61%	4155	63%	29215	62%
2015	240	63%	4084	66%	29201	64%

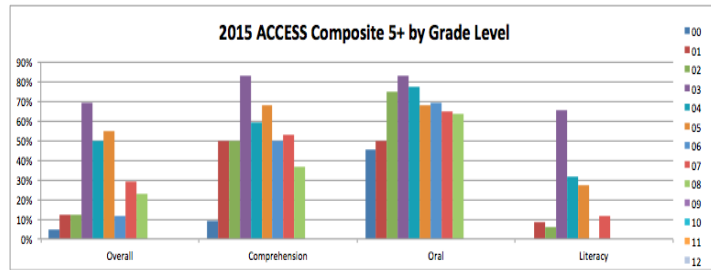


- 67% of k-5 students scored a 5 or higher in the oral component of ACCESS.
- Only 18% of K-5 students scored a 5 or higher on the literacy component of ACCESS.
- Only 6% of K-5 students scored a 5 or higher in the writing component of ACCESS.
- 3rd grade had the highest percentage of students scoring a 5 or higher overall, in comprehension, in oral and in literacy.

- Lack of systematic ELD curriculum.
- Inconsistent implementation of ELD block.
- Lack of sheltering and differentiation for ELs during core instruction.

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



Academic Growth

	ACCESS MGP		
	2013	2014	2015
All Grades	35	39	64
01	48	38.5	78
02	48.5	36	56.5
03	35	33	66
04	17	50	70.5
05	13	30.5	76

- Overall ACCESS MGP displays a significant increase from 39 to 64.
- The 1st, 4th, and 5th grades had an MGP in the 70th percentile.
-

- Continue focus on the increasing academic language and accountable talk structures.
- Lack of systematic ELD curriculum.
- Inconsistent implementation of ELD block.
- Lack of sheltering and differentiation for ELs during core instruction.

School Code: 8909

School Name: TREVISTA AT HORACE MANN



Academic Growth Gaps	N/A	N/A	N/A
Postsecondary & Workforce Readiness	N/A	N/A	N/A

School Code: 8909

School Name: TREVISTA AT HORACE MANN

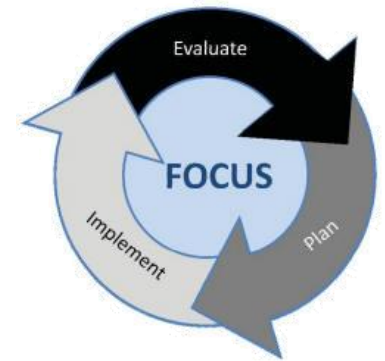
Section IV: Action Plan(s)

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: 8909

School Name: TREVISTA AT HORACE MANN



School Target Setting Form

Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	N/A	N/A	N/A	N/A	N/A
		READ	<ul style="list-style-type: none"> More students are reading significantly below grade level in 2nd grade (57%) and Third grade (31%) than in K or 1st grade 	<p>K-3 Literacy: Increase EOY students reading at or above grade level from 61% to 65% as measured by DRA2/EDL</p> <p>Decrease the number of students reading significantly below grade level:</p> <p>K: N=1: from 100% to 75% 1st: N=8 from 75% to 56% 2nd: N=28 from 82% to 61% 3rd: N=14 from 100% to 75%</p>	<p>k-3 Literacy: Increase EOY students reading at or above grade level from 65% to 70% as measured by DRA2/EDL</p> <p>Decrease the number of students reading significantly below grade level:</p> <p>K: N=1: from 75% to 50% 1st: N=8 from 56% to 36% 2nd: N=28 from 61% to 40% 3rd: N=14 from 75% to 50%</p>	<p>DRA2/EDL2 , SRI, ANet Interims,</p> <p>Progress monitored throughout the year using UIP Tracker.</p> <p>K-3 Literacy progress monitored using internal data maps</p>	1, 2

School Code: 8909

School Name: TREVISTA AT HORACE MANN



				Targets relative to PARCC/CMAS assessment results 3-5 Elementary Literacy: Undeterminable at this point	Targets relative to PARCC/CMAS assessment results 3-5 Elementary Literacy: Undeterminable at this point		
		M		Elementary Math: Undeterminable at this point	Elementary Math: Undeterminable at this point		
		S		Elementary: Increase P/A from 14% to 19% or more	Elementary: Increase P/A from 19% to 24% or more	End of Unit Performance Assessments, Teacher-Created Assessments	1, 2
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		Undeterminable at this point	Undeterminable at this point		
		M		Undeterminable at this point	Undeterminable at this point		
		ELP	ELP Growth (based on ACCESS) shows a slow upward trend	Overall ELP: Increase ACCESS MGP from 45 to 50.	Overall ELP: Increase ACCESS MGP from 64 to 70.	ANet Interim assessments, ACCESS	1, 2

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



			and is not on pace to bring students to English Language Proficiency in an appropriate amount of time				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA		undeterminable at this point	undeterminable at this point		
		M					
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disag. Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

School Code: 8909

School Name: TREVISTA AT HORACE MANN



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 Strong Instructional Systems, Structures and Processes Through classroom rigor, well-planned lesson implementation, frequent observations and consistent feedback, improve Tier 1 instruction and intervention strategies in all content areas. **Root Cause(s) Addressed:** Ineffective planning for CCSS rigor, small group instruction and interventions, instructional coaching systems,

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				
Extend "Green Day" professional development 5 days beyond district expectation. Implement "Trevista University" to include targeted PD to improve instructional effectiveness: <ul style="list-style-type: none"> Lesson Planning from CCSS 	August 2015 Training of new	August 2016 Training of new	School leaders and Lead Teachers	No cost to school TIG Funds (completed Sept.) \$13,800 (\$600 per teacher)	Completed <ul style="list-style-type: none"> Assign a primary math and literacy teacher leader 	Completed for 15-16 PD completed (observations and feedback are ongoing)

School Code: 8909

School Name: TREVISTA AT HORACE MANN



<ul style="list-style-type: none"> • Data Driven Instruction • Introduction of Achievement Network (ANet) Interim Assessments • Using Data Maps as a Progress Monitoring Tool • EngageNY – curriculum deep dive (math and language arts) • Classroom engagement strategies from Teach Like a Champion • Strategies to support English Language Learners • Macro and Micro student culture systems. 	<p>staff by currently trained staff (no cost)</p>	<p>staff by currently trained staff (no cost)</p>	<p>Math Teachers Literacy Teachers Special Education Teachers Primary teachers</p>	<p>SBB –</p>	<p>to support and provide on-going coaching</p> <ul style="list-style-type: none"> • Assign an intermediate math and literacy lead teacher to provide on-going coaching support for math teachers • Lead teachers to facilitate on-going PD and support in planning, rigor and differentiation • District & Network Partners to help plan, facilitate, and train teacher leaders to lead PD 	<p>Ongoing through May 2016</p>
<p>Increase Reading and Math Content Knowledge and Instructional Delivery through summer and on-going professional development sessions:</p> <ul style="list-style-type: none"> • Common Core Standards Institute in Washington D.C. • Ongoing Guided Reading PD • Ongoing Mathematics PD (rigor) • Expeditionary Learning Math and Literacy PD • Leveled Literacy Intervention Training (English and Spanish) 	<p>Summer – July 2015 On-going beginning Aug. 2015</p>	<p>(August 2016) Training of new staff by currently trained staff (no cost)</p>	<p>School leaders and Lead Teachers Math Teachers Literacy Teachers Special Education Teachers Primary teachers</p>	<p>No cost to school</p>	<ul style="list-style-type: none"> • Assign a primary math teacher leader to train and monitor paraprofessionals to implement additional Math Perspective interventions with primary students • Assign an intermediate math lead teacher to provide on-going coaching support for math teachers • K-2 teachers attending district Guided Reading Plus PD • 3-5 teachers attending district Expeditionary Learning PD 	<p>Ongoing through May 2016</p>

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



<p>Implement 45 minute per day math lab times to address mathematical gaps and conceptual misunderstandings for 2nd-4th grade students that are U or PP.</p> <p>Provide additional intervention support with trained paraprofessionals for primary students</p> <p>Implement Reading Partners tutoring for students .5-2.5 years behind grade level (1:1 tutoring, 45 minutes per session, twice per week)</p> <p>Implement 30 minute LLI intervention through literacy lab for students K-3rd to address gaps in literacy</p>	<p>September 2015</p>	<p>Continue lab structure</p>	<p>Franita Ware - Math Fellows Coordinator</p> <p>Classroom teachers with paraprofessional or CY support</p> <p>Kristen Levri - Reading Partners Coordinator</p> <p>Malcinia Conley – Literacy Fellows Coordinator</p>	<p>General Fund Budget - \$100,000 for paraprofessionals to support intervention groups</p> <p>Math Lab funded by Mill Levy</p> <p>General Fund Budget for curriculum and human resources</p>	<ul style="list-style-type: none"> • Develop schedule • Pre-assess students and place into lab groups • Create progress monitoring schedule • Add human resources to mill levy program by assigning City Year Corps Members to provide intervention for 3rd-5th grades 	<p>Ongoing through May 2016</p>
<p>Train all paraprofessional and City Year Corps members in Guided Reading (LLI).</p>	<p>September</p>	<p>In-Class small</p>	<p>Sara Thornton (K-2nd) - with</p>	<p>TIG - \$10,000 for 10 City Year</p>	<ul style="list-style-type: none"> • Develop schedule • Train staff on Daily 	<p>Training completed in August 2015 & January</p>

School Code: 8909

School Name: TREVISTA AT HORACE MANN



Each para and CM will provide “double dose” guided reading instruction for two intervention groups- targeting students reading below and significantly below grade level as measured by DRA2/EDL	r 2015	group instruction	Support from Ethan Kirkwood, City Year Team Leader	Corp Members General Fund Budget - \$100,000 for paraprofessionals to support intervention groups Title I – stipends to teacher to train paras to provide double dose interventions in math and reading	Language Instruction and Leveled Literacy Intervention <ul style="list-style-type: none"> • Pre-assess students and place into lab groups • Create progress monitoring schedule • Use City Year Corps Members for 3rdrd – 5th grade interventions 	2016
Purchase and Implement EngageNY Math curriculum – including a focus on the daily “math fluency practice)	August 2015	Continue Engage NY	Bari Fox - primary math lead and Alison Yocum- Intermediate math lead	SBB	<ul style="list-style-type: none"> • Develop schedule • Pre-assess students and place into lab groups • Create progress monitoring schedule • Teachers explore curriculum and plan for instruction with supervision from math leads • On-going curriculum implementation support from math leads 	Purchase and initial training completed in August 2015 Weekly collaborative planning times are ongoing through May 2016 (Tuesdays for literacy, Wednesdays for math)
Purchase and Implement EngageNY literacy and skills block curriculum	August 2015	Continue Engage NY	Sara Thornton- elementary literacy coach, Jessica Mullins- intermediate literacy coach	SBB Title I – EngageNY translation	<ul style="list-style-type: none"> • Teachers explore curriculum and plan for instruction with supervision from literacy leads. • On-going curriculum implementation support 	Purchase and initial training completed in August 2015 Weekly collaborative planning times are ongoing through May 2016

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



					from literacy and skills block leads	(Tuesdays for literacy, Wednesdays for math)
Support teacher development via scheduled weekly observation and feedback sessions for all teachers	Continue observation cycles	Continue observation cycles	Administrative team, TECs and TIF Leaders	SBB	<ul style="list-style-type: none"> Define key instructional levers for Trevista Teachers Create observation / feedback tracker Create weekly feedback schedule and Outlook invites to teachers Train Administrative team, TECs and TIF Leaders on effective feedback conversations Assign coaches to teachers 	<p>All teachers are observed and receive feedback weekly through May 2016</p> <p>Coaches co-observe and debrief with school leaders weekly</p>
READ ACT: Supporting students reading significantly below, at grade level and above grade level through strategic planning, Data maps, LLI intervention		Continue strategies	Administrative team, teacher leaders, teachers	SBB	<ul style="list-style-type: none"> SRD: create reading plans that include strategic actions for school and family SRD: administer STAR for further reading data SRD: 1st and 3rd grade intervention LLI groups every day in addition to reading block ALL students: Leveled Guided Reading groups 	<p>Ongoing through May 2016</p> <p>Literacy Tracker updated monthly through May 2016</p> <p>Weekly PLCs in place to analyze student work (Thursdays for literacy, Fridays for math)</p>

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



					<ul style="list-style-type: none"> literacy block every day ALL: Teachers progress monitor DRA/STAR data using data maps- setting targets for SRD=1.5 year growth 	
Teach Like a Champion: Teachers will learn and practice checks for understanding, 100% and no opt out.	Weekly basis	August: Continue PD with staff	Administrative Assistant, Principal, Assistant Principals, New to Trevista Teachers & 2 nd year teachers	TIG Funds for part of AAs salary	Trevista University PD Observations/feedback Ongoing Culture PD (every 3 weeks)	In progress
Data Driven Instruction - Teachers will plan for CCSS aligned instruction in reading, writing, and math in PLCs. DR will support process.	Ongoing through April 2016 DDI, Observation & Feedback, Student	Continue and add Planning and Staff Culture levers	Principal, Assistant Principals, Lead teachers, all teaching staff	SBB	Progress monitored on UIP tracker Data maps Data analysis meetings Action planning steps (identifying student	In progress

School Code: 8909

School Name: TREVISTA AT HORACE MANN



COLORADO
Department of Education

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

Major Improvement Strategy #2: Continue to use School-wide Systems to Improve Climate & Culture - through implementation of consistent behavioral expectations school-wide
Root Cause(s) Addressed: Ineffective culture and climate support systems

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				
Extend "Green Day" professional development 7 days beyond district expectation. Implement "Trevista University" to include refine and improve culture/climate systems effectiveness <ul style="list-style-type: none"> ● Arrival ● Dismissal ● Lunchroom/cafeteria ● Hall transitions ● Classroom Entry ● Morning Meetings 	August 2015	August 2016	Assistant Principals & Administrative Assistant	SBB	<ul style="list-style-type: none"> ● Refine Minute By Minute and/or Detailed Plans for all major behavior expectations and transition times ● Develop staff training days to "execute and practice student expectations, redirection and praise ● Create Week 1 schedule with built in 	

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



					<ul style="list-style-type: none"> time for all classes to practice Develop whole staff PD 	
Develop a Trevista Culture Rubric to provide on-going progress monitoring for school culture	September 2015	August 2016	Principal, Assistant Principals and Administrative Assistant	SBB	<p>Progress monitored on UIP tracker</p> <ul style="list-style-type: none"> Develop a Trevista Culture Rubric Review rubric with Trevista staff Test rubric over the first days of schools Update rubric based on test run and staff feedback 	In progress (rubric complete, schedule for implementation of rubric not begun)
<p>PBIS Systems:</p> <ul style="list-style-type: none"> Falcon Feathers for working hard, showing respect, and being responsible School wide incentive for filling the community Falcon by earning falcon feathers in class Weekly rally to celebrate attendance, behavior, and academics Clear expectations for 	August 2015	August 2016	Principal, Assistant Principals and Administrative Assistant	SBB	<ul style="list-style-type: none"> Staff trained during Trevista University Weekly rallies celebrate student of the week Falcon Champion system (student of the month; one student per grade) Online tracker for behavior Setting goals with 	Weekly progress monitoring through May 2016

School Code: 8909

School Name: TREVISTA AT HORACE MANN



<p>behavior in all parts of school day</p> <ul style="list-style-type: none"> • Minor/Major behavior flowchart with consequences • System for warnings, checks, refocus, and referrals 					<p>teachers and students that are high flyers</p>	
<p>Refine Trevista's Attendance and Tardy policies creating a document that is highly specific and easy to read/understand</p>	<p>By August 2015</p>	<p>Revise August 2016</p>	<p>Student Support Team and Admin. Assistant</p>	<p>TIG Funds for Summer Work Groups: \$2,000</p>	<ul style="list-style-type: none"> • Review best practices from DPS and CDE • Update policy 	<p>Completed August 2015</p>
<p>Improve our Attendance Award and Incentive systems</p>	<p>By September 2015</p>	<p>Revise August 2016</p>	<p>City Year Team; Assistant Principals & School Psychologist</p>	<p>General Funds: Approximately \$1,500</p>	<p>Progress Monitored on the UIP Tracker</p> <ul style="list-style-type: none"> • Define and share attendance goals and incentive awards • Create Attendance Tracker • Display Attendance Race in hallway, showing grade level attendance rate (updated weekly) • Post daily attendance rate outside each 	<p>Ongoing through May 2016</p>

School Code: 8909

School Name: TREVISTA AT HORACE MANN



					<ul style="list-style-type: none"> classroom • Create and share awards schedule 	
Provide extended learning time for severely chronic and chronically absent or tardy students by enforcing mandatory Homework Help	By October 2015	Apply for Denver Public Schools Foundation Grant By August 2016	Principal and Assistant Principals	Denver Public Schools Foundation Grant: \$3,500 and City Year Corps Members to staff the program	<ul style="list-style-type: none"> • Develop Homework Help (HH) tracker for teachers to assign students to HH and HH staff to check attendance • Set criteria for assigning mandatory HH • Assign room for HH • Write HH letter for students and families 	Completed
Hold required one-on-one meetings with families of Severely Chronic and Chronically Absent Students during registration. Families sign agreements of understanding the Trevista Attendance Policy (see Parent Compact, Section V).	By August 2015	Revise meeting protocol July 2016	Principal and Assistant Principals	SBB	<p>Progress monitored on UIP tracker</p> <ul style="list-style-type: none"> • Complete data review to id Severely Chronic and Chronically Absent Students • Flag student files for registration indicating student must attend one-on-one meeting with administrator • Make copies of Trevista Attendance 	Ongoing

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



COLORADO
Department of Education

					<ul style="list-style-type: none"> Policy for families • Create Agreement of Understanding for families to sign after meeting • Track identified students and follow-up with celebration or course correction phone call(s) and/or letter(s) 	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Improve Parent and Community Engagement by developing systems to improve communication and collaboration

Root Cause(s) Addressed: Lack of strong partnership with parents to align expectations and accountability

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

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

Colorado Graduation Pathways Program (CGP) Other: _____

Description of Action Steps to Implement	Timeline	Key Personnel*	Resources	Implementation	Status of Action
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School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



COLORADO
Department of Education

the Major Improvement Strategy	2015-16	2016-17		(Amount and Source: federal, state, and/or local)	Benchmarks	Step* (e.g., completed, in progress, not begun)
<p>Communication- (one way): Updating electronic marquee in highly visible exterior part of the school</p> <p>Send notifications through Thursday folders</p> <p>Robocall (auto dialer) system implemented for communications including invites, reminders, and announcements as needed</p> <p>1:1 phone calls for attendance (Health Technician)</p> <p>1:1 phone calls using previous attendees list to family events (Liaison & Parents)</p> <p>“Day of” flyer reminders (Parent to Parent)</p> <p>Facebook</p>	Update messages weekly	Update messages weekly	School administration, Parent Liaison, office staff, parents	SBB	Planned schedule for communications to check in	In progress

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



COLORADO
Department of Education

Website						
<p>Communication- (two ways)</p> <p>Monthly “conversation with the principal” sessions</p> <p>Monthly “School Accountability Board” meetings</p> <p>Meet and greet families every day (before and after school)</p>	<p>On a monthly basis throughout the 2015-2016 school year; daily greetings</p>	<p>Continue</p>	<p>School administration, Parent Liaison, leadership, SAB</p>	<p>SBB Title I General supplies (\$4,000)</p>	<p>End of session surveys after meetings</p>	<p>In progress</p>
<p>Communication- Social-Integrating Activities</p> <p>Develop schedule for regular celebratory events</p> <p>Academic + Social monthly events</p>	<p>On a monthly basis</p>	<p>Continue</p>	<p>School administration & Parent Liaison</p>	<p>SBB Title I (Parent Liaison)</p>	<p>Dance recital and Art show</p> <p>Welcome back BBQ</p> <p>Conferences</p> <p>Monthly PAC meetings</p>	<p>In progress</p>
<p>Volunteers Program:</p> <p>Develop system for parent volunteers to support classrooms and school</p>	<p>System development fall 2014 and implementation on going for 2015-2016</p>	<p>Continue with increased volunteerism</p>	<p>School administration & Parent Liaison</p>	<p>SBB</p>	<p>Progress monitored on UIP tracker</p> <p>Increase the amount of volunteers and volunteer hours as</p>	<p>In progress</p>

School Code: 8909

School Name: [TREVISTA AT HORACE MANN](#)



COLORADO
Department of Education

					documented by volunteer tracker	
Education Activities Parenting Partners (every week for 6 weeks)	Ongoing through Spring 2016	Continue with new cohort of parents	School administration, Parent Liaison, and School Psychologist	SBB Title I for workshops	Progress monitored on UIP tracker Setting/tracking attendance & participation goals to at least 20 families	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.

School Code: 8909

School Name: TREVISTA AT HORACE MANN