



Colorado's Unified Improvement Plan for Schools

CHERRELYN ELEMENTARY SCHOOL UIP 2018-19 | School: CHERRELYN ELEMENTARY SCHOOL | District: ENGLEWOOD 1 | Org ID: 0120 | School ID: 1556 | Framework: Improvement Plan: Meets 95% Participation |

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Executive Summary

If We...

SCHOOL CULTURE

Description:

Implement effective systems and structures that will increase academic success.



COLLABORATIVE STRUCTURES

Description:

Instruction and intervention will be aligned to curriculum and data with a focus on first best instruction.



CURRICULAR: ELA AND MATH

Description:

All teachers will use district curriculum (templates and Year-at-a-Glance) to drive quality lesson planning to support attainment of grade-level expectations over the course of a year.



Then we will address...

BASIC UNDERSTANDING OF PLANNING AND IMPLEMENTING FIRST BEST INSTRUCTION

Description:

Most teachers have only a basic understanding of planning and implementing first best instruction using rigorous grade level content standards including using evidenced based instructional strategies.



TARGETED AND INTENSIVE SUPPORTS AND INTERVENTIONS

Description:

Teachers need support and training in identifying appropriate interventions for students to support students at the targeted and intensive levels.



Then we will change current trends for students

MATH : ACHIEVEMENT/GROWTH

Description:

Student Math academic achievement and growth continues to be low and below state expectations.



ELA : ACHIEVEMENT/GROWTH

Description:

Student ELA academic achievement and growth continues to be low and below state expectations.



ELA AND MATH: ACHIEVEMENT FOR STUDENTS WITH DISABILITIES

Description:

Students with Disabilities scored a "does not meet" rating on the SPF in ELA and Math for Achievement.

**READING GROWTH****Description:**

The percentage of students that have been identified as having a significant reading deficiency (SRD) in Kdg-3rd grade decreased from 2013-2015 then increased in 2017 and 2018. 2014=14% SRD; 2015= 13% SRD; 2017 = 23% SRD; 2018 = 26%. This show a decrease in student reading proficiency over time. This affects all content areas.



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

Improvement Plan Information

Additional Information about the School

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Cherrelyn is a small, urban neighborhood school located in Englewood, Colorado near Denver. Cherrelyn serves 226 students in grades Kindergarten through 6th grade. We currently have 11 classrooms; two kindergarten, three ½ multi-grade, one 3rd, two 4th, two 5th, and one 6th grade. According to CDE's School Dashboard 2018-2019 data, Cherrelyn's enrollment by student group is 62.8% F/RL, 8.8% English Language Learners (ELL), 46.5% minority students, with a mobility rate of 14%, and an attendance rate of 92.8%. Cherrelyn students mostly continue on to Englewood Middle School and Englewood High School. Englewood Schools is a Title 1 district.

At Cherrelyn Elementary 20% of the students are on an IEP plan. We currently have a center based program to service the students on an IEP who are 2-4 years below grade level standards. Our school is in the fourth of five years of being supported by a CDE 21st CCLC grant. This grant supports increased teacher collaboration through an extended day and after school enrichment opportunities for our students.

Process for Developing UIP and Participants

The general process for updating the UIP began at the end of the 2017-2018 school year. The Building Leadership Team met on June 5, 2018, December 4, 2018, and January 26-29, 2019 to analyze data and consider root causes. In August 2018, staff reviewed academic performance and growth (CMAS), examined trends, discussed priority performance challenges and possible root causes. The Building Leadership Team continued the work to prioritize the performance challenges and identified root causes bi-monthly. Additionally, classroom teachers regularly analyze site level data during weekly data driven PLCs. This data included; DIBELS (READ Act assessment), Illuminate (local assessment used to track students' progress on the standards for reading and math), Unity (data tool used to track students' progress on math standards) and quarterly writing assessments. School leadership partnered with the School Accountability Committee to review and gain input around our Major Improvement Strategies and Action Steps.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Current Performance

- **Current Performance**

In the fall of 2018, Cherrelyn earned the plan designation of Improvement. The previous year, Cherrelyn was on Priority Improvement plan according to the School Performance Framework. After an analysis of data, we realized that our academic achievement data decreased, but stayed rated as Approaching. Our academic growth data increased and went from being rated Does Not Meet to Approaching. We gained 12.5% points on our School Performance Framework between 2017 and 2018. This academic growth was notable in ELA with our minority students and in Math with our students with a disability. In addition our 4th grade students had 68 MGP in ELA and and MGP of 69 in Math. Both of these percentiles showed roughly 40 percentile increase from 2017 which was the major factor that contributed to an increase in our SPF.

After reviewing the 2018 SPF we plan to address our academic needs. According to the 2018 SPF, Cherrelyn Elementary is "approaching" state expectations for All Students in Academic Achievement in ELA and Science and in the following sub categories:

- FRL Students and Minority Students in ELA and Science

Students rated "does not meet" in Academic Achievement for All Students, and in the following sub categories:

- Students with Disabilities in ELA
- FRL, Minority Students, and Students with Disabilities in Math

According to the 2018 SPF, Cherrelyn Elementary is "approaching" state expectations for All Students students in Academic Growth in ELA and Math and "approaching" or "meets" in the following sub categories:

- FRL students in ELA and Math
- Minority students "meets" in ELA and "approaching" in Math
- Students with Disabilities "approaching" in ELA and "meets" in Math

We recognize the need to continue closing the achievement gap especially in Math, and to yearly increase our rate of Academic Achievement and Growth to meet state expectations. We will continue to move forward focusing on Tier 1 instructional practices for all students, and data driven analysis of student performance on formative assessments.

To support all students, we are increasing our focus on instructional practices and professional growth through increased grade level collaboration focusing on data driven instruction, using our curriculum guides to align grade level standards for lesson planning, and tightening processes and procedures. Our Instructional Coach and Principal and two classroom teachers participated in professional learning to support teachers with data analysis and lesson planning aligned to standards. We will also provide teachers with professional development around the use of Learning Targets to align instruction to standards. Our staff is committed to making the necessary instructional changes to meet the needs of all students with focus on decreasing the need for targeted intervention.

Reading

READ Act Data (DIBELS) supports reading as a core area of concern, but it also shows we are making gains with increasing the numbers of students who are proficient and above the cut score on Benchmark assessments. We understand that we still have students who are continuing with SRD and this is a concern we are continuing to address.

Historic SRD data: 2017-2018



Grade	Number of Student: SRD	
K	4	
1	8	
2	6	
3	18	
Total	36	

Current DIBELS 2018-2019: Percent of students who scored proficient or above on DIBELS

Grade	% P or above BOY	% P or above MOY
K	27	65
1	44	55
2	57	43
3	52	48
4	32	29

5

55

59

6

73

75

Writing

Writing 2017-18 % of students scoring Proficient or above in Writing as measured by the Schoolwide Writing Rubric; District Quarterly Writing Benchmark:

Grade	Q1	Q2	Q3
	%P or Above	%P or Above	%P or Above
K	0	18	34
1	31	73	63
2	31	48	58
3	14	8	22
4	61	50	46
5	36	38	49

6

25

40

44

Another core area of concern is writing as demonstrated by the percentage of students below proficiency shown on the tables above. Last year students demonstrated growth, however, students did not maintain this academic performance into this year's quarterly writing. This year we are continuing to use the Schoolwide Writing Framework in all grades. The Instructional Coach and Implementation Coach and the principal will also continue to support the classroom teachers to analyze data to inform instruction. Teachers have professional development to support the use of Learning Targets to align standards to instruction and assessment. Teachers will be trained to use the Districts new curriculum guides.

Math

2017-2018 Engrade % Proficient or Advanced

Grade	A %P or Above	B %P or Above	C %P or Above
3	NA	NA	NA
4	25	15	21

5	5	13	13
6	0	0	0

Math is another area of concern as evidenced by the number of students below proficiency in on the interim assessment Engrade. (The assessment was replaced by Illuminate for the 2018-2019 school year.) This data proves to us we need to improve math achievement and growth. To promote student growth, the Instructional Coach, district Math content specialist and Principal will meet regularly with grade level teams to support best instructional practices and data analysis and application. This low academic achievement is also evidenced in CMAS.

Cherrelyn Elementary feels the sense of urgency for the growth and achievement of all students, especially those that are part of disaggregated groups. Our staff is committed to making the necessary instructional changes to meet the needs of all students. Also, with the continued support of the 21st CCLC grant, we are continuing to support students SEL through professional development in Restorative Practices, Universal and Tiered Evidenced based strategies to support SEL. The 21st CCLC grant supports STEM learning experiences through problem based learning experiences on and off campus. Since this program is not an after school extended learning opportunity because most of the STEM strategies are built into the school day, the school leadership analyzes the 21st CCLC implementation during school-wide data analysis. After school tutoring and clubs are included throughout the year and they are based on student interest and need. STEM focus at Cherrelyn prepares students for the workforce by providing opportunities to see and experience a wide variety of authentic opportunities for the future.

Trend Analysis



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

The percentage of students that have been identified as having a significant reading deficiency (SRD) in Kdg-3rd grade decreased from 2013-2015 then increased in 2017 and 2018. 2014=14% SRD; 2015= 13% SRD; 2017 = 23% SRD; 2018 = 26%. This show a decrease in student reading proficiency over time. This affects all content areas.



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

The percentage of Cherrelyn students on an EL Plans, scoring an overall 5 on ACCESS, steadily increased from 2015-2017, then decreased in 2018. (2015=17, 2016=21, 2017=40, 2018=0) This is a notable trend due to the sharp decline in achievement.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

CMAS ELA Students in grades 3-6 performance declined from 2015-2016 to 2016-17 and then showed improved growth in 2017-2018. (2016=47.5 MGP; 2017 31 MGP; 2018 46.5 MGP) This is a notable trend because it shows inconsistency in student achievement.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

CMAS Students in grades 3-6 performance declined from 2015-2016 to 2016-17 and then showed improved growth in 2017-2018. (2016=35 MGP; 2017 28 MGP; 2018 41 MGP) This is a notable trend because it shows inconsistency in student achievement.

Root Causes and Priority Performance Challenges



Priority Performance Challenge: Math : Achievement/Growth

Student Math academic achievement and growth continues to be low and below state expectations.



Root Cause: Basic understanding of planning and implementing First Best Instruction

Most teachers have only a basic understanding of planning and implementing first best instruction using rigorous grade level content standards including using evidenced based instructional strategies.



Priority Performance Challenge: ELA : Achievement/Growth

Student ELA academic achievement and growth continues to be low and below state expectations.



Root Cause: Basic understanding of planning and implementing First Best Instruction

Most teachers have only a basic understanding of planning and implementing first best instruction using rigorous grade level content standards including using evidenced based instructional strategies.



Priority Performance Challenge: ELA and Math: Achievement for Students with Disabilities

Students with Disabilities scored a "does not meet" rating on the SPF in ELA and Math for Achievement.



Root Cause: Targeted and Intensive Supports and Interventions

Teachers need support and training in identifying appropriate interventions for students to support students at the targeted and intensive levels.



Priority Performance Challenge: Reading Growth

The percentage of students that have been identified as having a significant reading deficiency (SRD) in Kdg-3rd grade decreased from 2013-2015 then increased in 2017 and 2018. 2014=14% SRD; 2015= 13% SRD; 2017 = 23% SRD; 2018 = 26%. This show a decrease in student reading proficiency over time. This affects all content areas.



Root Cause: Targeted and Intensive Supports and Interventions

Teachers need support and training in identifying appropriate interventions for students to support students at the targeted and intensive levels.

Magnitude of Performance Challenges and Rationale for Selection:



According to our SPF, Cherrelyn Elementary "did not meet expectations" or is "approaching" standard under the performance indicators of Academic Achievement and Growth in both ELA and Mathematics. The expected MGP of 50 percentile growth for both ELA and Math is not being met over the three year period from 2016, 2017, and 2018. Therefore focusing on Math and ELA universal instruction will support all students. Our specific focus as we continue to target universal Tier 1 instruction to better meet their needs will be around the alignment of learning Targets to standards and measurable formative assessments.

The magnitude of our challenge is great as we are not only looking at one student group, but our school population as a whole. This will require a systemic approach to our improvement strategies.

Magnitude of Root Causes and Rationale for Selection:



The Building Leadership Team and school staff reviewed the root causes and determined that understanding and planning for First Best Instruction continues to be the root cause for the identified performance challenges and identified root causes. The Cherrelyn staff has continued to analyze data, determine needs, revisit root cause and create an ongoing plan for improvement.

This instructional shift takes time so we will continue with our focus on First Best Instruction from last year's UIP. Instructional Staff will purposefully plan and implement First Best instruction in all Content Areas including social/emotional learning. Designated collaborative planning time for grade level teams including SPED and EL teachers. Staff will provide differentiated instruction for all students. Professional development will be provided to support planning for and implementing first best instruction and learning Targets. Also, continued professional development to address the needs of our students who need targeted and intensive supports and interventions especially students with an SRD. A systemic data analysis protocol to address student skill gaps provided from DIBELS data will be implemented. Teachers will be supported with professional development and coaching from Cherrelyn Instructional Coach, Principal, and district content specialists. Due to the large numbers of staff new to the profession and/or to Cherrelyn, an ongoing PD plan will be developed and utilized to guarantee ongoing, timely PD to support teachers with differentiated instruction and evidence based practices, including interventions to support all learners.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan



School Culture

Describe what will success look like: Implement effective systems and structures that will increase academic success.

Describe the research/evidence base supporting the strategy: Marzano and Hattie's work both support the idea that a safe, supportive, and collaborative culture increase student achievement.

Associated Root Causes:

Basic understanding of planning and implementing First Best Instruction:



Most teachers have only a basic understanding of planning and implementing first best instruction using rigorous grade level content standards including using evidenced based instructional strategies.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Collaborative Structures

Describe what will success look like: Instruction and intervention will be aligned to curriculum and data with a focus on first best instruction.

Describe the research/evidence base supporting the strategy: Marzano and Hattie's work both support the idea that a safe, supportive, and collaborative culture increase student achievement.

Associated Root Causes:



Targeted and Intensive Supports and Interventions:

Teachers need support and training in identifying appropriate interventions for students to support students at the targeted and intensive levels.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Curricular: ELA and Math

Describe what will success look like: All teachers will use district curriculum (templates and Year-at-a-Glance) to drive quality lesson planning to support attainment of grade-level expectations over the course of a year.

Describe the research/evidence base supporting the strategy: Marzano's research supports the need for a guaranteed and viable curriculum.

Associated Root Causes:



Basic understanding of planning and implementing First Best Instruction:

Most teachers have only a basic understanding of planning and implementing first best instruction using rigorous grade level content standards including using evidenced based instructional strategies.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Progress Monitoring: Student Target Setting



Priority Performance Challenge : Math : Achievement/Growth



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: All students will be "Approaching" expectations as rated by Academic Achievement on 2019 SPF.

2019-2020:

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: All students grades 4-6 will score a MGP of 50 or above on CMAS Math.

2019-2020:

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : ELA : Achievement/Growth



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: All students will "meet" expectations as rated by Academic Achievement on 2019 SPF.

2019-2020:

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: All students grades 4-6 will score a MGP of 50 or above on CMAS ELA.

2019-2020:

INTERIM MEASURES FOR 2018-2019:





Priority Performance Challenge : ELA and Math: Achievement for Students with Disabilities



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Students on IEPs in grades 4-6 will score a MGP of 50 or above on CMAS ELA.

2019-2020:

INTERIM MEASURES FOR 2018-2019:



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2018-2019: Students on IEPs in grades 4-6 will score a MGP of 50 or above on CMAS Math.

2019-2020:

INTERIM MEASURES FOR 2018-2019:



Priority Performance Challenge : Reading Growth



PERFORMANCE INDICATOR: Disaggregated Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2018-2019: The percentage of students scoring significantly below grade level will decrease from BOY in September 2018 to EOY in May 2019 from 40% to 20%.

2019-2020:

INTERIM MEASURES FOR 2018-2019:
