

**Colorado's Unified Improvement Plan for Schools for 2016-17**

District Code: 0880      District Name: [Denver Public Schools](#)      School Code:3032      School Name: Force Elementary      Official 2016 SPF:

**Executive Summary**

**Force Elementary**

Overall Force Met Expectations on the School Performance Framework. Force also Met Expectations in Literacy and Math for growth, as well as in Equity. Force Did Not Meet Expectations in CMAS Status ELA, Math, Science; Parent Satisfaction Survey; Disaggregated Group Status ELL, FRL, St of Color; Students with disabilities CMAS Status Comparison.

We decided that we can study the positive as well as the negative to help identify needs and root causes; a root cause maybe at a procedural, programmatic, systemic or external level. Some causes we have control over and some we do not. As part of our work, three levers were used to closely identify the reasoning behind our students' performance. The three levers were:

- Data Driven Instruction (DDI)
- Observation and Feedback (O&F)
- School and Student Culture

	<b>Major Improvement Strategies</b>
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If we...

DDI- Target DDI work to be more targeted and teacher driven (SLOs).  
 Observation & Feedback- Implementing the practice of action steps during observation and feedback.  
 School Culture- Setting high expectations for every student and uncovering personal bias that affect decisions that impact student success.

	<b>Root Causes</b>
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Then we will address...

Teachers don't have shared ownership in the DDI process.  
 The root cause is a lack of growth mindset as a staff.  
 The root cause is that we are not consistently setting high expectations for all students and that we are not engaging parents enough.

**Priority Performance Challenges**

Then we will change current trends for students.

The percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 25% and in 2015-16 is 25% which is lower than the district expectations of 80%.

The percent of ELL students 3<sup>rd</sup>-5<sup>th</sup> at Force who met expectations on the PARRC ELA assessment in 2014-2015 was 12% and in 2015-16 was 14% which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was 31% in 2014-2016, resulting in a gap of 19 points in 2014-15 and 17 points in 2015-16.

The percentage of FRL 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24% and in 2015-16 is 24% which is lower than the district expectations of 80% and lower than the performance of Non-FRL students which was 31% in 2014-15 and 36% in 2015-16, resulting in a gap of 7 points in 2014-15 and 12 points in 2015-16.

The percentage of Students of Color in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24%% and in 2015-16 was 25% which is lower than the district expectations of 80% and lower than the performance of Non- Students of Color which was 40% in 2014-15 and 30% in 2015-16, resulting in a gap of 16 points in 2014-15 and 5 points in 2015-16.

The percentage of students with IEPs in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 6% and in 2015-16 is 5% which is lower than the district expectations of 80% and lower than the performance of Non- IEP students which was 28% in 2014-15 and 28% in 2015-16, resulting in a gap of 22 points in 2014-15 and 23 points in 2015-16.

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. In the table below, copy paste from the Excel document from DPS with pre-populated responses. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 28, 2015	(Schools on Priority Improvement or Turnaround) An optional submission for review is available on October 28, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	October 28, 2016- January 6, 2017	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to DPS for review between October 28, 2016 and January 6, 2017 through Tracker or the UIP online system.
	April 12, 2017	(All Schools) The UIP is due to DPS for public posting on April 12, 2017 through Tracker or the UIP online system. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Criteria	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall 2016 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Plan Type: Year:	Schools assigned a Priority Improvement or Turnaround plan type based on the 2016 SPF must submit the plan to CDE for review on January 6, 2017. Parents must be notified of the plan type, UIP process, and public hearing with the local board. Parent involvement strategies must be included in the action plan. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements are included in the Quality Criteria document. More information about Priority Improvement and Turnaround requirements can be found in the Priority Improvement and Turnaround Supplement <a href="http://www.cde.state.co.us/accountability/accountabilitysupplement-0">http://www.cde.state.co.us/accountability/accountabilitysupplement-0</a>
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Serves K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a> .
Student Course Taking Analysis	All Schools and Districts must complete this analysis.	All schools	School must review and reflect on disparities of disaggregated groups within the school course offerings. Schools may use the CDE Course Taking Report or analyze their own course participation data.
<b>ESEA and Grant Accountability</b>			
State Assessment Participation	Schools with less than 95% student participation in one or more content area, disaggregated group(s), or overall on the 2016 SPF.	Did not meet 95% student participation in all areas	Per the 2016 waiver approval with the USDE, schools not meeting state assessment participation requirements must address why participation expectations were not met, including what strategies will be put in to place as a result. Note that specialized requirements are included for Title I in the Quality Criteria document.
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.	TIG Awardee	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (e.g., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Diagnostic Review Grantee	Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.

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Early Pathways Grant	Title I competitive grant that includes funding and support for accountability clock pathway exploration and planning.	Pathways Grantee	Schools receiving the Pathways Grant must indicate strategies related to pathway planning process in the action plan. The expectations are detailed further in the Quality Criteria document.
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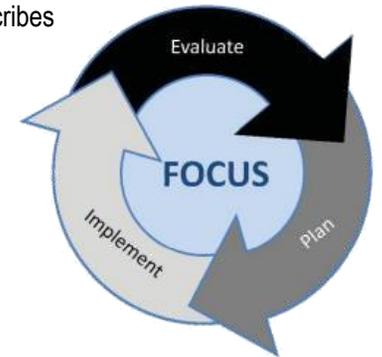
## Section II: Improvement Plan Information

### Additional Information about the School

Improvement Plan Information		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Valerie Burke, Principal
	Email	Valerie_burke@dpsk12.org
	Phone	720-424-7402
	Mailing Address	1550S. Wolff St. Denver, CO 80219
2	Name and Title	Diego Romero, Assistant Principal
	Email	Diego_Romero@dpsk12.org
	Phone	720-424-7406
	Mailing Address	1550 S Wolff St., Denver CO 80219

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

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



#### Data Narrative for School

##### Brief Description

Directions: Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process. This summary will be prepopulated in the school’s executive summary.

**Brief Description:**  
 Force Elementary School is located in Southwest Denver and is a designated Transitional Native Language Instruction (TNLI) School. It serve 585 students between Early Childhood (ECE) and 5th grade, this includes three classrooms as each grade level, one of which provides English Language Learners with Spanish Language instruction and supports. The demographic makeup is; 54.7% English Language Learners, 94.9% students of color, 94.4% of our students receive free & reduced lunch services. 10.9% of our students receive Special Education services.

Force is in their fourth year using a Distributed Leadership Model called Teacher Leadership and Collaboration (TL&C). Through this model, Force teachers receive consistent feedback on instruction and differentiated Professional Development.

Force uses both school-based, district, and state assessments to gather data that informs instruction. Force values data-driven instruction and thus provides teachers with a weekly meeting to analyze data and plan next steps. The assessments at Force include Istation for reading, ANet for English Language Arts and math, CMAS for English Language Arts, math, science and social studies. English-Language Learners at Force are assess using ACCESS, a state approved assessment that measures English proficiency.

Force recognizes the importance of strong community and parent support, and the impact it has on student achievement. Force has two Parent Liaisons to cultivate parent communication and involvement. Force has many opportunities for parents to engage with students at the school including: Literacy and Math Nights, Parent Teacher Home Visits, Parent Action Committee (PAC), classroom events/celebrations, Field Day, Grandparents Luncheon, music concerts, art shows, etc.

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Along with the DPS Core Values of Students First, Equity, Integrity, Fun, Collaboration, Accountability, Force also values Growth Mindset and high expectations for all.

Force has recently adopted new curricula to support the shift to Common Core State Standards and the higher level thinking that our students need as 21st Century Learners. For Literacy and English Language Development K-2, teachers are using Benchmark Literacy. For Literacy grade 3rd-5th, teachers are using Engage New York Expeditionary Learning. For math grade K-5th, teachers are using the Bridges Math Learning Center curriculum. For English Language Development grade 3rd-5th, teachers are using EL Achieve as curriculum.

Force works in close partnership with the Boys and Girls Club to provide after school programming for our students in grades 1st-5th. This partnership gives students opportunities to participate in a wide variety of Enrichment activities including: Science Technology Engineering Math (STEM), athletics, dance, homework/academic support, physical activities, arts, gardening. In addition Force has additional programs after school such as Girls on the Run, Shakespeare Club, volleyball, baseball, and chess club.

Force has been the recipient of many grants over the last few years. An A-Z Grant was secured to provide the school with an updated sound system for music and the school's auditorium. Another grant from Groove Toyota was obtained to provide additional learning experiences to the 3rd, 4th, and 5th grade Expeditionary Learning Program.

Historically Force has been a school that meets state expectations (a green school) on the School Performance Framework (SPF), scoring strongly with student growth.

#### **UIP Process**

The School Leadership and Instructional Leadership teams spent a full day writing the UIP for the 2016-2017 school year. The teams engaged in a reflective and inquiry based process including the following steps: 1) Review and reflect on last year's targets 2) Analyze data- Where does Force "Not Meet" expectations, surfacing the Priority Challenges and writing trend statements 3) Root Cause Analysis 4) Major Improvement Strategies.

#### **Current Performance**

Directions: Review the State SPF, District SPF, and local data. Document any areas where the school did not at least meet state/ federal expectations .At a minimum:

- Address areas where expectations were not met or areas where you would like to improve
- Provide a description of the magnitude of challenges

Some additional resources that may be helpful include: Section I, the [Performance Frameworks](#), the [DISH](#) and the [School Dashboard](#). Consulting local data is also very important to this section.

#### **Current Performance:**

Overall Force Met Expectations on the School Performance Framework. Force also Met Expectations in Literacy and Math for growth, as well as in Equity. Force Did Not Meet Expectations in CMAS Status ELA, Math, Science; Parent Satisfaction Survey; Disaggregated Group Status ELL, FRL, St of Color; Students with disabilities CMAS Status Comparison.

**Progress Monitoring of Prior Year's Performance Targets**

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

Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? 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)	30% of 3rd-5th grade students will meet expectations on ELA assessments.	25%; 5% below target	ELA- thinking about when we started GR instruction at lower grades and how that pushes up; also that we focused more of math, particularly with SLOs; lack of consistency with GR/ELA vertically; shift for cognitive demand, higher-level thinking, perseverance, grit
	30% of 3rd-5th grade students will meet expectations on math assessments.	25%; 5% below target	Math- lack on consistency and curriculum, shift for cognitive demand, higher-level thinking, perseverance, grit
	80% of Kindergarteners and 1st graders will read at or above grade level on the End of Year DRA Assessment.	K- 57%; 23% below target 1st- 48%; 32% below target	K/1st- new for school, computer skills, have we taught students the difference between using technology as a game or as an assessment/tool, common language around how to take the test; perseverance/grit
	50% Reduction of students on READ Plans (SBGL)	38%; 12% below target	READ Plans- thinking about how this plays out in our sub groups (particularly sped), lack on knowing next steps once identified and having enough background knowledge of the new curriculum to meet students' needs, consistency in the MTSS process,
Academic Achievement (Status) – Disaggregated Groups			
Academic Growth			

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Performance Indicators	Targets for 2015-16 school year (Targets set in last year's plan)	Performance in 2015-16? 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 Growth – Disaggregated Groups			
Postsecondary & Workforce Readiness			
Student Graduation Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment			
Other			

### Trend Analysis

Directions: 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, the measure/metric, specific data (e.g., percentages), content area, student population and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. Only those trend statements that are marked as 'notable trend' will populate in the data narrative. It is wise to keep track of the data source for future updates. Trend analysis resources are available at the UIP Target Setting Tools page and through the DISH and the School Dashboard.

Per Indicator:

Trend Statement(s), which include: Measure/metric, content area, magnitude, student population, specific data, data source

Trend direction

Whether it is a notable trend - Y/N

For Example:

"Middle school students are on a slight decline in reading as seen in NWEA MAP data between 2013 and 2015 (2013 = 50.4%; 2014 = 49.8%; 2015 = 48.7%). This is a notable trend because it is well below the state expectation (70.5%) by more than 20 percentage points. (Source: NWEA MAP)"

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Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
Academic Achievement (Status)	<p><b>CMAS ELA:</b> The percentage of 3rd-5th grade students at Force who met expectations on PARCC ELA Assessment in 2014-15 was 25% and in 2015-16 25% which lower than the district expectation of 80%.</p> <p><b>CMAS Math:</b> The percentage of 3rd-5th grade students at Force who met expectations on PARCC ELA Assessment in 2014-15 was 20% and in 2015-16 25% which lower than the district expectation of 80%.</p> <p><b>READ Act, Local Data</b></p> <p>The percentage of K-5 students reading SBGL as measured by DRA in 2013-2014, 2014-2015 and Istation in 2015-2016 is 24%, 19%, and 20%.</p> <p>The percentage of K-1 students reading at or above grade level as measured by Istation in 2015-2016 is 56.6% and 48.2% respectively, and is lower than the district expectation of 80%.</p> <p>The percentage of K-5 students who moved to grade level from SBGL as measured by Istation in 2015-2016 is 9%.</p> <p>The percentage of K-3 students reading at or above grade level as measured by Istation in 2015-2016 is 56.6%, 48.2%, and 51.1% respectively, and is lower than the district expectation of 80%.</p>
Academic Achievement (Status) – Disaggregated Groups	<p><b>CMAS ELA:</b></p> <p>The percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 25% and in 2015-16 is 25% which is lower than the district expectations of 80%.</p> <p>The percent of ELL students 3<sup>rd</sup>-5<sup>th</sup> at Force who met expectations on the PARRC ELA assessment in 2014-2015 was 12% and in 2015-16 was 14% which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was 31% in 2014-2016, resulting in a gap of 19 points in 2014-15 and 17 points in 2015-16.</p> <p>The percentage of FRL 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24% and in 2015-16 is 24% which is lower than the district expectations of 80% and lower than the performance of Non-FRL students which was 31% in 2014-15 and 36% in 2015-16, resulting in a gap of 7 points in 2014-15 and 12 points in 2015-16.</p> <p>The percentage of Students of Color in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24%% and in 2015-16 was 25% which is lower than the district expectations of 80% and lower than the performance of Non- Students of Color which was 40% in 2014-15 and 30% in 2015-16, resulting in a gap of 16 points in 2014-15 and 5 points in 2015-16.</p> <p>The percentage of students with IEPs in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 6% and in 2015-16 is 5% which is lower than the district expectations of 80% and lower than the performance of Non- IEP students which was 28% in 2014-15 and 28% in 2015-16, resulting in a gap of 22 points in 2014-15 and 23 points in 2015-16.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
	<p><b>ELA MGP:</b> The MGP for 4th and 5th grade students at Force combined between the years of 2012-2015 (as measured by TCAP reading and writing in 2012-2014, and PARCC in 2014-2015) was 61(R), 67(W), 51(R), 61(W), 57(R), 65(W), 56 ELA, resulting in a drop in growth that is opts below the district MGP exp of 60.</p> <p>The MGP for 4th and 5th grade students at Force combined between the years of 2012-2015 (as measured by TCAP math in 2012-2014, and PARCC in 2014-2015) was 68, 71.5, 50, 63.5, resulting in an increase in growth that is 3.5 its above the district exp of 60.</p> <p>The MGP for 4th and 5th grade ELL students at Force as measured by PARCC ELA assessments from 2014-2016 was 45 which is 15 its below the district MGP exp of 60.</p> <p>The MGP for 4th and 5th grade students on FRL at Force as measured by PARCC ELA assessments from 2014-2016 was 56, which is opts below the district MGP expectation of 60.</p> <p>The MGP for 4th and 5th Students of Color at Force as measured by PARCC ELA assessment from 2014-2016 was 56, which is PTS below the district MGP exp of 60.</p> <p>The MGP for 4th and 5th grade students with IEPs at Force as measured by the PARCC ELA assessment from 2014-2016 was 29, which is 31 its below the district MGP exp of 60.</p> <p><b>CMAS Math:</b> The percentage of ELL 3 – 5<sup>th</sup> grade students at Force who met expectations on the PARCC Math assessment in 2014/15 was 14% and in 2015/16 was 20%, which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was 21% in 2014/15 and 29% in 2015/16, resulting in a gap of 7pts in 2014/15 and 9pts in 2015/16.</p> <p>The percentage of FRL 3 – 5<sup>th</sup> grade students at Force who met expectations on the PARCC Math assessment in 2014/15 was 20% and in 2015/16 was 24%, which is lower than the district expectation of 80% and it was higher than the performance of Non-ELL students in 2014/15 which was 21%, yet lower than the performance of Non-ELL students in 2015/16 which was 29%, resulting in a gap of 7pts higher in 2014/15 and 9pts lower in 2015/16.</p> <p>The percentage of 3 – 5<sup>th</sup> grade students of color at Force who met expectations on the PARCC Math assessment in 2014/15 was 19% and in 2015/16 was 24%, which is lower than the district expectation of 80% and lower than the performance of white students which was 23% in 2014/15 and 43% in 2015/16, resulting in a gap of 4pts in 2014/15 and 19pts in 2015/16.</p> <p>The percentage of students with IEPs in 3 – 5<sup>th</sup> grade at Force who met expectations on the PARCC Math assessment in 2014/15 was 6% and in 2015/16 was 4%, which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was 22% in 2014/15 and 28% in 2015/16, resulting in a gap of 16pts in 2014/15 and 24pts in 2015/16.</p>
Academic Growth	<p><b>Math MGP:</b> The MGP for 4th and 5th grade students of color at Force as measured by PARCC math from 2014-2015 to 2015-2016 was 63 which is 3 points above the district expectation of 60.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
Academic Growth – Disaggregated Groups	<p>The MGP for 4th and 5th grade students on an IEP at Force as measured by PARCC math from 2014-2015 to 2015-2016 was 43 which is 17 points below the district expectation of 60.</p> <p>The MGP for 4th and 5th grade ELL students at Force as measured by PARCC math assessment from 2014-2015 to 2015-2016 was 62 which is 2 points above the district MGP expectation of 60.</p> <p>The MGP for 4th and 5th grade FRL students at Force as measured by PARCC math assessment from 2014-2015 to 2015-2016 was 62 which is 2 points above the MGP expectation of 60.</p>
Postsecondary & Workforce Readiness	
Course Taking Analysis	
Other	<p>In 2016 the response rate of the Force Elementary School parent satisfaction survey was 78% which was 23% higher than the district response rate. The percentage rate of average positive responses was 76% which was 4% lower than district rate.</p> <p><b>Involvement</b> The average positive response for involvement opportunities was 74%; this was 5% lower than the district average.</p> <p>In 2016 57% of parents indicated positively that they were “satisfied with opportunities to connect to other parents” at Force Elementary this was 12% lower than the average district positive response; this was a decrease of 5% from the previous year.</p> <p>There was a 59% positive response rate to the question regarding parent satisfaction “with parent workshops, trainings, and classes provided” at Force Elementary; this was a 6% decrease from the previous year.</p> <p><b>Communication</b></p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data, as available)
	<p>The average positive response for communication was 67%; this was 6% lower than the district average.</p> <p>58% of parents responded positively to the question regarding how the school reduces barriers to parent participation; this was a decrease of 4% from the previous year and 9% below the district average.</p> <p>There was a 3% decrease from the previous year regarding how well does the school “encourage the community to be involved with the school in a variety of ways” to 63%; this was 10% below the district average.</p> <p>52% of parents had a positive response to “how well does your child’s school ask for your input about important school decisions;” this was a 6% decrease from the previous year and 8% below the district average. There was a 3% from 2015 in the positive response rate to the question regarding volunteer opportunities to 62%; this is 9% below the district average.</p>

### Priority Performance Challenges and Root Causes

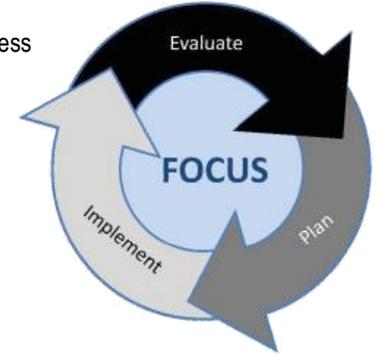
Directions: Based upon your analysis of notable trends, select a limited number (no more than three or four) of Priority Performance Challenges (PPCs). Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

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. This can be included in the "reflection" box. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge Name	Priority Performance Challenge Description	Root Cause Name (associated with this Performance Challenge)	Root Cause Description
	25% of the 3 <sup>rd</sup> -5 <sup>th</sup> graders at Force Elementary "Met Expectations" on the 2015-16 PARCC ELA assessments  Did not meet 80% proficient at Kinder, first and third grade for the 2015 school year.	DDI	The root cause is that teachers don't have shared ownership in the DDI process.
		Observation/Feedback	The root cause is a lack of growth mindset as a staff.
		Student Culture	The root cause is that we are not consistently setting high expectations for all students and that we are not engaging parents enough. (Possibly use student celebrations and Uncovering Biases Training as action steps.)

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

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness unless provided by your district. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.


**School Target Setting Form**

Performance Indicators		Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2016-17
				2016-17	2017-18	
Academic Achievement (Status)	CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	25% of the 3 <sup>rd</sup> -5 <sup>th</sup> graders at Force Elementary “Met Expectations” on the 2015-16 PARCC ELA assessments	30% of the 3 <sup>rd</sup> – 5 <sup>th</sup> graders will meet expectations on ELA assessments	50% of the 3 <sup>rd</sup> -5 <sup>th</sup> graders will meet expectations on ELA assessments	ANET Assessments
		READ	Did not meet 80% proficient at Kinder, first and third grade for the 2015 school year.	80%- Kinder 1 <sup>st</sup> and 3 <sup>rd</sup>	80% of all grade levels will read at or above grade level	IStation, EDL, DRA
		M	20% of the 3 <sup>rd</sup> -5 <sup>th</sup> graders at Force Elementary “Met Expectations” on the 2015-16 PARCC ELA assessments	30% of the 3 <sup>rd</sup> – 5 <sup>th</sup> graders will meet expectations on Math assessments	50% of the 3 <sup>rd</sup> -5 <sup>th</sup> graders will meet expectations on ELA assessments	ANET Assessments

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Academic Achievement (Status) – Disaggregated Groups		ELA	<p>The percentage of 3<sup>rd</sup> -5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 25% and in 2015-16 is 25% which is lower than the district expectations of 80%.</p> <p>The percent of ELL students 3<sup>rd</sup>-5<sup>th</sup> at Force who met expectations on the PARRC ELA assessment in 2014-2015 was 12% and in 2015-16 was 14% which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was 31% in 2014-2016, resulting in a gap of 19 points in 2014-15 and 17 points in 2015-16.</p> <p>The percentage of FRL 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24% and in 2015-16 is 24% which is lower than the district expectations of 80% and lower than the performance of Non-FRL students which was 31% in 2014-15 and 36% in 2015-16, resulting in a gap of 7 points in 2014-15 and 12 points in 2015-16.</p> <p>The percentage of Students of</p>			

			<p>Color in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 24%% and in 2015-16 was 25% which is lower than the district expectations of 80% and lower than the performance of Non- Students of Color which was 40% in 2014-15 and 30% in 2015-16, resulting in a gap of 16 points in 2014-15 and 5 points in 2015-16.</p> <p>The percentage of students with IEPs in 3<sup>rd</sup> – 5<sup>th</sup> grade students at Force who met expectations of PARCC ELA assessment in 2014-15 was 6% and in 2015-16 is 5% which is lower than the district expectations of 80% and lower than the performance of Non- IEP students which was 28% in 2014-15 and 28% in 2015-16, resulting in a gap of 22 points in 2014-15 and 23 points in 2015-16.</p>			
		READ				
		M	<p><b>CMAS Math:</b> The percentage of ELL 3 – 5<sup>th</sup> grade students at Force who met expectations on the PARCC Math assessment in 2014/15 was 14% and in 2015/16 was 20%, which is lower than the district expectation of 80% and lower than the performance of Non-ELL students which was</p>			

			<p>21% in 2014/15 and 29% in 2015/16, resulting in a gap of 7pts in 2014/15 and 9pts in 2015/16.</p> <p>The percentage of FRL 3 – 5<sup>th</sup> grade students at Force who met expectations on the PARCC Math assessment in 2014/15 was 20% and in 2015/16 was 24%, which is lower than the district expectation of 80% and it was higher than the performance of Non-ELL students in 2014/15 which was 21%, yet lower than the performance of Non-ELL students in 2015/16 which was 29%, resulting in a gap of 7pts higher in 2014/15 and 9pts lower in 2015/16.</p> <p>The percentage of 3 – 5<sup>th</sup> grade students of color at Force who met expectations on the PARCC Math assessment in 2014/15 was 19% and in 2015/16 was 24%, which is lower than the district expectation of 80% and lower than the performance of white students which was 23% in 2014/15 and 43% in 2015/16, resulting in a gap of 4pts in 2014/15 and 19pts in 2015/16.</p> <p>The percentage of students with IEPs in 3 – 5<sup>th</sup> grade at Force who met expectations on the PARCC Math assessment in 2014/15 was 6% and in 2015/16 was 4%, which is lower than the</p>			
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			district expectation of 80% and lower than the performance of Non-ELL students which was 22% in 2014/15 and 28% in 2015/16, resulting in a gap of 16pts in 2014/15 and 24pts in 2015/16.			
		S				
Academic Growth	Median Growth Percentile (CMAS PARCC), local measures	ELA				
		M				
		ELP				
Academic Growth – Disaggregated Groups		ELA				
		M				
		ELP				
Participation Rates	Participation measures					
Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Matriculation Rate					
	Other PWR Measures					
Other	Other Measures					

### Action Planning Form for 2016-17 and 2017-18

**Directions:** Identify the major improvement strategy(s) for 2016-2017 and 2017-2018 that will address the root causes determined in the data narrative. 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.

**Major Improvement Strategy 1:** DDI- Target DDI work to be more targeted and teacher driven (SLOs).

What will success look like? Student growth will increase on SLOS .

**Root Cause(s) Addressed:** DDI

#### Action Steps

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Weekly DDI meetings will focus on SLOS	Grade level teams will use trackers to progress monitor SLOs.	ILT All Teachers	2016-2017	2016-2017	ILT All Teachers	In Progress
Weekly DDI meeting topics will be decided by grade level teams	Grade level teams will decide on the topic for the following week's meeting.	ILT All Teachers	2016-2017	2016-2017		

#### Implementation Benchmarks

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Six week data analysis and action plans Teachers and administrators meet every six weeks to conduct data analysis meetings aligned to the six assessments in kindergarten -5 <sup>th</sup>	Weekly DDI meetings 6 week Learning Cycle Plans	Action Plans will be created on six week cycles to address learning gaps	All Force Teachers ILT Admin	ILT	2016-2017	In Progress

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grade.						

**Major Improvement Strategy 2:** Observation & Feedback- Create a sense of efficacy for feedback and action steps.

What will success look like? LEAP scores and student achievement will increase.

**Root Cause(s) Addressed:** Observation Feedback

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Use a feedback - action step loop.	Follow through with feedback to make it a habit of practice.	Teachers ILT	2016-2017	2016-2017	ILT	In Progress
ILT will plan feedback conversations with a practice step.	ILT will use real time feedback and coaching to implement practice steps for teachers.	Teachers ILT	2016-2017	2016-2017	ILT	2016-2017 school year

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Build a growth mindset in students and staff.	Teachers SLO growth As measured on LEAP.	Continue to use language and model growth mindset for our staff and students.	ILT	ILT Teachers	2016-2017	In Progress
Each teacher will receive and practice an identified action step during a feedback conversation.	Bi-weekly observation feedback meeting tracker.					

**Major Improvement Strategy 3:** School Culture- Setting high expectations for every student..

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What will success look like? Bias will be uncovered and student achievement will increase- specifically in closing opportunity gaps.

**Root Cause(s) Addressed:** School Culture

Action Step	Description	Key Personnel	Date Range	School Year (this year/next year)	Resources (Dollar amount and Source: federal, state, and/or local)	Status (e.g., completed, in progress, not begun)
Bias Professional Development	All staff will engage in uncovering biases training.	ILT	2016-2017	2016-2017	Professional Development Funding Equity Funding	2016-2017

Associated Action Step	Implementation Benchmark	Description	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	School Year (this year/next year)	Status (e.g., met, partially met, not met)
Uncovering personal biases that affect decisions that impact student success	Student Perception Survey Parent Perception Survey	Student Perception Survey Parent Perception Survey Opportunity gap will narrow as measured by the PARCC – disaggregated status data.	ILT All teachers	ILT School Culture Committee	2016-2017	In Progress

## 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)

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- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan.*