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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 9050   School Name: VALVERDE 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.

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.*
A significant number of k-5 students at Valverde Elementary are not demonstrating academic proficiency across the instructional core (reading, writing, math and science.) There are a significant number of English Speaking students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 43%, 1: 57%, 2: 55%, 3: 50%. There are a number of Spanish speaking students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 21%, 1: 27%, 2: 23%, 3: 36%. On the most recent state PARCC assessment, in both Language Arts and Math, 10% of students met expectations. In large, we are not meeting the needs of our students' reading, writing, or math growth. Historically we have been significantly below the state expectations across all content areas.
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.*
There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor.   There is a culture of low expectations in our classrooms.

CDE Improvement Planning Template for Schools (Version 7.0 – Template Last Updated: June 9, 2015)

COLORADO
Department of Education

There is a lack of teacher development and growth opportunities and follow through.

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.*
1. Observation and Feedback cycles focused in Literacy (specifically observing Guided Reading, Writers Workshop, and Independent Work) and targeting conversations connected to professional growth, priority standards, rigor and engagement). 2. Data Driven Instruction meetings focused on Literacy and Priority Standards. 3. Professional Growth and Development in Staff and Student Culture.

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

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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/uip/UIP_TrainingAndSupport_Resources.asp.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating	Turnaround Plan - Entering Year 2 as of	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

	(determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	July 1, 2016	submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement str

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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?	
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.	

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

☐ **X** School Improvement Support Grant   ☐ READ Act Requirements   ☐ Other: _____

1	Name and Title	Andrew Schutz - Principal
	Email	Andrew_schutz@dpsk12.org

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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COLORADO
Department of Education

	Phone	720-424-3252
	Mailing Address	2030 W. Alameda Ave. Denver, CO. 80223
2	Name and Title	Michael Rowley – Assistant Principal
	Email	Michael_rowley@dpsk12.org
	Phone	720-424-3257
	Mailing Address	2030 W. Alameda Ave. Denver, CO. 80223

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
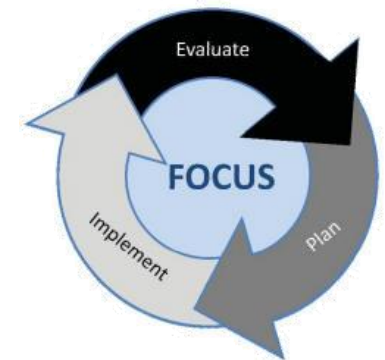
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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

Description of School Setting and Process for Data Analysis: Provide a	Review Current Performance: Review recent state and local data. Document any areas	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local	Priority Performance Challenges: Identify notable trends (or a combination of trends)	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

Narrative:

Valverde Elementary has recently undergone a change in programming as well as a change in leadership. It is transitioning from a dual language academy to a traditional TNLI model. The school is entering the turnaround process and is in a planning year in which the school community is working together to create a redesign plan.

The redesign plan has been created via the work of a committee made up of teachers, parents, and community members. The process was completed with periodic input from the larger community (all staff and families). The plan calls for an extended day for 1st through 5th graders, a partnership with City Year, Literacy Fellows, and Math Fellows to significantly increase small group intervention, and new curriculum for literacy, math, and ELD. The redesign process has also led to a significant change in personnel, with a large number of new teachers being hired during the 2015-2016 school year.

With an enrollment of 310 students in the 2015-2016 school year, Valverde Elementary School's demographic make-up consists of 96.6% free and reduced lunch families/students, 48% English Learner, and 10% special education students. The student community includes 83.9% Latino students, 9.4% African American students, 4.5% White students, 1% Asian students, and 1% students of multiple races. Some of the main concerns about Valverde Elementary School include: Steadily declining trend in SPF performance which went from "Accredited On Watch" in 2012 down to "Accredited On Probation" in 2014; TCAP achievement trend in Reading Growth (went down from 46.5 percentile in 2012 down to 35 percentile in 2014), Reading Status (went down from 32% in 2012 to 29% in 2014), Math Growth (went down from 50 percentile in 2012 to 39 percentile in 2014), Writing Growth (went down from 65 percentile in 2012 to 41 percentile in 2014), and Writing Status (went down from 30% in 2012 to 27% in 2014); and a declining enrollment trend (394 in 2012 down to 310 in projected 2015).

The Valverde staff has looked at disaggregated data this year within the larger context of our school. Because the student population is 96.6% FRL and 94% minority, it is sometimes difficult to meaningfully disaggregate since we would be comparing almost the entire school to 4.5% of our population (White students), or 3.4% (non-FRL students). In addition, this can be compounded by the fact that all of our students, with respect to many data points, are currently significantly underperforming.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

In general, students demonstrate persistent low academic performance across grades and in content areas. Over the past two years, status and growth have in all content areas has declined. This decline in performance is the result of several issues, but namely, instruction had become inconsistent across the school. This was mainly due to a lack of systems to support instructional improvement and professional learning. Opportunities for teachers to improve their practice were limited or difficult to access. In summary, the instructional core was not tight, and the additional responsibility of trying to implement a dual-language model made it very challenging for instructional improvement to occur.

SLT met on 10/1/15 to analyze READ Act, and literacy data, to participate in a round table discussion about priority challenges, root causes, and strategies to increase the percentage of all students reading at or above grade level. The team then created an initial draft of the UIP.

Priority Performance Challenges:

A significant number of k-5 students at Valverde Elementary are not demonstrating academic proficiency across the instructional core (reading, writing, math and science.)

There are a significant number of English Speaking students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 43%, 1: 57%, 2: 55%, 3: 50%.

There are a number of Spanish speaking students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 21%, 1: 27%, 2: 23%, 3: 36%.

On the most recent state PARCC assessment, in both Language Arts and Math, 10% of students met expectations.

In large, we are not meeting the needs of our students' reading, writing, or math growth. Historically we have been significantly below the state expectations across all content areas.

Root Causes:
- There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor.
- There is a culture of low expectations in our classrooms.
- There is a lack of teacher development and growth opportunities and follow through.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

TCAP Status

— Reading — Math — Writing — Science
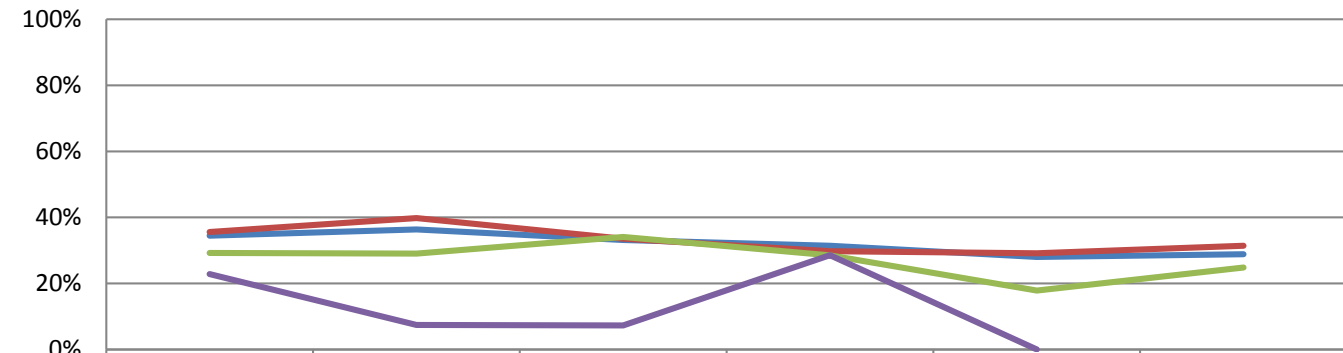
	2009	2010	2011	2012	2013	2014
Reading	34%	36%	33%	31%	28%	29%
Math	36%	40%	34%	30%	29%	31%
Writing	29%	29%	34%	28%	18%	25%
Science	23%	7%	7%	29%	0%	

W: Students at Valverde tested on TCAP between 2009 and 2014 scoring proficient and advanced has been 29%, 29%, 34%, 28%, 18%, 25% resulting in a downward trend that is well below the state expectation of 52%.

R: Students at Valverde tested on TCAP between 2009 and 2014 scoring proficient and advanced has been 34%, 36%, 33%, 31%, 28%, 29% resulting in a downward trend

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

that is well below the state expectation of 54%.

M: Students at Valverde tested on TCAP between 2009 and 2014 scoring proficient and advanced has been 36%, 40%, 34%, 28%, 18%, 25%, resulting in a downward trend that is well below the state expectation of 70%.

Science: Students at Valverde tested on TCAP between 2009 and 2013 scoring proficient and advanced has been 23%, 7%, 7%, 29%, 0%, resulting in a downward trend that is well below the state expectation. 0% of students met expectations on the 2015-16 PARCC assessment.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

TCAP MGP

──Reading ──Math ──Writing ──Science

	2009	2010	2011	2012	2013	2014
Reading	62	51	32.5	45	38	35.5
Math	56	48	56	50	41.5	38
Writing	75	49	41	64	31	38
Science						

W: The MGP in Writing for students at Valverde tested on TCAP between 2009 and 2014 has been 75, 49, 41, 64, 31, 38 resulting in a downward trend that is 42 points below State AGP 74.

R: The MGP in Reading for students at Valverde tested on TCAP between 2009 and 2014 has been 75, 49, 41, 64, 31, 35.5 resulting in a downward trend that is 33.5 percentile points below State AGP 67.

M: The MGP for students overall at Valverde on TCAP Math between the years of 2009-2014 has been 56, 48, 56, 50, 41.5, 38 MGP, resulting in a downward trend that is

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

40 points below the state AGP 78.

2014-15 PARCC Data:

2015 CMAS: PARCC ELA												
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
118	46	39.0%	40	33.9%	20	16.9%	12	10.2%	0	0.0%	27.1%	10.2%

2015 CMAS: PARCC Math												
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
140	51	36.4%	44	31.4%	31	22.1%	14	10.0%	0	0.0%	32.1%	10.0%

2014-15 READ Act Data:

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL
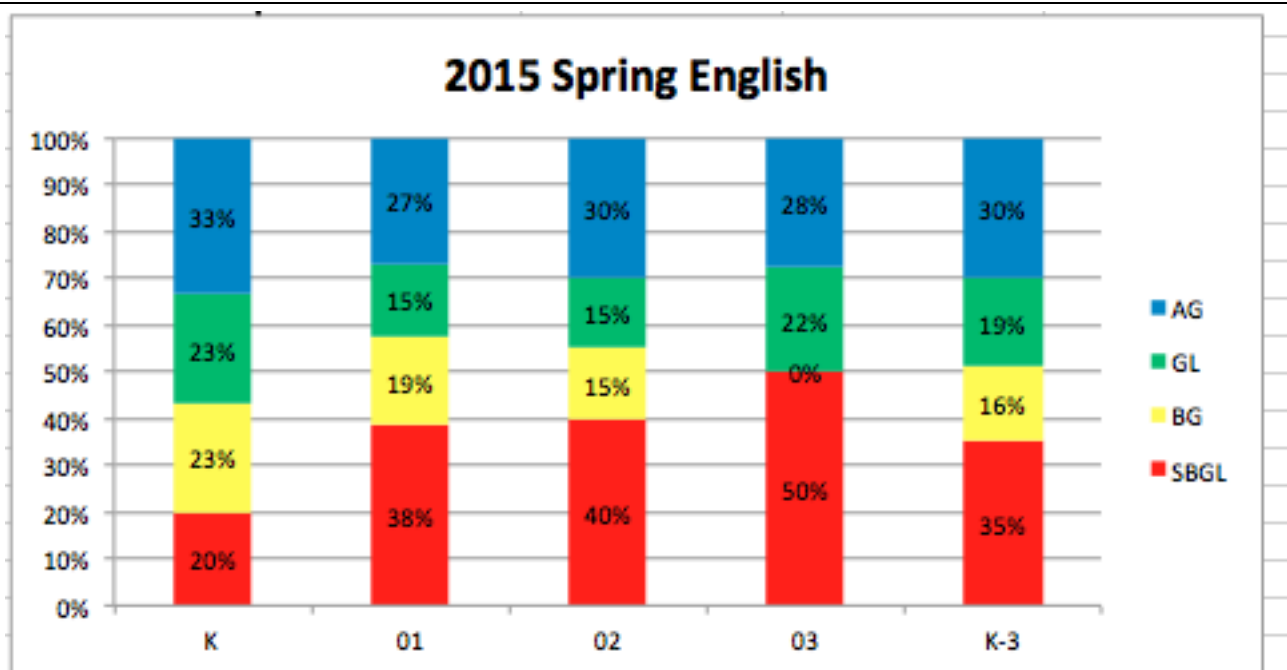
COLORADO
Department of Education

2015 Spring English

K	1st	2nd	3rd	K-3
N=30	N=26	N=20	N=18	N=94

There are a significant number of ELA-E students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 43%, 1: 57%, 2: 55%, 3: 50%, as measured by

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

2014-16 READ Act data.

2015 Spring Spanish
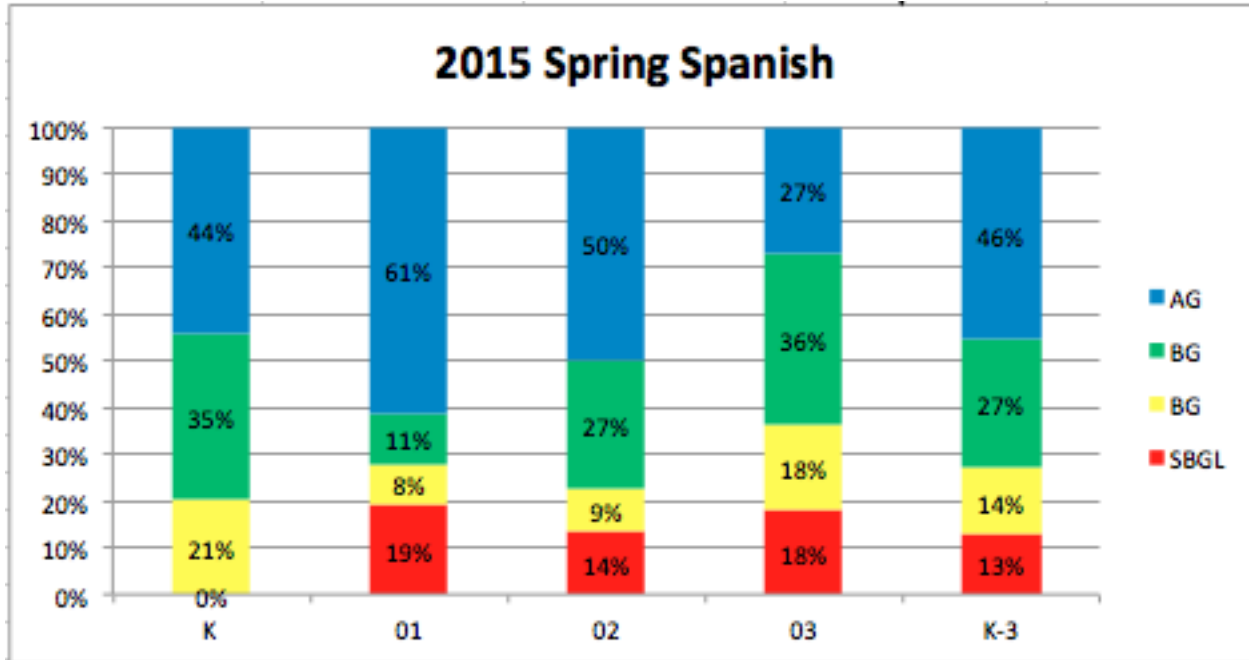
K	1st	2nd	3rd	K-3
N=34	N=36	N=22	N=33	N=125

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

There are a number of ELA-S students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 21%, 1: 27%, 2: 23%, 3: 36% as measured by 2014-15 READ Act data.

Grade	ACCESS MGP		
	2013	2014	2015
All Grades	40	41	55.5
01	26	16	59
02	26.5	52.5	38.5
03	35	42	52.5
04	72.5	40	57.5
05	40	52	57

Overall, Valverde's ACCESS growth has improved since 2013 (40, 41, 55.5) and is on track at 55.5 in 2015.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

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.*

Academic Achievement (Status)	80% of Kindergarten students will be reading at or above a level 4 at the end of the year. 80% of 3rd grade students will read at or above grade level by the end of the year.	69% of Kindergarteners were reading at or above grade level at the end of the year. -11% away from goal. 59% of 3rd grade students were reading at or above grade level by the end of the year. -21% away from goal.	There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor. There is a culture of low expectations in our classrooms. There is a lack of teacher development and growth opportunities and follow through.
	At least 25% reduction in each grade level of students reading SBGL	Based on the EOY DRA data 2nd and 4th grades were able to make at least a 25% reduction in students SBGL. In 1st, 3rd, and 5th there was a below 25% reduction on reading scores.	
Academic Growth	The MGP goal was set at 60 for Reading, writing and math in an effort to	Data unavailable at this time.	

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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FORM # OFP-135
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	shift Valverde's significantly below grade level scores in each of the content areas		
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

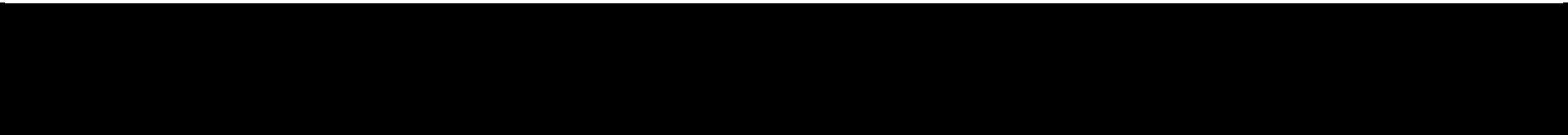School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

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.
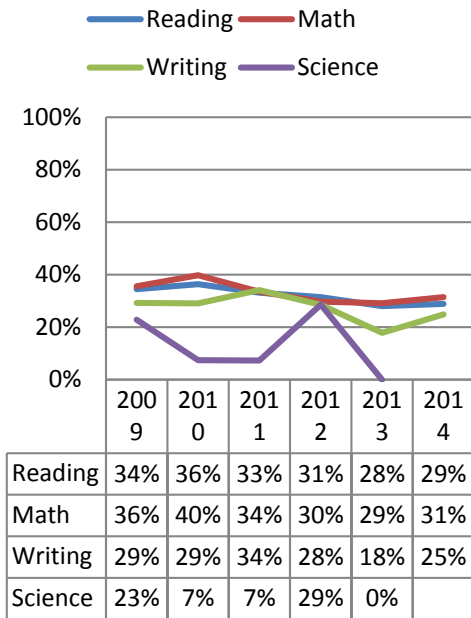
School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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Department of Education

Academic Achievement (Status)	**TCAP Status**	A significant number of k-5 students at Valverde Elementary are not demonstrating proficiency across the instructional core, including reading, writing, and math as measured by state assessments on TCAP and PARCC. 10% of students met expectations on PARCC ELA and Math. There are a significant number of ELA-E students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 43%,	There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor. There is a culture of low expectations in our classrooms. There is a lack of teacher development and growth opportunities and follow through.

TCAP Status chart legend: — Reading — Math — Writing — Science

	2009	2010	2011	2012	2013	2014
Reading	34%	36%	33%	31%	28%	29%
Math	36%	40%	34%	30%	29%	31%
Writing	29%	29%	34%	28%	18%	25%
Science	23%	7%	7%	29%	0%	

3rd-5th grade students at Valverde Elementary between 2009-2014 have been performing well below the state expectation in Reading, Writing,

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

Math, and Science as measured by TCAP.

Combined DRA2 and EDL2 2014 Spring % At or Above Grade Level					
Valverde		Region		District	
N	%	N	%	N	%
244	45%	5236	56%	29215	62%

Combined DRA2 and EDL2 2014 Spring % At or Above Grade Level per Grade						
	Valverde		Region		District	
Grade	N	%	N	%	N	%
00	70	56%	1355	64%	7630	69%
01	49	39%	1298	57%	7481	64%
02	67	52%	1253	56%	7109	60%
03	58	28%	1330	47%	6995	56%

45% of K-3 Valverde students are reading at or above grade level. 56% of K, 39% of 1st, 52% of 2nd, and 28% of 3rd as measured by READ Act data

Combined DRA2 and EDL2 2014 Spring % At or Above Grade Level who were SBGL in 2013 Fall					
Valverde		Region		District	
N	%	N	%	N	%
65	0%	912	8%	4093	9%

Combined DRA2 and EDL2 2014 Spring % At or Above Grade Level who were SBGL in 2013 Fall per Grade						
	Valverde		Region		District	
Grade	N	%	N	%	N	%
00	8	0%	106	3%	460	10%
01	4	0%	71	8%	324	10%
02	25	0%	340	13%	1677	12%
03	28	0%	395	5%	1632	6%

Of the 65 students who were on read plans in the Fall, 0% of students k-3 are reading at grade level

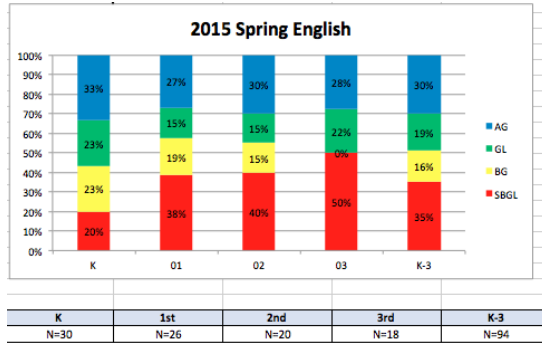1: 57%, 2: 55%, 3: 50%, as measured by READ Act data.

There are a number of ELA-S students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 21%, 1: 27%, 2: 23%, 3: 36% as measured by READ Act data.

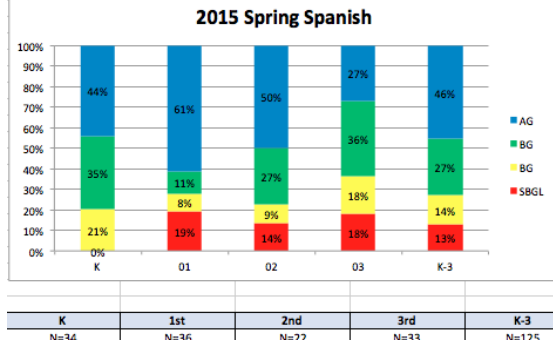School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

as measured by READ Act data.

2015 Spring English

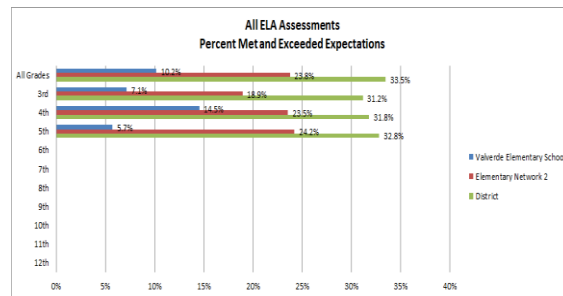| K	1st	2nd	3rd	K-3
N=30	N=26	N=20	N=18	N=94

There are a significant number of ELA-E students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 43%, 1: 57%, 2: 55%, 3: 50% as measured by READ Act data.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

2015 Spring Spanish

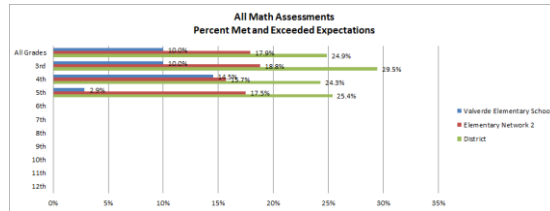|	K	1st	2nd	3rd	K-3
	N=34	N=36	N=22	N=33	N=125

There are a number of ELA-S students k-3 reading below and significantly below grade level, at Valverde Elementary: K: 21%, 1: 27%, 2: 23%, 3: 36% as measured by READ Act data.

All ELA Assessments
Percent Met and Exceeded Expectations

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

All Math Assessments
Percent Met and Exceeded Expectations

2015 CMAS: PARCC ELA											
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
118	46	39.0%	40	33.9%	20	16.9%	12	10.2%	0	0.0%	27.1%	10.2%

Of the 118 students 3rd-5th grade students who took the 2014-15 PARCC assessment at Valverde, 10% (or 12 students) met expectations on the assessment.

2015 CMAS: PARCC Math											
Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approaching or above	% Met or above
	#	%	#	%	#	%	#	%	#	%		
140	51	36.4%	44	31.4%	31	22.1%	14	10.0%	0	0.0%	32.1%	10.0%

Of the 140 students 3rd-5th grade students who took the 2014-15 PARCC assessment at Valverde, 10% (or 14 students) met expectations on the assessment.

0% of students met expectations on the 2014-15 PARCC Science assessment.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

Academic Growth	**TCAP MGP** — Reading — Math — Writing — Science (chart, values 0–100) |	Year	2009	2010	2011	2012	2013	2014
Reading	62	51	32.5	45	38	35.5
Math	56	48	56	50	41.5	38
Writing	75	49	41	64	31	38
Science						| **W:** The MGP in Writing for students at Valverde		

TCAP MGP

— Reading — Math
— Writing — Science

	2009	2010	2011	2012	2013	2014
Reading	62	51	32.5	45	38	35.5
Math	56	48	56	50	41.5	38
Writing	75	49	41	64	31	38
Science						

W: The MGP in Writing for students at Valverde

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

	tested on TCAP between 2009 and 2014 has been 75, 49, 41, 64, 31, 38 resulting in a downward trend that is 42 points below State AGP 74. **R:** The MGP in Reading for students at Valverde tested on TCAP between 2009 and 2014 has been 75, 49, 41, 64, 31, 35.5 resulting in a downward trend that is 33.5 percentile points below State AGP 67. **M:** The MGP for students overall at Valverde on TCAP Math between the years of 2009-2014 has been 56, 48, 56, 50, 41.5, 38 MGP, resulting in a downward trend that is 40 points below the state AGP 78.		
	MGP has not been calculated for the 2015-16 school year because of Colorado's transition to the PARCC Assessment. MGP will be calculated after students take the 2015-16 assessment.		
Academic Growth Gaps	Valverde does not currently have academic growth gaps, and has pervasive low achievement across the board. Additionally, the majority of students at Valverde qualify for FRL, and are Minority students, meaning they are in the same student group and		

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

their data is not disaggregated.

Grade	ACCESS MGP		
	2013	2014	2015
All Grades	40	41	55.5
01	26	16	59
02	26.5	52.5	38.5
03	35	42	52.5
04	72.5	40	57.5
05	40	52	57

Overall, Valverde's ACCESS growth has improved since 2013 (40, 41, 55.5) and is on track at 55.5 in 2015.

Postsecondary & Workforce Readiness			

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL
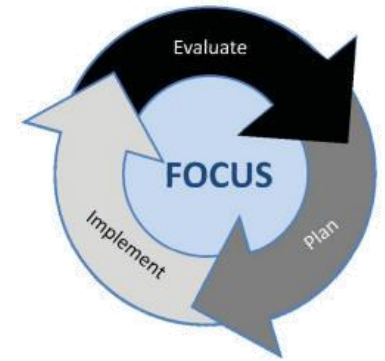
COLORADO
Department of Education

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: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

School Target Setting Form

Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	10% of 3-5th grade students met expectations on the 2014-15 PARCC Engllish Language Arts Assessment	Increase to 25% of students meeting expectations for 2015-16 school year.	Increase to 50% of students meeting expectations for 2015-16 school year.	Interim Anet assessments, Ongoing DRA progress monitoring	1. Observation and Feedback cycles focused in Literacy (specifically observing Guided Reading, Writers Workshop, and Independent Work) and targeting conversations connected to professional growth, priority standards, rigor and engagement). 2. Data Driven Instruction meetings focused on Literacy and Priority Standards.
		READ	20% of K students are reading significantly below grade level.	80% of students reading at or above grade level K-3	80% of students reading at or above grade level K-5	DRA/EDL Monthly progress monitoring.	1. Observation and Feedback cycles focused in Literacy (specifically

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

			38% of 1st graders are reading significantly below grade level. 40% of second grade students are reading significantly below grade level. 50% of 3rd graders are reading significantly below grade level. 35% of k-3 students are reading significantly below grade level based on data from READ Act assessments.	Reduction of SRBG: 10% of K students, 19% of 1st graders, 20% of second grade students, 25% of 3rd graders reading significantly below grade level. 16% of k-3 students are reading significantly below grade level	Reduction of SRBG: 5% of K students, 10% of 1st graders, 10% of second grade students, 12% of 3rd graders reading significantly below grade level. 8% of k-3 students are reading significantly below grade level		observing Guided Reading, Writers Workshop, and Independent Work) and targeting conversations connected to professional growth, priority standards, rigor and engagement). 2. Data Driven Instruction meetings focused on Literacy and Priority Standards. 3. Professional Growth and Development in Staff and Student Culture.
		M	10% of 3-5th grade students met expectations on the 2014-15 PARCC Math Assessment	Increase to 25% of students meeting expectations for 2015-16 school year.	Increase to 50% of students meeting expectations for 2015-16 school year.	Interim Anet assessments, Ongoing DRA progress monitoring	1. Observation and Feedback cycles focused in Literacy (specifically observing Guided Reading, Writers Workshop, and Independent Work) and

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

						targeting conversations connected to professional growth, priority standards, rigor and engagement). 2. Data Driven Instruction meetings focused on Literacy and Priority Standards.
		S				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Growth not calculated until 2016-17 school year due to the transition from TCAP to PARCC	50	60	Currently we are not able to calculate growth (quartile regression) on DPS interims, however we will continue to progress monitor student achievement. Additionally our interims are formative measures, and not used to measure growth.	
		M	Growth not calculated until 2016-17 school year due to the transition from TCAP	50	60	Currently we are not able to calculate growth (quartile regression) on DPS interims, however we will	

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

			to PARCC			continue to progress monitor student achievement. Additionally our interims are formative measures, and not used to measure growth.	
		ELP	• 65% of students On-Track • ACCESS MGP 60	65	70	Currently we are not able to calculate growth (quartile regression) on DPS interims, however we will continue to progress monitor student achievement.	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	There are currently no growth gaps at Valverde, as the majority of all students are performing significantly below grade level, and qualify for FRL and minority status (thus they belong to the same disaggregate group).			Currently we are not able to calculate growth (quartile regression) for disaggregate groups on DPS interims, however we will continue to progress monitor student achievement. Additionally our interims are formative measures, and not used to measure growth.	

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO Department of Education

		M	There are currently no growth gaps at Valverde, as the majority of all students are performing significantly below grade level and qualify for FRL and minority status (thus they belong to the same disaggregate group).			Currently we are not able to calculate growth (quartile regression) for disaggregate groups on DPS interims, however we will continue to progress monitor student achievement. Additionally our interims are formative measures, and not used to measure growth.	
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

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: Observation and Feedback cycles focused in Literacy (specifically observing Guided Reading, Writers Workshop, and Independent Work) and targeted conversations connected to professional growth, priority standards, rigor and engagement.

Root Cause(s) Addressed: There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor. There is a culture of low expectations in our classrooms. There is a lack of teacher development and growth opportunities and follow through.

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

X READ Act Requirements Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Professional Development—Text Selection, Text dependent questions, Close Reading, writers workshop,	Weekly	Weekly	Principal, AP, Facilitator, Literacy	ANet resources, district support partners, literacy consultant	Classroom observations yield evidence of "look fors" derived from PD. This is done with a	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

growth mindset, writing in response to reading, Guided Reading Plus training.			Support Partner, Outside Consultants		focus on connecting strategies to increased rigor. PD calendar aligned to instructional priorities and informed by aggregate LEAP data.	
Hands-on coaching from TEC, Facilitator and Guided Reading Plus Coach in Primary grades.	Weekly	Weekly	TEC, Facilitator and GRP Coach. (This will include Dean of Instruction in 2016-2017)	Guided Reading Plus Materials	Observations for literacy indicate progress with respect to teachers' capacity to deliver sound guided reading instruction. Students show significant gains in their reading levels	Ongoing
Professional Growth opportunities for teachers observing other school sites, and during feedback conversations.	Monthly	Monthly	Principal, AP, Classroom Teachers	School Leadership, classroom teachers, specials teachers	All teachers are able to conduct multiple observations of effective teachers at their grade level. School leaders connect professional growth opportunities to areas of growth evidenced by LEAP. LEAP scores in areas of growth grow at least one	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

					proficiency band during the course of the 2015-2016 schoolyear.	
Calibrate with Peer Observers, Facilitator, Teacher Effectiveness Coach to align observations with focus.	Monthly	Monthly	School Leadership, Facilitator, TEC, Peer Observers (TEC will become Dean of Instruction in 2016-2017)		Feedback is consistent among multiple observers and aligned to individual and school-wide areas of focus.	Ongoing
Connect Professional Development to Feedback conversations (follow through) and Lesson Plan feedback specifically clear objectives that connects to rigor and high expectations.	Weekly	Weekly	School Leadership, Facilitator, TEC	ANet resources, PD calendar, Obs/Feedback calendar	Professional development and lesson plan feedback is aligned to areas of growth. LEAP scores in areas of growth grow at least one proficiency band during the course of the 2015-2016 schoolyear.	Ongoing

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

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

Root Cause(s) Addressed: There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor. There is a culture of low expectations in our classrooms. There is a lack of teacher development and growth opportunities and follow through.

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

X☐ 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				
Implement weekly data team meeting using common standards-based protocol	Weekly	Weekly	Principal, A.P., Teacher Effectiveness Coach, Facilitator (TEC will become Dean of Instruction in 2016-2017)	Revised data meeting protocol Teacher survey to improve Data team process	Teams meet weekly and consistently move through all parts of the protocol so they leave each meeting with a reteach plan. 80% of teachers report on DPS Data Culture Survey that collaborative planning time and data analysis protocols are an effective	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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

COLORADO
Department of Education

					use of their time.	
Partner with Anet for strong DDI culture	Monthly meetings	Monthly meetings and four Interim Assessment windows	ANEet Coach, Principal, A.P., Teacher Effectiveness Coach, Facilitator	ANet Resources (data analysis protocols, provided PD, data analysis tools and planning documents)	100% of teachers will utilize data analysis protocol to create reteach plans. 100% of 2nd through 5th grade teachers will create quizzes on ANet, use data analysis tools, and use curricular resources to plan.	Ongoing
Monthly goal setting and monitoring K-5 literacy data	Monthly	Monthly	Principal, A.P., classroom teachers, Facilitator	DRA/EDL Trackers	100% of classroom teachers will update their trackers monthly and engage in ongoing conversation with leadership around instructional implications.	Ongoing
SLOs vertically aligned and connected to DDI using priority standards	Weekly	Weekly	Principal, A.P., TEC, Classroom teachers	SLO district resources	SLO conversations and documentation will be aligned with the weekly data team process.	Ongoing
Teachers posting reading goals and and student progress in their classrooms	Daily	Daily	Classroom teachers and students	Classroom bulletin boards	Student progress towards their reading goals is tracked bi-weekly using the classroom bulletin boards.	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

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

COLORADO
Department of Education

Partnership with Literacy Fellows to deliver small group instruction and intervention	n/a	Daily	Literacy Fellows, ILT, classroom teachers	LLI Intervention Curriculum for Literacy Fellows	Literacy Fellows meet with K through 3rd grade small groups daily to provide intervention. Literacy Fellows meet with 1st through 5th graders during extra hour of the day to provide tutoring and enrichment.	To be implemented in the 2016-2017 school year.
Revising MTSS system for 2016-2017, with monthly meetings to discuss students not making adequate gains. This will be connected to the weekly DDI process	n/a	Monthly	Leadership Team, Dean of Instruction, SPED team, Classroom teachers	MTSS Trackers	Teachers meet monthly with ILT and SPED team to discuss students not making adequate gains, brainstorm interventions, and plan for follow-up.	To be implemented in the 2016-2017 school year.
Creation of "Data Wall" and "Data Trackers" to guide teacher conversations and ensure follow-up for our DDI and MTSS conversations	n/a	Weekly for DDI and monthly	Leadership Team, Dean of Instruction, SPED team,	Data Cards and trackers	Data wall will be established and utilized to support weekly DDI and monthly MTSS conversations.	To be implemented in the 2016-2017 school year.

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

		for MTSS	Classroom teachers			

* 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: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

Major Improvement Strategy #3 Professional Growth and Development in Staff and Student Culture, with a focus on increased rigor and high expectations.
Root Cause(s) Addressed: There is a lack of understanding and implementation of the standards, curriculum, best practices for instruction, DDI, relationships and rapport building, and student engagement and rigor. There is a culture of low expectations in our classrooms. There is a lack of teacher development and growth opportunities and follow through.
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 ◻X 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				
Student advisor hired to support student and adult culture Student advisor to support teachers in building their capacity to effectively manage their classroom and create a culture of high expectations.	Support is daily	Daily support	School Leadership and Student Advisor		Student advisor hired 10% increase of positive responses on culture related questions on the TPS, Parent Satisfaction Survey, and Student Perception Survey. Teacher capacity via	Hiring completed Culture work is ongoing Coaching for teachers is ongoing

School Code: 9050 School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

					coaching is increased and there is a 33% drop in refocus forms and referrals being sent to the office.	
Retreat, team building, adult culture focus	August 2015	August 2016	Entire Certified Staff	DPS Balarat Mountain Campus Facilities	Completion of team building exercises and working agreements for the year.	2015 retreat completed 2016 retreat planned
School Culture Academy—Personal Success Factors	Monthly	Monthly PBIS and PSF meetings	School Staff, CELT Support Partner	PSF materials	Personal Success Factors introduction training Alignment of PSF and redesign plan	Ongoing
Aligned TRACKS (PBIS) to PSF	Spring 2015		Principal, AP, Student Advisor, School Psychologist, PBIS Committee	TRACKS matrix poster to teach expectations in all areas. TRACKS hallway decals paid for with SIG Grant	TRACKS is changed to better reflect PSF (T is changed to tenacity, C is changed to curiosity, etc.)	Completed
School Improvement Grant utilized for Learning Environment Redesign—TRACKS visible in classrooms and hallways, bulletins in each grade level, college banners, maps, flags,	Updated Monthly	Bulletin boards updated monthly	School Leadership, Student Advisor, Classroom	Banners, paint, maps, flags, Floorminders, Fatheads, bulletin boards, etc. Digital bulletin boards (external and internal)	TRACKS boards are visible in each classroom. PBIS bulletin boards are updated monthly. TRACKS matrices are visible	Completed Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

CDE Improvement Planning Template for Schools (Version 7.0 – Template Last Updated: June 9, 2015)

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

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COLORADO
Department of Education

Floorminders, fatheads, paint, etc. Digital bulletin boards were also bought to connect highlight students showing TRACKS traits and communicate information to families.			Teachers		in all areas of the school. Digital bulletin boards are updated monthly with PBIS celebrations and information for the community.	Completed
Staff training/PD around expectations and growth mindset	August 2015 October 2015 Revisit in spring	August 2016 October 2016 Ongoing revisitation	Principal, Student Advisor, School Psychologist, PBIS Committee		Staff does an initial teaching of expectations in August and reteaches after winter and spring breaks. Common expectations are taught to students in all classes. All students can articulate expectations for classrooms, hallways, bathrooms, etc.	Ongoing
Feedback around LE indicators	Weekly	Weekly	Principal, AP, TEC, and facilitator Will include Dean of Instruction in 2016-2017.		On average, LEAP scores for LE indicators grow at least one proficiency band during the course of the 2015-2016 school-year.	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

Extended School Day for 1st through 5th grade students		2016-2017 school year	Literacy Fellows, Math Fellows, City Year Corp Members, Specials Teachers		1st through 5th grade students are receiving an extra hour of instruction, intervention, or enrichment each day.	To be implemented in 2016-2017
Partnership with City Year (Division of Americorps) to provide small group instruction in all 3rd through 5th grade classes and support with extended day.	n/a	2016-2017 school year	City Year corp members and Valverde Staff	$75,000 to fund CITY YEAR partnership	City Year Corp Members are delivering small group intervention and extensions in each 3rd through 5th grade classroom. City Year Corp members help facilitate extra hour of instruction, intervention, and extensions for all 1st through 5th grade students.	To be implemented in 2016-2017
Community Partnership and Outreach: Including Home Visits, Academic Standards Nights, And Community Nights.	Weekly		Community Engagement Specialist, Parent Liaison,	$15,000 to fund partnerships with various organizations to provide enrichment opportunities for students (Example : Lego	Teacher home visits increase by 20%	Ongoing

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

| Community Partnerships to provide extended learning opportunities include Lego Engineering, Soccer for Success, Girls on the Run, Boy Scouts, Ju-jitsu, etc. | | | School Leadership, Teachers | Engineering) | Afterschool extended learning opportunities are increased. More programs are made available to more kids. 40% of 1st through 5th graders are participating in at least one afterschool program. | |

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.*

Section V: Supporting Addenda Forms

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

COLORADO
Department of Education

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

State Requireme

| Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described. | Section IV: A description of the selected turnaround strategy in the Action Plan Form.

If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form. | ☐X **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.

Valverde has begun the turnaround process with district supports during the 2015-2016 school year. The school has formed a committee to write a redesign plan that will be implemented in the 2016-2017 school year.

The redesign plan and its components are referenced on pages:

9 – Data Narrative
40 & 41 – Major Improvement Strategy #2
44 & 45 – Major Improvement Strategy #3 |

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL

Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?

School Code: 9050   School Name: VALVERDE ELEMENTARY SCHOOL