

Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1550
Official 2014 SPF: 1-Year

District Name: **POUDRE R-1**

School Code: 5292 School Name: **LOPEZ ELEMENTARY SCHOOL**

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.*

- **Achievement- Mathematics:**
- **Growth- ELA:**
- **Growth Gaps- Students with Disabilities:**

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.*

- **Instructional shifts to CAS:** We haven't systemically addressed the instructional shifts that have occurred since the adoption of the Common Core State Standards.
- **PLC systems:** We need to continue to refine our systems to effectively collaborate about school and individual student goals.
- **Student Ownership:** We have not fully engaged students and families to take ownership in identifying goals and action steps to close gaps in performance.

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.*

- **Guaranteed and viable curriculum:** We will deliver a guaranteed and viable curriculum that reflects the instructional shifts that have occurred since the adoption of the Common Core State Standards
- **PLC structures:** We will implement effective PLC systems for responding to student learning successes and challenges.
- **Student Ownership and Goal Setting:** Students will increase their ownership of academic and personal success by setting goals, implementing action plans, and learning to apply the 8 Habits of Highly Effective People.

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

School Code: 5292

School Name: **LOPEZ ELEMENTARY SCHOOL**

Section II: Improvement Plan Information

Improvement Plan Information

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

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

School Contact Information

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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?	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

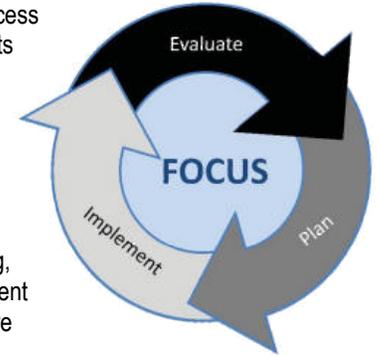
School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

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
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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.



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.

1. 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).

Description: 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 382 to 438 students in 2014-15. Our ethnic diversity includes 72% white, 18% Hispanic, and 10% other races in 2015. Approximately 43% of Lopez students receive free and reduced lunch. This percent has increased by 10% in the last three years. The percent of students qualifying for GT has increased from 4% to 5% and students receiving special education services has increased from 9% to 10% of the student body.

The development of the UIP began in July when the school leadership team analyzed the positive data points and opportunities for growth. Data reviewed included historical TCAP results, NWEA/MAPS, DRA2, and Dibels. 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 January and February leadership and SAC meetings.

2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

Academic Achievement (Status)

Prior Year Target: 85% at or above grade level benchmarks in Reading as measured by NWEA MAP

Performance on Target: 76% at or above grade level benchmarks in Reading as measured by NWEA MAP

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

Prior Year Target: 85% at or above grade level benchmarks in Math as measured by NWEA MAP

Performance on Target: 79% at or above grade level benchmarks in Math as measured by NWEA MAP

Academic Growth Gaps

Prior Year Target: 75% of students with disabilities will meet their growth targets in reading and math as measured by NWEA MAP

Performance on Target: 74% of all students met their growth targets in math as measured by NWEA MAP and

64% of all students met their growth targets in reading as measured by NWEA MAP

Academic Achievement Reflection

Lopez met or exceeded all federal and CDE expectations based on key performance indicators as detailed in the School performance Framework 1-year report.

The first level of reflection is that we need to better understand the 2015 NWEA norms that were set in August 2015 and what the norms tell us about student growth and achievement relative to the Colorado Academic Standards. NWEA MAP scores from Spring 2015 indicated that 76% were at or above the benchmark in Reading and 79% were at or above the benchmark in Math. In reading, 64% of students met their Fall-Spring growth targets and in math, 74% met their Fall-Spring growth targets. Another achievement measure, Dibels, shows that we are well within range of the 85% target. Lopez K-3 students demonstrated 81% at grade level benchmarks in reading in Spring 2015. This is a 23% increase over the beginning of the year scores, above PSD's average increase of 13% from the beginning to end of year.

With PARCC results, Lopez 3rd-5th graders averaged 53.73% meets or exceeds benchmarks in ELA. Fifth grade results were above the district average at 62.67%, while 3rd and 4th grade scores were below the district average. In math, Lopez 3rd - 5th graders averaged 38.32% meets or exceeds benchmarks. Third grade students scored above the district average. This "new normal" reflected in PARCC scores requires us to re-evaluate what our targets should be and what they tell us about student performance relative to a variety of metrics, including NWEA MAP and Dibels.

Academic Growth Gaps Reflection

Disaggregated reports were not available for MAP or PARCC by students with disabilities, so it was not possible to completely evaluate this target. We do celebrate that we came within 1 point of meeting the growth goal in math. Reading results indicate that our goal was missed by more than 10%.

3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

In reviewing the 2014 SPF, Lopez Meets or Exceeds targets in Academic Achievement and Growth. Free/Reduced lunch eligible students are Approaching in Academic Growth Gaps. As reviewed previously in looking at prior year targets using local data, we will continue to re-align our goals with PARCC assessments, normed data, and classroom developed common-formative assessments.

4. 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.

Academic Growth

- Using the new Dibels assessment as part of the READ Act requirements, we did see a notable trend in early literacy results related to BOY to EOY growth scores. Lopez Elementary's K-3 students outpaced district growth by 10%. Students began the year with 57.75% of students at grade level benchmarks. Then, we ended the year with 80.71% at grade level benchmarks. This is in comparison to PSD's gains from 65.22% to 78.11% during the same time frame. We also met all of our growth targets according to the 2014 SPF. We are continuing to monitor our Fall-Spring NWEA growth targets as well. In the 2014-15 school year, 74% of students reached their math growth goals and 64% of students reached their reading growth goals.

Priority Performance Challenges and Root Cause Analysis

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.

Root Cause: 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.

Priority Performance Challenge



Root Cause

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

Achievement- Mathematics:

⇒ Instructional shifts to CAS: We haven't systemically addressed the instructional shifts that have occurred since the adoption of the Common Core State Standards.

Growth- ELA:

⇒ PLC systems: We need to continue to refine our systems to effectively collaborate about school and individual student goals.

Growth Gaps- Students with Disabilities:

⇒ Student Ownership: We have not fully engaged students and families to take ownership in identifying goals and action steps to close gaps in performance.

Reflection on Priority Performance Challenges

Growth Gaps: Using the 2014 SPF, there was only one indicator where Lopez did not meet expectations: mathematics Academic Growth Gaps category, "Students with Disabilities" did not meet expectations. **This continues to be a priority area for improvement.** There are several factors at work with this performance challenge. Students with disabilities represent about 10% of the population at Lopez. The most common eligibility criteria for Lopez students is Learning Disabled. For many students, their rate of improvement is lower than a typical age peer. While this is a barrier, it is something that we strive to address through small group instruction, summer school opportunities, and after school tutoring in mathematics.

Achievement: Achievement in both ELA and Mathematics is a priority area given the new PARCC results. We want our students to continue to perform at high levels, so adjusting our curriculum and instruction to meet those expectations continues to be a priority. As far as setting a target, we are looking to be in the upper quartile of all schools in the state and outperform the state average at all grade levels.

Growth: Our local assessments show that we are on track for math growth but not for ELA. We need to increase the number of students meeting their growth targets in ELA as measured by NWEA MAP by 10% from fall to spring.

Reflection on Root Cause

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.

1. Summary/Conclusion

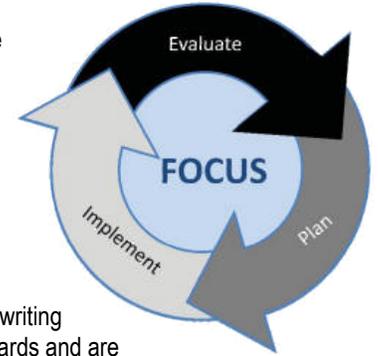
Therefore, if we apply the same principles of standards aligned lessons, effective PLC processes to target interventions, and student ownership through the Leader in Me program, Lopez will continue to meet its' academic and leadership goals.

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. In December and January, we reviewed PARCC data to verify our root causes.

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*.

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). 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.

School Target Setting Form

Academic Achievement (Status)

Subject	M	
Priority Performance Challenge	Achievement- Mathematics	
Annual Performance Targets	2015-2016	SPF School Percentile ranking- 75th percentile or higher
	2016-2017	SPF School Percentile ranking- 75th percentile or higher
Interim Measures	NWEA MAP- 75% of students meet Fall to Spring growth targets in Reading and Math, Common Formative Assessments	

Academic Growth

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

Subject		R
Priority Performance Challenge		Growth- ELA
Annual Performance Targets	2015-2016	55th percentile
	2016-2017	55th percentile
Interim Measures		NWEA MAP- 75% of students meet Fall to Spring growth targets in Reading and Math, Dibels- 80% of K-3 students meet grade level benchmarks, Common Formative Assessments

Academic Growth Gaps

Subject		M
Priority Performance Challenge		Growth Gaps- Students with Disabilities
Annual Performance Targets	2015-2016	50th percentile
	2016-2017	50th percentile
Interim Measures		NWEA MAP, Common Formative Assessments, Progress monitoring tools- Fall to Spring growth shows a gap reduction of 40% as measured by Dibels gap analysis

Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Guaranteed and viable curriculum

We will deliver a guaranteed and viable curriculum that reflects the instructional shifts that have occurred since the adoption of the Common Core State Standards

Root Cause(s) Addressed:

Instructional shifts to CAS

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Aug. 2016 - May. 2017	<p>Professional development for conceptual shifts in mathematics</p> <p>Description: Provide professional development to staff on research-based strategies for developing mathematical conceptual understanding, fact fluency, and application</p> <p>Implementation Benchmarks:</p> <ol style="list-style-type: none"> 1. PD- Developing Mathematical Ideas with the newly adopted curriculum- Oct. 13, 2016 and Feb. 13, 2017 2. Addvantage Math PD for small study groups (IS staff, Paraprofessionals, teacher leader)- September 2016 - May 2017 <p>Resources:</p> <ol style="list-style-type: none"> 1. District support for PD and curriculum materials 2. Substitutes or stipends for providing Addvantage Math training

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

	<p>Key Personnel: Instructional staff, Paraprofessionals, Integrated Services</p> <p>Status: Not Started</p>
May. 2016 - Aug. 2016	<p>Collaboration for unit planning and curriculum mapping</p> <p>Description: Collaboratively develop curriculum maps and a scope and sequence for mathematics and integrated ELA/SS/Sci units.</p> <p>Implementation Benchmarks:</p> <ol style="list-style-type: none"> 1. Revise and refine ELA/SS/Sci scope and sequence plans from 2015-16 to prepare for 2016-17. Revisions to ELA/SS/Sci would reflect close reading with complex texts and paired passages, writing using text-based evidence, the use of academic vocabulary acquired through wide reading of fiction and non-fiction texts. Plans would reference supporting materials and structures from Units of Study, Treasures, Discovery Education, Social Studies Alive and other supplemental materials. 2. Revise and refine Math scope and sequence plans from 2015-16 to prepare for 2016-17 and the new mathematics core program adoption. <p>Resources: PSD Mill levy funds for standards-based collaboration and lesson design PLC collaboration time as grade level teams Access to supplemental materials, such as texts and technology resources (math fluency, Discovery Education, etc.)- \$5,000</p> <p>Key Personnel: Instructional staff</p> <p>Status:</p>

	In Progress
Mar. 2016 - May. 2017	<p>Peer labs</p> <p>Description: Develop a system of peer observations and labs for staff to observe teacher practice that reflects the shifts in instructional practice within the CAS.</p> <p>Implementation Benchmarks: 1. All instructional staff will have the opportunity to participate in two peer labs during the 2016-17 school year.</p> <p>Resources: 1. Substitutes for release time- \$3500</p> <p>Key Personnel: Instructional staff</p> <p>Status: Not Started</p>

Major Improvement Strategy: PLC structures

We will implement effective PLC systems for responding to student learning successes and challenges.

Root Cause(s) Addressed:

PLC systems

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Jul. 2015 - May. 2017	<p>PLC system</p> <p>Description: Continue to collaborate in grade level teams and with specialists around the PLC questions and formative assessment processes.</p> <p>Implementation Benchmarks:</p> <ol style="list-style-type: none"> 1. Grade level PLC teams meet weekly around the four PLC questions. 2. Quarterly data team meetings to review common formative assessments and progress toward team goals. 3. Work with consultant to refine our PLC practices around formative assessments and data teams processes. 4. Continue to refine interventions and extensions through WIN planning, reviewing progress monitoring data, and the student support team to refine interventions. <p>Resources:</p> <ul style="list-style-type: none"> - Formative Assessment processes within a PLC- consultant or staff book study - Substitute release time for coaching <p>Key Personnel:</p>

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

	Instructional Staff Status: In Progress
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Major Improvement Strategy: Student Ownership and Goal Setting

Students will increase their ownership of academic and personal success by setting goals, implementing action plans, and learning to apply the 8 Habits of Highly Effective People.

Root Cause(s) Addressed:

Student Ownership

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Aug. 2014 - May. 2017	<p>Leadership notebooks and scoreboards</p> <p>Description: Continue to refine and develop student leadership notebooks and scoreboards to engage students and families in goal setting.</p> <p>Implementation Benchmarks:</p> <ol style="list-style-type: none"> 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. 3. Classrooms will have a daily leadership block for updating goals, revisiting leadership goals, and learning about the 8 habits. 4. Students will develop an awareness of future goals by participating in a community service or philanthropy project/ <p>Resources:</p> <ul style="list-style-type: none"> -Time to update goals with students - Access to the Leader in Me Lounge- \$1500/annually

School Code: 5292

School Name: LOPEZ ELEMENTARY SCHOOL

	<p>Key Personnel: Lighthouse team All staff</p> <p>Status: In Progress</p>
Sep. 2015 - May. 2017	<p>Goal Setting meetings</p> <p>Description: Continue goal setting meetings at the beginning of the year between teachers, students, and families.</p> <p>Implementation Benchmarks:</p> <ol style="list-style-type: none"> 1. Establish a schedule with the leadership team for completing goal conferences. Structures and systems developed for the 2015-16 school year will be refined and implemented. 2. Create ongoing opportunities for families and students to revisit goals and action plans throughout the school year <p>Resources:</p> <ul style="list-style-type: none"> -Time for before/after school meetings that accommodate parents. -Leadership time within the school day to update and reflect upon goals. <p>Key Personnel: Instructional Staff</p> <p>Status: In Progress</p>

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)