

Colorado's Unified Improvement Plan for Schools for 2011-12  
Preliminary Report

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8909 School Name: TREVISTA ECE-8 AT HORACE MANN Plan type based on: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 — Adequate Yearly Progress (AYP) — and state accountability expectations — School Performance Framework (SPF) data. The data reported for state accountability results the SPF results (1-year or 3-year) for which the school is accountable. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations			2010-11 School Results			Meets Expectations?			
Academic Achievement (Status)	<b>CSAP, CSAP-A, Lectura, Escritura</b> Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.	Reading	71.6%	71.4%	73.3%	30.5%	21.8%	N/A	Overall Rating for Academic Achievement:  Does Not Meet  * Consult your SPF for the ratings for each content area at each level.		
		Math	70.9%	52.5%	33.5%	38.3%	17.3%	N/A			
		Writing	53.5%	57.8%	50.0%	27.8%	16.8%	N/A			
		Science	47.5%	48.0%	50.0%	10.0%	7.6%	N/A			
	<b>Adequate Yearly Progress (AYP)</b> Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School:			Overall percent of targets met by School:			Reading Math			
	E	M	H	E	M	H					
	26	26	N/A	85%	69%	N/A					
Academic Growth	<b>Median Student Growth Percentile</b> Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55.	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth:  Approaching  * Consult your SPF for the ratings for each content area at each Level.			
			E	M	H	E	M				H
		Reading	66	72	N/A	40	48				N/A
		Math	77	96	N/A	47	46				N/A
	Writing	70	84	N/A	51	48	N/A				

\* To see annual AYP targets, go to: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)

\*\* To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 School Results	Meets Expectations?
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile</p> <p>Description: Growth in CSAP for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.</p>	<p>See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.</p>	<p>See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.</p>	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;"><b>Approaching</b></p> <p>* Consult your SPF for the ratings for each content area at each level.</p>

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).		
<b>ESEA Accountability</b>			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years.**	E	School Improvement Year 2 The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district within 3 months of identification (Mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. The Quality Criteria highlights the School Improvement requirements and where they would be included in the UIP. For required elements in the improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>
		M	School Improvement Year 2 The school must complete a Title I Improvement Plan using the Unified Improvement Plan template. Completed plans are due to the district within 3 months of identification (Mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. The Quality Criteria highlights the the School Improvement requirements and where they would be included in the UIP. For required elements in improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>
		H	N/A Not identified for Improvement under Title I.

**Section II: Improvement Plan Information**

**Directions:** This section should be completed by the school or district.

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Trevista received an EDR from Cambridge Education April 11-14, 2011 and an EDR from CDE May 4-7, 2010.
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**

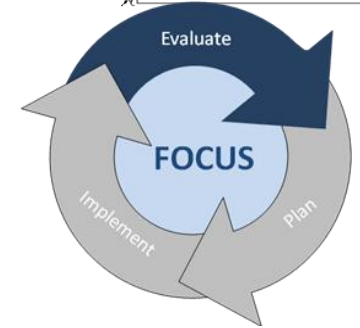
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA   
  Tiered Intervention Grant   
  School Improvement Grant   
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Veronica Benavidez, Principal
	Email	<a href="mailto:Veronica_Benavidez@dpsk12.org">Veronica_Benavidez@dpsk12.org</a>
	Phone	720-423-9800
	Mailing Address	4130 Navajo, Denver, CO
2	Name and Title	Yolanda Ortega, Assistant Principal
	Email	<a href="mailto:Yolanda_Ortega@dpsk12.org">Yolanda_Ortega@dpsk12.org</a>
	Phone	720-423-9800
	Mailing Address	4130 Navajo, Denver, CO

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

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



**Worksheet: Progress Monitoring of Prior Year’s Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)		Target met? How close was school in meeting the target?
Academic Achievement (Status)	R	Elementary : Increase P/A from 26% to 31% or more Middle: Increase P/A from 36% to 41% or more	R-Elementary Reading- <b>Not Met</b> (30.38%) Less than 1% away from target R- Middle Reading – <b>Not Met</b> (21.59%) Decreased 15%
	M	Elementary : Increase P/A from 31% to 36% or more Middle: Increase P/A from 23% to 28% or more	M- Elementary Mathematics- <b>Met</b> (36.54%) M- Middle Mathematics- <b>Not Met</b> (15.91%) Decreased 8%
	W	Elementary : Increase P/A from 19% to 24% or more Middle: Increase P/A from 22% to 27% or more	W- Elementary Writing- <b>Met</b> (25.64%) W- Middle Writing- <b>Not Met</b> (16.48%) Decreased 6%
	S	Elementary : Increase P/A from 3% to 8% or more Middle: Increase P/A from 9% to 14% or more	S-Elementary Science- <b>Not Met</b> (5.36%) Less than 3% away from target S- Middle Science- <b>Not Met</b> (6.15%) Decreased 3%
	AYP by Groups	M Decrease Unsatisfactory from 32% to 25% or more	Mathematics- <b>Not Met</b> (Increased to 44% Unsatisfactory from 40% school wide) *32% Unsatisfactory was misreported- should have read 40%
	AYP by Groups	R Decrease Unsatisfactory 37% to 32% or more	Reading- <b>Not Met</b> (Increased to 42% Unsatisfactory from 37% school wide)
Academic Growth	Median Student Growth	R Elementary: Increase MGP from 36 to 46 Middle: Increase MGP from 51 to 61	R-Elementary- <b>Not Met</b> (MGP 40) 6 percentile away from target R- Middle- <b>Not Met</b> (MGP 48) Decrease of 2 percentile

Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)			Target met? How close was school in meeting the target?
	Percentile			M-Elementary- <b>Not Met</b> (MGP 47) 2 percentile away from target M- Middle- <b>Not Met</b> (MGP 45.5) Decrease of 6 percentile <hr/> W-Elementary- <b>Not Met</b> (MGP 50.5) 4.5 percentile away from target W- Middle- <b>Not Met</b> (MGP 48) Decrease of 7 percentile
		M	Elementary: Increase MGP from 39 to 49 Middle: Increase MGP from 51 to 61	
		W	Elementary: Increase MGP from 45 to 55 Middle: Increase MGP from 55 to 65	
Academic Growth Gaps	CSAP	W	Elementary: Increase FRL, P/A from 17% to 25% Middle: Increase FRL, P/A from 18% to 26%	W-Elementary- <b>Not Met</b> (23% P/A) 2 % from target W- Middle- <b>Not Met</b> (15% P/A) Decrease of 3%
Post Secondary Readiness	NA			NA

**Worksheet: Data Analysis**

**Directions:** This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)									Priority Performance Challenges	Root Causes	
Academic Achievement (Status)	<b>Trevista CSAP Proficient &amp; Above (P+)</b>									Inconsistent and low achievement in student	There is a lack of an explicit emphasis on both academic and general vocabulary development to support content knowledge and skills, due to a lack of systems, including progress monitoring, as	
		Reading			Writing			Mathematics				
		08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10			10-11
	Gr.3	35%	31%	39%	15%	19%	23%	30%	37%			54%



Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																																																		
Performance Indicators	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>Gr.4</td><td>19%</td><td>25%</td><td>20%</td><td>15%</td><td>17%</td><td>12%</td><td>34%</td><td>32%</td><td>25%</td></tr> <tr><td>Gr.5</td><td>31%</td><td>22%</td><td>30%</td><td>25%</td><td>16%</td><td>35%</td><td>26%</td><td>21%</td><td>32%</td></tr> <tr><td>Gr.6</td><td>22%</td><td>43%</td><td>15%</td><td>24%</td><td>27%</td><td>12%</td><td>22%</td><td>32%</td><td>14%</td></tr> <tr><td>Gr.7</td><td>23%</td><td>28%</td><td>18%</td><td>19%</td><td>16%</td><td>16%</td><td>15%</td><td>15%</td><td>14%</td></tr> <tr><td>Gr.8</td><td>29%</td><td>31%</td><td>26%</td><td>19%</td><td>17%</td><td>14%</td><td>22%</td><td>25%</td><td>13%</td></tr> </table> <p>*3<sup>rd</sup> grade has maintained an upward trajectory in mathematics for the past three years.                      *3<sup>rd</sup>-6<sup>th</sup> grade has demonstrated an alternating pattern in which their scores in all content areas for the past three years (with the exception of 3<sup>rd</sup> grade math) continue to increase and decrease every other year.                      *7<sup>th</sup>-8<sup>th</sup> grade have gradually decreased in P/A in all content areas over the past three years.</p>	Gr.4	19%	25%	20%	15%	17%	12%	34%	32%	25%	Gr.5	31%	22%	30%	25%	16%	35%	26%	21%	32%	Gr.6	22%	43%	15%	24%	27%	12%	22%	32%	14%	Gr.7	23%	28%	18%	19%	16%	16%	15%	15%	14%	Gr.8	29%	31%	26%	19%	17%	14%	22%	25%	13%	<p>proficiency rates in Elementary Reading and in all content areas at the Middle grades.</p>	<p>result of a professional culture that has maintained low expectations for student academic abilities and knowledge.</p>
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Trevista Writing CSAP Growth Data – 2009, 2010, 2011 Comparison																																																					
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Academic Growth Gaps	<table border="1"> <thead> <tr> <th colspan="4">Trevista Writing Growth Gaps</th> </tr> <tr> <th></th> <th>2008-09</th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>E-5% M-2%</td> <td>E-13% M-3%</td> <td>E-12% M-3%</td> </tr> <tr> <td>SPED</td> <td>E-4% M-3%</td> <td>E-5% M-0%</td> <td>E-0% M-8%</td> </tr> <tr> <td>FRL</td> <td>E-17% M-23%</td> <td>E-17% M-18%</td> <td>E-24% M-15%</td> </tr> </tbody> </table> <p>*ELL-Increase at the Elementary level of P/A students of 8% in 09-10 but there was a 1% decrease last year; at the Middle grades no growth over the past 2 years</p> <p>*SPED-Steady decrease in P/A students at the elementary level resulting in 0% of Elementary level students P/A; Increase of P/A students at the Middle level- moving from 0% in 09-10 to 8% last year</p> <p>*FRL- Gradual upward trajectory at the elementary level; gradual downward trajectory at the Middle grade levels.</p>	Trevista Writing Growth Gaps					2008-09	2009-10	2010-11	ELL	E-5% M-2%	E-13% M-3%	E-12% M-3%	SPED	E-4% M-3%	E-5% M-0%	E-0% M-8%	FRL	E-17% M-23%	E-17% M-18%	E-24% M-15%	Consistently large achievement gaps in writing across all focus groups	Lack of understanding with teachers regarding what proficiency is and skills at each grade level due to a lack of systems of grade level and vertical alignment. The professional culture in the building has negated collaboration which resulted in low expectations for student academic ability.
Trevista Writing Growth Gaps																							
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Post Secondary Readiness	NA	NA	NA																				

**Data Narrative for School**

**Directions:** Describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

**Data Narrative for School**

<p><b>Trend Analysis and Performance Challenges:</b> What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p><b>Root Cause Analysis:</b> Why do we think our school's performance is what it is? How did we determine that?</p>		<p><b>Verification of Root Cause:</b> What evidence do we have for our conclusions?</p>
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**Summary:**  
Trevista at Horace Mann is in its fourth year as an ECE-8 as a result of school consolidation following the closure of three underperforming neighborhood schools. At Trevista 95% of our students qualify for free and reduced lunch. The student population is comprised of 80.4% Hispanic/Latino, 10.4% White, 6.3% African American, and 2.7% other. In

addition, 49.3% of Trevista students have a primary home language other than English. At the middle level, is an English Language Acquisition Zone School designated by the District. Achievement and growth on all data indicators is consistently low and improvement is needed in all content areas and at every grade level.

### **TIERED INTERVENTION GRANT: YEAR 1 TRANSFORMATION**

Trevista's Instructional Leaders, as well as volunteers including teachers, parents and community members, with the support of the West Denver Network has met several times, beginning in the Spring of 2011 to examine data and establish priority needs that were then reviewed by all staff during staff meetings. Priority needs were assessed using CSAP, SPF, Interim data, DRA/EDL2 and the TIG requirements and recommendations. Following the review of the data, the Trevista Instructional Leadership Team determined in conjunction with the new requirements from the TIG, it would best serve Trevista students to maintain and integrate the prior year's major improvement strategies. Once the Instructional Leadership Team completed the multistep process of reviewing data and moving through the priority performance challenges, the major improvement strategies were presented to our parents at PTTO. The parents discussed the proposed plan and had conversations with teachers and administration. Their conversations have supported the proposed MISs and provided guidance with some of the action steps. As the 2011-12 school years continues- we continue to integrate in our conversations and meeting with parents the action steps we have in place to support teacher effectiveness and student success.

Trevista had an intentional schedule change at the end of the first trimester, so that students would receive an increase in academic core hours, receive intervention support and receive exploratory options to increase student achievement. Also we were able to reassign our ELA-S classes during their exploratory blocks to allow for social English language development. The schedule has also allowed for grade-level common plan to provide for PLCs and teacher coaching. In the schedule an exploratory block for electives was designed to expose our middle grades to all of the available electives. School-wide, research based, targeted interventions have been put in place across all grade levels that include, Guided Reading and a focus on practice math games. Progress monitoring tools have been put in place in which are consistent and coordinated across grade levels. Through the use of data notebooks and the data wall we have been able to drive the changes needed and establish indicators for the PLC conversations. Trevista has implemented data notebooks as a foundation that helps the staff target individual student need. Our Instructional Deans and Facilitators have created a system of individual feedback for teachers in the classroom and school-wide feedback for the staff to guide and support PLC work and professional development which is focused and aligned to our school focus on Academic Language Development. Our school-wide focus has also been supported through writing prompts as well as aggressive school-wide vocabulary development for every grade level with a progress-monitoring tool monitored through the data notebook. Collaboration and coordination have been the underlying themes in making the intentional and aggressive steps needed in establishing a strong foundation for Trevista.

In spring 2011, CSAP scores reflected 24% of our students proficient in Reading compared to 30% in 2010; 23% of students proficient in Math compared to 25% in 2010; 18% of students proficient in Writing compared to 19% in 2010; and 5% of students proficient in Science compared to 6% in 2010. However, in Spring 2011, CSAP scores reflected 39% of 3<sup>rd</sup> grade students proficient in Reading compared to 31% and 30% of 5<sup>th</sup> grade students proficient in Reading compared to 22% in 2010; 54% of 3<sup>rd</sup> grade students proficient in Math compared to 37% and 32% of 5<sup>th</sup> grade students proficient in Math compared to 21% in 2010; 23% of 3<sup>rd</sup> grade students proficient in Writing compared to 19% and 35% of 5<sup>th</sup> grade students proficient in Writing compared to 16% in 2010. In both spring 2010 and 2011 an Expedited Diagnostic Review and School Quality Review were completed in respective years. The reviewers in both years found inconsistencies in multiple areas denoted below.

Curriculum inconsistencies include: 1) the quality of teaching across the school –teachers bring differing levels of expertise at incongruent points in a students' life -those who are in successful looping teams are thriving, and vice versa; 2) limited collaboration, planning and integration across teacher teams; 3) Incomplete implementation of standards driven curriculum determined by student need. Assessment and Evaluation inconsistencies include: 1) feedback to students should be more specific with the widespread use of rubrics; 2) progress monitoring of student work should guide instruction across all grades; 3) data not used at frequent intervals to monitor student achievement at school level and classroom level. Instruction inconsistencies include: 1) learning and language objectives are used to varying degrees of success; and 2) Little guided group instruction for writing – i.e. students are told to complete tasks but are sometimes unclear about using the strategy in a different situation. School Culture inconsistencies include: 1) Low



expectations of what some students can learn by some teachers; 2) Falcon Feathers firmly grounded in elementary but not in middle; 3) students feel safe in common areas of the school; 4) some students participate in various competitions at different levels; 5) Elective classes offer a variety of choices for proficient students; 6) more referrals are written after lunch; 7) students would like some adults to be more vigilant about monitoring areas where older students congregate

Professional Development inconsistencies include: 1) no multi-tiered professional development program that monitors progress toward goals is established; and 2) Professional development affords little time for grade level planning, discussing, reflection, and practice. Leadership and Planning inconsistencies include: 1) limited administrative presence in classrooms of staff not on evaluation; 2) staff adherence to a clear common vision for student achievement and progress monitoring toward that vision; 3) an in classroom teacher coaching and support system for teacher accountability structures; 4) roles for support staff are not clearly defined. Reviewers concluded that strategic systems, structures, and processes need to be in place and clearly communicated and monitored. While it was noted that there was a foundation to build upon, expectations for students, parents, and teachers to follow the school vision and expectations for teaching and learning in every classroom should be monitored strategically. Adherence to a professional culture that sets high expectations for student achievement and behavior as well as parent engagement must be instilled and staff must hold each other accountable for the academic progress of all Trevista students.

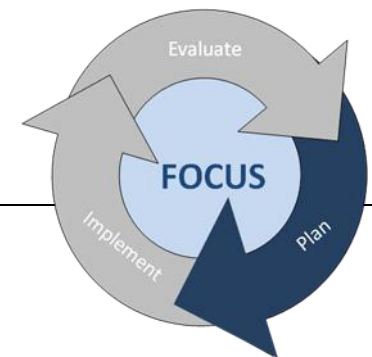
#### **TIERED INTERVENTION GRANT: YEARS 2 and 3 TURNAROUND**

A new principal will be selected in the first year of transformation and will begin planning for turnaround immediately. The principal will use the data in the UIP, as well as other historical data to craft a plan and a new data narrative, which will be prepared by April, 2012, along with a revised budget. Prior to submission, a cross-functional district team will review and provide feedback on the turnaround plan.

## **Section IV: Action Plan(s)**

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

### **School Target Setting Form**



**Directions:** Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).



For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp). Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Elementary : Increase P/A from 30% to 50% or more Middle: Increase P/A from 21% to 50% or more	Elementary : Increase P/A from 50% to 60% or more Middle: Increase P/A from 50% to 60% or more	DRA, EDL2, DPS Interims, Star Early Literacy, AR, End of Unit Assessments	1,2
		M	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Elementary : Increase P/A from 36% to 50% or more Middle: Increase P/A from 15% to 35% or more	Elementary : Increase P/A from 50% to 60% or more Middle: Increase P/A from 35% to 55% or more	Navigator, DPS Interims, End of Unit Assessments, RSAs	
		W	Sustain and grow student levels towards proficiency and advance at all grade levels in writing.	Elementary : Increase P/A from 26% to 40% or more Middle: Increase P/A from 16% to 40% or more	Elementary : Increase P/A from 40% to 50% or more Middle: Increase P/A from 40% to 50% or more	DRA, EDL2, DPS Interims, AR, Common Prompts and Rubrics	
		S	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Elementary : Increase P/A from 5% to 20% or more Middle: Increase P/A from 6% to 20% or more	Elementary : Increase P/A from 20 to 30% or more Middle: Increase P/A from 20% to 30% or more	End of Unit Assessments	
	AYP (Overall and for each disaggregated groups)	R	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Decrease Unsatisfactory from 42% to 22% or more	Decrease Unsatisfactory from 22% to 17% or more	DRA, EDL2, DPS Interims, AR, Star Assessments, End of Unit Assessments	1,2
		M	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Decrease Unsatisfactory from 44% to 24% or more	Decrease Unsatisfactory from 24% to 19% or more	Navigator, DPS Interims, RSAs, End of Unit Assessments, RSAs	

Academic Growth	Median Student Growth Percentile	R	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Elementary: Increase MGP from 40 to 55 Middle: Increase MGP from 48 to 64	Elementary: Increase MGP from 55 to 65 Middle: Increase MGP from 64 to 70	DRA, EDL2, Interims, AR, Star Assessments, End of Unit Assessments	1,2
		M	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.	Elementary: Increase MGP from 47 to 60 Middle: Increase MGP from 45 to 55	Elementary: Increase MGP from 60 to 70 Middle: Increase MGP from 55 to 65	Navigator, DPS Interims, End of Unit Assessments	
		W	Sustain and grow student levels towards proficiency and advance at all grade levels in writing.	Elementary: Increase MGP from 50 to 60 Middle: Increase MGP from 48 to 58	Elementary: Increase MGP from 60 to 70 Middle: Increase MGP from 58 to 68	DRA, EDL2, DPS Interims, AR, Star Assessments, End of Unit Assessments	1,2
Academic Growth Gaps	Median Student Growth Percentile	R	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.				1,2
		M	Inconsistent and low achievement in student proficiency rates in Elementary Reading and in all content areas at the Middle grades.				
		W	Sustain and grow student levels towards proficiency and advance at all grade levels in writing.	Elementary-Increase FRL, P/A from 24% to 54% Middle- Increase FRL, P/A from 15% to 45%	Elementary-Increase FRL, P/A from 54% to 64% Middle- Increase FRL, P/A from 45% to 55%	DRA, EDL2, DPS Interims, AR, Star Assessments, End of Unit Assessments	
Post Secondary & Workforce	Graduation Rate	NA	NA	NA	NA	NA	
	Dropout Rate	NA	NA	NA	NA	NA	

Readiness	Mean ACT	NA	NA	NA	NA	NA
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**Action Planning Form**

**Directions:** Identify the major improvement strategy(s) 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1: Building Instructional Systems, Structures and Processes**

**Root Cause(s) Addressed:** Historically low expectations across grade levels for student academic abilities and lack of coherence of instructional systems to support teaching and learning.

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

<i>Description of Actions Steps</i>	<i>Timeline</i>	<i>Key Personnel</i>	<i>Resources</i>	<i>Benchmarks</i>	<i>Status of Action Step* (e.g., completed, in progress, not begun)</i>
<b>YEAR 1 TRANSFORMATION</b>					
Hire two instructional deans to organize and lead the strategic professional support plan for the school, including facilitating PLCs and coaching	June 2011	Principal	TIG \$72,000 – salary (x2) \$17,000 – benefits (x2) Delia Arias Andre'a Arnold	Two Deans of Instruction hired	Completed
Identify an Instructional Leadership Team who will lead the school in implementing the mission and vision, based on core values	June 2011	Principal	No additional funding required	Roster of leadership team, including roles and responsibilities	Completed
Change the daily schedule to increase core instructional time as well as restructure common planning, provide for intentional and targeted interventions; support work leading up to it through sessions with the National Center on Time and Learning	Starting Nov 14, 2011	Administrative Team, Instructional Deans Instructional Leadership Team Teachers Interventionist	TIG \$7500	NCTL sessions Sept 2011-Jan 2012. Schedule change beginning November 14. Evaluate at end of trimester.	Completed

Create a Data Notebook to progress monitor Reading/Writing and Math in all grade levels. Data notebook will be evaluated and updated at weekly progress monitoring meetings and grade level team meetings as PLC. Will include school wide writing prompt.	Nov 2011-2012	Admin Instructional Leadership Team Instructional Deans Teachers Paraprofessionals	No additional funding required	Monitoring student progress in R/W/M on a monthly basis. .	In progress
Establish grade-level PLCs to review student data (interim and benchmark assessments) and to plan for core instruction and interventions	Starting Nov 30 2011	Admin Instructional Leadership Team Instructional Deans Teachers	No additional funding required	Weekly submission of agenda and notes Monitoring of specific student movement	In progress
Provide greater access to student data by giving teachers tools and access to use the Principal/Teacher Portal	2011-2012	Principals Teachers	No additional funding required	Development and use of a data dashboard	In progress
Participate in the LEAP pilot, the district's teacher observation and feedback system	2011-2012	Principal, AP Teachers	No additional funding required	Rollout of new system	In progress
<b>YEARS 2 and 3 TURNAROUND</b>					
Utilize a rigorous process to recruit and hire a new principal with proven leadership experience and ability to lead school turnaround	January 2012	DPS Superintendent, Executive Director West Denver Network Deputy Director West Denver Network	HR funding	Principal hired	
Utilize a rigorous process to recruit and hire teachers for all teaching positions; current teachers have opportunity to apply and interview	By June 2012	Principal	Local	New teachers hired	
Hire supplemental leaders to support work in the following areas: behavior, instruction/data, community engagement as deemed necessary by new principal	January 2012- Sept 2014	Principal Leadership Team	TIG \$252,000 (Years 2-3) Positions TBD		
Design and implement a new standards-based program to meet the unique needs of students	Summer 2012- Sept 2014	Principal Leadership Team	TIG \$50,000 (Years 1-3)		

			Materials and time		
Purchase and utilize technology and upgrades to improve instructional practice, assessment and intervention capacity	Summer 2012	Principal Leadership Team	TIG \$25,000 (Years 1-3)		
Hold a retreat for leadership team to plan for turnaround	Summer 2012 Summer 2013 Summer 2014	Principal Leadership Team Teachers	TIG \$22,000 (Years 1-3)		
Hold a retreat for new staff during summer to prepare for implementation of turnaround plan	Summer 2012 Summer 2013 Summer 2014	Principal Leadership Team Teachers	TIG (see above)		
Utilize the LEAP framework, the district's teacher observation and feedback system; LEAP was designed by teachers and principals; it includes 4 observations/year and value-add data	2012-2014	Principal, AP Teachers	No additional funding needed		
Develop a system of incentives based on a set of pre-determined criteria	2012-2014	Principal Leadership Team	TIG \$50,000 (Years 2-3)		
Explore using state innovation policy for guidance in further development of the TIG, with options to submit innovation proposal to accelerate improvement	TBD		No additional funding needed		
Hire an executive coach to work with each principal and set schedule, norms and goals for meetings	2012-2014	Principal Executive coach	TIG \$7500 Effective Associates (Don Crist and Blaine Peterson)		
Partner with a nationally-recognized school improvement partner to support culturally-responsive education and development of Response to Intervention systems	2011-2014	Principal Leadership Team	TIG \$105,000 (Year 1-3) Metropolitan Center for Urban Education	Professional development and new student supports in place	In progress
Report to a new school network, West Denver Network, which is organized and managed specifically to support the needs of turnaround	2011-2014	West Denver Network	No additional funding required	School participates in all WDN activities	In progress



schools					
Continue part-time support for assessment and data analysis	2011-2014	West Denver Network	TIG \$20,700 (Years 1-3) Andy Swanson		In progress
Continue part-time support for parent engagement	2011-2014	West Denver Network	TIG \$17,250 (Years 1-3) Fernando Giudice		In progress
DPS administrative costs	2011-2014	School turnaround	TIG Approx \$45,000 (Years 1-3) Rebecca Grant Chuck Carpenter		In progress
Indirect costs	2011-2014	School turnaround	TIG \$12,000 (Year 1) \$20,000 (Years 2-3)		In progress

**Major Improvement Strategy #2:** Develop a strong professional culture and approach to professional growth and development

Root Cause(s) Addressed by the Major Improvement Strategy: Lack of coherent supports across the school to define proficiency and develop teacher understanding of the knowledge and skills it takes for a student to be on grade level. Lack of structured and supported collaborative data analysis and planning time.

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

- School Plan under State Accountability.    
  Title IA School Improvement/Corrective Action Plan    
  Application for a Tiered Intervention Grant.  
 Amendments to a Title I schoolwide or targeted assistance plan.    
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<b>YEAR 1 TRANSFORMATION</b>					
Develop a schedule for monthly whole staff results- driven professional development aligning focuses to address instructional issues that emerge from classroom observations and teacher feedback.	August 2011-12	Principal Instructional Leadership Team	No additional funding required	Weekly PD agenda Follow-up observations to determine level of implementation and student performance	In progress
Offer professional workshops in reading interventions and strategies	2011-2012	Instructional Leadership Team Teachers	Local funding Margaret Clark	Nov 10 PD follow up through observations. Fall/Winter/Spring PD vocabulary strategies.	In progress
Develop monthly PD schedule aligning with academic language development and priority performance concerns. Include implementation of direct instruction of vocabulary K-8 as monitored in data notebook.	Aug2011- May2011	Instructional Leadership Team Instructional Deans	No additional funding required	PD feedback forms. Data notebook available for viewing.	In progress
Teacher leaders attend learning labs in proficient schools with similar growth patterns and or demographics. Focus on specific	Jan-May 2012	Instructional Leadership Team	TIG \$2400	Next steps from monitoring of feedback from learning labs.	Not begun

instructional strategies in order to develop a school-wide analysis of instructional progress; data are shared with staff and inform professional development.		Teaching Staff Instructional Deans	20 teachers sub pay		
<b>YEARS 2 AND 3 TURNAROUND</b>					
Provide opportunities for new staff to attend conferences to prepare for school year	Summer 2012- Sept 2014	Principal Leadership Team Teachers	TIG Substitute teacher pay \$4800 (Years 2-3) Additional teacher pay 500 hours total \$45,000 (Years 1-3)		
Purchase materials to provide support for professional development	Summer 2012- Sept 2014	Principal Leadership Team	TIG \$20,500 (Years 1-3)		
Consulting support for implementation of best practice Tier I instruction, as needed	Summer 2012- Sept 2014	Principal Leadership Team	TIG \$29,500 (Years 1-3)		

**Major Improvement Strategy #3: Community Involvement and Engagement**

Root Cause(s) Addressed by the Major Improvement Strategy: Previous attempts at creating systems and structures have not been fully implemented and have failed in developing complete buy-in among staff and community

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

- School Plan under State Accountability.    
  Title IA School Improvement/Corrective Action Plan    
  Application for a Tiered Intervention Grant.  
 Amendments to a Title I schoolwide or targeted assistance plan.    
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<b>YEAR 1 TRANSFORMATION</b>					
Develop a communications system for informing parents of student progress and the parent role in supporting improvement	Summer 2011	Principal Admin Teachers	TIG Food - \$2000 Printing - \$500 Supplies - \$500	Tuesday folders Monthly newsletter Website update	In progress
Create community allies to share Trevista mission. These allies would include businesses, agencies, and organizations	Fall 2011	Principal Admin Teachers Parent Liasion	No additional funding required	JOOI Club/NW Optimists Arts Night, Christmas Musical, Uplift MSCD Student teacher partnerships	In progress
Build community through social events, opportunities for community, staff, parents, and students to integrate	2011-2012	Principal Community Liaison	TIG Food - \$2000		Not begun
Establish a community/parent/school reward system	2011-2012	Principal Community Liaison	Title I		Not begun
Community/parent classes, activities, and	2011-2012	Community Liaison	Local	ESL classes for parents	In progress

community engagement			Lark Foundation	Holiday carnivals Nacho/popcorn fundraising	
<b>YEARS 2 AND 3 TURNAROUND</b>					
Develop a plan for communication and community engagement to support the new turnaround effort, including needed expenditures for materials and consulting support	2012-2013	Principal Leadership Team	TIG \$25,000 (Years 2-3)		

**Title I Accountability Provision #1: Parent Involvement/Communication**

The inclusion of our parents in both planning and reevaluating the effectiveness of our parent involvement is imperative at Trevista. Trevista has a full-time Parent Liaison who maintains a system of documentation and data collection of the effectiveness of events, community partnerships and programs, parent volunteers, including parents' concerns and suggestions. Through her documentation and data collection- a redesign of Trevista's parents' needs and outcomes then occur through Administration and the Instructional Leadership Team. At all monthly, PTTO there is an opportunity for any parent present to voice concerns, suggestions and/or success.

- School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Back to School Night	August 2011	Administration, Teachers, Interventionists, Specialists, Facilitators	Local	Parent sign-in sheets
Monthly PTTO/PAC/CSC Meetings	Monthly Aug '11-May '12	Parent Liaison, Administrators, Teachers, Parents	Local/Federal	Parent sign-in sheets and monthly agendas
Parenting Partners	Monthly Sept '11-May '12	Guidance Counselor, Parent Liaison, Interventionist	Title 1 Mini Grant (funds support parent training throughout the school year)	Parent sign-in
Monthly Newsletter	Monthly for the 2011-2012 School Year	Parent Liaison, Administrators	Local	School Newsletters
School Performance Framework Training and information session for parents	October 2011	Administration	Local	Attendance sign-in sheet
Parent volunteers		Parent Liaison, Administration, Office Secretaries	Local	Daily sign-in sheets

**Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications**

- School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.  
 Title I Schoolwide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Teaching and paraprofessional staff qualifications are monitored	2011-2012 School year	Administration	Local	Highly qualified staff is in place

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**Title I Accountability Provision #3: Transition from Early Childhood Programs**

- School Plan under State Accountability.  
  Title IA School Improvement/Corrective Action Plan  
  Application for a Tiered Intervention Grant.  
 Title I Schoolwide or targeted assistance requirement.  
  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Teachers collaborate during grade level meetings to ensure vertical alignment for essential understandings and expectations for Kindergarten readiness	2011-12 Academic Year	Kindergarten Team, Administrators, TEC, and Facilitators	local	<ul style="list-style-type: none"> <li>▪ ILT/Teacher Instructional Rounds</li> <li>▪ Administrator Observations</li> <li>▪ Grade level team meeting minutes</li> </ul>
Teachers collaborate during grade level meetings to ensure consistent implementation of progress monitoring tools through vertical alignment	2011-12 Academic Year	ECE Team, Kindergarten Team, Administrators, TEC and Facilitators	local	<ul style="list-style-type: none"> <li>▪ ILT/Teacher Instructional Rounds</li> <li>▪ Administrator Observations</li> <li>▪ Grade level team meeting minutes</li> </ul>

**Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs**

- School Plan under State Accountability.  
  Title IA School Improvement/Corrective Action Plan  
  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  
  School Improvement Grant

Coordinate and integrate Federal, State, Local Services and programs through professional development which supports and upholds all priority needs as outlined in the 2010-11 UIP.	2011-12 Academic Year	Administrators, Teacher Leaders, Facilitators, TEC, Paraprofessionals	Local, State & Federal	<ul style="list-style-type: none"> <li>▪ Evaluations of PD at ILT meetings</li> <li>▪ Structured collaboration and implementation of consistent instructional tools across classrooms</li> </ul>

## Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)