

## Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **5608** School Name: **MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY** Official 2014 SPF: **1**  
Year

### Section I: Summary Information about the School

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

### Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement:  * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	-	-	42.02%	-	-	
		M	70.89%	-	-	36.97%	-	-	
		W	53.52%	-	-	31.09%	-	-	
Academic Growth	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth:  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			45	-	-	34	-	-	
			65	-	-	45	-	-	
			54	-	-	43	-	-	
		ELP	32	-	-	59	-	-	

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### Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<b>Overall Rating for Growth Gaps:</b>  * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate  - using a - year grad rate	-	<b>Overall Rating for Postsecondary &amp; Workforce Readiness: -</b>
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> At or above state average (baseline of 2009-10).	-	-	-	

### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
<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.
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 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 support 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?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
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.	No

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

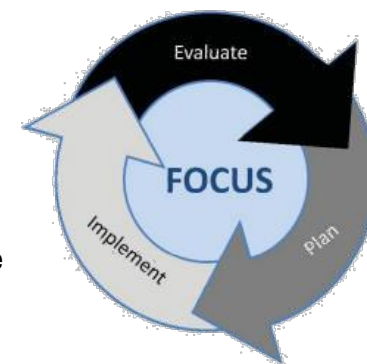
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Lynne Lopez-Crowley, Lead Teacher
	Email	Lynne_lopez-crowley@dpsk12.org
	Phone	720 424-1310
	Mailing Address	451 S. Tejon St. Denver, CO 80223
2	Name and Title	Ruth Occn Neri, Lead Teacher
	Email	Ruth_Oconneri@dpsk12.org
	Phone	720 424-1310
	Mailing Address	451 S. Tejon St. Denver, CO 80223

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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.



#### 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.

#### Data Narrative for School

<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., SAC).	<b>Review Current Performance:</b> Review the SPF 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.	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). 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.	<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.	<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 strategies is encouraged.
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**Narrative:**

**School Setting and Process:** The Math and Science Leadership Academy is a teacher-led school that opened in 2009 with Kinder-2nd grade, reaching full enrollment up to 5<sup>th</sup> grade in 2012-2013. The total enrollment at MSLA in 2013-2014 was 282 students with 97.2% FRL, 87.65% ELL, 11.6% SPED, and 96.8% Minority. Representation in all demographic subgroups increased in all areas except minority which stayed stable. It should be noted that there was a 9% increase in the ELL population. Thus, the school serves a very specific demographic population.

As a teacher-led school, all teachers were involved in the development of the UIP. On 2 separate occasions between August and October of 2014, the full staff met and conducted an analysis of performance data trends. On October 16<sup>th</sup> the entire staff met to discuss the impact, success, and challenges associated with addressing the previous year's priority performance challenges. The staff agreed that the priority performance challenges were still appropriate and wanted to work on refining their approach to addressing them. On October 21<sup>st</sup> the whole staff met again to discuss specific strategies for addressing the priority performance challenges that would be fully embraced by all members of the teaching staff. The School Leadership Team reviewed the analysis on October 27<sup>th</sup>. The Lead Teachers and an administrative intern facilitated the UIP development process, gathering input from full staff, drafting, and facilitating SLT and CSC reviews. The UIP team, facilitated by Lead Teachers, drafted the UIP document based on the full staff input. The Collaborative School Committee reviewed and approved the UIP on Oct 28<sup>th</sup>, 2014.

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**Current Performance:** MSLA decreased in academic performance in reading, math, and writing from 2013 to 2014 but still maintained an increase in performance in Math and Writing compared to 2012 data. This resulted in: 1) maintain the overall rating for academic achievement of “Approaching” expectations in 2013 to “Approaching” expectations in 2014, and 2) maintaining the overall rating for academic growth from “Approaching” expectations in 2013 to “Approaching” expectations in 2014. The overall SPF score decreased slightly from 46.3% of possible points earned to 44.76% of possible points with 50.5% as the target for meeting expectations. MSLA is “Accredited On Watch” or yellow on the SPF. For a more detailed report please go to : <http://spf.dpsk12.org/documents/current/186%20-%20Stoplight%20Scorecard.pdf>

**Trend Analysis:**

Over the past 3 years: reading achievement has decreased and then increased, writing achievement has increased steadily, and math achievement has remained stable and then decreased. Reading growth has increased and then decreased, writing growth has increased and then decreased, and math growth has increased and then decreased.

Over the past 2 years English Language Proficiency growth, as measured by ACCESS, has dramatically increased from an MGP of 27 to an MGP of 59.

This may also be related to the fact that ELL students outperformed non-ELL students on writing achievement scoring 32% P/A and 25% P/A respectively. Though small achievement gaps do still exist in reading and mathematics.

On the new CMAS 5<sup>th</sup> grade Science exam MSLA had an average scale score than exceed more than half of other DPS elementary placing it slightly below the district average.

It should also be noted that student engagement moved from meets to exceeds from 2013 to 2014.

**Priority Performance Challenges:** The full staff met on Oct 21<sup>st</sup> to discuss these trends and reflect on priority improvement challenges. After taking the time to look more deeply at local performance data, they identified three priority performance challenges: 1) increase writing growth, 2) increase writing achievement, and 3) increase English Language Proficiency.

The staff discussed the fact that writing is a foundational skill that is necessary for students to be able to express and understand their thinking in any content area. While significant gains have been made in this area over the past 3 years, the staff believes that there is still significant room to improve while capitalizing on the strategies and skills that have already been employed. Growth in this area should affect performance in all subject areas. The staff also voiced as desire to build on this momentum and begin to implement a writing curriculum with full fidelity across all grade levels. MSLA has a student population that is 87.65% ELL and, as such, it is imperative that the school continue to build upon its strengths in addressing English Language Proficiency as this too is a foundational skill in accessing content knowledge across all subjects and grades. Continued gains in this area should have significant impacts across all performance criteria. The staff discussed the fact that growth in both of these areas may be one of the factors that is responsible for extremely high level of student satisfaction.

**Root Cause Analysis:** The full staff conducted root cause analysis and identified major improvement strategies across a 2 day intensive session on Oct 20<sup>th</sup> and 21<sup>st</sup>. Though significant progress was made towards addressing root causes addressed in the previous year these same root causes were identified to still be persistent and need of attention. The root cause analysis found the following:

1) Less than expected levels of writing achievement and growth are due to lack of a consistent, school-wide curriculum in Writing, lack of a common definition of rigor, lack of common assessments, lack of a process for vertical alignment, and lack of a goal setting and data inquiry cycle. Staff also unanimously indicated that they want full support in holding each other accountable for implementing the strategies addressing the priority performance challenges.

2) Less than expected levels of English language proficiency growth are due to continued lack of student exposure to and use of academic language, language conventions, vocabulary, and accurate sentence structures within the school setting. Staff celebrated the fact that they have made significant gains in this area and want to continue to capitalize on this growth.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Reading <u>65%</u> Proficient Or Higher	<u>42%</u> Did Not Meet By -23%	<p>Not all improvement strategies were implemented in the previous year.</p> <p>Lack of universal support for all teachers across all grade levels (some teachers received significantly more support than others)</p> <p>Teachers were not using the same or consistent curriculum across teams and/or grade levels which impeded vertical alignment</p> <p>Lack of internal accountability structures in place to ensure that all staff implemented major improvement strategies with fidelity.</p> <p>Formal intervention practices were not in place to address which students get what intervention and when. Intervention strategies were implemented inconsistently within specific classrooms based on individual teacher practice.</p>
	Math <u>60%</u> Proficient Or Higher	<u>37%</u> Did Not Meet By -23%	
	Writing <u>50%</u> Proficient Or Higher	<u>31%</u> Did Not Meet By -19%	
Academic Growth	Reading <u>68</u> Median Growth Percentile	<u>34</u> Did Not Meet By -34	
	Math <u>65</u> Median Growth Percentile	<u>45</u> Did Not Meet By -20	
	Writing <u>68</u> Median Growth Percentile	<u>43</u> Did Not Meet By -25	
	ELP <u>37</u> Median Growth Percentile English Language Proficiency ACCESS	<u>59</u> Met And Exceeded By +22	
Academic Growth Gaps	Reading 59 Math 47 Writing 40	Reading 14: Did not meet by 45% Math 39: Did not meet by 8% Writing 10: Did not meet by 30%	
Postsecondary & Workforce Readiness	na	Na	
	na	Na	

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## Worksheet #2: Data Analysis

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)		2012	2013	2014	Trend	Increase writing achievement	Lack of a consistent, school-wide curriculum in Writing, lack of a common definition of rigor, lack of common assessments, lack of a process for vertical alignment, and lack of a goal setting and data inquiry cycle.
	Math	49%	50%	37%	Stable Then Decreasing		
	Reading	37%	34%	40%	Decreasing Then Increasing		
	Writing	19%	26%	28%	Increasing		
Academic Growth		2012	2013	2014	Trend	Increase writing growth	Lack of a consistent, school-wide curriculum in Writing, lack of a common definition of rigor, lack of common assessments, lack of a process for vertical alignment, and lack of a goal setting and data inquiry cycle.
	Math	38	54	45	Increasing Then Decreasing		
	Reading	45	58	34	Increasing Then Decreasing	Continue to maintain or increase English language proficiency growth	Lack of student exposure to and use of academic language, language conventions, vocabulary, and accurate sentence structures.
	Writing	17	56	43	Increasing Then Decreasing		
	ELP		27	59	Increasing		
Academic Growth Gaps							

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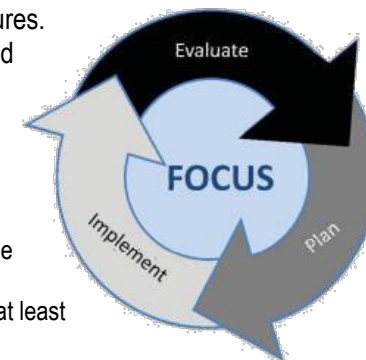
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	Na	Na	na
	Na	Na	na

## 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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

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## School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R		At least 40% of students will meet or exceed expectations on the spring DPS literacy interim	At least 50% of students will meet or exceed expectations on the spring DPS literacy interim	DRA2/ELD2 DPS writing interim MSLA vertically aligned, short cycle writing assessments
		M		At least 30% of students will meet or exceed expectations on the spring DPS literacy interim	At least 40% of students will meet or exceed expectations on the spring DPS literacy interim	End of Unit exams DPS Math interim
		W	Increase writing achievement	At least 40% of students will meet or exceed expectations on the spring DPS literacy interim	At least 50% of students will meet or exceed expectations on the spring DPS literacy interim	DPS writing interim MSLA vertically aligned, short cycle writing assessments  Adopt a school-wide, vertically aligned writing curriculum  Implement data inquiry cycles to improve writing achievement based on the local and district interim assessments  Continue to assess and increase the rigor of writing instruction and classroom assessments  All teachers will create at least 1 SLO that is aligned to literacy goals
		S		Grow by 5 %tile points	Grow by 5 %tile points	MSLA writing rubrics in

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				in the state ranking	in the state ranking	science	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R		85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the Fall district interim will maintain or exceed expectations on the Spring district interim	85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the Fall district interim will maintain or exceed expectations on the Spring district interim.	DRA2/ELD2 DPS writing interim MSLA vertically aligned, short cycle writing assessments	
		M		85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the fall district interim will maintain or exceed expectations on the Spring district interim	85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the fall district interim will maintain or exceed expectations on the Spring district interim.	End of Unit exams DPS Math interim	
		W	Increase writing growth	85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the fall district interim will maintain or exceed	85% of students below expectations on the fall district interim will grow at least 1 level on the Spring district interim and 90% of students meeting expectations on the fall district interim will maintain or	DPS writing interim MSLA vertically aligned, short cycle writing assessments	Adopt a school-wide, vertically aligned writing curriculum  Implement data inquiry cycles to improve writing achievement based on the local and district interim

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				expectations on the Spring district interim	exceed expectations on the Spring district interim.		assessments  Continue to assess and increase the rigor of writing instruction and classroom assessments  All teachers will create at least 1 SLO that is aligned to literacy goals
		ELP	Increase English Language Proficiency Growth	Achieve an MGP of 60 or higher on ACCESS	Maintain an MGP of 65 or higher		Continue to implement high quality ELL instructional strategies in all content areas  Continue to Implement strategies for increasing student use of academic language in speaking and writing throughout the school day
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate		Na	Na	Na	Na	Na
	Disaggregated Grad Rate		Na	Na	Na	Na	Na
	Dropout Rate		Na	Na	Na	Na	Na
	Mean CO ACT		Na	Na	Na	Na	Na
	Other PWR Measures		Na	Na	Na	Na	Na

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### Action Planning Form for 2014-15 and 2015-16

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps 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:** Implement a school-wide vertically aligned writing curriculum **Root Cause(s) Addressed:** Lack of a consistent, school-wide curriculum in Writing, lack of a common definition of rigor, lack of a process for vertical alignment.

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

- ☒ State Accreditation 
 ☐ Title I Focus School 
 ☐ Tiered Intervention Grant (TIG) 
 ☐ Diagnostic Review Grant 
 ☐ School Improvement Support Grant  
☐ Colorado Graduation Pathways Program (CGP) 
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement 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)
	2014-15	2015-16				
Review the aligned Denver curriculums	Begin Oct 2014	NA	Vialobos, Thompson, Gann - writing curriculum team	Time during morning / afternoon meetings	Review team meets at least twice in the fall semester	In progress
Select the curriculum and define costs	Fall 2014	NA	Vialobos, Thompson, Gann - writing curriculum team	Approximately \$10,000-local maximum cost on curriculum materials	Curriculum selected by June 2015 Decision presented to staff by the 20 <sup>th</sup> of June 2015	In progress
Train the entire staff on the curriculum	Fall 2014	Ongoing as needed	DPS teaching and Learning Teacher Leaders	Teaching and Learning TLA Trainers  Villabos and/or possible consultant (~0 - \$2000-local)	Each staff member reports that they have been sufficiently by August 2015  Ongoing training and support	Not begun

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					to happen on an as needed basis through 2014-2016	
Teachers implement curriculum in classroom	Winter/ Spring 2015	All Year	All Teachers	Writing curriculum team Peer assisted review Grade level teams	All teacher will begin implementation by August 2015  Ongoing implementation through 2015-2016 school year	Not begun
Audit and assess the implementation and effectiveness of the curriculum – Make real-time adjustments as necessary	Winter / Spring 2015	All Year	School Leadership Team (teacher leaders)  Writing curriculum team	Possible outside auditor (individual who has helped lead successful implementation in another school and/or district) TLA – no cost  School Leadership Team  Writing Curriculum Team	Initial fidelity of implementation and accountability audit to be performed by school leadership team and/or consultant- shared out with entire staff by Jan 23 <sup>rd</sup> 2016.  Ongoing accountability audits to be performed and reported to whole school staff on bi-weekly staff meetings through spring of 2016.  Data team to report out on effect of curriculum on school interim results by end of May 2016.  6 week audits of implementation to occur throughout the 2015-2016 School year.	Not begun
Create models of rigor in student writing and student-friendly rubrics	Nov. 2014	Revisit September 2015	Grade Level Teams	TLA Trainers Writing Curriculum Team Grade Level Teams	Models of rigor and student friendly rubrics created	In progress

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Use writing rubrics and models of rigor in classroom evaluation of student writing	October 2014 and continue all year	Continue all year	Classroom Teachers	Writing curriculum team Peer Assisted Review SLT to support accountability	Student-friendly writing rubrics are evident in classrooms; teachers can articulate how they use the rubrics and models of rigor in evaluation; feedback provided in PAR, coaching, and evaluation of teachers	In progress
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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:** Implement data inquiry cycles to improve writing achievement

**Root Cause(s) Addressed:** Lack of data inquiry cycle and focused intervention strategies, Lack of common definition of rigor and process for vertical alignment,

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

- ☒ State Accreditation  
 ☐ Title I Focus School  
 ☐ Tiered Intervention Grant (TIG)  
 ☐ Diagnostic Review Grant  
 ☐ School Improvement Support Grant  
☐ Colorado Graduation Pathways Program (CGP)  
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement 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)
	2014-15	2015-16				
Analyze student performance records from district writing interims in a six week cycle	October 2014, January 2015, April 2015	October 2015, January 2016, April 2016	Grade Level Teams  Data Team	District interim assessment, student performance records, performance bands, performance by standards, and rubric	Data Team Calendar will include the six week analysis meetings, reviewed by SLT	In Progress
Identify partially proficient students by performance bands on the interims	October 2014, January 2015, April 2015	October 2015, January 2016, April 2016	Grade Level Teams	District interim assessment, student performance records, performance bands, performance by standards, and rubric	Data Team Calendar will include the six week analysis meetings, reviewed by SLT	In Progress
Select small groups for re-teaching and intervention based on standards identified as students' highest needs	October 2014, January 2015, April 2015	October 2015, January 2016, April 2016	Grade Level Teams	District interim assessment, student performance records, performance bands, performance by standards, and rubric	Data Team Calendar will include the six week analysis meetings, reviewed by SLT	In Progress
Develop and deliver specific intervention on six week cycles	All year	All year	Classroom Teachers  Writing Curriculum	Curricular Materials, Intervention Resources, Guided Writing Groups, School Leadership Team	Share interventions and student work samples at weekly grade level teams, collaborate and provide peer feedback	Not Begun

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			Team  DPS MTSS trainer		Staff to be trained on Multi- tiered systems of support – Nov13th	
Assess writing using locally developed common assessment (interim prompt and rubric)	October 2014, January 2015, April 2015	October 2015, January 2016, April 2016	Classroom Teachers	Team developed writing rubrics  District interim assessment, writing rubric, and models of writing rigor	Demonstrated progress in targeted areas – SLT review of progress data	Not Begun

\* 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:** Implement strategies for increasing student use of academic language in speaking and writing throughout the school day

**Root Cause(s) Addressed:** Lack of exposure to and use of academic language, language conventions, vocabulary, and sentence structures

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

- ☒ State Accreditation 
 ☐ Title I Focus School 
 ☐ Tiered Intervention Grant (TIG) 
 ☐ Diagnostic Review Grant 
 ☐ School Improvement Support Grant  
☐ Colorado Graduation Pathways Program (CGP) 
 ☐ Other: \_\_\_\_\_

Description of Action Steps to Implement 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)
	2014-15	2015-16				
Train teachers on assessing and delivering strategies for developing academic language	October – December 2014	Re train in August of 2015	Teachers & Leaders	Teacher Leaders Culture & Equity Office	Deliver Professional Development	In progress
Train teachers on writing rigorous Content Language Objectives that include academic language	October-December 2014	Re train in August of 2015	Teachers & Leaders	Teacher Leaders Culture & Equity Office	Deliver Professional Development with documentation of all teacher's reporting that they have received training in the past 2 years	In progress
Develop Content Language Objectives that include academic language and are addressed in instruction	October-December 2014 and continue all year	All year	Teachers & Leaders	Teacher Leaders PAR	Content Language Objectives are posted, include academic language, and are evident in instruction	In Progress
Identify and implement common writing strategies across content areas	Start by December 2014 and implement all year	All year	Grade Level Teams	Teacher Leaders PAR	Common writing strategies are used across content areas and evident in observations	Not Begun
Develop and implement a common assessment of language usage (reading, writing, speaking) aligned with the WIDA framework	Implement all year	Implement all year	Teacher Effectiveness Coach &	WIDA Framework Culture & Equity Office	Delivery of common assessment beginning, middle, and end of the year	In progress

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			Classroom Teachers			
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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.

## 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 Schools Operating a Schoolwide Program (Optional)

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## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. 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 (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Narrative: Page 5 Action Plan: Page 11
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	Major Improvement Strategy 1: Page 16 Major Improvement Strategy 2: Page 19 Major Improvement Strategy 3: Page 21
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Data Narrative: Page 5 Action Plan: Page 11 Major Improvement Strategy 1: Page 16 Major Improvement Strategy 2: Page 19 Major Improvement Strategy 3: Page 21
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	Narrative: Page 5

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Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	Section III: Data Narrative and Section IV: Action Plan	<p>Narrative: Page 5</p> <p>Action Plan: Page 11</p> <p>As a teacher led school teachers are stake holders in all decision making which attracts and retains teachers. The support for the implementation and integration of Common Core Standards helps attract and retain teachers.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	Section III: Data Narrative and Section IV: Action Plan	<p>Narrative: Page 5</p> <p>Action Plan: Page 11</p> <p>Improvement Strategy: Page 12</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	Section IV: Action Plan	<p>Action Plan: Page 11</p> <p>Regular data cycles identify students needing intervention.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	Section IV: Action Plan	<p>Narrative: Page 5</p> <p>Action Plan: Page 11</p> <p>Improvement Strategy: Page 21</p> <p>Parent nights implemented to educate parents on ways to support their child academically.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	Section IV: Action Plan	<p>Action Plan: Page 11</p> <p>Vertical alignment identifies baseline academic expectations at the beginning of kindergarten. The identification of these expectations allows preschools to align their instruction practice forming a seamless transition from preschool programs to elementary school programs.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	Section IV: Action Plan, Resource Column	<p>Action Plan: Page 11</p> <p>Improvement Strategy 1: Page 17</p>