

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

Organization Code: 1550 District Name: **POUDRE R-1** School Code: 5292 School Name: **LOPEZ ELEMENTARY SCHOOL** 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?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	81.72%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	86.56%	-	-	
		W	53.52%	-	-	68.82%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	22	-	-	54	-	-	
		M	34	-	-	45	-	-	
		W	34	-	-	58	-	-	
ELP	-	-	-	-	-	-			

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?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: 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.</p>	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.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	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.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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.

Section II: Improvement Plan Information

Additional Information about the School

School Code: 5292

School Name: LOPEZ ELEMENTARY 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?	N/A
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?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

Improvement Plan Information

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

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

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

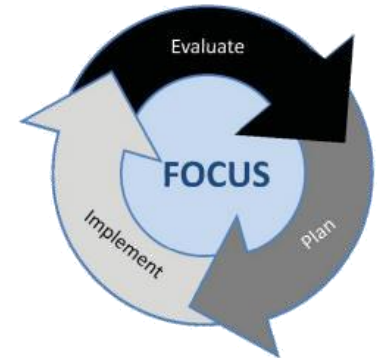
1	Name and Title	Traci Gile, Principal
	Email	tgile@psdschools.org
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	Mailing Address	637 Wabash St., Ft. Collins, CO 80526
2	Name and Title	Brad Biggerstaff, SAC chair
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	Phone	970-488-8800
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Section III: Narrative on Data Analysis and Root Cause Identification

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

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

<p>Description of School Setting and Process for Data Analysis: 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).</p>	<p>Review Current Performance: 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.</p>	<p>Trend Analysis: 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.</p>	<p>Priority Performance Challenges: 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>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the 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.</p>
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Narrative:

School Setting and Process for Data Analysis

Lopez Elementary is a neighborhood school in the southwest section of Fort Collins. Enrollment has been increasing steadily at Lopez over the last four years from 372 to 412 students in 2014. Our ethnic diversity includes 72% white, 16% Hispanic, and 12% other races in 2014. The percentage of minority students has increased by about 8% since 2010. Approximately 35% of Lopez students receive free and reduced lunch. This percent has been within 3-4% for the last four years. The percent of students qualifying for GT has increased from 4% to 7% and students receiving special education services has increased from 8% to 9% of the student body.

The development of the UIP began in September when the school leadership team analyzed the positive data points and opportunities for growth. Data reviewed included TCAP, NWEA/MAPS, DRA2, Dibels, 1 & 3-year School Performance Framework, and School Growth Summary. We also selected our priority areas for action planning as a leadership team. This initial analysis was then brought to the SAC group who identified similar areas and gave feedback on emerging action strategies. The action steps were finalized at the November and February leadership and SAC meetings.

Current Performance

Lopez continues to trend in a positive direction, meeting all state and federal expectations in 2014. Our overall efforts of aligning curriculum and instruction are represented in our very strong student growth data across subject areas.

Data from the School Performance Framework 1-year Report

Lopez **met** or **exceeded** all federal and CDE expectations based on key performance indicators as detailed in the School performance Framework 1-year report. Overall, Lopez earned 74.2 out of 100 points possible for the framework. We celebrate the growth and achievement that has been demonstrated by our students and applaud the concerted efforts of the Lopez school community. Our Academic Achievement **met** expectations in reading, mathematics, writing, and science. Within academic achievement, 4th grade celebrated their highest ever achievement in Math with 91% of the students scoring proficient or advanced. However, 3rd grade reading achievement fell below our expectations this year to 75% proficient and advanced in 2014. One area of note is the number of students with disabilities (Significant Learning Disability=10) at this grade level. Our Academic Growth **met** CDE expectations in all scored content areas, and we earned 71.4% of points awarded for Academic Growth on the School Performance Framework. Within Growth Gaps, areas identified as **approaching** expectations were in Free and Reduced Lunch students for reading and math.

Data from the School Performance Framework 3-year Report

Lopez **met** all federal and CDE expectations based on key performance indicators as detailed in the School Performance Framework 3-year report. Overall, Lopez earned 72.5% of all points possible for the framework. Our Academic Achievement **met** expectations in all subject areas. Our Academic Growth met expectations in reading, writing, and math. For Academic Growth Gaps, we **met** expectations in reading and writing. We are **approaching** expectations in the area of mathematics. Of the sub-groups in the mathematics Academic Growth Gaps category, "Students with Disabilities" did not meet expectations. **This is a priority area for improvement.**

Data from the School Growth Summary

The CDE School Growth Summary report shows reasons for celebration. Of particular note are the scores for 2014 5th grade reading (62nd), writing (73rd) and math (62nd). In Academic Growth Gaps, Lopez minority and free/reduced lunch students outpaced their peers in math growth. Our 4th grade growth scores continue to be an area of focus for us, and we expect to continue to see incremental and sustainable gains.

Trend Analysis and Priority Needs

Lopez is trending and achieving well overall, and quite admirably in student growth. Much of this can be attributed to our focus on increasing consistency to deliver a guaranteed and viable curriculum as well as our planned interventions. Notably, our "What I Need" (WIN) daily intervention and enrichment program ensures 30 minutes per day of focused instruction in like-ability groupings for reading support. Our most at-risk students meet with a regular or special education interventionist in small groups, while classroom teachers divide the remaining students by need and also provide targeted instruction during that time. This is in addition to our fifth year of delivery of the Treasures literacy program, with daily small and whole group reading instruction K-5.

While we are proud of our academic achievement and growth, we recognize areas of improvement that can be made. The Lopez staff and SAC evaluated our students' growth and performance data to identify successes and areas of need. We found that Lopez students in several identified subgroups met state expectations for growth in reading and writing. These results reflect the focused work in these areas that Lopez staff has engaged in during the previous three years, and as reflected in previous school improvement plans. This work included ongoing training and implementation of the Treasures literacy program (phased in over a 3-year implementation timeline), training and implementation of the What I Need (WIN) daily intervention and enrichment block, and systematic and consistent work in the identification of, and professional development to address the implementation of best practices in writing within and across grade levels. The significant gains that were made in these areas, as reflected in the School Performance Framework ratings of "Meets" and "Exceeds" indicate that the building focus on improving and ensuring rigorous and effective tier 1/universal instruction for all students has been successful. Our sub-group populations' results are very strong overall, but they continue to be an area of need, particularly for students with disabilities in math. Our emphasis on high quality and consistent tier 1/universal instruction and "just in time" intervention will benefit all students, including those

subgroup populations needing to catch up in math and primary students needing to reach 3rd grade proficiency. While our 2014 3rd grade reading proficiency score was 75% proficient/advanced, our 3 year average is 86% indicating a continuing need in this area to ensure that we achieve the 85% Proficient and Advanced benchmark we set each year. Student growth toward benchmarks of proficiency will need to be collected, monitored, and discussed at weekly grade level team meetings and quarterly data-talk meetings to allow staff to make informed and data-driven instructional decisions. In addition, Lopez expects to continue to realize real academic benefits from the culture of parent and community volunteerism which has been and remains an extremely important part of the culture of Lopez. The implementation of student Leadership Notebooks that reflect current student data, goals, and action plans has been an important step in building parent partnerships. Under the guidance of Lopez teachers, parents and community members regularly meet and work with students on their academic goals and needs.

Root Cause Analysis:

Lopez staff and SAC met (separately) to evaluate student assessment data and determine root causes of the subgroups' insufficient growth in mathematics. These groups determined that, because Lopez has focused in the past two years on improving the rigor and quality of universal/tier 1 instruction in reading and writing, and because these same students (subgroup populations) exceeded state expectations for growth in reading and writing, the root cause for insufficient growth in these subgroups is a lack of sufficiently rigorous and consistent universal/tier 1 instruction in math. Unlike reading, there is no extension/remediation block for mathematics that is consistently progress monitored. Additionally, the Colorado Academic Standards reflect a shift to problem-solving skills in mathematics. We have added additional small group support staff to the math block at the primary grades, and we anticipate seeing the benefits of this on state assessments.

Lopez has benefitted from the work of teachers and interventionists in the daily (30 minute) What I Need (WIN) time in addition to teachers' greater facility with and implementation of the Treasures literacy program. For math, the staff adopted a K-5 supplemental math resource, *Exemplars*, to address the Standards for Mathematical Practice and to have K-5 consistency in our approach to problem-solving. Lopez needs to continue to work to implement high quality and consistent tier 1/universal instruction and "just in time" intervention across grade levels and subject areas.

Therefore, if we apply the same principles of standards aligned lessons, effective PLC processes to target interventions, and student ownership through the Leader in Me program, Lopez will continue to meet its' academic and leadership goals.

Verification:

The Lopez Leadership Team, SAC, and staff reviewed the 1 & 3 year School Performance Framework data, School Growth Summary, AYP, and TCAP data disaggregated by category. Staff also reviewed TCAP data disaggregated by student as well as DRA and MAPS data.

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)	85% Reading	NO. 82% Proficient and Advanced	<p>The achievement target in reading was not met due to 75% of students scoring proficient or advanced in 3rd grade reading. There were a high number of students with a specific learning disability in this group. While they made growth in reading, they did not reach the proficient level.</p> <p>The target in math was not met for students with disabilities. While they made growth, the intervention of small group re-teaching did not close their gaps.</p>
Academic Growth			
Academic Growth Gaps	Math: MGP-43 rd , Students with disabilities	NO. MGP- 39 th , Students with disabilities	
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 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)	<p>Lopez achievement MET state expectations in all four tested subjects on the 2014 TCAP test.</p> <p>The three year trends show substantial gains across all four assessed areas. Reading, writing, and math scores have been at or above the 85th percentile in comparing all elementary schools in the state.</p> <table border="1"> <thead> <tr> <th colspan="4">Lopez Elementary School Academic Achievement (Percent Proficient/Advanced) by Subject</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>81.56%</td> <td>90.53%</td> <td>86.56%</td> </tr> <tr> <td>Reading</td> <td>90.06%</td> <td>91.18%</td> <td>81.72%</td> </tr> <tr> <td>Writing</td> <td>73.48%</td> <td>76.92%</td> <td>68.82%</td> </tr> <tr> <td>Science</td> <td>44.78%</td> <td>77.36%</td> <td>54%</td> </tr> </tbody> </table>	Lopez Elementary School Academic Achievement (Percent Proficient/Advanced) by Subject					2011-12	2012-13	2013-14	Mathematics	81.56%	90.53%	86.56%	Reading	90.06%	91.18%	81.72%	Writing	73.48%	76.92%	68.82%	Science	44.78%	77.36%	54%	High levels of achievement in all subject areas, but focusing on reading as the lead indicator	<p>Three year achievement targets were met due to consistent implementation of a guaranteed and viable curriculum, establishing interim goals based on common formative assessments, and a responsive intervention system.</p> <p>The 2013-14 reading target was not met due to a higher number of students with a significant learning disability not reaching proficiency. We lacked the time and programming to address both phonics/fluency deficiencies while also remediating higher level comprehension skills. Intervention work focused more on addressing decoding gaps.</p>
Lopez Elementary School Academic Achievement (Percent Proficient/Advanced) by Subject																											
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Academic Growth	<p>Lopez MEETS or EXCEEDS state expectations for academic growth in all measured subjects. Over the last three years, Lopez has largely maintained this same growth range across all subject areas.</p> <table border="1"> <tr> <td>Lopez Elementary Total Percentile Scores</td> <td>Poudre School District Percentile Scores</td> </tr> </table>	Lopez Elementary Total Percentile Scores	Poudre School District Percentile Scores	NA																							
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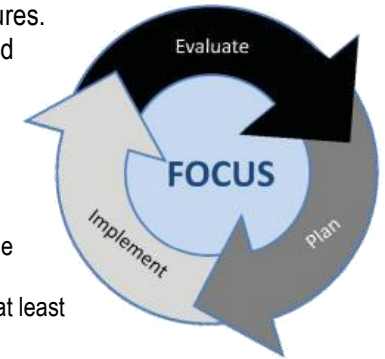
Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes	
		2012	2013	2014	2012	2013			2014
	Reading	58	57	54	54	57	55		
	Writing	56	62	58	54	58	54		
	Math	48	50	45	52	58	58		
Academic Growth Gaps	<p>On the 1 year SPF, Lopez MET or EXCEEDED state expectations for academic growth gaps in reading, writing, and math for Free and Reduced Lunch and Minority students. On the 3 year SPF, Lopez did not meet the growth target in math or writing for students with disabilities. However, the previous year students with disabilities exceeded growth in writing.</p>						<p>Students with Disabilities is a priority subgroup.</p>	<p>We lack structures and instructional strategies for effectively remediating core math concepts (i.e. intervention, differentiation) and intervening early on.</p>	
		Reading		Math		Writing			
	Free/Reduced	Meets		Meets		Meets			
	Minority	Exceeds		Meets		Exceeds			
	Students w/Disabilities (data only available on 3-year SPF)	Approaching		Does Not Meet		Does Not Meet			
Postsecondary & Workforce Readiness							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.

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	High levels of achievement in all subject areas, but focusing on reading as the lead indicator	85% proficient or advanced on NWEA MAP OR 75 th percentile or higher on the SPF	85% proficient or advanced on NWEA MAP OR 75 th percentile or higher on the SPF	DRA2 (Fall-Winter-Spring) NWEA/MAP (Fall-Winter-Spring) Dibels (benchmark and progress monitoring)	Deliver a guaranteed and viable curriculum that reflects the instructional shifts in the Colorado Academic Standards. Implement effective PLC and family engagement systems for responding to student learning successes and challenges. Students will increase their ownership of academic and personal success by setting goals and learning to apply the 8 Habits of Highly Effective People
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M	Students in the sub-group populations of students with disabilities did not make adequate	75% or more of students will meet the MAP Fall to Spring growth projection	75% or more of students will meet the MAP Fall to Spring growth projection	MAP fall to spring growth, Exemplars summative assessments, and computation/application probes.	Deliver a guaranteed and viable curriculum that reflects the instructional shifts in the Colorado Academic Standards. Implement effective PLC and family engagement systems for responding to

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			growth in the area of mathematics.				student learning successes and challenges. Students will increase their ownership of academic and personal success by setting goals and learning to apply the 8 Habits of Highly Effective People
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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: Deliver a guaranteed and viable curriculum that reflects the instructional shifts in the Colorado Academic Standards

Root Cause(s) Addressed: We haven't systemically addressed the instructional shifts that have occurred since the adoption of the Common Core State Standards.

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				
Provide professional development to staff on research-based strategies for developing mathematical conceptual understanding, fact fluency, and application	Exemplars PD in 2014-15	Instructional practices PD in 2015-16	Instructional Staff	\$3000 for Exemplars PD \$1400 for Exemplars access \$500 for math manipulatives closet \$1500 for subs, texts	1. Professional Development to introduce Exemplars in June 2014 2. Collaboration and calibration on Aug. 27, Oct. 6, and Nov. 3 3. ½ day professional development on Feb. 16 for Exemplars and Math Workshop 4. Advantage math book study or district PD for small study groups by concepts (addition/subtraction)	Completed benchmarks 1-3 by Feb. 2015
Develop a K-5 aligned approach to math problem-solving that reflects coherence and conceptual understanding across the grade levels	Launched in June 2014	Continuing through 2016	Instructional staff	Collaboration time with grade level teams	1. Calibration with the Exemplars rubric for summative tasks during grade level PLC meetings	Benchmarks 1-2 in progress

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					<ol style="list-style-type: none"> 2. Self-assessment checklists and feedback to students provided quarterly 3. Appropriate representations/and tools for direct instruction discussed and developed at each grade level. 	
Implement specific research-based strategies for students with disabilities and ELA students to access the grade level standards	Started in October 2014	By end of May 2016	IS staff, paraprofessionals, Licensed staff	<p>Collaboration time with grade level teams</p> <p>Sub time for small study groups ~\$2500</p>	<ol style="list-style-type: none"> 1. Integrated Services, paras, and 1st-3rd grade staff trained with Advantage Math strategies for addition/subtraction 2. K-5 staff use number talks as part of the daily routine 3. Professional development and consultation with ELA coordinator. 	<ol style="list-style-type: none"> 1. Not begun 2. In progress, April 13, 2015 PD 3. In progress- two PD sessions in October and February
<p>Study and implement strategies that reflect the key shifts in the ELA Common Core State Standards</p> <ul style="list-style-type: none"> • Close reading with complex texts and paired passages • Writing using text-based evidence • Academic vocabulary developed through wide-reading balanced in fiction/nonfiction texts 	Started June 2013	Continuing through 2016	Instructional staff	<p>Collaboration time with grade level teams</p> <p>Mill levy standards funds ~\$3000</p>	<ol style="list-style-type: none"> 1. Review and revise scope and sequence for language arts to integrate reading and writing genres. Revisit Treasures stories and pair them with other texts, videos, etc. at appropriate grade level complexities. 2. Participate in professional development around the key shifts and what it looks like in practice. 3. Develop appropriate organizers, anchor charts 4. Create a scope and sequence document that 	<ol style="list-style-type: none"> 1. June 2015- Summer Standards @ Lopez and PSD 2. Collaboration Time on Sept. 25, 2015

					<p>balances on demand pieces with longer pieces within each type of writing. Align the document to Treasures units where possible.</p> <p>5. Transition to K-5 aligned rubrics and checklists for grade-level writing.</p>	
Review and select nonfiction materials to be integrated as supplemental texts to the core program	Started June 2013	Continuing through 2016	Instructional staff	Collaboration time with grade level teams	<p>1. Identify rich texts from Achieve the Core, Discovery Ed, ReadWorks.org, and other resources to use in conjunction with <i>Treasures</i></p>	1. 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.

Major Improvement Strategy #2: Implement effective PLC and family engagement systems for responding to student learning successes and challenges.

Root Cause(s) Addressed: We have not devoted the time and created the systems to effectively collaborate about school and individual student goals.

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				
Initiate student goal setting meetings at the beginning of the year between teachers, students, and families.	Pilot in Sept. 2014	K-5 goal setting meetings in Sept. 2015	Instructional staff	Time for before/after school meetings that accommodate parents.	1. Apply for a variance and work with leadership teams to create systems for September goal setting meetings with families.	1. In progress
Create ongoing opportunities for families and students to revisit goals and action plans.	Some structures in place	K-5 systems in place by May 2016	Instructional staff	Summer meeting time with Lighthouse team ~ \$800	1. Lighthouse team provides support and tools for goal setting and charting progress.	1. In progress
Continue to use data teams structure for setting short term goals around formative assessments.	Quarterly meetings	Quarterly meetings	Instructional staff	Sub release time for grade level teams and support staff	1. Quarterly meetings Sept, Dec., Feb., May	1. In progress
Continue to collaborate in grade level teams with specialists around the PLC questions.	Weekly meetings	Weekly meetings	Instructional staff	Meeting time during the school day	1. Weekly meetings, biweekly attendance by principal and instructional coach	1. Ongoing throughout the school year
Continue to use a student support team structure to refine interventions.	Weekly meetings	Weekly meetings	Instructional staff	Before school meeting time	1. Teams meet biweekly to set goals, review progress, and refine interventions with parent support.	1. Ongoing throughout the school year
Continue to provide a summer Jumpstart program for interventions	July-Aug. 2015	July-Aug. 2016	Instructional staff	~\$10,000 local grant	1. Identify students in May and hire staff	1. Completed Jumpstart in 2014

* 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: Students will increase their ownership of academic and personal success by setting goals and learning to apply the 8 Habits of Highly Effective People

Root Cause(s) Addressed: We have not fully engaged students and families to take ownership in identifying goals and action steps to close gaps in performance.

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				
Continue to grow and refine the use of leadership notebooks and scoreboards to engage students and families in goal setting.	May 2015	May 2016	Classroom teachers	None- time to update goals with students	1. 100% of students will use a leadership notebook to set goals, action plans, and celebrate successes. 2. Students will share leadership notebooks with families at student led conferences and during leadership times.	1. In progress- 90% at level of completion 2. In progress- continuing to refine the process
Continue to teach students about the 8 Habits and how to apply them to school and life.	ongoing	ongoing	Lighthouse Team	Time to meet with student ambassadors and use the Leader in Me lounge ~\$1500/annual	1. Set aside a classroom meeting time in the master schedule. 2. Weave the lessons from the 8 Habits into all content areas.	1. In progress 2. In progress
Continue to provide opportunities for students to learn about and participate in community outreach and service.	May 2015		Lighthouse Team and COS Team	Time to meet with student groups	1. 100% of students participate in a community service or philanthropy project	1. 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

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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)