

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **9496**      School Name: **CASTRO ELEMENTARY SCHOOL**      Official 2014 SPF: **1 Year**

### Section I: Summary Information about the School

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

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

The percent of 3<sup>rd</sup> – 5<sup>th</sup> grade students Scoring Proficient or Advanced on TCAP Reading has increased from 2012 – 2014 (29%, 34%, and 38%), but continues to be well below state expectation of 72%, and the percent of our K-3 students scoring At or Above Reading Level according to READ Act-approved assessments is **41%**, which is **23% below** the district average of **64%**.

The Median Growth Percentile of 3<sup>rd</sup> to 5<sup>th</sup> grade students has remained stagnant in Reading, Writing, and Math between 2012 and 2014.

With the exception of 3<sup>rd</sup> grade, ELL students on ACCESS are **below** the 65 MGP target.

##### 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.*

**Lack of high quality systems and structures for school leaders, teachers, and staff to use data in the organization of students and instruction in reading, math, and writing.**

**There is not school wide implementation with fidelity of reading instruction. There is lack of professional development, feedback, and coaching on instruction in reading.**

**Lack of school wide systems for effective planning for literacy and math.**

##### 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.*

**If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.**

**If we design professional development on reading instruction that is consistently implemented and assessed for fidelity, then there will be increased achievement in reading.**

**If we establish a comprehensive, in-depth system of lesson planning, execution, observation/feedback for literacy and math instruction, then there will be increased achievement.**

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

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**Pre-Populated Report for the School**

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	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/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/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).	Priority Improvement Plan - Entering Year 3 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<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.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Awarded a TIG Grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model - Transformation. Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

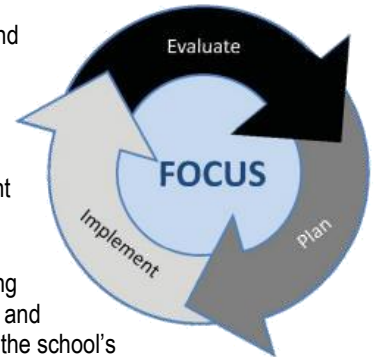
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes, SY 13-14, Castro received a TIG grant (Year 1) \$334,000.00 per year for three years.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Participated in the Critical Friends' Review and UIP Plus Process 13-14 SY. Critical Friends' Review by School works October 2013, April 2014.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input checked="" type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Robert D. Villarreal
	Email	<a href="mailto:Robert_Villarreal@dpsk12.org">Robert_Villarreal@dpsk12.org</a>
	Phone	720-424-8990
	Mailing Address	845 S. Lowell Blvd. Denver, CO 80219
2	Name and Title	Hyun Sun Coates
	Email	Sun_Coates@dpsk12.org
	Phone	720-424-8990
	Mailing Address	845 S. Lowell Blvd. Denver, CO 80219

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### Section III: Narrative on Data Analysis and Root Cause Identification

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



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

#### Data Narrative for School

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

<p><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><b>Narrative:</b> Castro Elementary School is a Title I Focus School of 528 students K-5 in the southwest area of Denver. 98% of our students qualify for the Free and Reduced Lunch Program. 11% of the population receives special education services. 71% of our students are English Language Learners. During 15-16 SY there was a decrease in enrollment from 619 students in 14-15 SY to 528 students in 15-16 SY.</p>				

Current administrative team is in its third year of leadership at Castro. The UIP process began 13-14 school year with the development of the UIP Plus. For SY 14-15, 15-16, school leadership team was involved in the data analysis, priority performance challenge, and root cause analysis updates. The School Leadership Team reviewed data and wrote root causes on chart paper and eliminated root causes that were outside the sphere of direct influence of the school and settled on root causes in which the school has direct influence.

Castro raised its School Performance Framework designation from orange to yellow (accredited on watch).

In all TCAP status measures, Castro raised its scores. However, Castro is still below district and state requirements. Reading was 38% P/A and 13% less than target goal. 41% P/A in Math and 15% less than target goal. 24% P/A in writing 13% below target. The percent of 3<sup>rd</sup> grade students scoring P/A on TCAP Lectura has been increasing between 2012 and 2014 from 28%, 47% to 79%. Castro performance exceeded district and state averages.

The percent of 3<sup>rd</sup> students scoring P/A on TCAP Escritura has been increasing between 2012 and 2014 from 26%, 33%, to 73%. Castro performance exceeded district and state averages.

All student subgroups improved their performance in reading, writing, and science.

Priority Performance Challenges identified are:

Castro's MGP has remained relatively static for the last 3 years. Between 2012-2014, the overall MGP for Reading was 49.5 %ile, 52 %ile, to 49.5 %ile. For Math, overall MGP, for the same period it was 54%ile, 52%ile, and 50%ile. For Writing, the overall MGP between 2012-2014 was 48%ile, 44%ile, and 50%ile. Status has improved in the last year in Reading from 34% in 2013 to 38% in 2014, 40% in Math to 41% in Math, and 17% to 24% in Writing.

Root cause: Lack of grade level collaboration in lesson planning, lack of focus on standards, data driven instruction. This priority performance challenge was related to this root cause through processes between 2013-2014 and 2014-2015 school year. Castro used a consultant to build a UIP Plus 13-14 school year which led to weekly meetings with School Leadership Team (SLT), feedback from Critical Friend's Review. This priority performance challenge and root cause were re-visited 14-15 school year with the SLT at Castro.

Reading was 38% P/A and 13% less than target goal. 24% P/A in writing 13% below target.

Low overall achievement in reading and writing.

Root cause: Lack of coherent, uniform schoolwide reading and writing programs (ie: Guided Reading Plus, and Every Child a Writer). For SY 14-15, the priority is to provide intensive professional development to all grade level teams on Guided Reading Plus led by network GRP specialist.

Data information, SPF information, priority performance challenges were shared/publicized with parents during parent meetings that have been held this year. Parents were encouraged to form a partnership with school to address our priority performance challenges and supporting their students. A total of 3 meetings have been held. Data was also analyzed with the School Leadership Team in October of 2014 to identify trends, priority performance challenges, and root cause.

### 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)	Literacy Target for 14-15 excluded as they were written for Percent points earned on ANet interims.	The percent not provided to evaluate target.	<p><i>DRA2/EDL2 target were not met. During 14-15 school year, Castro was in its first year of comprehensive professional development (PD) in the areas of Literacy, Mathematics, and English Language Development (ELD). Guided Reading Plus (GRP) PD began in the Fall Semester of 2014. The first GRP groups started at the end of October which was a later start due to it being its first year at Castro.</i></p> <p><i>Castro was 3 percentile points below the target for ACCESS MGP. Several teachers attended the CO Association of Bilingual Educators' Conference, the National Association of Bilingual Educator's Conference. This cohort of teachers brought new strategies and ideas which they put into place which helped our significant growth in ACCESS even though the target was not met. Teachers have been divided in the use of Avenues as the ELD curriculum which impacted consistency and fidelity to instruction. Some of the growth may be accounted by the specific, detailed reading instruction provided using GRP.</i></p>
	The percentage of our K-3 students scoring at or above reading level on DRA2 will be 43%.	The percentage of our K-3 students scoring At or Above Reading Level on the DRA2 was <b>41%</b> , which is <b>2% below</b> the target.	
	The percentage of our K-3 ELLs scoring at or above reading level on EDL2 will be 57%.	The percentage of our K-3 ELL students scoring At or Above Reading Level on the EDL2 was <b>44%</b> , which is <b>13% below</b> the target.	
	Math Target for 14-15 excluded as they were written for Percent points earned on ANet interims.	The percent not provided to evaluate target.	
Academic Growth	The percentage of our students moving from below proficient to proficient or advanced on the Literacy Interim <i>target excluded.</i>	The percent not provided to evaluate target.	
	The median growth percentile for our ELLs on the ACCESS Overall will be 65.	The median growth percentile for our ELLs on the ACCESS Overall was <b>62 MGP</b> , which is 3 MGP below the target.	
	The percentage of our students moving from below Proficient to Proficient or Advanced on the Math Interim <i>target</i>	The percent not provided to evaluate target.	

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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.
	<i>excluded.</i>		<i>Data not available.</i>
Academic Growth Gaps	The percentage of our non-ELL students moving from below Proficient to Proficient or Advanced on the Literacy Interim <i>target excluded.</i>	The percent not provided to evaluate target.	
Postsecondary & Workforce Readiness			

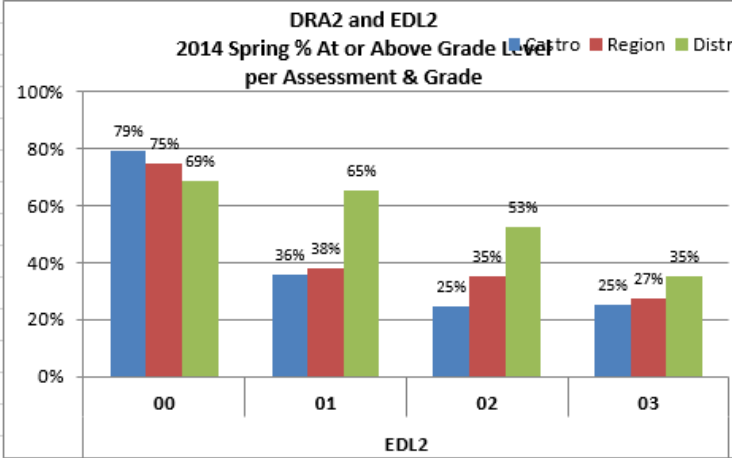
**Worksheet #2: Data Analysis**

**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>TCAP status</b></p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>39%</td> <td>29%</td> <td>29%</td> <td>34%</td> <td>38%</td> </tr> <tr> <td>Math</td> <td>43%</td> <td>37%</td> <td>36%</td> <td>32%</td> <td>40%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>26%</td> <td>26%</td> <td>18%</td> <td>17%</td> <td>24%</td> </tr> <tr> <td>Science</td> <td>14%</td> <td>31%</td> <td>17%</td> <td>7%</td> <td>11%</td> <td></td> </tr> </tbody> </table> <p>The percent of 3<sup>rd</sup> – 5<sup>th</sup> grade students scoring Proficient or Advanced on TCAP Reading has been increasing between 2012-2014 from 29%, 34%, to 38%; but, continues to be well below the state expectation of 72%.</p> <p>The overall percentage of 3-5 students performing meets/exceeds</p>		2009	2010	2011	2012	2013	2014	Reading	39%	39%	29%	29%	34%	38%	Math	43%	37%	36%	32%	40%	41%	Writing	28%	26%	26%	18%	17%	24%	Science	14%	31%	17%	7%	11%		<p>The percent of 3<sup>rd</sup> – 5<sup>th</sup> grade students Scoring Proficient or Advanced on TCAP Reading has increased from 2012 – 2014 (29%, 34%, and 38%), but continues to be well below state expectation of 72%, and the percent of our K-3 students scoring At or Above Reading Level according to READ Act-approved assessments is <b>41%</b>, which is <b>23% below</b> the district average of <b>64%</b>.</p>	<p><b>Lack of high quality systems and structures for school leaders, teachers, and staff to use data in the organization of students and instruction in reading, math, and writing.</b></p> <p><b>There is not school wide implementation with fidelity of reading instruction. There is lack of professional development, feedback, and coaching on instruction in reading.</b></p> <p><b>Lack of school wide systems for effective planning for literacy and math.</b></p>
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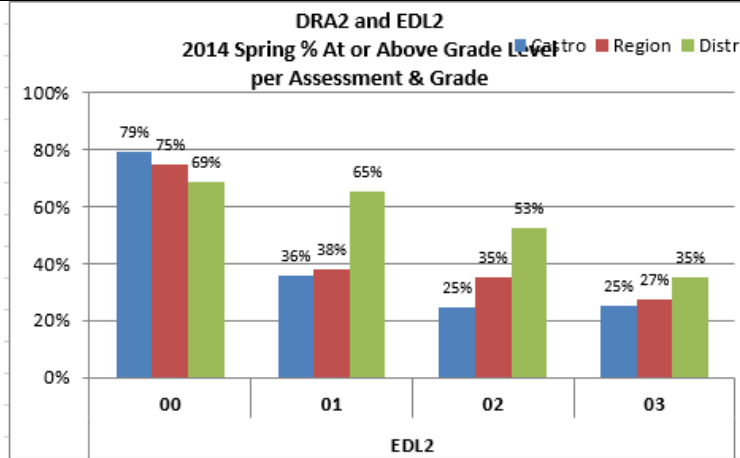
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	<p>on ELA was <b>11.1%</b> in 2014-2015. This is below the district average of <b>26%</b> and the state average of <b>30%</b>.</p> <p>The overall percentage of 3-5 students performing meets/exceeds on Math was <b>11.5%</b> in 2014-2015. This is below the district average of <b>15%</b> and the state average of <b>25%</b>.</p>  <table border="1"> <caption>DRA2 and EDL2 2014 Spring % At or Above Grade Level per Assessment &amp; Grade</caption> <thead> <tr> <th>Year</th> <th>Castro</th> <th>Region</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>79%</td> <td>75%</td> <td>69%</td> </tr> <tr> <td>01</td> <td>36%</td> <td>38%</td> <td>65%</td> </tr> <tr> <td>02</td> <td>25%</td> <td>35%</td> <td>53%</td> </tr> <tr> <td>03</td> <td>25%</td> <td>27%</td> <td>35%</td> </tr> </tbody> </table>	Year	Castro	Region	District	00	79%	75%	69%	01	36%	38%	65%	02	25%	35%	53%	03	25%	27%	35%		
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Performance Indicators

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

Priority Performance Challenges

Root Causes



Assessment	Grade	DRA2 and EDL2 2014 Spring % At or Above Grade Level per Assessment & Grade					
		Castro		Region		District	
		N	%	N	%	N	%
DRA2	00	48	23%	188	53%	6090	69%
	01	56	46%	171	49%	6176	64%
	02	53	45%	193	42%	6171	61%
	03	79	22%	226	33%	6681	57%
EDL2	00	58	79%	80	75%	1540	69%
	01	50	36%	76	38%	1305	65%
	02	53	25%	77	35%	938	53%
	03	8	25%	11	27%	314	35%

The percent of students in grades K-3 scoring at or above grade level according to Spring 2014 DRA2 data remains below the average for the district (23% to 69%, 46% to 64%, 45% to 61%, and 22% to 57%).

The percent of English Language Learners in Kinder scoring at or above grade level according to the Spring 2014 EDL2 is above the average for the district (79% to 69%), while the percent of English

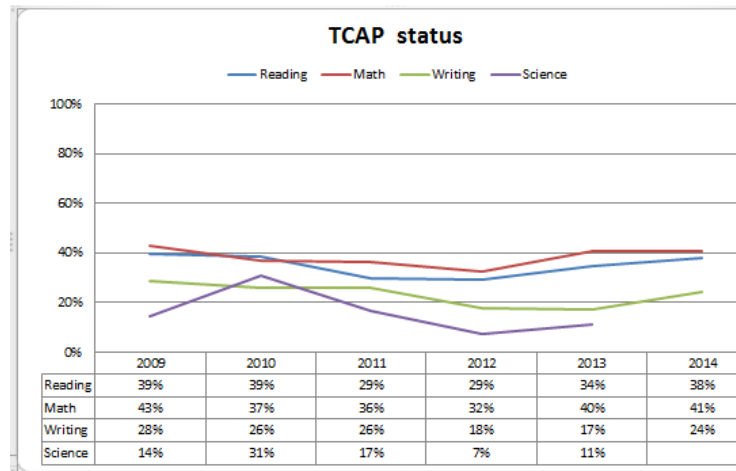
Performance Indicators

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

Priority Performance Challenges

Root Causes

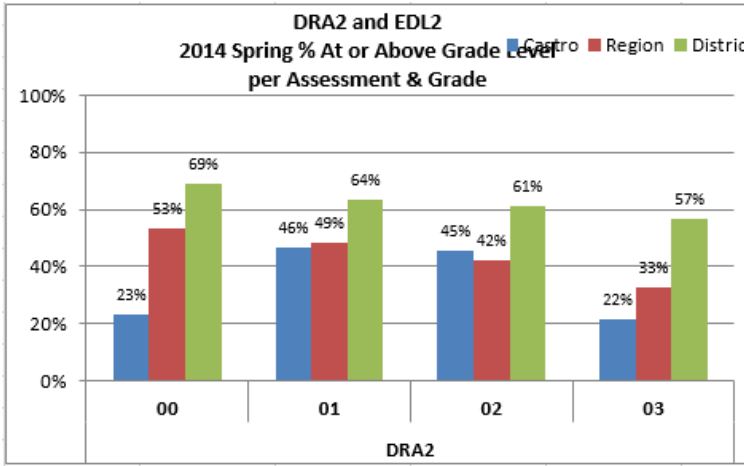
Language Learners in 1-3 scoring at or above grade level according to Spring 2014 EDL2 data remains below the average for the district (36% to 65%, 25% to 53%, 25% to 35%).



The percent of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring P/A on TCAP Reading has been increasing between 2012-2014 from 29%, 34%, and 38% but continues to be well below state expectation of 72%.

The percent of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring P/A on TCAP Math has been increasing between 2012-2014 from 32%, 40%, and 41% but continues to be well below state expectation of 71%.

The percent of 3<sup>rd</sup> -5<sup>th</sup> grade students scoring P/A on TCAP Writing had a dip between 2012 and 2013 from 18% to 17%. In 2014, the trajectory improved to 24% but it continues to be well below the 54%

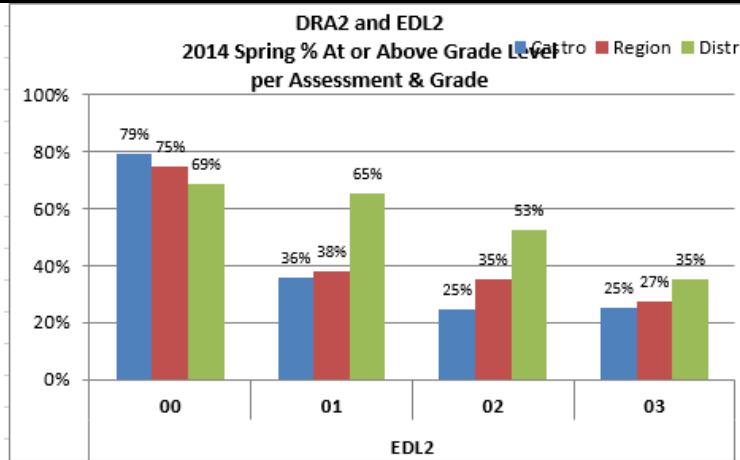
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	<p><u>state expectation.</u></p> <p><u>The percent of 3<sup>rd</sup> grade students scoring P/A on TCAP Lectura has been increasing between 2012 and 2014 from 28%, 47% to 79%. Castro performance exceeded district and state averages.</u></p> <p><u>The percent of 3<sup>rd</sup> students scoring P/A on TCAP Escritura has been increasing between 2012 and 2014 from 26%, 33%, to 73%. Castro performance exceeded district and state averages.</u></p> <div data-bbox="369 756 1108 1219">  <table border="1"> <caption>DRA2 and EDL2 2014 Spring % At or Above Grade Level per Assessment &amp; Grade</caption> <thead> <tr> <th>Year</th> <th>Castro</th> <th>Region</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>23%</td> <td>53%</td> <td>69%</td> </tr> <tr> <td>01</td> <td>46%</td> <td>49%</td> <td>64%</td> </tr> <tr> <td>02</td> <td>45%</td> <td>42%</td> <td>61%</td> </tr> <tr> <td>03</td> <td>22%</td> <td>33%</td> <td>57%</td> </tr> </tbody> </table> </div>	Year	Castro	Region	District	00	23%	53%	69%	01	46%	49%	64%	02	45%	42%	61%	03	22%	33%	57%		
Year	Castro	Region	District																				
00	23%	53%	69%																				
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Performance Indicators

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

Priority Performance Challenges

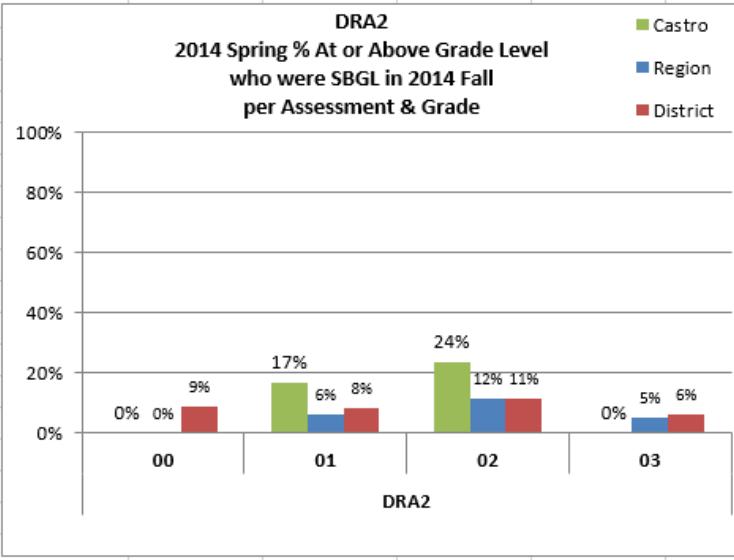
Root Causes



Assessment	Grade	DRA2 and EDL2 2014 Spring % At or Above Grade Level per Assessment & Grade					
		Castro		Region		District	
		N	%	N	%	N	%
DRA2	00	48	23%	188	53%	6090	69%
	01	56	46%	171	49%	6176	64%
	02	53	45%	193	42%	6171	61%
	03	79	22%	226	33%	6681	57%
EDL2	00	58	79%	80	75%	1540	69%
	01	50	36%	76	38%	1305	65%
	02	53	25%	77	35%	938	53%
	03	8	25%	11	27%	314	35%

The percent of students in grades K-3 scoring at or above grade level according to Spring 2014 DRA2 data remains below the average for the district (23% to 69%, 46% to 64%, 45% to 61%, and 22% to 57%).

The percent of English Language Learners in Kinder scoring at or above grade level according to the Spring 2014 EDL2 is above the average for the district (79% to 69%), while the percent of English

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
	<p><u>Language Learners in 1-3 scoring at or above grade level according to Spring 2014 EDL2 data remains below the average for the district (36% to 65%, 25% to 53%, 25% to 35%).</u></p>  <table border="1"> <caption>DRA2 2014 Spring % At or Above Grade Level who were SBGL in 2014 Fall per Assessment &amp; Grade</caption> <thead> <tr> <th>Assessment &amp; Grade</th> <th>Castro</th> <th>Region</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>0%</td> <td>0%</td> <td>9%</td> </tr> <tr> <td>01</td> <td>17%</td> <td>6%</td> <td>8%</td> </tr> <tr> <td>02</td> <td>24%</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>03</td> <td>0%</td> <td>5%</td> <td>6%</td> </tr> </tbody> </table>	Assessment & Grade	Castro	Region	District	00	0%	0%	9%	01	17%	6%	8%	02	24%	12%	11%	03	0%	5%	6%		
Assessment & Grade	Castro	Region	District																				
00	0%	0%	9%																				
01	17%	6%	8%																				
02	24%	12%	11%																				
03	0%	5%	6%																				

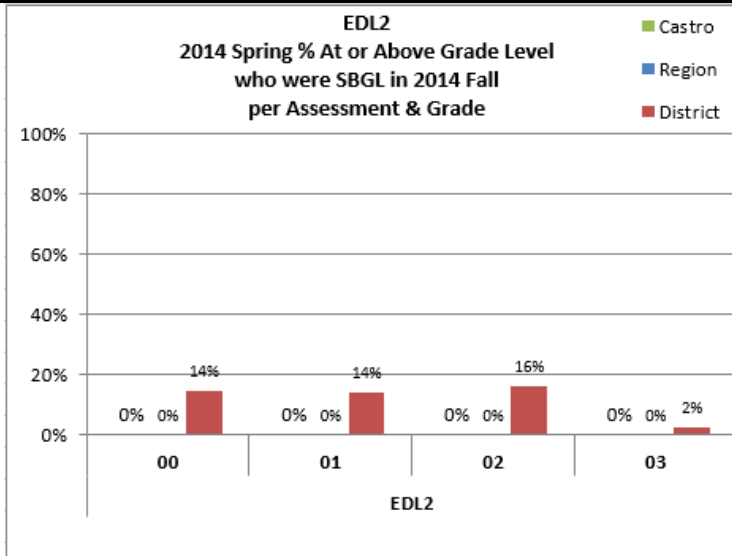


Performance Indicators

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

Priority Performance Challenges

Root Causes



		DRA2 and EDL2 2014 Spring % At or Above Grade Level who were SBGL in 2013 Fall per Assessment & Grade					
Assessment	Grade	Castro		Region		District	
		N	%	N	%	N	%
DRA2	00	4	0%	17	0%	342	9%
	01	6	17%	16	6%	219	8%
	02	17	24%	77	12%	1427	11%
	03	13	0%	61	5%	1502	6%
EDL2	00	5	0%	8	0%	118	14%
	01	3	0%	7	0%	105	14%
	02			7	0%	250	16%
	03	6	0%	10	0%	130	2%

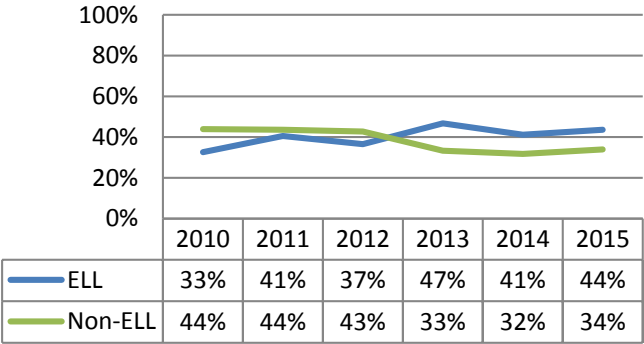
24% of 2<sup>nd</sup> grade students who were identified as Significantly Below grade level in Fall 2013, were at or above grade level according to Spring 2014 DRA2 data. This was above the average (11%) for the district.

School Code: 9496

School Name: CASTRO ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>0% of English Language Learners at grades K-3 who were identified as Significantly Below grade level in Fall 2013, were at or above grade level according to Spring 2014 EDL data. This was below the averages for the district.</u></p>		
	<p>The percent of 3<sup>rd</sup> – 5<sup>th</sup> grade students scoring Proficient or Advanced on TCAP Math has been increasing between 2012-2014 from 32%, 40% to 41%; but, continues to be well below state expectations of 71%.</p>		
	<p>The percent of 3<sup>rd</sup> grade students scoring Proficient or Advanced on TCAP Writign has decreased between 2012 and 2013 from 18% to 17%. In 2014, there was an increase to 24%; but, it continues to be well below the state expectations of 54%.</p>		
	<p>The percent of 3<sup>rd</sup> grade students scoring Proficient or Advanced on TCAP Lectura has increased between 2012 and 2014 from 28%, 47% to 79%, and exceeds the state expectation.</p>		
	<p>The percent of 3<sup>rd</sup> grade students scoring Proficient or Advanced on TCAP Escritura has increased between 2012 and 2014 from 26%, 33%, to 73%, and exceeds the state expectation.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes														
	<p><b>READ Act Overall - Percent at or Above Grade Level</b></p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>% Proficient or Above</td> <td>35%</td> <td>41%</td> <td>38%</td> <td>43%</td> <td>39%</td> <td>41%</td> </tr> </tbody> </table> <p>The percent of K-3 students overall scoring At or Above Reading Level according to READ Act-approved assessments has <b>slightly increased</b> from 2012 (<b>39%</b>) to 2015 (<b>41%</b>).</p>		2010	2011	2012	2013	2014	2015	% Proficient or Above	35%	41%	38%	43%	39%	41%		
	2010	2011	2012	2013	2014	2015											
% Proficient or Above	35%	41%	38%	43%	39%	41%											

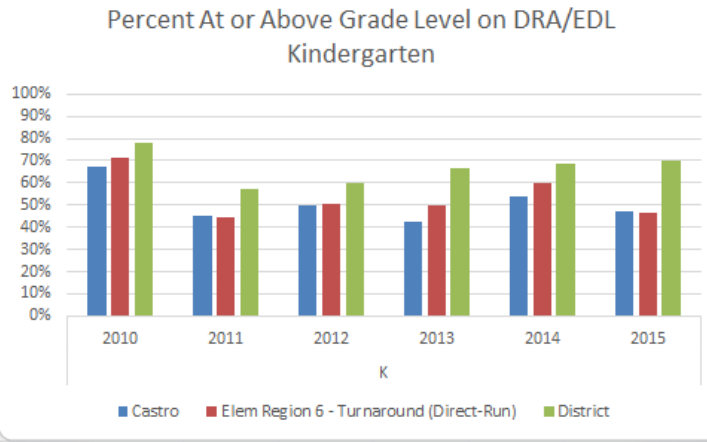
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p style="text-align: center;"><b>READ Act - Percent At or Above Grade Level by ELL Subgroup</b></p>  <table border="1" data-bbox="415 815 1054 938"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>33%</td> <td>41%</td> <td>37%</td> <td>47%</td> <td>41%</td> <td>44%</td> </tr> <tr> <td>Non-ELL</td> <td>44%</td> <td>44%</td> <td>43%</td> <td>33%</td> <td>32%</td> <td>34%</td> </tr> </tbody> </table> <p>The percent of K-3 ELL students scoring At or Above according to READ Act-approved assessments has <b>slightly increased</b> from 2012 (37%) to 2015 (44%) .</p>		2010	2011	2012	2013	2014	2015	ELL	33%	41%	37%	47%	41%	44%	Non-ELL	44%	44%	43%	33%	32%	34%		
	2010	2011	2012	2013	2014	2015																		
ELL	33%	41%	37%	47%	41%	44%																		
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Performance Indicators

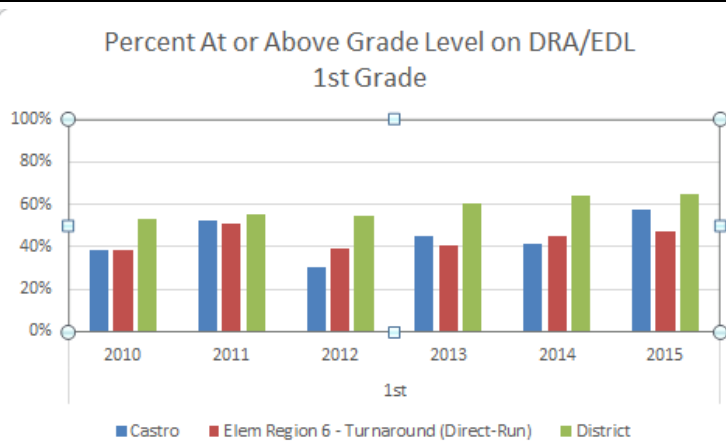
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

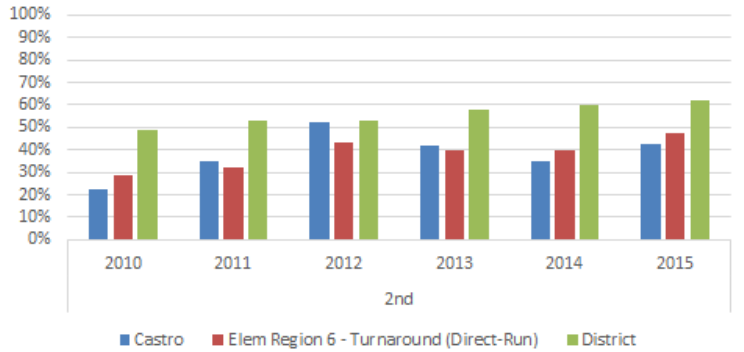


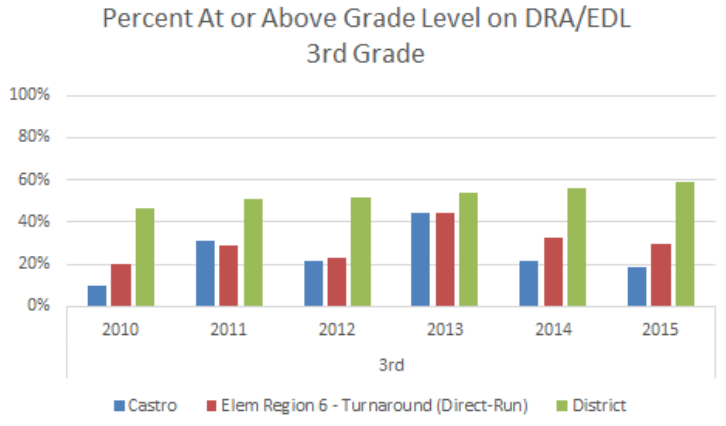
The percent of Kdg. students at Castro At or Above grade level according to READ Act-approved assessments has slightly increased from 2013 (**42%**) to 2015 (**47%**) which is **23%** below district level of 70%.



School Code: 9496

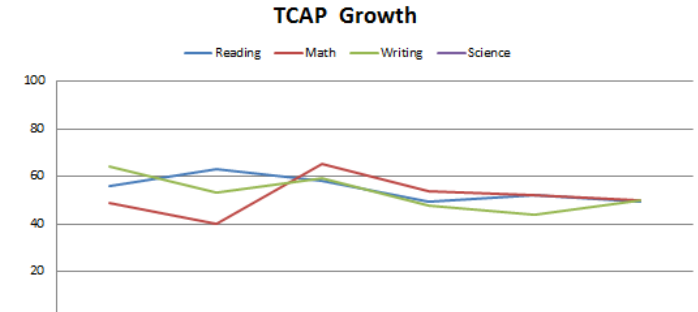
School Name: CASTRO ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	<p>The percent of 1<sup>st</sup> grade students at Castro At or Above grade level according to READ Act-approved assessments has significantly increased from 2013 (<b>45%</b>) to 2015 (<b>57%</b>) which is 8% below district level of 65%.</p> <div data-bbox="365 521 1104 984"> <p style="text-align: center;"><b>Percent At or Above Grade Level on DRA/EDL 2nd Grade</b></p>  <table border="1"> <caption>Percent At or Above Grade Level on DRA/EDL - 2nd Grade</caption> <thead> <tr> <th>Year</th> <th>Castro</th> <th>Elem Region 6 - Turnaround (Direct-Run)</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>22%</td> <td>28%</td> <td>48%</td> </tr> <tr> <td>2011</td> <td>35%</td> <td>32%</td> <td>52%</td> </tr> <tr> <td>2012</td> <td>52%</td> <td>42%</td> <td>52%</td> </tr> <tr> <td>2013</td> <td>42%</td> <td>38%</td> <td>58%</td> </tr> <tr> <td>2014</td> <td>35%</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>2015</td> <td>43%</td> <td>48%</td> <td>62%</td> </tr> </tbody> </table> </div> <p>The percent of 2nd grade students at Castro At or Above grade level according to READ Act-approved assessments has slightly increased from 2013 (<b>42%</b>) to 2015 (<b>43%</b>) which is 19% below district level of 62%.</p>	Year	Castro	Elem Region 6 - Turnaround (Direct-Run)	District	2010	22%	28%	48%	2011	35%	32%	52%	2012	52%	42%	52%	2013	42%	38%	58%	2014	35%	40%	60%	2015	43%	48%	62%		
Year	Castro	Elem Region 6 - Turnaround (Direct-Run)	District																												
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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>Percent At or Above Grade Level on DRA/EDL 3rd Grade</b></p>  <table border="1" data-bbox="373 397 1094 820"> <caption>Percent At or Above Grade Level on DRA/EDL - 3rd Grade</caption> <thead> <tr> <th>Year</th> <th>Castro</th> <th>Elem Region 6 - Turnaround (Direct-Run)</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>10%</td> <td>20%</td> <td>45%</td> </tr> <tr> <td>2011</td> <td>30%</td> <td>28%</td> <td>50%</td> </tr> <tr> <td>2012</td> <td>20%</td> <td>22%</td> <td>50%</td> </tr> <tr> <td>2013</td> <td>44%</td> <td>43%</td> <td>53%</td> </tr> <tr> <td>2014</td> <td>20%</td> <td>32%</td> <td>55%</td> </tr> <tr> <td>2015</td> <td>18%</td> <td>28%</td> <td>59%</td> </tr> </tbody> </table> <p>The percent of 3rd grade students at Castro At or Above grade level according to READ Act-approved assessments has significantly decreased from 2013 (<b>44%</b>) to 2015 (<b>18%</b>) which is 41% below district level of 59%.</p> <p>The percent of students receiving FRL in K-3<sup>rd</sup> grade At or Above grade level has remained steady from 2013 (43%) to 2015 (42%).</p> <p>The overall percent of students who have met or were above expectations on the CMAS ELA at Castro was 11.1%.</p> <p>The percent of students who have met or were above expectations on the CMAS ELA for 3<sup>rd</sup> grade was 6.9%.</p> <p>The percent of students who have met or were above expectations on the CMAS ELA for 4<sup>th</sup> grade was 10.1%.</p>	Year	Castro	Elem Region 6 - Turnaround (Direct-Run)	District	2010	10%	20%	45%	2011	30%	28%	50%	2012	20%	22%	50%	2013	44%	43%	53%	2014	20%	32%	55%	2015	18%	28%	59%	
Year	Castro	Elem Region 6 - Turnaround (Direct-Run)	District																											
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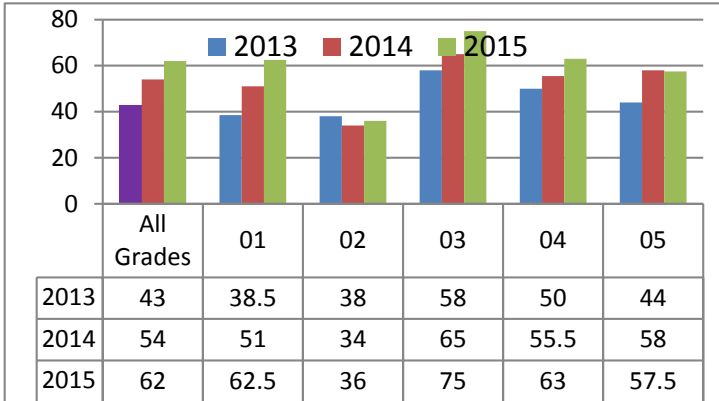
School Code: 9496

School Name: CASTRO ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<p>The percent of students who have met or were above expectations on the CMAS ELA for 5<sup>th</sup> grade was 14.4%.</p> <p>The overall percent of students who have met or were above expectations on the CMAS Math at Castro was 11.5%.</p> <p>The percent of students who have met or were above expectations on the CMAS Math for 3<sup>rd</sup> grade was 9.1%.</p> <p>The percent of students who have met or were above expectations on the CMAS Math for 4<sup>th</sup> grade was 10%.</p> <p>The percent of students who have met or were above expectations on the CMAS Math for 5<sup>th</sup> grade was 15.6%.</p>																																					
Academic Growth	<p style="text-align: center;"><b>TCAP Growth</b></p>  <table border="1" data-bbox="388 1242 1081 1356"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56</td> <td>63</td> <td>58</td> <td>49.5</td> <td>52</td> <td>49.5</td> </tr> <tr> <td>Math</td> <td>49</td> <td>40</td> <td>65.5</td> <td>54</td> <td>52</td> <td>50</td> </tr> <tr> <td>Writing</td> <td>64</td> <td>53.5</td> <td>59</td> <td>48</td> <td>44</td> <td>50</td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The Median Growth Percentile of 3<sup>rd</sup> – 5<sup>th</sup> grade students in Reading has remained stagnant between 2012 and 2014 (49.5, 52, and</p>		2009	2010	2011	2012	2013	2014	Reading	56	63	58	49.5	52	49.5	Math	49	40	65.5	54	52	50	Writing	64	53.5	59	48	44	50	Science							<p>The Median Growth Percentile of 3<sup>rd</sup> to 5<sup>th</sup> grade students has remained stagnant in Reading, Writing, and Math between 2012 and 2014.</p>	<p>Lack of high quality systems and structures for school leaders, teachers, and staff to use data in the organization of students and instruction in reading, math, and writing.</p> <p>There is not school wide implementation with fidelity of reading instruction. There is lack of professional development, feedback, and coaching on instruction in</p>
	2009	2010	2011	2012	2013	2014																																
Reading	56	63	58	49.5	52	49.5																																
Math	49	40	65.5	54	52	50																																
Writing	64	53.5	59	48	44	50																																
Science																																						



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	49.5). This is significantly below the state expectation of 69 MGP.		reading.  Lack of school wide systems for effective planning for literacy and math.
	The Median Growth Percentile of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students in Math has decreased between 2012 and 2014 (54, 52, and 50). This is significantly below the state expectation of 71 MGP.	With the exception of 3 <sup>rd</sup> grade, ELL students on ACCESS are <b>below</b> the 65 MGP target.	Lack of high quality systems and structures for school leaders, teachers, and staff to use data in the organization of students and instruction in reading, math, and writing.
	The Median Growth Percentile of 3 <sup>rd</sup> – 5 <sup>th</sup> grade students in Writing has slightly increased between 2012 and 2014 (48, 44, and 50). This is significantly below the state expectation of 71 MGP.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	 <table border="1" data-bbox="367 576 1081 779"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>43</td> <td>38.5</td> <td>38</td> <td>58</td> <td>50</td> <td>44</td> </tr> <tr> <td>2014</td> <td>54</td> <td>51</td> <td>34</td> <td>65</td> <td>55.5</td> <td>58</td> </tr> <tr> <td>2015</td> <td>62</td> <td>62.5</td> <td>36</td> <td>75</td> <td>63</td> <td>57.5</td> </tr> </tbody> </table> <p>The Median Growth Percentile for ELLs on 2015 ACCESS has increased/decreased since 2013 from <b>43 MGP</b> to <b>62 MGP</b>.</p>		All Grades	01	02	03	04	05	2013	43	38.5	38	58	50	44	2014	54	51	34	65	55.5	58	2015	62	62.5	36	75	63	57.5		
	All Grades	01	02	03	04	05																									
2013	43	38.5	38	58	50	44																									
2014	54	51	34	65	55.5	58																									
2015	62	62.5	36	75	63	57.5																									
Academic Growth Gaps	<p><i>N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016</i></p>	<p><i>N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016</i></p> <p><i>N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016</i></p>	<p><i>N/A - Wait until CMAS ELA and Math Growth data is available in summer of 2016</i></p>																												
Postsecondary & Workforce Readiness																															

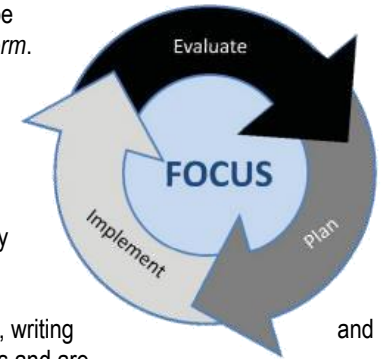
## Section IV: Action Plan(s)

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 % of students in 3 <sup>rd</sup> -5 <sup>th</sup> grade scoring met expectations or above expectations was 11.1%.	50% of our 3 <sup>rd</sup> -5 <sup>th</sup> grade students who scored approaching will score met or above expectations on the ELA PARCC.	60% of our 3 <sup>rd</sup> -5 <sup>th</sup> grade students who scored approaching will score met or above expectations on the ELA PARCC.	Results from interim tests and teacher progress monitoring on schedule of aligned standards provided by ANet.	<p>If we design professional development on reading that is consistently implemented and assessed for fidelity, then there will be increased achievement.</p> <p>If we establish a comprehensive, in-depth system of planning for literacy, then there will be increased achievement.</p>
		READ	The percent of K-3 students overall scoring At or Above Reading  Level according to READ Act-approved assessments has <b>slightly increased</b> from 2012 (39%) to 2015 (41%).	70% of K-3 students will read at/above grade level in Spring (K: 4, 1 <sup>st</sup> : 16, 2 <sup>nd</sup> : 28, 3 <sup>rd</sup> : 38)	80% of K-3 students will read at/above grade level in Spring (K: 4, 1 <sup>st</sup> : 16, 2 <sup>nd</sup> : 28, 3 <sup>rd</sup> : 38)	DRA2/EDL2 testing beginning and middle of the year.	If we design professional development on reading that is consistently implemented and assessed for fidelity, then there will be increased achievement.
				12% of K-3 students that are identified as SBGL in Fall will be at/above grade level by Spring	20% of K-3 students that are identified as SBGL in Fall will be at/above grade level by Spring	DRA2/EDL2 testing beginning and middle of the year.	If we establish a comprehensive, in-depth system of planning for literacy, then there will be increased achievement.

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		M	The % of students in 3 <sup>rd</sup> -5 <sup>th</sup> grade scoring met expectations or above expectations was 11.5%.	<i>50% of our 3<sup>rd</sup>-5<sup>th</sup> grade students who scored approaching will score met or above expectations on the Math PARCC.</i>	<i>60% of our 3<sup>rd</sup>-5<sup>th</sup> grade students who scored approaching will score met or above expectations on the ELA PARCC.</i>	<i>Results from interim tests and teacher progress monitoring on schedule of aligned standards provided by ANet.</i>	If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.
		S	The percent of students scoring in the strong to distinguished command on the CMAS Science was 1% in 2014 and increased to 9% in 2015.				Castro was not selected to take the CMAS Social Studies 2016.
				25% of students will be Strong/Distinguished on the Science CMAS.	35% of students will be Strong/Distinguished on the Science CMAS.	Teacher made formative assessments and unit tests.	If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	If we design professional development on reading that is consistently implemented and assessed for fidelity, then there will be increased achievement.
							If we establish a comprehensive, in-depth system of planning for literacy, then there will be increased achievement.

							If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.
		M	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in ??summer of 2016</i>	If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.
		ELP	The MGP in ACCESS has been increasing from 2013 (43%ile) to 2014 (54%ile) to 2015 (62%ile).	The MGP will increase to 65%ile.	The MGP will increase to 75%ile.	Formative assessments.	If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	If we design professional development on reading that is consistently implemented and assessed for fidelity, then there will be increased achievement.
		M	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	<i>Wait until CMAS ELA and Math Growth data is available in summer of 2016</i>	If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.

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

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

**Major Improvement Strategy #1:** **If we create and consistently implement a system of data-driven instruction, then there will be increased achievement.**

**Root Cause(s) Addressed:** **Lack of high quality systems and structures for school leaders, teachers, and staff to use data in the organization of students and instruction in reading, math, and writing.**

**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				
Collaboration and partnership with Achievement Network (ANet) for professional development in data driven instruction cycle calendar.	9/15	9/16	Principal, AP, Instructional Support Partner, and ANet consultant	\$34,000 from TIG for Achievement Network consultant	3 ANet interim administrations on calendar along with coaching and reflection sessions.	Completed
School Development Team trained by ANet coach on data analysis of subskills and misconceptions of students.	11/15, 1/16, 3/16	11/16, 1/17, 3/17	Principal, AP, AA, Literacy coach, TEC, Math coach, two SDT teachers		SDT leading teachers on data analysis of subskills and misconceptions of students during data analysis meetings.	In progress

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School Development Team trained on choosing highest leverage standard for reteach.	10/15, 1/16, 2/16	10/16 1/17 2/17	Principal, AP, AA, Literacy coach, TEC, Math coach, two SDT teachers		Re-teaching plans based on data analysis that target student misconceptions on identified standard and subskill.	In progress
SDT had planned observations of reteach lessons and feedback provided.	10/15, 1/16, 3/16	10/16 1/17 3/17	Principal, AP, AA, Literacy coach, TEC, Math coach		Teachers plan and execute a re-teach plan, and re-assess for mastery.  Provide targeted feedback on re-teaching plans to focus on subskills, high leverage standards, student misconceptions, and instructional strategies.	In progress
SDT leads whole staff reflection meeting after training and coaching from ANet consultant.	11/15 1/16 3/16	11/16 1/17 3/17	Principal, AP, Literacy Coach, Math Coach, and Teacher Effectiveness Coach		Reflection meetings led by SDT.	In progress
Scheduled release time for teacher grade level teams to plan and analyze literacy and math lessons using formative data.	10/15, 12/15, 2/16	10/16 12/16 2/17	Literacy Coach		Re-teach and Unit Plans incorporate the standards broken down into sub-skills, assessment measures.	Scheduled release time during 90 minute planning windows. In progress
Training of teachers on how to communicate strategies to parents on how to support academic work at home.	11/15 3/16	11/16 3/17	Principal and teacher		Communication of academic support strategies during parent teacher conferences.	In progress
School leaders observed and provided feedback on communication to support academic feedback.	12/15	12/16	Principal and AP		Feedback provided during Faculty meeting and by email communication.	In progress. Completed 10/15 and 12/15
Parent education nights and daytime	9/15	9/16	Family		Literacy and math nights.	Completed 9/15 per grade

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meetings to extend instruction in reading, math at home and school's vision and mission.		liaison, Community resources, and school leadership.		Parent meetings. Parents will support attendance and utilize strategies to support classroom instruction.	level. 12/15 Math Night. 1/16 Literacy Night.
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2: If we design professional development on reading instruction that is consistently implemented and assessed for fidelity, then there will be increased achievement in reading.**

**Root Cause(s) Addressed: There is not school wide implementation with fidelity of reading instruction. There is lack of professional development, feedback, and coaching on instruction in reading.**

**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				
Guided Reading Plus Professional Development and implementation.	9/15 10/15 11/15 12/15	9/16 10/16 11/16 12/16	Literacy coach, GRP Partner, Principal, AP	\$68,000 from TIG for Literacy Coach	Observations between administration and GRP Partner	Completed (10 observations)
	1/16 2/16 3/16	1/17 2/17 3/17	Literacy coach GRP Partner		GRP PD 2x per month differentiated by first year and second year implementation teachers.	In progress
	4/16 5/16	4/17 5/17	Literacy coach GRP Partner		Weekly check ins with GRP partner and Literacy coach as to progress of individual teachers	In progress
Design training scope and sequence and publish training calendar	9/15	9/16	Literacy coach GRP Partner	TIG-Literacy Coach GRP Partner from district funding	Outlook calendars populated for the entire staff. Instructional Priority Goal Plan	Completed for first semester in progress for second semester as dates may changed
Teachers learning to analyze running records in order to set individualized	9/15 10/15	9/16 10/16 11/16	Literacy coach GRP Partner	TIG-Literacy Coach GRP Partner from district funding	Individual student lesson focus on GRP planner.	In progress

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GRP lesson focus for their students.	11/15 1/16 2/16 3/16 4/16	1/17 2/17 3/17 4/17				
Observation and feedback on implementation of GRP by school leadership, district leadership, and coaches.	Monthly	Monthly	GRP Partner Preschool Partner Principal, AP Literacy coach TEC	\$68,000 from TIG for Literacy Coach	Implementation of all GRP look-fors during classroom observation.	In progress
GRP Partner to provide individual support and coaching to K-2 teachers. Early Childhood Education (ECE) Support Partner providing support and coaching to three Kdg. teachers.	Monthly	Monthly	GRP Partner ECE Support Partner		Observation and feedback sessions Support during collaborative planning time Improved implementation of GRP using GRP planning template	Weekly to bi monthly observations Monthly support during CPT In progress
Progress monitoring of reading skills using DRA2/EDL2 and running records.	9/15-10/15, 12/15-2/16, 4/16-5/16	9/16-10/16 12/16-2/17 4/17-5/17	Classroom teachers Interventionists	School personnel and district personnel.	DRA2/EDL2 completed on Castro students during mid-year and end of year checkpoints  Running records google doc updated with student's reading levels and instructional next steps.	First round of testing completed. Second round to begin in Feb. due to ACCESS testing in January.  Monthly.
Professional development and implementation of grade level literacy instruction to include: text complexity	January then monthly	August then monthly	Literacy Coach Teacher Effectiveness	TIG and local	Lesson plans with text complexity analysis, Key understanding, hierarchy of	In progress

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analysis, hierarchy of text dependent questions leading to key understanding.		Coach, Principal, AP, ANet consultant, and instructional support partner		text dependent questions guiding students to key understanding.	
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3: If we establish a comprehensive, in-depth system of lesson planning, execution, observation/feedback for literacy and math instruction, then there will be increased achievement.**

**Root Cause(s) Addressed: Lack of school wide systems for effective planning for literacy and math.**

**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				
Teachers assigned coaches to support their individual professional development needs.	10/15	10/15	School Leadership and coaches	TIG for Literacy Coach GRP Partner-district funding	School Leadership and coaches will see improvement in target area during follow-up observation.	In progress
Weekly grade level common planning time identified for literacy and math planning.	9/15	10/16	Principal, AP, Literacy coach, TEC, and classroom teachers	TIG-Interventionists	Weekly grade level common planning meetings taking place with Literacy coach and/or TEC.	In progress Began Sept. 2015, ongoing weekly CPT meetings led by TEC and Literacy coach.
Planning by grade level to plan for common formative assessments in literacy and math.	9/15-5/16	10/16-5/17	Classroom teachers, TEC, and coaches.	TIG for Literacy Coach TEC from district	Grade level common formative assessments (checks for comprehension) used in the classroom.	In progress during weekly CPT meetings
Planning by grade level to plan for GRP.	9/15-5/16	9/16-5/17	Classroom teachers and literacy coach.	GRP Partner-district funding Literacy coach-TIG	Observation of use of Guided Reading Plus Lesson Plan Template during GRP instruction.	In progress Observations by GRP partner and administration

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Develop, publish, and train in the use of mini lesson template.	10/15	10/16	Classroom teachers, coaches, and TEC	Literacy coach-TIG TEC-district funding ANet district funding	Observation of use of template for mini lessons.	In progress
Leverage community partnerships to remediate, reinforce, and extend instruction.	1/16, 2/16	1/17, 2/17	Principal, Regis	n/a	Small group instruction, tutoring, and mentoring.	In progress 1/16 (completed)
			Book Trust	Local	Book distribution and discussion. Increased independent reading.	One year sabbatical for this partnership,
			Children's Literacy Initiative	District	Literacy supportive classroom environment. Literacy supportive center groups. Improved classroom library.	In progress
Observation and feedback of literacy and math instruction using instructional practice guides.	February, monthly	September, bi-monthly	Instructional Leadership Team Instructional Support Partner	District and Local	Improved instructional practices based on Core Actions on instructional practice guides.	In progress

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

## 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.*

### Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	<i>TIG Grant funds were used to fund a Literacy Coach, Math Coach. Extra support was provided by district in the assignment of a full time Teacher Effectiveness Coach.</i>  <i>Partnership with Achievement Network (ANet) to support work on data driven instruction. Release time and stipends for teachers required to complete work with ANet. Additional mental health support for school.</i>  <i>Financial support for professional development.</i>
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan or Required TIG Addendum	Bi-weekly coaching sessions from Instructional Superintendent. Visits from Support Partner. Ongoing professional development from Guided Reading Plus Partner. Support from ANet to lead the data inquiry cycle for data driven instruction with the provision of interims, their online platform to support teachers, specialized data information.
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan	The principal and assistant principal were in their 6 <sup>th</sup> month of becoming administrators at Castro when the transformation model was selected. Therefore, the principal and assistant principal were not replaced.
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple	Section IV: Action Plan or Required	<i>Denver Public Schools uses a framework of evaluation called LEAP-Leading Effective Academic Practice which uses 12 indicators, 4 on classroom environment and 8 on instruction. The LEAP framework uses student outcomes as another component in the evaluation of teachers. We make</i>

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<p>observation-based assessments) and (2) are designed and developed with teacher and principal involvement.</p>	<p>TIG Addendum</p>	<p><i>several observations during three different windows throughout the year. Additionally, kindergarten and third grade teachers receive weekly observations and feedback.</i></p> <p><i>Instructional Superintendent and his support team do weekly grade level observations and provide building leadership with descriptive feedback from their observations.</i></p>
<p>Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p><i>Teachers and leaders receive a monetary stipend for achieving pre-determined UIP strategies and for improving the school performance framework designation and student achievement.</i></p> <p><i>N/A at this time.</i></p>

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	Ongoing Professional development tied to Literacy, Math, and Oral Language Development. Action Plan
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	Castro achieved highest growth for SY 15-16 for which teachers received a bonus. Castro is a part of the district's incentive program to retain experienced, effective teachers.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative and Section IV: Action Plan	Expeditionary Learning Curriculum Grades 3-5 <sup>th</sup> . GRP focus in K-2 <sup>nd</sup> . Use of the Common Core Standards along with CO Academic Standards.
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form and Action Plan	Interim tests, formative assessments, running records from GRP are all used to plan instruction during weekly extended 90 minute collaborative planning time.
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan	90 minute planning period twice a week per each grade level. Extensive extracurricular activities to extend the school day.
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan	Parent Teacher Home Visit Program. Community Resource Nights. Literacy and Math Nights. Grade level sponsored Parent Education Nights.