Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 4646 School Name: KENTON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	72.05%	-	-	37.59%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	43.06%	-	-	
		W	54.84%	-	-	25.56%	-	-	
		S	45.36%	-	-	11.02%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district 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 School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	50	-	-	42	-	-	
		M	64	-	-	47	-	-	
		W	62	-	-	46	-	-	
		ELP	38	-	-	43	-	-	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Priority Improvement – Entering Year 2 as of July 1, 2013.	Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

MANDATORY
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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	Has the school received a grant that supports the school's improvement efforts? 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?	No
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 (Targeted Assistance or Schoolwide) ☑ Title I Focus School ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Heather Woodward, Principal
	Email	hkwoodward@aps.k12.co.us
	Phone	303.364.0947
	Mailing Address	1255 Kenton Street, Aurora, CO 80010
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

cde

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.
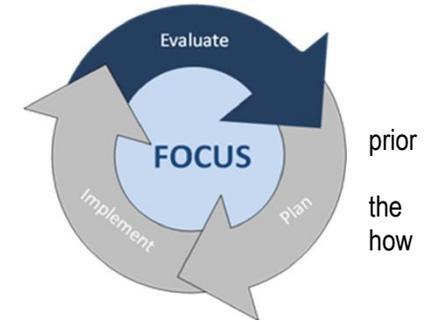
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	At least 81% of Kdg, 1st and 2nd grade student will be proficient on the DRA 2.	Kindergarten-39.3% P 1st Grade—29.1% P 2nd Grade—21.2% P Target not met	In Reading the targets were not met. We were not clear on how to meaningfully use the formative data to drive the instructional needs of our students in an on-going manner. We also did not use the formative data to intentionally plan and teach intervention groups. We have begun using our data including running records in a formative way including fully analyzing them for both strengths and next steps. We still need intensive professional development and learning on how to address the needs of our students' phonological and phonemic awareness. In Math the targets were not met. Our 3rd grade CSAP has remained stagnant at 35% P/A while our 4th grade CSAP data dramatically decreased and our 5th grade CSAP data increased by 16%.

cde

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	• We will increase our proficiency **in Reading** from 39% P/A to 49% P/A during the 2011-12 school year. • We will increase our proficiency **in Math** in from 44% P/A to 54% P/A during the 2011-12 school year. • We will increase our proficiency **in Writing** from 22% P/A to 32% P/A during the 2011-12 school year. **In Science** we will increase our proficiency from 6% P/A to 16% P/A during the 2011-12 school year.	Reading—31% P/A Target not met—18% away from meeting target Math—40% P/A Target not met—14% away from meeting target Writing—25% P/A Target not met—7% away from meeting target Science—12% P/A Target not met—4% away from meeting target	As a school we focused on developing teachers' understandings of numeracy and the learning trajectory from K-5. Teachers had multiple opportunities to plan and meet around targeted groups of students and to plan for interventions using students Critical Learning Phase data. We did not provide professional development to dig deeply into the end of the year grade level standards and backwards plan and because of this we did not have a clear picture of what proficiency looks like. In Writing we did not meet the target. Similarly to Math we did not focus on end of the year targets as identified by the state standards. Teachers were primarily teaching through the genres and not through the standards. Professional development was not focused in the area of Writing until into the second semester. We began making connections between the ELA standards and Writing standards and looking at how students' language levels impact their writing. As a school we need to backwards plan using the standards, state level rubrics and student exemplars. Students did not have a picture of proficiency as not all grade levels had identified success criteria and there were not clear monitoring points throughout the units. The skills unit was not embedded into the writing block and because of this teachers were teaching skills in isolation without looking at the needs of students based on their current reading and writing understandings. In Science we did not meet the target. Our Science CSAP scores have not shown academic gains greater than 13% P/A in four years. Science content
Academic Growth	By the end of the 2011-12 school year the overall Median Growth Percentile **in Math** will be 59 percentile or greater as measured by the 2012 CSAP.	Math Growth Percentile—48 Target not met—11 points away from meeting target	
Academic Growth Gaps	By the end of the 2011-12 school year 33% (+5%) of Unsat/PP students will make adequate growth **in Reading** in order to begin catching up.	Reading Catch Up Percentile—19 Target not met—14 points away from meeting target	
	By the end of the 2011-12 school year 28% (+5%) of Unsat/PP students will make	Writing Catch Up Percentile—26 Target not met—2 points away from meeting target	

cde

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	adequate growth **in Writing** in order to begin catching up. The percent of special education SLD students scoring unsatisfactory **in Writing** will decrease by 3% as measured by the 2012 Reading CSAP.	71% of SLD students scored Unsat in Writing Target not met—3% away from meeting target	has not been a focus in comparison to math, reading and writing. The Science vocabulary is not used throughout the school day and students are not reading and writing in connection to the Science units therefore there is not a clear connection between the content and the other parts of the day. We also did not closely monitor Science against end of the year standards but rather by quarterly units of study.
Post Secondary Readiness	N/A	N/A	We did not meet our disaggregated goal in the area of special education. The mild moderate special education teachers were not provided with any additional training or professional learning beyond that facilitated at the school level. As a district the focus for professional development had been in the area of reading interventions. Our special education teachers do not co-plan with the general education teachers in the area of writing and are not a part of the ongoing grade level conversations when teachers are planning for their writing units.

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status) Math, Reading, Writing, Science	**Math** Over the past four years, overall academic achievement math has decreased. Cohorts of students have mostly decreased as well on the Math CSAP. See table below. • Our 4th graders in 2011 almost doubled in proficiency from 3rd grade where they were 35% P/A to 63% P/A. • For the past four years we have scored below the district and state average for our overall math CSAP scores.	**Achievement** **In Math** over a four year period the percent of proficient/advanced students has decreased with 40% of Kenton students P/A in 2012, 44% P/A in 2011, 42% P/A in 2010 and 53% P/A in 2009. Cohorts of students have mostly decreased as well across grade levels.	**In Math** there is a lack of math articulation across grade levels in the area of number sense. We need a better understanding of how to address number sense gaps through the collection of formative data. We also need a better understanding of grade level proficiency as it relates to the developmental growth from kindergarten through fifth grade.

CSAP Math	2009	2010	2011	2012
3rd	61%	35%	35%	35%
4th	48%	53%	63%	34%
5th	48%	37%	36%	52%
Overall	53%	42%	44%	40%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status) Math, Reading, Writing, Science	**Writing** On the Writing CSAP Kenton students have not performed above 29% since 2009.	**In Writing** over the last four years the percent of proficient/advanced students have declined with only 29% of students reaching proficiency.	**In Writing** we do not have a deep understanding of grade level standards and proficiency in order to plan for precise and rigorous instruction using the stages of a writer and student language levels. Adequate feedback has not been given to students within writing proficiency to hold students accountable for essential learning through the use of success criteria, learning targets and exemplars.

CSAP Writing	2009	2010	2011	2012
3rd	29%	22%	12%	24%
4th	27%	28%	25%	14%
5th	33%	31%	28%	39%
Overall	29%	27%	22%	25%

- Over the past 4 years, cohorts of students have shown a slight increase or remained stable on the Writing CSAP.
- Kenton students have performed below the district and state averages for the past 4 years.

CELA Writing Year to Year Change 2011 to 2012	% Improved
B	53%
EI	52%
I	48%
P	40%

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status) Math, Reading, Writing, Science			

Academic Achievement (Status) — Math, Reading, Writing, Science

Language Proficiency	2009	2010	2011	2012
FEP	83%	74%	80%	74%
NEP	0%	0%	0%	0%
LEP	34%	18%	9%	22%

Reading

On the Reading CSAP overall, Kenton students have continually declined over the past 4 years.

CSAP Reading	2009	2010	2011	2012
3rd	51%	42%	40%	31%
4th	36%	36%	41%	25%
5th	37%	43%	36%	36%
Overall	42%	40%	39%	31%

- The majority of the cohort groups of students have declined over the past 4 years.
- Kenton students have performed below the district and state averages for the past 4 years.

Science

On the Science CSAP, Kenton students have consistently performed below the state average. They have performed below the district and state averages for 4 consecutive years.

Priority Performance Challenges

In Reading, over the last four years our overall academic proficiency has declined with only 42% of students reaching proficiency and continual decreases since 2009.

In Science, over the last four years the proficiency in Science has been stagnant with only 13%

Root Causes

In Reading we do not know how to evaluate formative assessments, including the use of on-going running records and phonological and phonemic assessments, to plan for differentiated instruction. Consistent scaffolding toward independence with feedback to students needs to be considered when planning.

In Science we do not share common understandings of the grade level standards or monitor students' progress formatively through the use of student writing, assessment matrices or success criteria.

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes

	CSAP Science	2009	2010	2011	2012	of Kenton students reaching proficiency.	
	5th	6	13	6	12		

Academic Growth **Reading**, Writing, Math	**Median Growth Percentile in Reading**	**Growth** Our median growth percentile in Reading is 40 which is the lowest of all content areas. To make adequate growth students need to be at the 50th percentile	**In Reading** we do not know how to evaluate formative assessments, including the use of on-going running records and phonological and phonemic assessments, to plan for differentiated instruction. Consistent scaffolding toward independence with feedback to students needs to be considered when planning.

Median Growth Percentile in Reading

	2010	2011	2012
4th Grade	36	43	32
5th Grade	46	45	42
Overall	43	44	40

- Overall median growth percentiles in Reading have decreased over the past three years. This trend is consistent for both 4th and 5th grade.
- In 2012, 4th graders were growing at an average of 32 percentile and they need to grow at an average of 55 percentile.
- In 21012, 5th graders are growing at an average of 42 percentile and they need to grow at an average of 58 percentile.

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes

DRA 2 2011-12	High Risk	Moderate Risk	Target	Above Target
Kinder	28.7%	25.8%	39.3%	0%
1st	64.7%	6.5%	16.1%	13%
2nd	50.7%	28.2%	11.8%	9.4%

	Phonemic Awareness Blending	Phonemic Awareness Segmenting
Kinder	100%	100%
1st Grade	7.2%	3.7%
2nd Grade	45.5%	42.9%

	Phonological Awareness Matching	Phonological Awareness Rhyming
Kinder	100%	100%
1st Grade	42.7%	19.3%
2nd Grade	89%	29.9%

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Median Growth Percentile in Writing	Our median growth percentile in Writing is 50 which is the highest of all content areas but it is not stable. To make adequate growth students need to be at the 62nd percentile.	**In Writing** we do not have a deep understanding of grade level standards and proficiency in order to plan for precise and rigorous instruction using the stages of a writer and student language levels. Adequate feedback has not been given to students within writing proficiency to hold students accountable for essential learning through the use of success criteria, learning targets and exemplars.

Median Growth Percentile in Writing

	2010	2011	2012
4th Grade	44	38	40
5th Grade	50	42	63
Overall	48	40	50

- Median growth percentiles in Writing have been decreasing. In 2012 the overall MGP was 50 while in 2011 it was 40 and in 2010 it was 48. Overall it is unstable.
- In 2012 **in writing**, 4th graders were growing at an average of 40 percentile and they need to grow at an average of 68 percentile.
- In 2012, **in writing**, 5th graders were growing at an average of 63 percentile and they need to grow at an average of 67 percentile.

Median Growth Percentile in Math

	2010	2011	2012
4th Grade	27	61	29
5th Grade	57	41	58
Overall	37	50	48

- Median growth percentiles in Math have not been stable and have shown a decrease from 2011 to

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 by 2 points. - In 2012 **in math**, 4th graders were growing at an average of 40 percentile and they needed to grow at the 68 percentile - In 2012 **in math**, 5th graders were growing at an average of 63 percentile and they needed to grow at the 67 percentile.	Our median growth percentile **in Math** is 48 To make adequate growth students need to grow at the 64th percentile.	**In Math** there is a lack of math articulation across grade levels in the area of number sense. We need a better understanding of how to address number sense gaps through the collection of formative data. We also need a better understanding of grade level proficiency as it relates to the developmental growth from kindergarten through fifth grade.
Academic Growth Gaps Reading, Writing, Math and Students with Disabilities	**Percent Catching up in Reading** Table below. **Percent Catching up in Writing**	Over three years **in reading** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 35 to 19 remaining alarmingly low. Over three years **in writing** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 29 to 26 which is a significant concern.	**In Reading** we do not know how to evaluate formative assessments, including the use of on-going running records and phonological and phonemic assessments, to plan for differentiated instruction. Consistent scaffolding toward independence with feedback to students needs to be considered when planning. **In Writing** we do not have a deep understanding of grade level standards and proficiency in order to plan for precise and rigorous instruction using the stages of a writer and student language levels. Adequate feedback has not been given to students within writing proficiency to hold students accountable for essential learning through the use of success criteria, learning targets and exemplars.

Percent Catching up in Reading

	2010	2011	2012
Total	35	28	19
4th Grade	27	25	21
5th Grade	42	30	17

Percent Catching up in Writing

	2010	2011	2012
Total	29	24	26
4th Grade	29	27	16
5th Grade	29	22	37

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes

Percent Catching up in Math

	2010	2011	2012
Total	17	29	15
4th Grade	16	49	13
5th Grade	18	9	19

Students with Disabilities

According to the 3 Year SPF

	MGP	AGP
Reading	35	87
Writing	32	90
Math	35	89

Over three years **in math** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 17 to 15 remaining extremely low.

In Math there is a lack of math articulation across grade levels in the area of number sense. We need a better understanding of how to address number sense gaps through the collection of formative data. We also need a better understanding of grade level proficiency as it relates to the developmental growth from kindergarten through fifth grade.

Over three years, **students with disabilities** have received a does not meet rating on the SPF with large gaps between the median growth percentile and adequate growth percentile.

In Special Education there is a lack of precise planning for students with disabilities using formative assessment data for the targeted needs in each content area. We need a better understanding of how to intervene with students with disabilities when they are not meeting the standards and how to address the phonological and phonemic awareness gaps that are happening in reading and writing.

Post Secondary & Workforce Readiness

N/A

cde

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, 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. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Narrative:

Description of the School Setting and Process for Data Analysis:
Kenton Elementary is a Title 1 School with approximately 540 students and 64 staff members. The demographics include 0.7% Nat. Am., 3.1% Asian, 11.7% Black, 76.7% Hispanic, 5.0% White, 0.4% Nat. Hawaiian. We have 82.8% of students receiving Free & Reduced Lunch. 69.6 of our students are designated as Limited English Proficient. 2.2% are identified as Gifted & Talented and 8.7% are identified as students with disabilities.

The Instructional Leadership Team (ILT) consists of grade level representatives from Kindergarten through 5th grade, teacher coaches in the areas of literacy and math, and English Language Acquisition. ILT examined and analyzed the data mentioned below to determine patterns and trends; areas of growth, and areas of challenge. The ILT members participated in a full day workshop to determine our Priority Needs, Root Causes and Major Improvement Strategies. Throughout this process we looked for patterns and trends, we brainstormed factual statements about multiple types of data and we prioritized our observations. Next we turned these observations into performance challenges. During this process we started broad and then narrowed our thinking to actionable causes. We did this by asking "why" many times until we had narrowed our explanations of the data to only those which are in our control. We prioritized this list of explanations in order to determine the root cause. The ILT then facilitated this process with the staff through whole and small group structures to engage teachers in the same practice and experience. The plan was also shared with our PTA and Accountability Committees to receive additional input and suggestions. The plan development also includes input and feedback from the Director of Student Achievement, teacher coaches and our English Language Acquisition and Sped consultants. General findings from the data review are presented below.

Review Current Performance:
Based on the SPF document we did not meet state/federal expectations in the follow areas: Academic Achievement for Reading, Mathematics, Writing and Science. We also did not meet state/federal expectations for Students with Disabilities in the area of Academic Growth Gaps for Reading, Mathematics or Writing. As we consider the previous year's progress toward the school's targets it is notably apparent that a tight focus on proficiency and grade level standards was not in place. In the content areas of academic achievement the magnitude of the performance

cde

challenges is critical to increase achievement. It was noticed that in the areas of Reading and Math our overall proficiency has continued to decrease over the past four years to an alarming proficiency rate of 40% P/A in Math and 31% P/A in Reading. We were far off from meeting our targets in both of these areas by over 10%. In the area of Writing we only increased overall by 3% from the previous year. Science continues to be a challenge only including a handful of students who are proficient. Without increasing the overall academic achievement it remains a challenge to close the academic achievement gaps and we are hovering in the 40th percentiles for our Median Growth in both academic growth and academic growth gaps. Our students with disabilities are within the 35th percentile for Reading and Mathematics growth gaps and the 32nd percentile for Writing needing to be above the 40th percentile to be approaching.

Trend Analysis: We considered several sources of data to create a comprehensive picture of Kenton's school trends, including: a) three-year academic performance trends through CSAP/TCAP and DRA 2 data, b) trends and patterns of CSAP/TCAP growth data and c) trends and patterns of CSAP/TCAP growth gap data. General findings from the data review are presented below.

Academic Achievement Trend Statements

CSAP Math	2009	2010	2011	2012
3rd	61%	35%	35%	35%
4th	48%	53%	63%	34%
5th	48%	37%	36%	52%
Overall	53%	42%	44%	40%

CSAP Writing	2009	2010	2011	2012
3rd	29%	22%	12%	24%
4th	27%	28%	25%	14%
5th	33%	31%	28%	39%
Overall	29%	27%	22%	25%

CSAP Reading	2009	2010	2011	2012
CSAP Reading	2009	2010	2011	2012
3rd	51%	42%	40%	31%
4th	36%	36%	41%	25%
5th	37%	43%	36%	36%
Overall	42%	40%	39%	31%

CSAP Science	2009	2010	2011	2012
5th	6	13	6	12

Language Proficiency	2009	2010	2011	2012
FEP	83%	74%	80%	74%
NEP	0%	0%	0%	0%
LEP	34%	18%	9%	22%

Overall CSAP proficiency has decreased in Math and Reading over a four year time period. It has only slightly increased in Writing over two year's time but over four years time it is still lower.

The 4th and 5th grade cohorts both saw increases in the area of Writing but there were decreases for the cohorts in Math and Reading. However, the overall 4th grade proficiency data continues to remain a concern as it is the lowest across all grade levels. Kenton is still not achieving at the same levels as the district and state averages. This trend is notable as a decrease in student achievement continues to demonstrate "does not

meet" on the SPF indicating that the academic achievement is below the 15th percentile of all schools. Overall the **Writing** academic achievement trend data is most notable as there are continued trends of losing proficiency and the data indicates the lowest percentages of proficiency across grade levels over four years time.

Academic Growth Trend Statements

Median Growth Percentile in Reading

	2010	2011	2012
4th Grade	36	43	32
5th Grade	46	45	42
Overall	43	44	40

Median Growth Percentile in Writing

	2010	2011	2012
4th Grade	44	38	40
5th Grade	50	42	63
Overall	48	40	50

Median Growth Percentile in Math

	2010	2011	2012
4th Grade	27	61	29
5th Grade	57	41	58
Overall	37	50	48

DRA 2 2011-12	High Risk	Moderate Risk	Target	Above Target
Kinder	28.7%	25.8%	39.3%	0%
1st	64.7%	6.5%	16.1%	13%
2nd	50.7%	28.2%	11.8%	9.4%

The SPF states in Reading, Writing and Math Kenton's students are approaching the Median Growth Percentile. Over the past 3 years, our students have not consistently made growth at the 50th percentile in Reading, Writing or Math which has affected our ability to move students to proficiency. In Reading we have seen a steady decline in the growth percentile as well as having a growth percentile below the 50th percentile from 2010-2012. In Writing, our growth percentile has increased over three year's time to the 50th percentile. In Math, our growth percentile has been unsteady and continues to remain an area of concern. However, based on this information, **Reading** is the major area of concern in regards to growth. Overall the trend data is most notable in the area of Reading growth as the growth data indicates a continual decrease over three years time not only across 3rd-5th grades but also across K-2nd according to the DRA-2. The baseline data (using our new benchmark assessment system) describing the additional benchmark assessments focused on phonological and phonemic awareness identifies a large gap between our kindergarten and 1st grade students. By the end of kindergarten students should be at 100% meeting expectations. This assessment data will be updated quarterly.

Benchmark 2012-13 Data for Percent Meeting Expectations

	Phonemic Awareness Blending	Phonemic Awareness Segmenting	Phonological Awareness Matching	Phonological Awareness Rhyming
Kinder	100%	100%	100%	100%
1st Grade	7.2%	3.7%	42.7%	19.3%
2nd Grade	45.5%	42.9%	89%	29.9%

Academic Growth Gap Trend Statements

	Reading		Math		Writing	
	Median Growth %ile	Adequate Growth %ile	Median Growth %ile	Adequate Growth %ile	Median Growth %ile	Adequate Growth %ile
F/R Lunch	41	50	48	64	46	62
Minority	42	51	47	64	46	62
IEP	35	87	35	89	32	90
ELL	42	54	50	64	46	65
Catch-Up	43	74	49	80	47	72

When looking at the median growth percentile and adequate growth that students need to make, we noticed that in **Math** our catch-up and IEP students have the greatest amount of growth to make considering the adequate growth needed in all content areas. The academic growth gap data indicates the most notable trends are within the areas of Math and our catch-up students. Across all three content areas another notable trend is indicated by the "does not meet" performance indicator for IEP students. This trend is notable as the subgroup MGP for IEP students is between 52nd and 58th percentile below any other subgroup and in Math the MGP for students need to catch up is 31 percentile points away from meeting AGP.

Priority Performance Challenges

1. For our achievement data, we identified writing as our priority challenge due to the minimal increases in writing achievement scores as well as the notable trend that the data indicates the lowest percentages of proficiency across grade levels over four years time. When discussing the data and reflecting on data collected through report cards, interim assessments, CSAP/TCAP and classroom observations, we realized that we do not articulate as a staff what students need to know and be able to do across and among grade levels. Because of this, writing demonstrations and expectations may look similar grade level to grade level as well as the expectations for students learning being the same or not aligned with grade level standards. Lesson plans have not demonstrated understandings of backwards planning beginning with the revised standards and benchmarks. We need to identify what students need to know and be able to do so we can build on students' understanding each year and align our instruction towards these targets.

2. For our growth data, we identified reading as our priority challenge. We have many students at Kenton Elementary who are making little growth and whose scores remain unsatisfactory or partially proficient as they move from grade to grade. Leadership Team and teachers are very concerned with the reading data and concluded that we do not effectively provide early and focused differentiation for our students based on our formative data. We as a staff often collect reading information on a more summative level when we need to regularly monitor and intervene more frequently. We have been collecting reading data at the end of the quarter but we have not followed through with tracking proficiency throughout the quarter using formative assessments including running records and phonological and phonemic

awareness subtests. We input our data into the program Enrich collects the quarterly data, but we have not looked at the data in an on-going fashion to focus in on students reading behaviors. We have also identified that we need to more deeply develop our understandings of phonics and phonemic awareness as it relates to the early stages of a reader which will also directly impact writing.

3. When we looked at our growth gaps, we discussed why we thought our students scoring Unsat/PP in math were not making the growth that they needed to in order to reach proficiency. We not only looked at our data, but we also looked at our work in professional development. In whole group professional development our main focus is to plan our teaching around grade level proficiency. The conversations typically have been around our partially proficient students and have not addressed the needs of our unsatisfactory students. We do not always plan for the instructional gaps and differentiated small groups or individual instruction in order to accelerate growth. We have not dug deeply into learning the trajectory of a student as they become computationally fluent in mathematics. Through the collection of completed protocols and quarterly proficiency charts, ,including the Critical Learning Phases and Place Value Continuum we have noticed that we are not specifically addressing the academic gaps related to numeracy and number sense within in our intervention groups.

4. For our growth gap data, we also identified our students with disabilities as a priority challenge. We discussed the challenges of co-planning with ESS staff to plan for the targeted needs of our students on IEP's as well as the lack of understanding of how to develop the phonological and phonemic awareness of beginning level readers and writers. We do not always plan and address the needs of our students with disabilities within the daily planning and instruction across reading, writing and math. During professional learning opportunities we have not been targeted at addressing the growth gaps of our students with IEP's, this is observed through informal observations and lesson planning.

Root Cause Analysis and Verification

Our initial discussions with the school leadership team led us to examine our instructional practice in all areas along with our belief system. We have looked at our professional learning structures and content as a school along with teacher coaches to determine that our root causes are indeed areas that have not been addressed. The use of a strategic root cause analysis process including asking 5 Whys for each hypothesis helped us to clarify our root causes along with available data including that listed above (SPF report, report card proficiency, DRA 2, CSAP/TCAP, Growth Gap, Media Growth Percentile, Observations, Completed Protocols/Data Collection Forms, Proficiency Charts, and Language Proficiency). We have come to the understanding that our professional learning structures as they were determined for the previous year were not meeting the needs of staff which would trickle down to student learning. As a staff we need to shift our planning structures toward having dedicated time to deeply plan with precision and rigor by using a backwards planning model. This will help to address the gaps in student understandings as well as support staff with time and opportunity to develop deep understandings around standards. The use of the CCL (collaborative coaching and learning) cycle along with the Standards Based Teaching and Learning Cycle are key foundational structures to provide teachers with models of proficiency and opportunity to plan deeply together which results in lesson plans that are linked to precise student needs.

It was critical for our ILT to take our discussions and questions back to their grade level teammates and to dig deeper into the root causes. Across grade levels it was clear through the use of the data listed above and during grade level planning meetings that we were not using the standards based teaching learning cycle throughout each content area. As grade level teams and then as a staff during professional learning we have

discussed how critical it is to get to the heart of the work which will begin with deep planning starting with the standards and continued professional learning that supports the teaching of our planning. In this way teachers have models and supports through coaches and professional learning to address the gaps that are growing between and among grade levels. We have identified that it is not effective enough to just read and discuss professional texts but that we need to put our learning into action through the CCL process including deep planning around student reading and writing behaviors. In writing we are just beginning to develop our understandings of the revised standards and how they allow for flexibility within the genres and forms. In the past we have taught with the units of study and narrowed in on the forms of writing rather than letting the instructional outcomes identified through the evidence outcomes lead our planning and teaching. Within math we have been teaching from the units and lessons rather than starting with the standards and then identifying the learning targets and success criteria. We are developing our understandings through unit planning of how to shift from teaching a lesson or activity to teaching to the standards.

Our predictive benchmark data we receive through Acuity is helping to guide our decision making for which students should be in our focus/target groups. These groups of students are the students we plan collaboratively around through our CCL structure. As students take the Acuity assessment throughout the year we would be looking at the data to make informed decisions about who should remain in the group and who should be added or changed according to how close the students are to being proficient on the state test. The quarterly dashboard data is aiding in supporting our ongoing conversations about which students are or are not meeting the targets. We plan to look at this data mid-quarter as well so we can address student needs before the end of the quarter and put into place interventions.

A large part of our root cause and analysis and verification resulted in conversations about how to address student needs using the standards based teaching learning cycle to close the gaps that have crept up on us when we only look at the data quarterly. We have used the support of our teacher coaches to help us begin planning with the standards in mind first so that we always are developing our understandings of proficiency. This conversation also led us down the path of discussing the structures we have in place to professionally learn. After working with our DOSA and visiting other schools that have structures and systems in place that allow for deep planning, we will be revising our professional learning structures for second semester. The revisions will include larger chunks of time to allow for backwards planning our writing units of study with the support of our teacher coach in literacy. We will also be incorporating weekly math planning opportunities facilitated and supported by the math teacher coach that will look at a backwards planning model which will result in the use of an assessment matrix to help teachers closely monitor the math behaviors using learning targets and success criteria. In Reading we are continuing to use the CCL cycle which began in October 2012. Teachers plan for a group of students weekly with their grade level teammates. The use of ongoing formative assessments including running records and BAS subtests is helping us to narrow in on students targeted needs in the areas of comprehension, fluency and phonemic/phonological awareness. We have planned to continue to understand the phonemic awareness gaps in our students' understandings through embedding our skills block and work during guided reading into the approaches.

We are also involving our school accountability committee and a parent/teacher organization through ongoing meetings throughout the school year to receive input and ask/answer questions. Our evidence is based on our understandings of best practices within the Standards Based Teaching Learning Cycle, our overall data trends over the past three to four years, classroom observations both formal and informal, and learning walks alongside teacher coaches, teacher leaders and the director of student achievement as well as the collection of quarterly proficiency data and sitting alongside teachers during grade level planning.

Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets andthe interim measures. This will be documented in the required School Target Setting 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).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each areawhere a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

cde
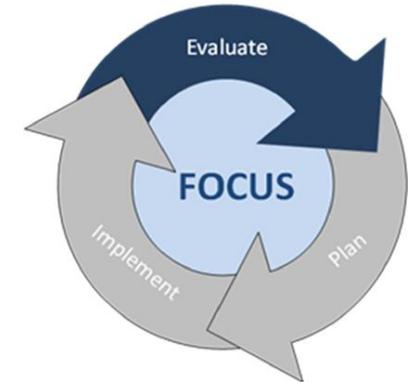
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	**In Reading,** over the last four years, our overall academic proficiency has declined with only 42% of students reaching proficiency and continual decreases since 2009.	By the end of the 2012-13 the goals listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Reading TCAP.	By the end of the 2013-14 the goals listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Reading TCAP.	District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5 Quarterly BAS including phonological and phonemic awareness subtests for K-5 Running records every 4-5 weeks for all students and every 3 weeks for target students	**In Reading** educators will use the standards based teaching learning cycle to evaluate and analyze formative assessments to plan for differentiated instruction including essential learning, learning targets and success criteria so that students will receive feedback that is specific to accelerating their growth to understand and reach the proficiency targets.

Reading table (2012-13):

Grade	CSAP 2010-11	TCAP 2011-12 Actual	TCAP 2012-13 Goals
3	40%	31%	41%
4	41%	25%	48%
5	36%	39%	51%

By the end of the 2012-13 school year, 81% will be on grade level according the Benchmark Assessment System in gradesK-2.

Reading table (2013-14):

Grade	TCAP 2011-12	TCAP 2012-13 Goals	TCAP 2013-14 Goals	TCAP 2014-15
3	31%	41%	51%	62.5%
4	25%	48%	58%	68%
5	39%	51%	61%	71%

By the end of the 2013-14 school year, 81% will be on grade level according the Benchmark Assessment System in grades K-2.

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	2012-13	2013-14	Interim Measures for 2012-13	Major Improvement Strategy
		M	**In Math** over a four year period the percent of proficient/advanced students has decreased. In 2009= 53% of students were P/A	By the end of the 2012-13 the goals listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Math TCAP.	By the end of the 2013-14 the goals listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Math TCAP.	District Quarterly Predictive Assessments (Acuity) administered Sept, Nov and April in grades 3-5	**In Math** educators will receive professional learning and coaching to understand the learning trajectory of the critical learning phases as well as

cde

In 2012= 40% of students were P/A Cohorts of students have mostly decreased as well across grade levels.		Grade	CSAP 2010-11	TCAP 2011-12 Actual	TCAP 2012-13 Goals		Grade	TCAP 2011-12	TCAP 2012-13 Goals	TCAP 2013-14 Goals	TCAP 2014-15 Goals	Kathy Richardson assessments ongoing (k-5) Math Unit Assessment matrix monitored every 3-4 weeks (k-5) End of Unit Pre/Post assessments (k-5) Critical Learning Phase Chart & Place Value Continuum updated ongoing at quarterly.	how to use the standards based teaching and learning cycle to plan for precise instruction that will address the gaps in student understanding and accelerate student growth.
		3	35%	35%	45%		3	35%	45%	55%	65%		
		4	63%	34%	52%		4	34%	52%	62%	72%		
		5	36%	52%	62%		5	52%	62%	72%	82%		

	In Writing over the last four years the percent of proficient/advanced students have declined with only 29% of students reaching proficiency.	By the end of the 2012-13 the goals listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Writing TCAP.	By the end of the 2013-14 the goal listed below by grade level will represent the percentage of students scoring Proficient or Advanced on the Writing TCAP.	District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5 Quarterly Writing Assessment Matrix monitored quarterly	In Writing educators will develop common understandings of proficiency using the standards based teaching learning cycle, essential learning, learning targets and exemplars so that students will receive targeted instruction and feedback related to proficiency
W					

Grade	CSAP 2010-	TCAP 2011-	TCAP 2012-

Grade	TCAP 2011-	TCAP 2012-13	TCAP 2013-14	TCAP 2014-14

	11	12 Actual	13 Goals
3	12%	24%	34%
4	25%	14%	38%
5	28%	39%	53%

	12	Goals	Goals	Goals
3	24%	34%	44%	54%
4	14%	38%	48%	58%
5	39%	53%	63%	73%

CELA-pro & ongoing ELD monitoring

TCAP rubrics & modified rubrics for K-2

and grade level standards resulting in increased student achievement.

By the end of the year 2012-13 school year ELL students identified as LEP will increase their proficiency as measured by ACCESS to 27% an increase of 5%.

By the end of the 2113-14 school year ELL students identifies as LEP will increase their proficiency as measured by ACCESS to 32% an increase of 5%.

In Science, over the last four years the proficiency in Science has been stagnant with only 13% of Kenton students reaching proficiency.	By the end of the 2012-13 school year 30% of students will score Proficient or Advanced on the Science TCAP.	By the end of the 2013-14 school year 40% of students will score Proficient or Advanced on the Science TCAP.

S

End of Unit assessments for K-4
Acuity for grade 5
Note booking and journaling

Academic Growth

Median Student Growth Percentile (TCAP/CSAP & CELApro)

R

Our median growth percentile **in Reading** is 40 which is the lowest of all content areas. To make adequate growth students need to be at the 50th percentile

By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 50.

	2010	2011	2012	2013 Goal
Reading	43	44	40	50

By the end of the 2013-14 school year, the Median Student Growth Percentile in Reading will be 55.

	2011	2012	2013 Goal	2014 Goal
Reading	44	40	50	55

District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5
Quarterly BAS including phonological and phonemic awareness

In Reading educators will use the standards based teaching learning cycle to evaluate and analyze formative assessments to plan for differentiated instruction including essential learning, learning targets and success criteria so that students will receive feedback

							subtests for K-5 Running records every 4-5 weeks for all students and every 3 weeks for target students	that is specific to accelerating their growth to understand and reach the proficiency targets.

	M	Our median growth percentile **in Math** is 48. To make adequate growth students need to grow at the 64th percentile.	By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 64.	By the end of the 2013-14 school year, the Median Student Growth Percentile in Math will be 69.	District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5 Kathy Richardson assessments ongoing (k-5) Math Unit Assessment matrix monitored every 3-4 weeks (k-5) End of Unit Pre/Post assessments (k-5) Critical Learning Phase Chart & Place Value Continuum updated	**In Math** educators will receive professional learning and coaching to understand the learning trajectory of the critical learning phases as well as how to use the standards based teaching and learning cycle to plan for precise instruction that will address the gaps in student understanding and accelerate student growth.

By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 64.

	2010	2011	2012	2013 Goal
Math	37	50	48	64

By the end of the 2013-14 school year, the Median Student Growth Percentile in Math will be 69.

	2011	2012	2013 Goal	2014 Goal
Math	50	48	64	69

| | | | | | | | ongoing at quarterly. | |

| | | | Our median growth percentile **in Writing** is 50 which is the highest of all content areas but it is not stable. To make adequate growth students need to be at the 62nd percentile. | By the end of the 2012-13 school year, the Median Student Growth Percentile in Writing will be 62. | By the end of the 2013-14 school year, the Median Student Growth Percentile in Writing will be 67. | District Quarterly Predictive Assessments (Acuity) administered Sept, Nov. and April in grades 3-5 | In Writing educators will develop common understandings of proficiency using the standards based teaching learning cycle, essential learning, learning targets and exemplars so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement. |

2012-13 table:

	2010	2011	2012	2013 Goal
Writing	48	40	50	62

2013-14 table:

	2011	2012	2013 Goal	2014 Goal
Writing	40	50	62	67

Assessments (continued): Quarterly Writing Assessment Matrix monitored quarterly

CELA-pro & ongoing ELD monitoring

TCAP rubrics & modified rubrics for K-2

W

ELP (blank row)

| Academic Growth Gaps | Students Needing to Catch Up & Disaggregated Groups | **R** | Over three years **in reading** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 35 to 19 remaining alarmingly low. | By the end of the 2012-13 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Reading will be 45 | By the end of the 2013-14 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Reading will be 50. By the end of the 21014-15 school year the MGP will be 55 which will be at the "meets" level on the SPF. | District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5 Quarterly BAS | **In Reading** educators will use the standards based teaching learning cycle to evaluate and analyze formative assessments to plan for differentiated instruction including essential learning, learning targets and |

cde

Percent Catching Up—Reading

	2010	2011	2012	2013 Goal
Reading	35	28	19	45

Students with Disabilities—Reading

	2009-2012 MGP	AGP	2013 Goal
Reading	35	87	45

Percent Catching Up—Reading

	2011	2012	2013	2014 Goal
Reading	28	19	38	50

Students with Disabilities—Reading

	2009-2012 MGP	AGP	2013 Goal	2014 Goal
Reading	35	87	50	55

including phonological and phonemic awareness subtests for K-5

Running records every 4-5 weeks for all students and every 3 weeks for target students

success criteria so that students will receive feedback that is specific to accelerating their growth to understand and reach the proficiency targets.

| M | Over three years **in math** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 17 to 15 remaining extremely low. | By the end of the 2012-13 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Math will be 40. | By the end of the 2013-14 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Math will be 50. By the end of the 21014-15 school year the MGP will be 60 which will be within the "meets" level on the SPF. | District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5 | **In Math** educators will receive professional learning and coaching to understand the learning trajectory of the critical learning phases as well as how to use the standards based teaching and learning cycle to plan for precise instruction that will address the gaps in student understanding and accelerate student growth. |

Percent Catching Up—Math

	2010	2011	2012	2013 Goal
Math	17	29	15	40

Percent Catching Up—Math

	2011	2012	2013	2014 Goal
Math	29	15	80	50

Kathy Richardson assessments ongoing (k-5)

Math Unit Assessment matrix monitored every 3-4 weeks (k-5)

cde

| | | | | | Students with Disabilities—Math | | | | Students with Disabilities—Math | | | | End of Unit Pre/Post assessments (k-5) Critical Learning Phase Chart & Place Value Continuum updated ongoing at quarterly. | |

Students with Disabilities—Math

	2009-2012 MGP	AGP	2013 Goal
Math	35	89	45

Students with Disabilities—Math

	2009-2012 MGP	AGP	2013 Goal	2014 Goal
Math	35	89	50	55

W

Over three years **in writing** the percent of our Unsat & PP students making adequate growth to catch up has decreased from 29 to 26 which is a significant concern.

By the end of the 2012-13 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Writing will be 36. This is a 10 percentile increase.

Percent Catching Up—Writing

	2010	2011	2012	2013 Goal
Writing	29	24	26	36

Students with Disabilities—Writing

	2009-2012 MGP	AGP	2013 Goal
Writing	32	90	45

By the end of the 2013-14 school year, the Median Student Growth Percentile for unsatisfactory and partially proficient students in Writing will be 46. This is a 10 percentile increase. By the end of the 21014-15 school year the MGP will be 56 which will be at the "meets" level on the SPF.

Percent Catching Up—Writing

	2011	2012	2013	2014 Goal
Writing	24	26	72	46

Students with Disabilities—Writing

	2009-2012 MGP	AGP	2014 Goal	2015 Goal
Writing	32	90	50	55

District Quarterly Predictive Assessments (Acuity) administered September, November and April in grades 3-5

Quarterly Writing Assessment Matrix monitored quarterly

CELA-pro & ongoing ELD monitoring

TCAP rubrics & modified rubrics for K-2

In Writing educators will develop common understandings of proficiency using the standards based teaching learning cycle, essential learning, learning targets and exemplars so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement.

Post Secondary & Workforce Readiness	Graduation Rate	NA				
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

cde

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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: (Academic Achievement): **In Writing** educators will develop common understandings of proficiency using the standards based teaching learning cycle, essential learning, learning targets and exemplars so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement.

Root Cause(s) Addressed: In Writing we do not have a deep understanding of grade level standards and proficiency in order to plan for precise and rigorous instruction using the stages of a writer and student language levels. Adequate feedback has not been given to students within writing proficiency to hold students accountable for essential learning through the use of success criteria, learning targets and exemplars.

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

☑ School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☑ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will be introduced to the standards based teaching learning cycle and grade level standards and benchmarks.	Begun in April 2012 Revisited and continued in November 2012-May 2013 and August 2013-October 2013	Teachers Coaches Principal	Consolidated fund/ongoing Professional Development Meetings Teacher Coaches	Teachers will meet during Whole Group Professional Development 3-6 times per school year and as Grade Level Teams bi-monthly to agree on the grade level standards and learning targets. Grades 3-5 will have unit planning twice during second semester of 2012-13 school year.	In progress Begun with ILT in April 2012 and continuing whole staff during second semester of 2012-13 school year

cde

				Principals and/or Teacher Coaches will review grade level planning templates and provide feedback at the meeting. Administrators and teacher coach will monitor the development of understanding. By the end of December 2013, 100% of staff will develop a common understanding of grade level standards.	
Teachers will build common understandings of grade level standards and learning targets.	August 2012-May 2013 Revisited and continued in August 2013-December 2014	Teachers Coaches Principal	Consolidated fund/ongoing Professional Development Meetings & Grade Level Planning Title I 10% for substitutes if needed Teacher Coaches	Teachers will meet during Whole Group Professional Development 3-6 times per school year and as Grade Level Teams bi-monthly to agree on the grade level standards and learning targets. Grade 3-5 will have unit planning twice during second semester of 2012-13 school year. Principals and/or Teacher Coaches will review grade level planning templates and provide feedback at the meeting. Administrators and teacher coach will	In progress

cde

				monitor the development of understanding. By the end of December 2013, 100% of staff will develop a common understanding of grade level standards.	
Grade level teams will use APS pacing guides, grade level standards and oral language levels to define grade level standards for writing units, create assessment matrices and identify grade level exemplars.	August 2012-May 2013 Revisited and continued in August 2013-December 2014	Teachers Coaches Principal	Consolidated fund/ongoing Professional Development Meetings & Grade Level Planning Title I Focus money for substitutes if needed Teacher Coaches	Grade level teams will meet weekly to define grade level standards and learning targets before the start of a writing unit. Teams will co-create assessment matrix. Administrators and teacher coaches will provide written feedback for each unit and support throughout planning. Unit plans will be shared on V-drive.	In progress 3rd-5th grades will begin unit planning in January 2013
Teachers will share and monitor student understandings using co-created success criteria and grade level exemplars with students.	January 2013-May 2013 Revisited and continued in August 2013-December 2014	Teachers Coaches Principal	Consolidated fund/ongoing Title I Focus money for substitutes if needed Teacher coaches	Grade level teams will meet before the beginning of each unit to co-create the success criteria, review the rubrics and determine grade level proficient exemplars. These will be used alongside students during the unit as well as built upon through student work.	In progress 3rd-5th grades will begin unit planning in January 2013

cde

				Administrators and teacher coaches will provide feedback for grade level teams through planning meetings and quarterly learning walks.	
Teachers will monitor student progress and provide targeted feedback using defined grade level standards and learning targets through assessment matrices. Students will have access to grade level proficiency and receive targeted feedback through the use of grade level exemplars.	August 2014-December 2014	Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Planning	Teachers will monitor for each learning target at a minimum three times during the unit. Administrators will provide feedback to teachers monthly on students' use of success criteria and exemplars through learning walks.	Not yet begun
Teachers will use assessment matrices to monitor student progress before the unit, during the unit and after the unit to adjust instruction accordingly.	August 2014-December 2014	Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Planning	Grade level teams will meet two-three times per quarter to analyze student work on grade level standards and learning targets during the beginning, middle and end of the writing unit. Principal and teacher coaches will monitor growth through quarterly student achievement meetings and bi-monthly grade level meetings.	Not yet begun

Teachers will analyze benchmark assessments three times per year to determine instructional needs aligned with state standards and proficiency and to define direct instruction that needs to occur in small or whole group.	August 2011-May 2012 using interim assessments August 2012-May 2013—will occur 3 x's And continue in August 2013-May 2014	Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Planning	Teachers will analyze benchmark assessments three times a year in August, December and April to determine grade level standards and re-define focus groups. Administrators and teacher coaches will provide the time to complete this as grade level teams.	In progress
Teachers will participate in professional learning to address the phonological and phonemic awareness gaps identified through the benchmark assessment subtests.	January 2013-May 2013 August 2013-Decemeber 2014	Teachers Special Education Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Meetings and Professional Development	Teachers will analyze benchmark assessment subtests three times a year in Sept, Jan and April to determine gaps and re-define focus groups. Administrators and teacher coaches will provide the time to complete this in grade level teams.	Not yet begun
Culturally responsive teaching and equity work will be embedded into each MIS through the work of • Nancy Commins Newcomers Leaders Group • Equity Team book/article dialogue • Character Education	August 2012-May 2013	Teachers Coaches Principal	Consolidated fund/ongoing After school professional learning and committee work	Teachers will look at education through the equity lens at least four times during the school year through shared readings and dialogue facilitated by the equity team. ELA teacher leader will	In progress

cde

				participate in monthly newcomer leaders' professional learning and work alongside 3-5 teachers to embed culturally responsive teaching strategies into classroom learning environment. Quarterly learning walks with ELA TL, consultant and director.	

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

cde

Major Improvement Strategy #2: (Academic Growth): **In Reading** educators will use the standards based teaching learning cycle to evaluate and analyze formative assessments to plan for differentiated instruction including essential learning, learning targets and success criteria so that students will receive feedback that is specific to accelerating their growth to understand and reach the proficiency targets.

Root Cause(s) Addressed: In Reading we need support and guided practice with how to evaluate formative assessments, including the use of on-going running records and phonological and phonemic assessments, to plan for differentiated instruction. Consistent scaffolding toward independence with feedback to students needs to be considered when planning.

_____

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

☑ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance Plan requirements ☑ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will develop common understandings around collection of data to ensure reliability and consistency (DRA-2, Benchmark Assessment System, running records, phonemic awareness, fluency and comprehension).	August 2011-May 2012

Continued using the BAS in August 2012-May 2013

Revisited in August 2013 with new BAS data | Teachers
Coaches
Principal
Consultant
IC's | Consolidated fund/ongoing

Professional Development Meetings and Grade Level Meetings

Title I 10% for substitutes | Teachers will meet during whole group professional development during beginning of year four times to develop common understandings of BAS and key assessments.
Grade level teams will meet quarterly to review BAS assessments and running records through Student Achievement Meetings.
Administrators and teacher coaches will | In progress |

cde

				monitor the development through coaching and grade level meetings. By the end of January 2013 all staff will have developed common understandings and applied them to the BAS assessments and ongoing running records.	
Teachers will develop understandings of on-going collection of formative data through formative assessments such as running records, Oral Language, and BAS key assessments.	August 2011-May 2012 Continued using the BAS in August 2012-May 2013 Revisited in August 2013 with new BAS data	Teachers Coaches Principal Consultant IC's	Consolidated fund/ongoing Professional Development Meetings and Grade Level Meetings Title I 10% for substitutes	Teachers will meet during whole group professional development during beginning of year four times to develop common understandings of BAS and key assessments. Grade level teams will meet quarterly to review BAS assessments and running records through Student Achievement Meetings. Administrators and teacher coaches will monitor the development through coaching and grade level meetings. By the	In progress

cde

				end of January 2013 all staff will have developed common understandings and applied them to the BAS assessments and ongoing running records.	
Teachers will learn how to use assessment data to look for student strengths, next steps and approximations aligned with reading behaviors.	August 2011- May 2012 Continued using the BAS in August 2012- May 2013 Revisited in August 2013 with new BAS data	Teachers Coaches Principal Consultant	Consolidated fund/ongoing Professional Development Meetings Grade Level Meetings/CCL's Title I 10% for substitutes (1st grade)	Teachers will meet during whole group Professional Development in the beginning of the 2012-13 school year to analyze student running records from BAS assessments. Quarterly teachers will update running records and use the assessment data during Student Achievement Meetings to plan for targeted instruction including instruction for focus group of students. Principal will monitor the understandings during grade level meetings and CCL's at least one time per month.	In progress

cde

| Teachers will build common understandings of grade level standards and learning targets | October 2012-May 2012 | Teachers Coaches Principal | Consolidated fund/ongoing Grade Level Meetings | Teachers will begin to unpack the standards and to identify essential learnings. Teachers will develop grade level understandings of the standards and what will be monitored for during each quarter. Evidence of learning will be monitored a minimum of three times per quarter. Principals and teacher coaches will join this work at least one time per month during grade level meetings and CCL's. | In progress (more specifically in whole group instruction and with focus group) |
| Teachers will use evaluated data to plan for whole and small groups and provide individual feedback for all students. Use of CDE RtI Implementation Rubrics as a resource when planning interventions for students with disabilities, unsatisfactory students and other prioritized groups. | October 2012- May 2012 Continued in August 2013 to focus on small groups | Teachers Coaches Principal Consultant | Consolidated fund/ongoing Grade Level Meetings Title I 10% for substitutes (1st grade) CDE RtI Implementation Rubrics | Teachers will meet weekly during grade level meetings and CCL's to plan for focus group of students from evaluated data. Principal will join CCL's. Principal and teachers will monitor student growth during quarterly Student Achievement Meetings. | Not begun full implementation |

Teachers will use on-going data to re-evaluate and adjust groups and make decisions about independent work.	Continued from January 2012 October 2012- May 2012 Continued in August 2013 to focus on small groups	Teachers Coaches Principal Consultant	Consolidated fund/ongoing Grade Level Meetings Title I 10% for substitutes (1st grade)	Teachers will plan for focus group of students through CCL structure on a monthly basis. Principal will monitor the development. Focus group of students will flexibly change throughout quarter as assessment data is updated.	In progress (more specifically with focus group)
Teachers will develop understandings of the different approaches and how to select the approach which will fit students strengths and next steps (shared, read-to, oral language reading)	Continued from January 2012-May 2012 August 2012- May 2013	Teachers Coaches Principal Consultant	Consolidated fund/ongoing Grade Level Meetings and Professional Development Title I 10% for substitutes (1st grade)	Grades K, 1st and 2nd will attend monthly learning labs provided through the district to deepen their understandings of the varied approaches and how they will select which is the best fit for their students. Principal will attend learning labs with teachers and monitor for learning during monthly learning walks.	In progress (more specifically with focus group)
Teachers will analyze benchmark assessments three times per year to determine instructional needs aligned with state standards and proficiency and to define direct instruction that needs to occur in small or whole group.	August 2011-May 2012 using interim assessments August 2012-	Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Meetings	Teachers will analyze benchmark assessments three times a year in August, December and April to determine	In progress

	May 2013—will occur 3 x's And continue in August 2013-May 2014			standards and re-define focus groups. Administrators and teacher coaches will provide the time to complete this in grade level teams.	
Teachers will participate in professional learning to address the phonological and phonemic awareness gaps identified through the benchmark assessment subtests.	January 2013-May 2013 August 2013-Decemeber 2014	Teachers Special Education Teachers Coaches Principal	Consolidated fund/ongoing Grade Level Meetings and Professional Development	Teachers will analyze benchmark assessment subtests three times a year in Sept, Jan and April to determine gaps and re-define focus groups. Administrators and teacher coaches will provide the time to complete this in grade level teams.	Not yet begun
Literacy interventionists will provide reading intervention using research based materials which focus on the five areas of reading.	August 2012-May 2013	RTA Consultant Literacy Interventionist Administrators	Title 1 Funding	Interventionists will work with target groups of students who are identified as partially proficient using LLI and Read to Achieve Materials. Data will be updated throughout the quarter and monitored on spreadsheet. Data will be monitored by principal.	In progress
Teachers of newcomers will use Imagine Learning as an additional resource to support the development of the English	August 2012-May 2013	Teachers of newcomer	Title 1 Funding Professional Learning	Teachers will receive training twice a school	In progress

language.		students Imagine Learning Consultants Administrators		year to develop understandings of language development through professional learning. Teachers will pull reports quarterly to indentify student strengths and next steps.	

cde

Major Improvement Strategy #3: (Academic Growth Gaps): In Math educators will receive professional learning and coaching to understand the learning trajectory of the critical learning phases as well as how to use the standards based teaching and learning cycle to plan for precise instruction that will address the gaps in student understanding and accelerate student growth.

Root Cause(s) Addressed: There is a lack of math articulation across grade levels in the area of number sense. We need a better understanding of how to address number sense gaps through the collection of formative data. We also need a better understanding of grade level proficiency as it relates to the developmental growth from kindergarten through fifth grade.

_____

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

☑ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☑ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will build common understandings of grade level standards and learning targets	August 2012-May 2013 Ongoing in August 2013	Teachers Coach Principal & TOSA	Amount: none Source: Utilization of CDE website (standards and Standards Based Teaching Learning Cycle) Teacher planning time	Teachers will meet during Whole Group Professional Development 4-6 times per school year and as Grade Level Teams once a week to agree on the —standards and learning targets. Administrators and teacher coach will monitor the development of understanding. By the end of May 2013, 100% of staff will develop a common understanding of grade level standards.	In progress
Teachers will be: ▸ Introduced to the Standards Based Learning Cycle ▸ Provided school level professional learning around the use of the Standards Based Learning Cycle and how the	October 2011-May 2012 Continued in	Teachers Coach Principal & TOSA	Amount: none Source: Utilization of CDE website (standards and Standards Based	Teachers will meet during Whole Group Professional Development 4-6 times per school year and as Grade Level Teams once a week to agree on the learnings standards and —learning	In progress

cde

standards are used in the planning process. ▸ Provided with adequate support on the use of the pacing guides in conjunction with standards based on grade level standards. Grade level teams will refer to state assessment frameworks and APS pacing guides to define grade level standards for math units, create an assessment matrix, and compose unit long-range plans.	October 2012-May 2013 Revisions August 2013-May 2014	Teachers Coach Principal & TOSA	Teaching Learning Cycle) Teacher planning time Consolidated fund/ongoing Professional Development Meetings Title I 10% for substitutes	targets. Administrators and teacher coach will monitor the development of understanding through quarterly learning walks. By the end of May 2013, 100% of staff will develop a common understanding of grade level standards. Ongoing development of unit plans will occur in 2013-14. Unit plans will be stored and shared on V-Drive.	
Teachers will communicate learning targets and success criteria to students through effective means including posted references and student exemplars.	October 2012-May 2012	Teachers Coach Principal & TOSA	Consolidated fund/ongoing	Teachers will post and review learning and success criteria with students. Administrators and teacher coach will monitor evidence of students' understandings of learning targets and provide feedback to teachers every 4-6 weeks.	In progress
Teachers will provide precise feedback to students using success criteria and grade level exemplars.	October 2012-May 2012 Revisions August 2013-May 2014	Teachers Coach Principal & TOSA	Consolidated fund/ongoing	Teachers will monitor for each learning target at a minimum three times during the unit. Administrators and/or teacher coaches will provide feedback to teachers monthly on students' use of success criteria and exemplars through learning walks.	Not begun

Teachers will use the Standards Based Teaching and Learning Cycle (SBTL) to plan for formative and summative assessments to be given throughout the math unit.	August 2013-December 2013	Teachers Coach Principal & TOSA	Consolidated fund/ongoing	Teachers will administer formative and summative assessments during each unit. Grade level teams will analyze assessments and to plan for instruction. Administrators and teacher coach will monitor and provide feedback quarterly.	Not begun
Teachers will monitor student understandings toward proficiency using assessment matrices and students will use exemplars to know where they are in relation to the learning target and grade level standards.	October 2012-May 2012 Revisions August 2013-May 2014	Teachers Coach Principal & TOSA	Consolidated fund/ongoing	Teachers will monitor for each learning target at a minimum three times during the unit.	In progress
Teachers will develop understandings in analyzing Kathy Richardson assessments to plan for small group and individual student needs during independent/stations time.	October 2011-March 2012	Teachers Coach Principal & TOSA	Consolidated fund/ongoing Grade level meetings	Teachers will continuously analyze and identify stations for small group instructions quarterly or more often as assessment is given. Administrators and teacher coach will monitor and provide explicit feedback quarterly.	Complete but still monitored through grade level meetings and learning walks
Teachers will use and analyze the Kathy Richardson assessments and Critical Learning Phases (CLP) to identify a target group of students in order to provide targeted interventions.	August 2011-May 2012 Revisions August 2012-May 2013	Teachers Coach Principal & TOSA	Consolidated fund/ongoing Grade level meetings	Teachers will continue to asses, analyze, plan for stations and update the CLP quarterly. Administrators will monitor the CLP charts by quarterly and during Student Achievement Meetings.	In progress

Teachers will analyze benchmark assessments three times per year to determine instructional needs aligned with state standards and proficiency and to define direct instruction that needs to occur in small or whole group.	August 2011-May 2012 using interim assessments August 2012-May 2013—will occur 3 x's And continue in August 2013-May 2014	Teachers Coach Principal & TOSA	Consolidated fund/ongoing Grade level meetings	Teachers will analyze benchmark assessments three times a year in August, December and April to determine grade level standards and re-define focus groups. Administrators and teacher coaches will provide the time to complete this as grade level teams.	In progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)