

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **8970**      School Name: **UNIVERSITY PARK 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.*

The difference in performance between students identified as FRL and Paid Lunch students on CMAS ELA was 33.5%.  
 The difference in performance between students identified as GT and Non-GT students on CMAS ELA was 41.1%.  
 16% of students in grades Kindergarten through 3rd grade are not reading At/Above Grade Level.  
 The difference in performance between students identified as FRL and Paid Lunch students on CMAS Math was 23.9%.  
 The difference in performance between students identified as GT and Non-GT students on CMAS Math was 51.1%.

##### 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.*

We are not consistently/effectively implementing high quality, standards-based literacy and math instruction targeted for student needs.  
 We are not consistently/effectively teaching guided reading on a daily basis for all students at their levels.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

We will implement vertically aligned, standard-based literacy and math instruction.  
 We will consistently implement guided reading in all grade levels.  
 We will consistently improve our student culture by vertically aligning our behavioral expectations and improving our SPS results.

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

**Pre-Populated Report for the School**

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

<p>Tiered Intervention Grant (TIG)</p>	<p>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.</p>	<p>Not awarded a TIG Grant</p>	<p>This school does not receive a current TIG award and does not need to meet those additional requirements.</p>
<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

#### Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

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

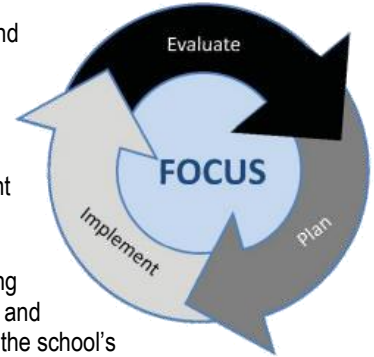
1	Name and Title	Grant Varveris Principal
	Email	<a href="mailto:Grant_varveris@dpsk12.org">Grant_varveris@dpsk12.org</a>
	Phone	720-424-3410
	Mailing Address	2300 St Paul Ave Denver CO 80210
2	Name and Title	Corrigan Carlson
	Email	<a href="mailto:Corrigan_carlson@dpsk12.org">Corrigan_carlson@dpsk12.org</a>
	Phone	720-420-3410
	Mailing Address	2300 St. Paul Ave Denver CO 80210

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

### 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><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p>University Park Elementary school is an urban school in Southeast Denver. Current enrollment is at 423 for the 15-16 school year and serves grades KG-5<sup>th</sup>. Our top ethnic groups are white (64%), Hispanic (17%), Asian (6%) and multiple races (7%).</p>				

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

### Current Performance/Trend Analysis:

#### Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 61.3% in 3<sup>rd</sup> grade (62 students), 66.1% in 4<sup>th</sup> grade (62 students), and 58.8% in 5<sup>th</sup> grade (68 students). Overall, 62.0% of 192 students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 32.0% for Hispanic students (25 students) and 47.3% for Students of Color (55 students). The district averages were 22.6% for Hispanic students and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 67.9% (137 students).

37.7% of 53 students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was above the district average of 21.8%. 71.2% of 139 students who were identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

91.1% of 56 students identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. 50.0% of 136 students who were not identified as Gifted/Talented Met or Exceeded Expectations on CMAS ELA. Both groups were above the district averages.

#### Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 66.1% in 3<sup>rd</sup> grade (62 students), 54.8% in 4<sup>th</sup> grade (62 students), and 39.7% in 5<sup>th</sup> grade (68 students). Overall, 53.1% of 192 students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 16.0% for Hispanic students (25 students) and 36.4% for Students of Color (55 students). The district averages were 15.2% for Hispanic students and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 59.9% (137 students).

35.8% of 53 students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly above the district average of 14.8%. 59.7% of 139 students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

89.3% of 56 students identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. 38.2% of 136 students who were not identified as Gifted/Talented Met or Exceeded Expectations on CMAS Math. Both groups were above the district averages.

#### Science:

The percentage of students performing at Strong and Distinguished on CMAS Science increased from 43% in 2014 (61 students) to 54% in 2015 (70 students). Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.

#### READ Act:

The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level increased from 80% in 2014 (296 students) to 84% in 2015 (294 students). Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.

26% of 19 students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%.

58% of 19 students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

**ACCESS:**

The MGP for ACCESS decreased from 74 in 2013 to 66 in 2014 followed by another decrease to 60 in 2015.

**Priority Performance Challenges:**

The difference in performance between students identified as FRL and Paid Lunch students on CMAS ELA was 33.5%.

The difference in performance between students identified as GT and Non-GT students on CMAS ELA was 41.1%.

The difference in performance between students identified as FRL and Paid Lunch students on CMAS Math was 23.9%.

The difference in performance between students identified as GT and Non-GT students on CMAS Math was 51.1%.

16% of students in grades Kindergarten through 3<sup>rd</sup> grade are not reading At/Above Grade Level.

**Root Cause Analysis:**

We are not consistently/effectively implementing high quality, standards-based literacy instruction targeted for student needs.

We are not consistently/effectively implementing high quality, standards-based math instruction targeted for student needs.

We are not consistently/effectively teaching guided reading on a daily basis for all students at their levels.

**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)			We have aligned our literacy and math blocks to make sure all students are receiving high quality instruction at their levels. We have worked hard to develop consistent practices with Guided Reading.
Academic Growth	The percentage of students scoring proficient or advanced on the EOY literacy will be at 75% or above.	We met the target goal and hit 80% proficient for Literacy.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL



**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;"><b>All ELA Assessments</b> <b>Percent Met and Exceeded Expectations</b></p> <table border="1"> <caption>ELA Assessment Data</caption> <thead> <tr> <th>Grade Level</th> <th>University Park Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>62.0%</td> <td>50.7%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>61.3%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>66.1%</td> <td>47.4%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>58.8%</td> <td>53.8%</td> <td>32.8%</td> </tr> <tr> <td>6th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The percentage of students who Met or Exceeded Expectations on CMAS ELA was 61.3% in 3<sup>rd</sup> grade (62 students), 66.1% in 4<sup>th</sup> grade (62 students), and 58.8% in 5<sup>th</sup> grade (68 students). Overall, 62.0% of 192 students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.</p>	Grade Level	University Park Elementary School	Elementary Network 5	District	All Grades	62.0%	50.7%	33.5%	3rd	61.3%	51.1%	31.2%	4th	66.1%	47.4%	31.8%	5th	58.8%	53.8%	32.8%	6th				7th				8th				9th				10th				11th				12th					
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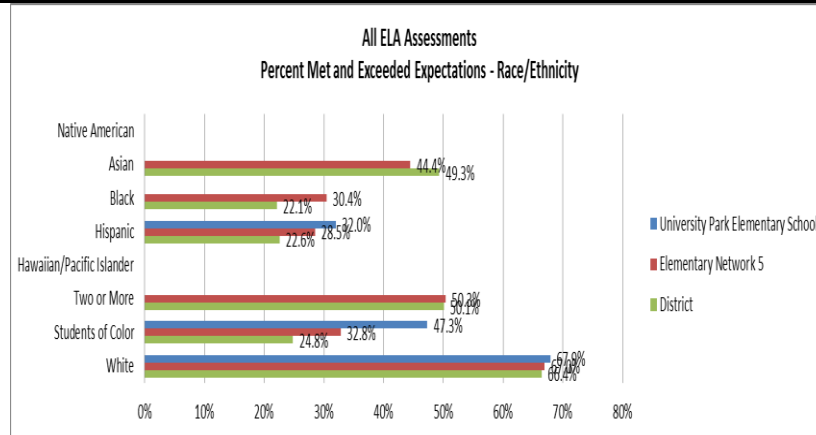
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Performance Indicators

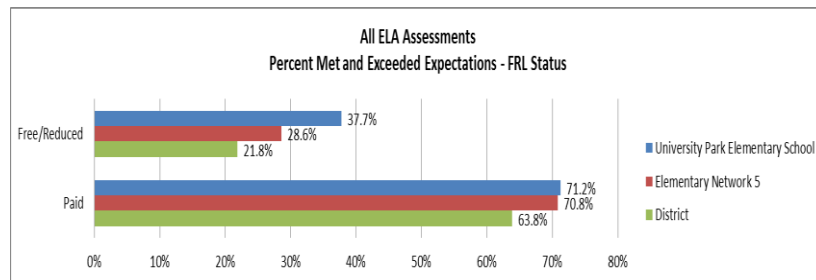
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Priority Performance  
Challenges

Root Causes



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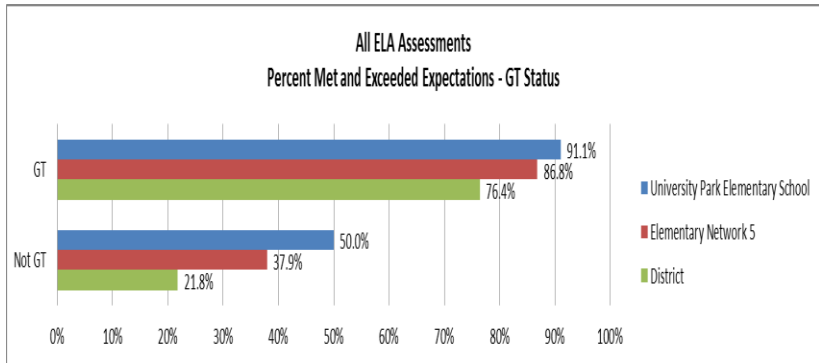
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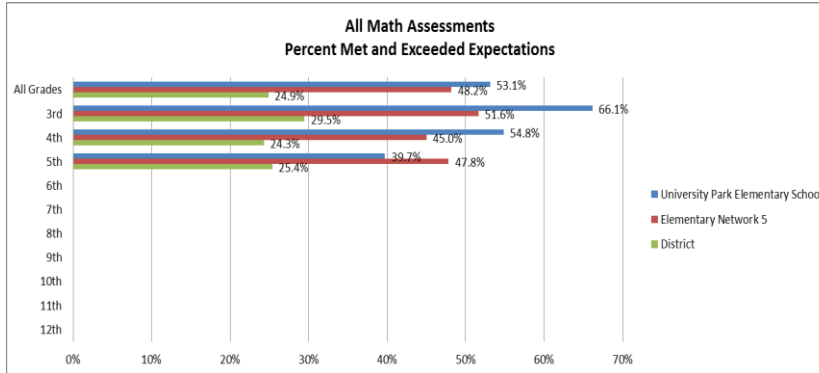
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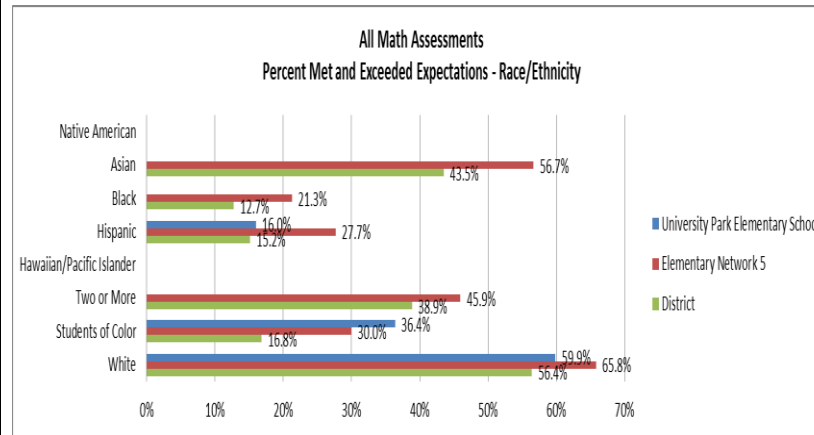
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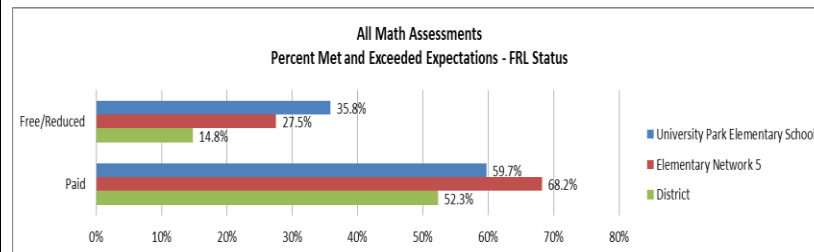
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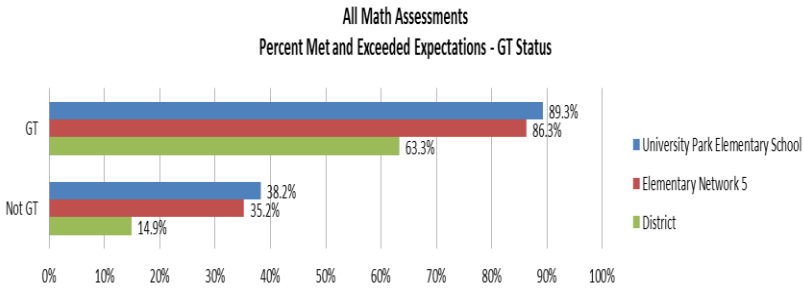
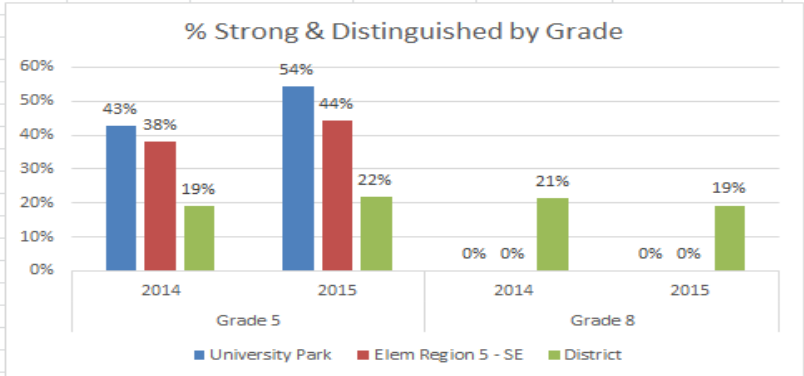
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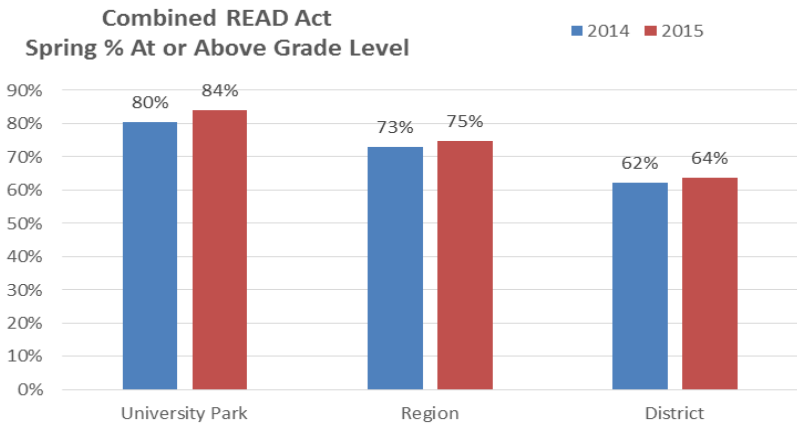
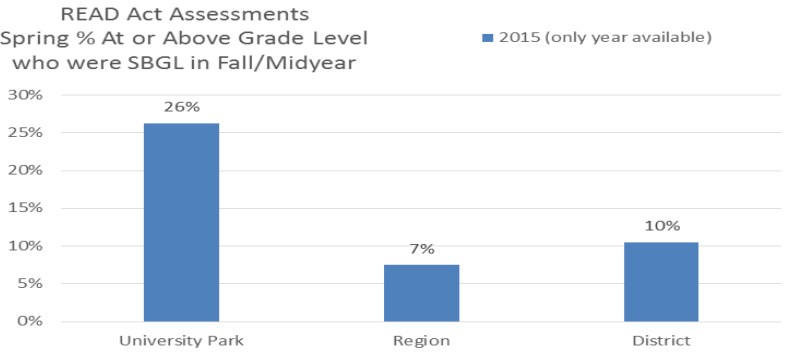
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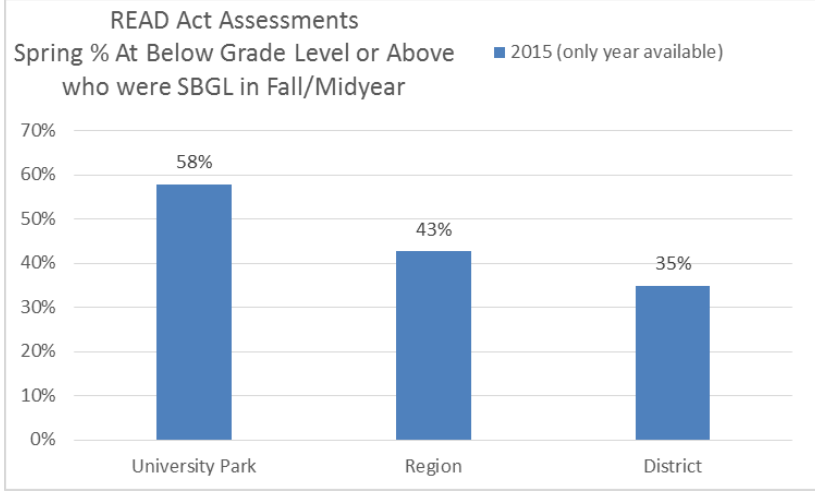
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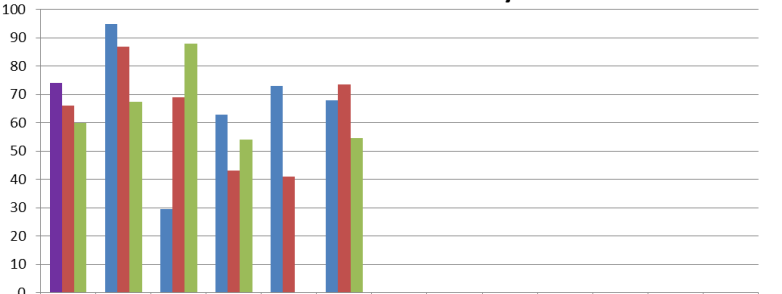
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GT	89.3%	86.3%	63.3%																							
Not GT	38.2%	35.2%	14.9%																							
	<p style="text-align: center;"><b>% Strong &amp; Distinguished by Grade</b></p>  <table border="1"> <caption>% Strong &amp; Distinguished by Grade</caption> <thead> <tr> <th>Grade</th> <th>Year</th> <th>University Park</th> <th>Elem Region 5 - SE</th> <th>District</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grade 5</td> <td>2014</td> <td>43%</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>2015</td> <td>54%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td rowspan="2">Grade 8</td> <td>2014</td> <td>0%</td> <td>0%</td> <td>21%</td> </tr> <tr> <td>2015</td> <td>0%</td> <td>0%</td> <td>19%</td> </tr> </tbody> </table> <p>The percentage of students performing at Strong and Distinguished on CMAS Science increased from 43% in 2014 (61 students) to 54% in 2015 (70 students). Both years were significantly above the district averages of 21% in 2014 and 19% in 2015.</p>	Grade	Year	University Park	Elem Region 5 - SE	District	Grade 5	2014	43%	38%	19%	2015	54%	44%	22%	Grade 8	2014	0%	0%	21%	2015	0%	0%	19%		
Grade	Year	University Park	Elem Region 5 - SE	District																						
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	2015	54%	44%	22%																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p style="text-align: center;"><b>Combined READ Act Spring % At or Above Grade Level</b></p>  <table border="1"> <caption>Combined READ Act Spring % At or Above Grade Level</caption> <thead> <tr> <th>Entity</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>University Park</td> <td>80%</td> <td>84%</td> </tr> <tr> <td>Region</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>District</td> <td>62%</td> <td>64%</td> </tr> </tbody> </table> <p>The percentage of students in grades Kindergarten through 3<sup>rd</sup> grade reading At or Above Grade Level increased from 80% in 2014 (296 students) to 84% in 2015 (294 students). Both years were significantly above the district averages of 62% in 2014 and 64% in 2015.</p> <p style="text-align: center;"><b>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</b></p>  <table border="1"> <caption>READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</caption> <thead> <tr> <th>Entity</th> <th>2015 (only year available)</th> </tr> </thead> <tbody> <tr> <td>University Park</td> <td>26%</td> </tr> <tr> <td>Region</td> <td>7%</td> </tr> <tr> <td>District</td> <td>10%</td> </tr> </tbody> </table> <p>26% of 19 students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was above the district average of 10%.</p>	Entity	2014	2015	University Park	80%	84%	Region	73%	75%	District	62%	64%	Entity	2015 (only year available)	University Park	26%	Region	7%	District	10%	<p>16% of students in grades Kindergarten through 3<sup>rd</sup> grade are not reading At/Above Grade Level.</p>	<p>We are not consistently/effectively teaching guided reading on a daily basis for all students at their levels.</p>
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School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"> <b>READ Act Assessments</b>            Spring % At Below Grade Level or Above            who were SBGL in Fall/Midyear         </p>  <p>           58% of 19 students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.         </p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
Academic Growth	<p><b>2013-2015 ACCESS MGP - All Grades and By Grade</b> ■ 2013 ■ 2014 ■ 2015</p>  <table border="1" data-bbox="514 722 1291 836"> <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>74</td> <td>95</td> <td>29.5</td> <td>63</td> <td>73</td> <td>68</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>66</td> <td>87</td> <td>69</td> <td>43</td> <td>41</td> <td>73.5</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>60</td> <td>67.5</td> <td>88</td> <td>54</td> <td>0</td> <td>54.5</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> <p>The MGP for ACCESS decreased from 74 in 2013 to 66 in 2014 followed by another decrease to 60 in 2015.</p>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	74	95	29.5	63	73	68	0	0	0	0	0	0	0	2014	66	87	69	43	41	73.5	0	0	0	0	0	0	0	2015	60	67.5	88	54	0	54.5	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
2013	74	95	29.5	63	73	68	0	0	0	0	0	0	0																																														
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2015	60	67.5	88	54	0	54.5	0	0	0	0	0	0	0																																														
Academic Growth Gaps																																																											
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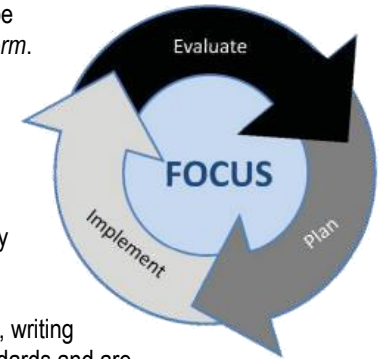
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The difference in performance between students identified as FRL and Paid Lunch students on CMAS ELA was 33.5%. The difference in performance between students identified as GT and Non-GT students on CMAS ELA was 41.1%.	The percentage of FRL students scoring Meets/Exceeds on CMAS ELA will increase from 37.7% to 42.7%. The percentage of Non-GT students scoring Meets/Exceeds on CMAS ELA will increase from 50% to 55%.	The percentage of FRL students scoring Meets/Exceeds on CMAS ELA will increase from 42.7% to 47.7%. The percentage of Non-GT students scoring Meets/Exceeds on CMAS ELA will increase from 55% to 60%.	ANet Interim Assessments, EL Unit Assessments, DRA progress monitoring, Running Records	We will implement vertically aligned, standard-based literacy and math instruction.
		READ	16% of students in grades Kindergarten through 3 <sup>rd</sup> grade are not reading At/Above Grade Level.	The percentage of students in grades K-3 reading At/Above Grade Level will increase from 84% to 87%.	The percentage of students in grades K-3 reading At/Above Grade Level will increase from 87% to 90%.		
		M	The difference in performance between students identified as FRL and Paid Lunch students on CMAS Math was 23.9%. The difference in performance between students identified as GT and Non-GT	The percentage of FRL students scoring Meets/Exceeds on CMAS Math will increase from 35.8% to 40.8%. The percentage of Non-GT students scoring Meets/Exceeds on CMAS Math will	The percentage of FRL students scoring Meets/Exceeds on CMAS Math will increase from 40.8% to 45.8%. The percentage of Non-GT students scoring Meets/Exceeds on CMAS Math will	ANet Interim Assessments, Pre, Mid, and Post Unit and Module Tests	We will implement vertically aligned, standard-based literacy and math instruction.

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

			students on CMAS Math was 51.1%.	increase from 38.2% to 43.2%.	increase from 43.2% to 48.2%.		
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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

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

**Major Improvement Strategy #1:** We will consistently implement guided reading in all grade levels.

**Root Cause(s) Addressed:** We are not consistently/effectively teaching guided reading on a daily basis for all students at their levels.

**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				
All staff will study and implement guided reading for all students	Ongoing	Fully implemented	Facilitator, principal and homeroom teachers	Guided reading book Continuum book	BOY – guided reading schedules Fall – study and weekly meetings for Guided Reading Winter – Weekly coaching for all homeroom teachers	All teachers have been trained in guided reading(aug 15 – dec 15). We continue to do monthly PD and monthly 1 on 1 guided reading meetings with all teachers.
Create a master schedule to support guided reading for all students	Now	EOY of 15-16	Principal	n/a	Principal will collect all schedules before school starts and will collect schedules as they evolve	All grade levels have long blocks of instruction for literacy. We will continue this for the 16-17 school year.
Meet with homeroom teachers at least 3 times per month to study, plan and implement guided reading	Now	Ongoing	Facilitator, principal	Guided reading book Continuum book	Set weekly DDI meetings, to dos and next steps with homeroom teachers	Completed first semester of 15-16 school year.
Para's will be involved in guided reading PD	Now	Ongoing	Facilitator	GR book, ppt and videos	Facilitator will provide PD for all paras at least 3 times in the 15-16 school year	We have done 3 sessions for paras for guided reading. We will continue to do PD for paras on the green/blue days.

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

Monthly guided reading tracker	Ongoing	Ongoing	Principal	n/a	Monthly guided reading tracker	We have implemented a monthly guided reading tracker. Teachers enter monthly GR instructional level data on.
Weekly DDI meetings focused on standards, student work, teacher planning	Ongoing	Ongoing	Teachers, facilitator and principal	n/a	Weekly DDI meetings focused on standards, student work, teacher planning	We have implement a weekly DDI meeting for all grade levels.

\* 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 implement vertically aligned, standard-based literacy and math instruction.

**Root Cause(s) Addressed:** We are not consistently/effectively implementing high quality, standards-based literacy and math instruction targeted for student needs.

**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				
All staff that work with 2 <sup>nd</sup> -4 <sup>th</sup> graders will be trained on Zearn(new Engage NY Math Curriculum)	Ongoing	Ongoing	Principal	n/a	Monthly PD and data checks	We have implemented new curriculum for 2 <sup>nd</sup> -5 <sup>th</sup> grade students and staff. We have had PD and weekly DDI meetings focused on implementation and student/teacher success.
Weekly data tracking for student success and staff growth	Ongoing	Ongoing	Teachers, DR's and principal	n/a	Weekly data tracking for student success and staff growth	We have implemented a weekly DDI meeting following the RELAY protocol
Benchmark PD for K-2; Lucy Calkins PD for 3-5		Rollout	All staff	District support and school level PD	We will have summer training (tracked through google doc on the school level). We will have PD throughout the 16-17 school year.	We will have built in planning time for all grade levels on a weekly basis and planning days built in at least 3 times per year.
Bridges PD	Ongoing 2 <sup>nd</sup> semester	Ongoing	KG, 1 <sup>st</sup> , DR's and principal	District level	We will have PD throughout the school year.	In progress
Collaborative Planning	Ongoing	Ongoing	All staff	School level	At least 3 times per year per grade level	We will have at least 3 planning days per team per year. We will also be kicking off the year 5 days early for all 2 <sup>nd</sup> -5 <sup>th</sup> grade staff.

\* 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: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

**Major Improvement Strategy #3:** We will consistently improve our student culture by vertically aligning our behavioral expectations and improving our SPS results.

**Root Cause(s) Addressed:** We have not aligned our school wide behavior expectations (halls, lunch, recess, specials, and common areas).

**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				
Create vertically aligned expectations for recess, lunch and line up	Ongoing	Completed	Principal and all staff	n/a	Recess/lunch staff will create vertical expectations and have monthly check in's to adjust as necessary	We have created school wide rituals and routines and communicated with all students, staff and families. We have meetings on all the green/blue days to update and check in on our process.
Personalized Learning	Ongoing	Ongoing	2 <sup>nd</sup> -5 <sup>th</sup> and all members of the PL team	District supported funds	We have a written MOU and monthly/weekly meetings to update our student/staff progress.	In progress.
PBIS(brain wise, wizard hats, school rituals and routines)	Ongoing	Ongoing	KG-2 <sup>nd</sup>	School level	We have implemented a set schedule for our social worker to go into KG-2 <sup>nd</sup> grade classroom to teach the brainwise curriculum. We have weekly wizard hat students that are celebrated.	In progress
DiSC assessment for staff	Ongoing	Ongoing	Principal	School level	We have had 7 staff members take the DiSC assessment. We will have 6 more this April and are	In progress

School Code: 8970

School Name: UNIVERSITY PARK ELEMENTARY SCHOOL

					shooting for all staff to be completed by the fall of 16.	

\* 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.*