

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 4646 School Name: KENTON ELEMENTARY SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	31.11%	-	-	Overall Rating for Academic Achievement: <b>Does Not Meet</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	36.44%	-	-	
		W	53.52%	-	-	19.56%	-	-	
		S	47.53%	-	-	18.67%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	58	-	-	49	-	-	
		M	72	-	-	63	-	-	
		W	67	-	-	45	-	-	
ELP	-	-	-	60	-	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:  <span style="color: blue;">Approaching</span></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate                      - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	-	
	<p>Dropout Rate  <b>Expectation:</b> At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average.</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
<b>ESEA and Grant Accountability</b>			
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, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 4646

School Name: KENTON ELEMENTARY SCHOOL

**Section II: Improvement Plan Information**

**Additional Information about the School**

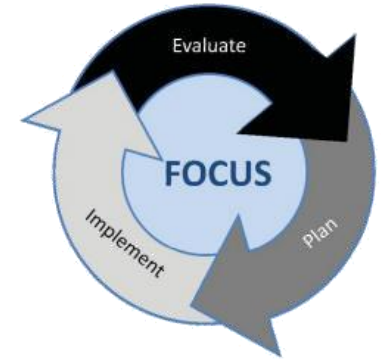
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	School Improvement Support Grant (SIS Grant) Awarded on June 4, 2013
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, 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):		
<input type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> 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, ext. 22203
	Mailing Address	1255 Kenton Street, Aurora, CO 80010
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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

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



**Data Narrative for School**

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> 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).</p>	<p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least 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.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:**

**Analyzing Trends and Performance Challenges:**

**Process:** Kenton’s Unified Improvement Planning Team consisted of representatives from the primary and intermediate grade levels as well as the building instructional coach and ELA teacher leader. The team collaboratively considered three years of data related to academic performance trends during a full day workshop, ILT meetings and staff meetings. The data was then shared with all staff and parents through our PTO and Accountability Committee as well as our Title 1 Parent meeting for further input. The ILT facilitated this process with staff through whole and small group structures to engage all teachers in the same practice and experience. We considered several sources of data to create a comprehensive picture of Kenton’s trends including; TCAP results, TCAP growth data, TCAP growth gap data, Acuity data and district-administered assessments including the DRA-2. The team examined, analyzed and wrote statements based on our data mentioned above to determine the trends noticed, areas of growth and areas of

challenge.

General findings from the data review are presented below.

Based on the School Performance Framework (SPF) Kenton Elementary's overall score is in the Improvement range. Kenton's rating is "approaching" for academic growth in reading and writing and the rating for mathematics and English language proficiency is "meets." In the area of academic growth gaps, Kenton is "approaching in reading and writing and "meets" in mathematics. Although the rate is "approaching" or "meets" for academic growth and academic growth gaps, we are still not meeting academic achievement goals in the areas of reading, writing, math or science. Based on Kenton's academic achievement data on the SPF, all areas – reading, writing, math and science – are equally important to focus on. We need to develop deeper understandings of grade level standards and the expectations of students to meet the standards. We also need to plan and teach using the standards, make the learning clear, targeted and comprehensible to students, assess students and be able to understand each student's needs and next steps. We need to practice using the Standards Based Teaching Learning Cycle in reading and writing. In addition we need to implement systemic structures and practices that support ongoing data analysis and instructional planning so that the median growth percentile will increase. This will allow for teachers to co-plan lessons based on the standards, examine student work to develop understandings of proficiency and refine instructional practices. We need to identify instructional gaps for our unsatisfactory and partially proficient students based on formative data which will allow us to plan for precise small group instruction.

Current Performance:

Academic Achievement: Kenton did not meet any of the targets for reading, writing, math or science. Kenton is not achieving at the same levels as the district and state averages. The academic achievement data has been continually decreasing over the past three years.

	2011	2012	2013
Reading	40.9%	37.59%	31.11%
Writing	26.9%	25.56%	19.56%
Math	46.9%	43%	36.44%
Science	8.7%	11%	18.67%

In 2012-2013, writing and science were identified as a priority challenges.

Writing

2013 Goal	2013 TCAP	Goal Met/Difference
42% P/A	18% P/A	No -24%

Science

2013 Goal	2013 TCAP	Goal Met/Difference
26% P/A	17% P/A	No -9%

Academic Growth: Kenton Elementary's rating for academic growth in reading and writing was "approaching". The rating for academic growth in math and English Language Proficiency was "meets." In 2012-13 a goal was set to increase the growth percentile in reading. Our reading growth was at the 49<sup>th</sup> percentile. This was 6 points short of our goal;

however it was an increase by 7 points from the previous year. We also had set a goal to increase the growth percentile in math. Our math growth goal was at the 64<sup>th</sup> percentile. This was 1 point short of the goal; however it was an increase by 16 points from the previous year. Our writing growth goal was at the 55<sup>th</sup> percentile. This was 10 points short of our goal.

Academic Growth Gaps: Kenton Elementary approached expectations in reading and writing for all sub-groups. In math all sub-groups met expectations. In 202-13 a goal was set for catch up students to score at the 55<sup>th</sup> percentile for median growth in reading, writing and math. In reading we were 4 points short of this goal. In writing we were 7 points short of this goal. In math we met this goal by scoring at the 59<sup>th</sup> percentile for median growth for catch up students.

Below is a chart which examines the trends in the data, the associated priority performance challenge and the root cause to display the alignment between the three.

Trends in Data	Associated Priority Performance Challenge	Root Cause Analysis																																	
<p><b>Academic Achievement:</b> Kenton has had a decrease in overall proficiency on TCAP since 2010.</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">34%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">26%</td> </tr> </tbody> </table> <p>Kenton is not achieving at the same levels as the district and state averages. Writing and science are areas of concerns as the proficiency in those areas are the lowest of all the content areas. The data is inconsistent and the levels of proficiency continue to decrease. Because of this trend, writing and science are a priority challenge for Kenton Elementary.</p> <p>Overall Percent P/A by Content Area</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center; color: red;">27%</td> <td style="text-align: center; color: red;">22%</td> <td style="text-align: center; color: red;">25%</td> <td style="text-align: center; color: red;">18%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>Science</td> <td style="text-align: center; color: red;">13%</td> <td style="text-align: center; color: red;">6%</td> <td style="text-align: center; color: red;">12%</td> <td style="text-align: center; color: red;">17%</td> </tr> </tbody> </table>	2010	2011	2012	2013	34%	32%	30%	26%		2010	2011	2012	2013	Reading	40%	39%	31%	30%	Writing	27%	22%	25%	18%	Math	42%	44%	40%	34%	Science	13%	6%	12%	17%	<p><b>Writing</b> achievement and growth across grade levels has been a consistently low performing area over the past 4 years and it has continued to decline from 2010 to 2013. Writing achievement on TCAP is 37% below the state performance of 55%. Our MGP is 45 which is the lowest of all content areas and to make adequate growth our students need to be at the 67<sup>th</sup> percentile.</p>	<p>At Kenton Elementary, we do not deeply know and use the <b>writing</b> standards or student work to plan for best first instruction or to provide additional support/interventions for students performing at the partially proficient and unsatisfactory levels. We also do not analyze student work next to annotated exemplars of grade level proficient work to have a clear picture of how to backwards plan. Grade level teams have not looked at the standards in a vertical progression to understand how their standards build in complexity and rigor to the next grade level. Through observational data collected during grade level team planning sessions, it was evident that teams were focused on the genres of writing and not on the standards which has created gaps in learning for teachers around grade level proficiency and what to look for in student work. It was also evident through joining teachers during planning meetings that we do not have a deep understanding of how to analyze and evaluate student work for proficiency using rubrics and formative assessments (pre/post). Lastly, through the collection of proficiency data at the end of each quarter and formative data in other content areas it became clear that we had not provided students with enough opportunities to write across the content. Student work showed that students struggled with using academic vocabulary alongside style/fluency and grammatical functions while writing in science, social</p>
2010	2011	2012	2013																																
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Science	13%	6%	12%	17%																															



**Academic Growth:**

Over the past 4 years, our students have not made growth at the 50<sup>th</sup> percentile in reading which has affected our ability to move students to proficiency. In math we have two growth percentiles below the 50<sup>th</sup> percentile in 2010 and 2012. In 2013, our focus was on math and the median growth percentile increased to the 63<sup>rd</sup> percentile. In writing, our growth percentile has been consistently below the 50<sup>th</sup> percentile with the exception of 2012 when it was at the 50<sup>th</sup> percentile.

Based on this information, reading is the major area of concern in regards to growth.

Median Growth Percentile

	2010	2011	2012	2013
Reading	43	44	40	49
Writing	48	40	50	45
Math	37	50	48	63

Over the last 5 years the proficiency in **Science** has been stagnant with just 17% of Kenton students reaching proficiency. Science achievement on TCAP is 33.4% below the state performance of 50.4%.

**Reading** achievement and growth across grade levels has been unstable over the past four years and it has continued to decline from 2010 to 2013. Reading achievement on TCAP is 39.5% below the state performance of 69.5%. Our MGP is 49 and to make adequate growth our students need to be at the 58<sup>th</sup> percentile.

studies and reading. The verification of the root cause occurred through these multiple data sources; observational notes during planning meetings, quarterly proficiency charts, draft notebooks, pre/post assessments, and use of writing rubrics.

In **science**, the essential learnings were not identified consistently so instruction did not address the standards consistently. The instruction was focused more on completing activities rather than deepening understandings of the content. We verified our root cause by reviewing student work in science journals along with quarterly proficiency and post-assessments. We determined that students do not have enough opportunities to write during the science block as evidenced by students' science journals.

At Kenton Elementary, we do not understand how to engage our learners through effective early and focused differentiation based on the analysis of our formative assessment information. We have continually used and analyzed running records without putting clear and focused supports and interventions in place for students at the unsatisfactory and partially proficient levels. Teachers do not know how to plan for interventions that are based on phonemic and phonological awareness skills at the primary level. At the intermediate level we have not always provided the rigor in text level or planned for critical thinking skills through comprehension questions and the student application of constructed responses. We still need to understand the reading standards at a more detailed level to know how the complexity of reading strategies changes between grade levels so that we can plan for early and focused differentiation. At Kenton we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction. Teachers do



<p><b>Academic Growth Gaps:</b> In 2012 the percent of students who were on the trajectory to catch up to proficiency decreased in reading</p>	<p><b>Math</b> achievement and the growth gap for catch up students has been an area of consistent need for improvement over the past four years. The</p>	<p>not plan for instruction based on current student data or state standards of proficiency.</p> <ul style="list-style-type: none"> <li>• Teachers do not vertically articulate what students need to know and be able to do as readers and writers at each grade level using a learning trajectory.</li> <li>• Teachers do not have a common definition of proficient student work or how to align their instruction in order to ensure students meet standard levels of proficiency.</li> <li>• Teachers do not have deep understandings of how to plan for and teach all five reading components (fluency, vocabulary, comprehension, phonemic awareness and phonics)</li> </ul> <p>We verified these root causes by collecting quarterly proficiency data linked to students reading levels by teacher. We then analyzed the data and began planning for interventions. During these planning meetings we discussed what we knew and did not know about filling the gaps based on the formative assessments. Our reading interventionist supported this conversation by sharing with grade level teams reading strategies that were supported by research. We also learned through these conversations and a collaborative coaching and learning model, including co-writing reading lesson plans, that we had not developed our own understandings of phonological and phonemic awareness skills and strategies to use within reading lessons.</p> <p>At Kenton Elementary, we do not effectively define the strengths and needs of students scoring unsatisfactory and partially proficient. We do not adequately use this</p>
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yet in 2013 the percent increased by 10%.

The percent of students on the trajectory to catch up in Writing has hovered between 23-26% over the past three years.

In 2012 the percent of students who were on the trajectory to catch up in math decreased to 15% from 28% yet in 2013 the percent increase to 22%. This instability in math demonstrates the need to make it a priority challenge to increase the percentage of students on track to catch up.

Percent Catching Up

	2011	2012	2013
Reading	27.7%	19.3%	30.7%
Writing	24.1%	25.9%	23.3%
<b>Math</b>	<b>28.6%</b>	<b>15.2%</b>	<b>22.0%</b>

When looking at the median growth percentile and adequate growth that students need to make, we noticed that in math and writing our catch-up students have the greatest amount of growth to make considering the adequate growth needed in all content areas. We also noticed that our ELL students have a large amount of growth to make considering the adequate growth needed in all content areas.

	Reading		Writing		Math	
	MGP	AGP	MGP	AGP	MGP	AGP
F/R Lunch	49	58	44	67	62	73
Minority	49	61	44	69	62	73
ELL	49	62	<b>44</b>	<b>69</b>	62	73
Catch Up	51	73	<b>48</b>	<b>75</b>	<b>59</b>	<b>84</b>

achievement in math has consistently declined from 2009 to 2013 and it is 22.7% below the state performance of 56.7%. Our median growth percentile for students needing to catch up is 59 and the adequate growth percentile is 84 making a 25 point difference.

**Writing** growth gaps for catch up students are an area of concern. Our MGP for students needing to catch up is 48 and the adequate growth percentile is 75 making a 27 point difference. The median growth percentile for English Language Learners is 44 and the adequate growth percentile is 69 making a 25 point difference.

formative data to identify instructional gaps. The instruction is not always differentiated for small groups of students based on the formative data or math and writing standards to accelerate growth.

When we looked at our growth gaps, we discussed why we thought our students scoring Unsat/PP and our ELL students were not making the growth that they needed to in order to reach proficiency. We verified our root cause by not only looked at our data, but we also looked at our work during our professional development and co-planning meetings. In whole group professional development our main focus has been how to plan for grade level proficiency targets using the standards based teaching learning cycle In our weekly grade level co-planning meetings for math and unit planning for writing, the conversations have been on planning for whole group instruction based on the Investigations lessons or genres within writing. Our conversations have not been focused small group interventions specifically for Catch Up and ELL students. We have not consistently identified instructional gaps and planned for differentiated small groups and individual instruction to accelerate growth. We also have not planned for and addressed the language needs of our ELL students within the daily planning and instruction in math or writing.

At Kenton we do not have a deep understanding of how to analyze data and use it to plan for and teach targeted intervention groups nor do we have systematic structures in place for this work to occur on a weekly, monthly, or quarterly basis. This is the verification of our root cause behind why our Catch Up and ELL students are not making the needed growth in writing and math.

**Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year’s plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.						
Academic Achievement (Status)	<p><b>Writing:</b> By the end of the 2012-13 school year 42% (+10%) of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will be proficient or advanced as measured by the 2013 Writing TCAP.</p>	<p>According to the 2013 TCAP, we did not meet our <b>writing</b> goal.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2013 Goal</th> <th>2013 TCAP</th> <th>Goal Met/Difference</th> </tr> </thead> <tbody> <tr> <td>42% P/A</td> <td>18% P/A</td> <td>No -24%</td> </tr> </tbody> </table>	2013 Goal	2013 TCAP	Goal Met/Difference	42% P/A	18% P/A	No -24%	<p>In our strategic actions, we identified <b>writing</b> unit planning focused on the standards and developing a deeper understanding of grade level proficiency. The instruction mainly focused on the genre. Students need more support around style/fluency and language usage. The teachers also did not begin unit planning until one quarter into the school year. Students did not have time and opportunity to write every day in other content areas so they could not practice the skills learned across content. The teachers also are continuing to build their understandings of what proficiency looks like in student writing and how to teach skills effectively.</p> <p>The verification of the root cause occurred through these multiple data sources; observational notes during planning meetings, quarterly proficiency charts, draft notebooks, pre/post assessments, and use of writing rubrics.</p>
	2013 Goal	2013 TCAP	Goal Met/Difference						
42% P/A	18% P/A	No -24%							
<p><b>Science:</b> By the end of 2012-13 school year 26% (+10%) of 5<sup>th</sup> grade students will be proficient or advanced as measured by the 2013 Science TCAP.</p>	<p>According to the 2013 TCAP, we did not meet our <b>science</b> goal.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2013 Goal</th> <th>2013 TCAP</th> <th>Goal Met/Difference</th> </tr> </thead> <tbody> <tr> <td>26% P/A</td> <td>17% P/A</td> <td>No -9%</td> </tr> </tbody> </table>	2013 Goal	2013 TCAP	Goal Met/Difference	26% P/A	17% P/A	No -9%		
2013 Goal	2013 TCAP	Goal Met/Difference							
26% P/A	17% P/A	No -9%							
Academic Growth	<p><b>Math:</b> By the end of the 2012-13 school year the Median Growth Percentile in Math will be 64 or greater as measured by the 2013 TCAP.</p>	<p>In <b>math</b>, we did not meet our goal. Our math growth goal was at the 64<sup>th</sup> percentile. This was 1 point short of our goal.</p>							

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.					
	<b>Reading:</b> By the end of the 2012-13 school year the Median Growth Percentile in Reading will be 55 as measured by the 2013 TCAP.	In reading, we did not meet our goal. Our reading growth goal was at the 55 <sup>th</sup> percentile. We scored at the 49 <sup>th</sup> percentile. This was 6 points short of our goal.	activities rather than deepening understandings of the content.					
Academic Growth Gaps	<b>Reading:</b> By the end of the 2012-13 school year the percent of students catching up will be 59% (+5%) as measured by the 2013 Reading TCAP.	In <b>reading</b> , we did not make our goal. Our reading growth gap data was at the 30.7 percentile our Catch-Up students.	In <b>math</b> , we were 1 point short of our growth goal. We needed additional time and experience understanding grade level proficiency and how to backwards plan and monitor interventions and supports in daily math lessons.					
	<b>Writing:</b> By the end of the 2012-13 school year the percent of special education SLD students scoring unsatisfactory will decrease by 3% as measured by the 2013 Reading TCAP.	In <b>writing</b> , we did not make our goal. Our writing growth gap data was <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>2013 Goal</th> <th>2013 TCAP</th> <th>Goal Met/Difference</th> </tr> </thead> <tbody> <tr> <td>68% Unsat</td> <td>62% Unsat</td> <td>Yes -9%</td> </tr> </tbody> </table>	2013 Goal	2013 TCAP	Goal Met/Difference	68% Unsat	62% Unsat	Yes -9%
2013 Goal	2013 TCAP	Goal Met/Difference						
68% Unsat	62% Unsat	Yes -9%						
Postsecondary & Workforce Readiness			We did meet our <b>writing</b> growth gap goal by reducing the percent of special education SLD students by 9% but after reflecting on the goal we now realize the decrease in unsat scores needs to be increased to demonstrate greater growth amongst this population of students. This goal may not have been rigorous enough.					

**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)	<p><b>Writing</b> Over the past 5 years, cohorts have shown an increase in proficiency on the Writing CSAP/TCAP with the exception of the 5<sup>th</sup> grade remaining stable in 2011.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>29%</td> <td>22%</td> <td>12%</td> <td>24%</td> <td>11%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>27%</td> <td>28%</td> <td>25%</td> <td>14%</td> <td>17%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>33%</td> <td>31%</td> <td>28%</td> <td>39%</td> <td>25%</td> </tr> <tr> <td>Overall</td> <td>29%</td> <td>27%</td> <td>22%</td> <td>25%</td> <td>18%</td> </tr> </tbody> </table> <p>In writing for grades 3-5, only 18% of our students are performing at proficient and advanced levels. This is our lowest performing area. Our scores are also below the state/federal expectations.</p>		2009	2010	2011	2012	2013	3 <sup>rd</sup>	29%	22%	12%	24%	11%	4 <sup>th</sup>	27%	28%	25%	14%	17%	5 <sup>th</sup>	33%	31%	28%	39%	25%	Overall	29%	27%	22%	25%	18%	<p><b>Writing</b> achievement and growth across grade levels has been a consistently low performing area over the past 4 years and it has continued to decline from 2009 to 2013. Writing achievement on TCAP is 37% below the state performance of 55%. Our MGP is 45 which is the lowest of all content areas and to make adequate growth our students need to be at the 67<sup>th</sup></p>	<p>At Kenton Elementary, we do not deeply know and use the <b>writing</b> standards or student work to plan for best first instruction or to provide additional support/interventions for students performing at the partially proficient and unsatisfactory levels. We also do not analyze student work next to annotated exemplars of grade level proficient work to have a clear picture of how to backwards plan. Grade level teams have not looked at the standards in a vertical progression to understand how their standards build in complexity and rigor to the next grade level. Through observational data collected during grade level team planning sessions, it was evident that teams were focused on the genres of writing and not on the standards which has created gaps in learning for teachers around grade level proficiency and what to look for in student work. It was also evident through joining teachers during planning meetings that we do not have a deep understanding of how to analyze and evaluate student work for proficiency using rubrics and formative assessments (pre/post). Lastly, through the collection of proficiency data at the end of each quarter and formative data in other content areas it became clear that we had not provided students with enough opportunities to write across the content. Student work showed that students struggled with using academic vocabulary alongside</p>
	2009	2010	2011	2012	2013																												
3 <sup>rd</sup>	29%	22%	12%	24%	11%																												
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School Code: 4646

School Name: KENTON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p><b>Reading</b></p> <p>Over the past 5 years, cohorts have shown an increase in proficiency on the Reading CSAP/TCAP with the exception of the 5<sup>th</sup> grade remaining stable in 2011.</p> <table border="1" data-bbox="485 591 1058 846"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>51%</td> <td>42%</td> <td>40%</td> <td>31%</td> <td>26%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>36%</td> <td>36%</td> <td>41%</td> <td>25%</td> <td>28%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>37%</td> <td>43%</td> <td>36%</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>Overall</td> <td>29%</td> <td>27%</td> <td>22%</td> <td>25%</td> <td>18%</td> </tr> </tbody> </table>		2009	2010	2011	2012	2013	3 <sup>rd</sup>	51%	42%	40%	31%	26%	4 <sup>th</sup>	36%	36%	41%	25%	28%	5 <sup>th</sup>	37%	43%	36%	39%	35%	Overall	29%	27%	22%	25%	18%	<p>percentile.</p>	<p>style/fluency and grammatical functions while writing in science, social studies and reading.</p>
		2009	2010	2011	2012	2013																											
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<p><b>Science</b></p> <p>On the <b>Science</b> CSAP/TCAP, Kenton students have increased in proficiency minimally.</p> <p style="text-align: center;"><b>Science CSAP/TCAP Scores</b></p> <table border="1" data-bbox="485 1130 1020 1232"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>5<sup>th</sup></td> <td>6%</td> <td>13%</td> <td>6%</td> <td>12%</td> <td>17%</td> </tr> </tbody> </table> <p>On the <b>Science</b> CSAP/TCAP, Kenton students have consistently performed below the district and state averages for five consecutive years. Our scores are also below the state/federal expectations.</p>		2009	2010	2011	2012	2013	5 <sup>th</sup>	6%	13%	6%	12%	17%	<p>Over the last 5 years the proficiency in <b>Science</b> has been stagnant with just 17% of Kenton students reaching proficiency. Science achievement on TCAP is 33.4% below the state performance of 50.4%.</p>	<p>In <b>science</b>, the essential learnings were not identified consistently so instruction did not address the standards consistently. The instruction was focused more on completing activities rather than deepening understandings of the content. We verified our root cause by reviewing student work in science journals along with quarterly proficiency and post-assessments. We determined that students do not have enough opportunities to write during the science block as evidenced by students' science journals.</p>																			
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																													
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes																
		Levels Below					<p>At Kenton we do not understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction. Teachers do not plan for instruction based on current student data or state standards of proficiency.</p> <ul style="list-style-type: none"> <li>Teachers do not vertically articulate what students need to know and be able to do as readers and writers at each grade level using a learning trajectory.</li> <li>Teachers do not have a common definition of proficient student work or how to align their instruction in order to ensure students meet standard levels of proficiency.</li> <li>Teachers do not have deep understandings of how to plan for and teach all five reading components (fluency, vocabulary, comprehension, phonemic awareness and phonics)</li> </ul>																
	Kinder	44.9%	24.5%	28.6%	0%																		
	1 <sup>st</sup>	71.7%	8.7%	19.6%	0%																		
	2 <sup>nd</sup>	60.3%	21.9%	9.6%	8.2%																		
	3 <sup>rd</sup>	62.7%	8%	20%	9.3%																		
	4 <sup>th</sup>	48.3%	10.3%	29.9%	11.5%																		
	5 <sup>th</sup>	45.4%	18.2%	33.8%	2.6%																		
	<p><b>Writing</b></p> <p>The median growth percentile in writing is the lowest among all of the content areas. We had a minimal increase in 2012 and then fell back in 2013.</p> <p><b>Overall Median Growth Percentile in Writing</b></p> <table border="1" data-bbox="485 1170 1020 1273"> <thead> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>40</td> <td>50</td> <td>45</td> </tr> </tbody> </table> <p><b>Median Growth Percentile in Writing by Grade Level</b></p> <table border="1" data-bbox="485 1398 1020 1445"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					2010	2011	2012	2013	48	40	50	45		2011	2012	2013						
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Academic Growth Gaps	<p style="text-align: center;"><b>Academic Growth Gaps in Math</b></p> <table border="1" style="margin: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Median Growth %ile</th> <th style="text-align: center;">Adequate Growth %ile</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FRL</td> <td style="text-align: center;">62</td> <td style="text-align: center;">73</td> </tr> <tr> <td style="text-align: center;">Minority</td> <td style="text-align: center;">62</td> <td style="text-align: center;">73</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">62</td> <td style="text-align: center;">73</td> </tr> <tr> <td style="text-align: center;">Catch Up</td> <td style="text-align: center;">59</td> <td style="text-align: center;">84</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Percent Catching Up in Math by Grade Level</b></p> <table border="1" style="margin: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2011</th> <th style="text-align: center;">2102</th> <th style="text-align: center;">2013</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4<sup>th</sup></td> <td style="text-align: center;">48.8</td> <td style="text-align: center;">12.5</td> <td style="text-align: center;">12.8</td> </tr> <tr> <td style="text-align: center;">5<sup>th</sup></td> <td style="text-align: center;">9.3</td> <td style="text-align: center;">19.4</td> <td style="text-align: center;">31.8</td> </tr> </tbody> </table>		Median Growth %ile	Adequate Growth %ile	FRL	62	73	Minority	62	73	ELL	62	73	Catch Up	59	84		2011	2102	2013	4 <sup>th</sup>	48.8	12.5	12.8	5 <sup>th</sup>	9.3	19.4	31.8	<p><b>Math</b> achievement and the growth gap for catch up students has been an area of consistent need for improvement over the past four years. The achievement in math has consistently declined from 2009 to 2013 and it is 22.7% below the state performance of 56.7%. Our MGP for students needing to catch up is 59 and the adequate growth percentile is 84 making a 25 point difference.</p>	<p>At Kenton Elementary, we do not effectively define the strengths and needs of students scoring unsatisfactory and partially proficient. We do not adequately use this formative data to identify instructional gaps. The instruction is not always differentiated for small groups of students based on the formative data or math and writing standards to accelerate growth.</p> <p>When we looked at our growth gaps, we discussed why we thought our students scoring Unsat/PP and our ELL students 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 during our professional development and co-planning meetings. In whole group professional development our main focus has been how to plan for grade level proficiency targets using the standards based teaching learning cycle In our weekly grade level co-planning meetings for math and unit planning for writing, the conversations have been on planning for whole group instruction based on the Investigations lessons or genres within writing. Our conversations have not been focused small group interventions specifically for Catch Up and ELL students. We have not consistently identified instructional gaps and planned for differentiated small groups and individual instruction to accelerate growth. We also have not planned for and addressed the language needs of our ELL students within the daily planning and instruction in math or writing.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																										
			<p>At Kenton we do not have a deep understanding of how to analyze data and use it to plan for and teach targeted intervention groups nor do we have systematic structures in place for this work to occur on a weekly, monthly, or quarterly basis. This is the verification behind our root cause behind why our Catch Up and ELL students are not making the needed growth in writing and math.</p>																										
	<p style="text-align: center;"><b>Academic Growth Gaps in Writing</b></p> <table border="1" data-bbox="485 667 1022 954"> <thead> <tr> <th></th> <th>Median Growth %ile</th> <th>Adequate Growth %ile</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>44</td> <td>67</td> </tr> <tr> <td>Minority</td> <td>44</td> <td>69</td> </tr> <tr> <td>ELL</td> <td>44</td> <td>69</td> </tr> <tr> <td>Catch Up</td> <td>48</td> <td>75</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Percent Catching Up in Writing by Grade Level</b></p> <table border="1" data-bbox="485 1045 1045 1198"> <thead> <tr> <th></th> <th>2011</th> <th>2102</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td> <td>26.5</td> <td>16.1</td> <td>13.6</td> </tr> <tr> <td>5<sup>th</sup></td> <td>22.2</td> <td>37</td> <td>32.8</td> </tr> </tbody> </table>		Median Growth %ile	Adequate Growth %ile	FRL	44	67	Minority	44	69	ELL	44	69	Catch Up	48	75		2011	2102	2013	4 <sup>th</sup>	26.5	16.1	13.6	5 <sup>th</sup>	22.2	37	32.8	
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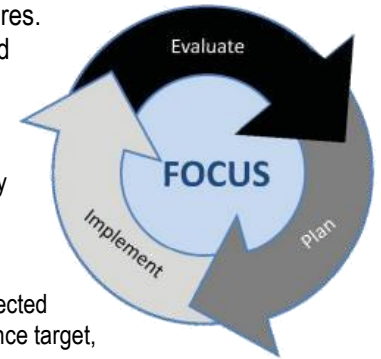
## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### 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; 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.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets				Interim Measures for 2013-14	Major Improvement Strategy
			2013-14		2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	% P/A		% P/A		<p>Acuity Student progress on Acuity will be determined based on percent scores and progress toward meeting proficiency targets from fall to winter in grades 3-5.</p> <p>DRA2 Student progress on DRA2 will be determined based on percent scores progress toward meeting proficiency targets from fall to winter to spring in grades K-5.</p> <p>GOLD Student progress on GOLD will be determined based on progress toward meeting proficiency targets from fall to winter to spring in Pre-School.</p> <p>Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting reading level benchmarks four times per school year.</p>	Educators will systematically employ the Standards Based Teaching/Learning Cycle to plan so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement and progress toward maintaining or exceeding proficiency.
			Pre-School	75%	Pre-School	80%		
			Kinder	50%	Kinder	65%		
			1 <sup>st</sup>	43%	1 <sup>st</sup>	53%		
			2 <sup>nd</sup>	42%	2 <sup>nd</sup>	52%		
			3 <sup>rd</sup>	43%	3 <sup>rd</sup>	48%		
4 <sup>th</sup>	44%	4 <sup>th</sup>	48%					
5 <sup>th</sup>	39%	5 <sup>th</sup>	46%					
			School-wide Performance Target for Reading		School-wide Performance Target for Reading			
			2012-13 TCAP Actual	2013-14 TCAP Goal	2013-14 TCAP Goal	2014-15 TCAP Goal		
			31.1%	38%	38%	43%		

		M	% P/A		% P/A		<p><b>Acuity</b> Student progress on Acuity will be determined based on percent scores and progress toward meeting proficiency targets from fall to winter in grades 3-5.</p> <p><b>Proficiency Data</b> Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting grade level math standards four times per school year.</p> <p><b>Assessment Matrix</b> Student progress on assessment matrices will be determined based on percent scores and progress toward demonstration of math standards at the end of each Investigation s unit in grades K-5</p> <p><b>Critical Learning Phases Chart</b> Student progress will determined based on student growth toward grade level benchmarks four times per school year in grades K-3 and 4 and 5 as needed.</p> <p><b>End of Unit Assessments</b> Student progress will be determined based on percent scores and progress toward proficiency for grade level standards at the end of each Investigations unit-</p>	<p>Educators will systematically employ the Standards Based Teaching/Learning Cycle to plan so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement and progress toward maintaining or exceeding proficiency.</p>
			Pre-School	75%	Pre-School	80%		
			Kinder	60%	Kinder	65%		
			1 <sup>st</sup>	54%	1 <sup>st</sup>	60%		
			2 <sup>nd</sup>	55%	2 <sup>nd</sup>	60%		
			3 <sup>rd</sup>	40%	3 <sup>rd</sup>	45%		
			4 <sup>th</sup>	41%	4 <sup>th</sup>	44%		
			5 <sup>th</sup>	52%	5 <sup>th</sup>	55%		
			School-wide Performance Target for Math		School-wide Performance Target for Math			
			2012-13 TCAP Actual	2013-14 TCAP Goal	2013-14 TCAP Goal	2014-15 TCAP Goal		
36.44%	39%	39%	42%					

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						approximately 4-6 times per school year in grades K-5																																				
	W	<p><b>Writing</b> achievement and growth across grade levels has been a consistently low performing area over the past 4 years and it has continued to decline from 2009 to 2013. Writing achievement on TCAP is 37% below the state performance of 55%. Our MGP is 45 which is the lowest of all content areas and to make adequate growth our students need to be at the 67<sup>th</sup> percentile.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">% P/A</th> </tr> <tr> <td>Pre-School</td> <td>75%</td> </tr> <tr> <td>Kinder</td> <td>40%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>36%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>36%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>36%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>30%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>37.5%</td> </tr> </table> <p style="text-align: center;">School-wide Performance Target for Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2012-13 TCAP</td> <td>2013-14 TCAP</td> </tr> </table>	% P/A		Pre-School	75%	Kinder	40%	1 <sup>st</sup>	36%	2 <sup>nd</sup>	36%	3 <sup>rd</sup>	36%	4 <sup>th</sup>	30%	5 <sup>th</sup>	37.5%	2012-13 TCAP	2013-14 TCAP	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">% P/A</th> </tr> <tr> <td>Pre-School</td> <td>80%</td> </tr> <tr> <td>Kinder</td> <td>50%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>46%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>46%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>40%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>35%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>40%</td> </tr> </table> <p style="text-align: center;">School-wide Performance Target for Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>2013-14 TCAP</td> <td>2014-15 TCAP</td> </tr> </table>	% P/A		Pre-School	80%	Kinder	50%	1 <sup>st</sup>	46%	2 <sup>nd</sup>	46%	3 <sup>rd</sup>	40%	4 <sup>th</sup>	35%	5 <sup>th</sup>	40%	2013-14 TCAP	2014-15 TCAP	<p><b>Pre/Post Assessments</b>          Student progress on pre/post assessments will be determined based on percent scores and progress toward demonstration of grade level writing standards 4-6 times per year at the end of each writing unit.</p> <p><b>Proficiency Data</b>          Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward demonstration of grade level writing standards four times per school year measured by TCAP writing rubric.</p>	<p>Educators will systematically employ the Standards Based Teaching/Learning Cycle to plan so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement and progress toward maintaining or exceeding proficiency.</p>
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2013-14 TCAP	2014-15 TCAP																																									



				Actual	Goal	Goal	Goal		
				19.56%	30%	25%	35%		
		S	Over the last 5 years the proficiency in <b>Science</b> has been stagnant with just 17% of Kenton students reaching proficiency. Science achievement on TCAP is 33.4% below the state performance of 50.4%.	% P/A		% P/A		Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward demonstration of grade level science standards three to four times per school year.  End of Unit Assessments Student progress on end of unit assessments will be determined based on percent scores and progress toward demonstration of grade level science standards three to four times per school year.	
				Pre-School	100%	Pre-School	100%		
				Kinder	95%	Kinder	100%		
				1 <sup>st</sup>	95%	1 <sup>st</sup>	100%		
				2 <sup>nd</sup>	90%	2 <sup>nd</sup>	95%		
				3 <sup>rd</sup>	75%	3 <sup>rd</sup>	80%		
				4 <sup>th</sup>	65%	4 <sup>th</sup>	70%		
				5 <sup>th</sup>	30%	5 <sup>th</sup>	35%		
				School-wide Performance Target for Science		School-wide Performance Target for Science			
				2012-13 TCAP Actual	2013-14 TCAP Goal	2013-14 TCAP Goal	2014-15 TCAP Goal		
				18.67%	30%	18.67	35%		
Academic Growth	Median Growth Percentile	R	<b>Reading</b> achievement and growth across grade levels has been	By the end of the 2013-14 school year, the Median Student Growth		By the end of the 2014-15 school year, the Median Student Growth		DRA2 Student progress on DRA2 will be determined based on percent scores and progress	Educators will implement systemic structures and practices that support

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	(TCAP/CSAP & ACCESS)		unstable over the past four years and it has continued to decline from 2009 to 2013. Reading achievement on TCAP is 39.5% below the state performance of 69.5%. Our MGP is 49 and to make adequate growth our students need to be at the 67 <sup>th</sup> percentile.	Percentile in Reading will be 55.	Percentile in Reading will be 60.	toward meeting growth targets from fall to winter to spring in grades K-5.  GOLD Student progress on GOLD will be determined based on percent scores and progress toward meeting growth targets from fall to winter to spring in Pre-School.  Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting reading level benchmarks four times per school year.	ongoing data analysis and instructional planning so that the median growth percentile will increase.
		M					
		W		By the end of the 2013-14 school year, the Median Student Growth Percentile in Reading will be 55.	By the end of the 2014-15 school year, the Median Student Growth Percentile in Reading will be 60.	Pre/Post Assessments Student progress on pre/post assessments will be determined based on percent scores and progress toward growth targets 4-6 times per year at the end of each writing unit.  Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward growth targets four times per school year measured by TCAP writing rubric.	Educators will implement systemic structures and practices that support ongoing data analysis and instructional planning so that the median growth percentile will increase.
		ELP					

Academic Growth Gaps	Median Growth Percentile																											
		R		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">AGP</th> </tr> </thead> <tbody> <tr> <td>F/R Lunch</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Minority</td> <td style="text-align: center;">55</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Catch Up</td> <td style="text-align: center;">56</td> </tr> </tbody> </table>		AGP	F/R Lunch	55	Minority	55	ELL	55	Catch Up	56		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">AGP</th> </tr> </thead> <tbody> <tr> <td>F/R Lunch</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Minority</td> <td style="text-align: center;">60</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Catch Up</td> <td style="text-align: center;">61</td> </tr> </tbody> </table>		AGP	F/R Lunch	60	Minority	60	ELL	60	Catch Up	61	<p>DRA2 Student progress on DRA2 will be determined based on percent scores and progress toward meeting growth gap targets from fall to winter to spring in grades K-5.</p> <p>GOLD Student progress on GOLD will be determined based on percent scores and progress toward meeting growth gap targets from fall to winter to spring in Pre-School.</p> <p>Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting growth gap goals through reading level benchmarks four times per school year.</p>	<p>Educators will identify the instructional gaps for our catch up students based on formative data and then plan for and monitor the differentiated learning so that our catch up students' median growth percentile will increase. .</p>
	AGP																											
F/R Lunch	55																											
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Catch Up	56																											
	AGP																											
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Minority	60																											
ELL	60																											
Catch Up	61																											
		M	<p><b>Math</b> achievement and the growth gap for catch up students has been an area of consistent need for improvement over the past four years. The achievement in math has consistently declined from 2009 to 2013 and it is 22.7% below the state performance of 56.7%. Our MGP for students</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">AGP</th> </tr> </thead> <tbody> <tr> <td>F/R Lunch</td> <td style="text-align: center;">73</td> </tr> <tr> <td>Minority</td> <td style="text-align: center;">73</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">73</td> </tr> <tr> <td>Catch Up</td> <td style="text-align: center;">84</td> </tr> </tbody> </table>		AGP	F/R Lunch	73	Minority	73	ELL	73	Catch Up	84		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">AGP</th> </tr> </thead> <tbody> <tr> <td>F/R Lunch</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Minority</td> <td style="text-align: center;">78</td> </tr> <tr> <td>ELL</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Catch Up</td> <td style="text-align: center;">88</td> </tr> </tbody> </table>		AGP	F/R Lunch	78	Minority	78	ELL	78	Catch Up	88	<p>Proficiency Data Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting growth gap goals four times per school year.</p> <p>Assessment Matrix Student progress on assessment matrices will be determined based on percent scores and progress toward growth gap goals at the end of each Investigation s unit in</p>	<p>Educators will identify the instructional gaps for our catch up students based on formative data and then plan for and monitor the differentiated learning so that our catch up students' median growth percentile will increase.</p>
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			<p>needing to catch up is 59 and the adequate growth percentile is 84 leaving a 25 point difference.</p>			<p>grades K-5.</p> <p>Critical Learning Phases Chart Student progress will be determined based on student growth toward grade level benchmarks four times per school year in grades K-3 and 4 and 5 as needed.</p> <p>End of Unit Assessments Student progress will be determined based on percent scores and progress toward growth gap goals at the end of each Investigations unit approximately 4-6 times per school year in grades K-5</p>																	
		W	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">AGP</td> </tr> <tr> <td style="text-align: center;">F/R Lunch</td> <td style="text-align: center;">55</td> </tr> <tr> <td style="text-align: center;">Minority</td> <td style="text-align: center;">55</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">55</td> </tr> <tr> <td style="text-align: center;">Catch Up</td> <td style="text-align: center;">55</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">AGP</td> </tr> <tr> <td style="text-align: center;">F/R Lunch</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">Minority</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">Catch Up</td> <td style="text-align: center;">60</td> </tr> </table>		AGP	F/R Lunch	55	Minority	55	ELL	55	Catch Up	55		AGP	F/R Lunch	60	Minority	60	ELL	60	Catch Up	60
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Catch Up	55																						
	AGP																						
F/R Lunch	60																						
Minority	60																						
ELL	60																						
Catch Up	60																						
Postsecondary & Workforce Readiness	Graduation Rate																						
	Disaggregated Grad Rate																						
	Dropout Rate																						

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**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Best First Instruction: Educators will systematically employ the Standards Based Teaching/Learning Cycle to plan so that students will receive targeted instruction and feedback related to proficiency and grade level standards resulting in increased student achievement and progress toward maintaining or exceeding proficiency.

**Root Cause(s) Addressed:** At Kenton we (need to consistently) do not consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction specifically for our students of poverty and students needing to catch up.

- Teachers do not consistently plan for instruction based on current student data or state standards of proficiency.
- Teachers do not vertically articulate what students need to know and be able to do as readers, writers, or mathematicians at each grade level using a learning trajectory.
- Teachers do not have a common definition of proficient student work or how to align their instruction in order to ensure students meet standard levels of proficiency.
- Teachers do not have deep understandings of how to plan for and teach all five reading components (fluency, vocabulary, comprehension, phonemic awareness and phonics)

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will build a common understanding of Common Core Standards. Building agreement of what qualifies as an Essential Learning from the multitude of standards	August 2013 – May 2014 In ELA	August 2014- October 2015 in Math	Teachers Teacher Coaches Principal Instructional Coach	Amount: none Source: SIS Grant, Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle) Teacher planning time Professional Learning-SIS Grant-\$400	Teachers will meet during Community of Practice Meetings (COP) in grade levels once a week and agree on the Essential Learning. Administrators, Instructional Coach and Teacher Coaches will	In progress

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					Monitor and support the development of the understanding. By the end of January, 2013, 100% of staff will develop a common understanding of the essential learning.	
<p>Kenton teachers will build common understandings around the Standards Based Teaching Learning Cycle and commit to structured lesson plans required to include six essential components in order to better serve our students in Best First Instruction.</p> <p>The focus will be on the structured lesson plans required to include six essential components.</p> <ol style="list-style-type: none"> <li>1. Planned from the Grade Level Standards</li> <li>2. Focused and Clear Learning Target(s) identified</li> <li>3. Language Supports are planned for and included in lesson plans</li> <li>4. Grade level look for's and monitoring are determined</li> <li>5. Differentiation based on Student Needs</li> <li>6. Student work is analyzed and evaluated using rubrics</li> </ol>	<p>September 2012-May 2014 Focus in Rdg, Wrtg</p>	<p>Cont. August 2014-May 2015</p>	<p>Teachers Teacher Coaches Principal Instructional Coach Consultant</p>	<p>Amount: none Source: Utilization of CDE website (standards and Standards Based Teaching Learning Cycle) Teacher planning time &amp; Assessment matrices Hattie's Work Shared lesson planning template</p>	<p>Consultant and administrator will facilitate quarterly CCL's using a shared lesson planning template. Administrator, teacher coaches and consultant will monitor the development of understanding. By the end of December 2013, 100% of staff will develop a common understanding of structured planning. Administrator and will monitor the development of understandings and application of structured lesson plans through quarterly walk through's and CCL's. Individual feedback using the lesson planning template as a rubric will be provided. Administrators and consultants will meet with teams on a weekly basis for planning meetings.</p>	<p>In progress</p>
<p>Teachers will monitor, provide feedback, and communicate essential learning and success criteria to</p>	<p>Sept. 2013-May</p>	<p>Sept. 2014-Dec.</p>	<p>Teachers Teacher Coaches</p>	<p>Amount: Cost for substitutes to extend teacher's planning time—approx. \$3200</p>	<p>Teachers will post and review Shared Learning Targets daily in all</p>	<p>In progress</p>

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students.	2014 In rdg. and wrtg.	2015 In math	Principal Instructional Coach Consultant	Source: SIS Grant Teacher planning time & Assessment matrices Hattie's Work Shared lesson planning template	content areas. Teacher coach, Instructional Coach and administrators will monitor the evidence of student's understanding on Shared Learning Targets weekly. By the end of SY 2013-2014, 100% of teachers will communicate essential learning's and success criteria to students. By the end of SY 2014-15 students will be able to share the essential learning and where they sit in achieving the target.	
Every 6 weeks, teachers will participate in Collaborative Coaching and Learning (peer observation) as well as Lesson Study to deepen their understanding of effective reading and writing instruction. Consultant will support with CCL and Data Team process.	Weekly cycle Sept. 2013- April 2014	Cont. Sept. 2014- April 2015	Teacher Leaders Teacher Coaches Team Leaders Administration Consultant	Source: SIS Grant and Teacher Planning Time 3 hour subs (4 subs a day) Amount: \$10,000 to release teachers for CCL- SIS Grant	Bi-monthly tracking of student progress through grade level standards, running records, prompt writing using TCAP rubrics and teacher body of evidence  -Public posting of grade level goals for student achievement  -Administrators will observe and participate in CCLs and Lesson Study 3-4 times per school year.	
Staff will meet monthly as embedded half-day professional development to study student work samples, co-plan units of study and analyze for trends of	Monthly 2013- 2014	Every 6 weeks from Aug.	Teacher Leaders Teacher Coaches	Source: SIS Grant and Teacher Planning Time 3 hour subs (4 subs a day) Amount: \$10,000 to release	-Teachers along with principal and consultant will track mid quarter and quarterly overall proficiency	In progress

need areas and areas of progress to collaboratively plan next instructional steps.		2014-April 2015	Team Leaders Administration Consultant	teachers for CCL- SIS Grant	rates of students in each grade level in reading, writing, and math. -Admin will survey teachers to gather perceptual data on the release time including next steps	
Teachers will provide opportunities for students to do a short constructed writing response in their reading once a week. These responses will be graded using the TCAP rubric and district short constructed response writing rubrics.	Nov. 2013-May 2014	Aug 2014-May 2015	Teacher Leaders Teacher Coaches Team Leaders Administration Consultant	Source: Consolidated/on-going	Grade level teams will co-construct short constructed writing responses to be used with their classes. Teachers will grade the SCR using the TCAP rubrics and district short constructed response writing rubrics Principal will monitor for the deepening understandings of SCR through grade level meetings and classroom roves.	Not yet begun
The ELD (English Language Development) and ELE (English Language Enrichment) Blocks will be literacy based focus on high leverage language structures.	Aug. 2013-May 2014 Teachers will meet every 8 weeks within these months for proficiency level planning	Aug. 2014-May 2015 Teachers will meet every 8 weeks within these months for proficiency level planning	Teacher Leaders Teacher Coaches Team Leaders Administration	Source : SIS Grant--\$8,000 for substitutes for half day planning	The ELA teacher leader and ELA consultant will lead unit planning for the ELD/ELE blocks with teachers every 8 weeks. Teachers will plan to focus on high leverage structures in reading and writing that are aligned with the grade level standards.	In progress --will meet quarterly for the 2013-14 school year
We will inform families of how they can	Aug.	Aug.	Teachers	Source: Title III Funds-\$750	The principal, family liaison,	In progress

support reading and math at home through classes for families.	2013- May 2014	2014- May 2015	Family Liaison Family Literacy Teacher Principal TOSA	Title 1 Parent Involvement Funds- \$500	TOSA, one primary and one intermediate teacher, and family literacy teacher will facilitate classes for families on how to support their children with reading and math at home. Families will receive resources at these meetings.	-Monthly parent coffees -Title III meetings in December 2013 and January 2014 (waiting for approval of application)
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Data Analysis and Action Planning: Educators will implement systemic structures and practices that support ongoing data analysis and instructional planning so that the median growth percentile will increase.

**Root Cause(s) Addressed:** : At Kenton we do not consistently have a deep understanding of how to analyze data and use it to plan for and teach targeted intervention groups nor do we have systematic structures in place for this work to occur on a weekly, monthly, or quarterly basis.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will consistently and regularly participate in coaching with TLs, Teacher Coaches, and consultants in all content areas. All coaching sessions will include the use of student data (particularly the data of students of ELL and students needing to catch up) in order to plan for next steps of teachers and students in daily instruction.	Aug. 2013- May 2014	Aug. 2014- May 2015	Teachers, ELA Teacher Leader, Math and Literacy Teacher Coaches, Principal and TOSA	Amount: Substitutes to release teachers for visits to demonstration classrooms outside our school and for planning (half day-once a quarter)	Teacher coaches will visit teachers on a weekly or bi-weekly basis. They will provide targeted feedback in order to improve instruction. They will monitor implementation of feedback through classroom roves, gathering of teacher /student evidence, increased student engagement and quarterly classroom proficiency data.	Completed—teacher coach coaching schedule  In progress—regular coaching
Teachers will set grade level goals in reading, writing, math and science based on previous student data. Teachers will meet every 6 weeks to track the data through a data team process and Collaborative Coaching and Learning Cycle to plan for differentiated lessons using targeted data from CBM and/or diagnostic tools and formative assessments to develop	Aug. 2013- May 2014	Aug. 2014- May 2015	Teachers, ELA Teacher Leader, Math and Literacy Teacher Coaches, Principal and TOSA Consultant	Source: SIS Grant and Teacher Planning Time 3 hour subs (4 subs a day) Amount: \$10,000 to release teachers for CCL- SIS Grant	Principal and consultant will facilitate the data team process every 6 weeks with each grade level team. All data will be written and displayed on school data wall with current state and grade level goals. The use of data reflection questions will be used at each data	Completed—goal setting by grade level and content  In progress—data team process

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<p>lesson plans that ensure they address the targeted needs of the focus group of students.</p>					<p>meeting and principal will facilitate and monitor conversations. By the end of SY 2013-14 all grade level teams will know and use the data team process.</p>	
<p>Teachers will evaluate student writing using common grade level rubrics and use this writing data to effectively plan for and teach daily instruction, mini lessons, and small groups. Teachers will meet every two months in grade level meetings with Teacher Coach to assess student writing using rubrics.</p>	<p>Sept. 2013- April 2014</p>	<p>Aug. 2014- April 2015</p>	<p>Teachers, ELA Teacher Leader, Math and Literacy Teacher Coaches, Principal and TOSA Consultant</p>	<p>Source: SIS Grant and Teacher Planning Time 3 hour subs (4 subs a day) Amount: \$10,000 to release teachers for CCL and unit planning- SIS Grant</p>	<p>Teachers will meet every two months from Sept. 2013- April 2014 to plan for writing units connected to the standards. Teachers will then use pre assessment data and standards to create rubrics with language supports for ELL students.  The administrators, consultant and teacher coaches will monitor the development of the unit plans by joining these weekly meetings and by checking school's data drive (V drive) where all unit plans are stored and shared by staff. By the end of SY 2013-2014, 100% of staff will complete writing and math unit plans.</p>	<p>In progress -Met once for unit planning and twice for PD focused on writing rubrics with supports for ELL's.</p>
<p>Teachers will meet twice a month from August 2013 to May 2014 (and beyond) to study the components of the data team process/cycle and then use their grade level standards and benchmarks to develop actions and</p>	<p>Aug. 2013- May 2014</p>	<p>Aug. 2014- May 2015</p>	<p>Teachers, ELA Teacher Leader, Math and Literacy Teacher Coaches,</p>	<p>Consultant – SIS Grant \$18,000  Purchase of assessment tools – SIS Grant \$15,000 -</p>	<p>Teacher and consultant will meet weekly to review student data and planning. Weekly agendas focused on the SBTL cycle will be developed to guide weekly Community of Practice</p>	<p>In progress—twice a month meetings to review data team process.  Not yet begun—purchase of assessment tools</p>

<p>strategies aligned to each step of the SBTL cycle to ensure they have addressed the needs presented in the formative assessments and diagnostic tools.</p>			<p>Principal and TOSA Consultant</p>		<p>meetings. Formative data from teachers through COP meetings will be collected to plan for upcoming meetings. By the end of SY 2013-14 all grade level teams will have had practice with the data team process.</p>	
<p>Teachers will analyze data through student work. Teachers will use rubrics, student work and matrices to determine which students hit the targets. As a team, teachers will assign interventions for students who did not hit the target.</p> <p>Teams will examine data through collaborative protocols, a clear purpose of data-driven meetings focused on next steps for explicit instruction.</p>	<p>August 2012-May 2014 Progress will be assessed 3 times a year with summative reading data and formative math and writing data to check for growth and understanding. Beginning, middle and end of the academic year.</p>	<p>August 2014-May 2015</p>	<p>Principal TOSA Consultant Teachers Teacher Coaches</p>	<p>Source: Consolidated Funds ongoing SIS Funds--\$18,000 for consultant</p>	<p>Teachers will meet every four weeks from Sept. 2013-May 2014 to review student pre/post assessment work from shared co-planned lessons. Teachers will assess effectiveness of planning through the use of rubrics based on proficiency. Principal, consultant, TOSA and teacher coaches will join these meetings to support the planning for intervention groups, specifically catch-up students.</p> <p>Teachers will then use pre assessment data and standards to create rubrics with language supports for ELL students.</p> <p>The administrators, consultant and teacher coaches will monitor the development of the intervention plans by joining these meetings and by checking school's data drive (V drive) where all intervention plans are stored</p>	<p>In progress</p>

				and shared by staff. By the end of SY 2013-2014, 100% of staff will complete intervention planning.	
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.



**Major Improvement Strategy #3:** Educators will identify the instructional gaps for our catch up students based on formative data and then plan for and monitor the differentiated learning so that our catch up students’ median growth percentile will increase.

**Root Cause(s) Addressed:** At Kenton Elementary, we do not clearly define the strengths and needs of Catch Up students and use this data to identify instructional gaps to plan differentiated small group and individual instruction to accelerate growth. We do not plan for and address the language needs of our ELL students within daily planning and instruction in writing and math.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will provide students with daily opportunities to respond to their learning in reading, math and science through writing. Teachers will determine interventions needed for ELL and catch-up students based on student work.	Oct 2013- May 2014	Aug 2014-Oct 2015 (revisit)	Teachers Principal	Consolidated Funds/Ongoing	Teachers will plan for ways for students to respond to their learning through writing. They will provide these opportunities daily in reading, math and science. This writing may or may not be formally assessed. The principal will monitor for these opportunities on her roves.	In progress
Teachers will use and model Academic Vocabulary and supportive language structures designed to allow students access to language that supports processing around the essential learning’s defined for math and writing.	Oct 2013- May 2014	Aug 2014-Oct 2015 (revisit)	Teachers Teacher Coach ELA District Consultant TOSA Principal	Source: SIS Grant-consultant \$18,000 Consolidated Funds/Ongoing	Each grade level team will compose or identify exemplar pieces prior to the start of each writing and math Investigations unit. Principal, Instructional Coach and Teacher Coach will	In progress—writing Not yet begun—math

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					monitor this and provide feedback one week prior to the start of each writing and math units.	
Teachers will post exemplars and use rubrics in writing for students to use in order to identify proficient examples of writing elements. These elements will include picture cues to support the English language learners (ELL) and language structures. Students will independently use these to self assess and add to their writing piece.	Sept. 2013- May 2014	Aug. 2014 – May 2015	Teachers Principal TOSA Consultant Teacher Leaders Consultant	Source: Consolidated Funds & SIS Grant Funds for consultant \$18,000	Each grade level team will compose/select exemplar pieces and rubrics prior to the start of each writing unit. Principal and teacher coach will monitor this and provide feedback. These will be posted in the classrooms so students can use them as a tool to assess their own learning. Teachers will support catch up and ELL students with using these so they clearly know their next steps.	In progress -PD in Sept, Oct & Nov.
Teachers will select focus students in writing and math. These will be ELL and/or catch-up students. They will work with these specific students to help close the growth gap.	Oct. 2013- May 2014 (quarterly and check-in's mid-quarter)	Aug 2014- May 2015 (quarterly and check-in's mid-quarter)	Teachers Principal TOSA Consultant Teacher Leaders Consultant	Source: Consolidated Funds & SIS Grant Funds for consultant \$18,000	At mid-quarter check-in's and at the end of each quarter teachers will select/revisit focus students in writing and math who are identified as ELL and/or catch-up students. Research-based interventions will be planned for during grade level COP meetings.	In progress—writing  Not yet begun—math
Teachers will provide researched based interventions in writing and math for those students who are not demonstrating an understanding of the essential learning/standard.	Oct. 2013- May 2014 (quarterly and check-	Aug 2014- May 2015 (quarterly and check-	Teachers Principal TOSA Consultant Teacher Leaders	Source: Consolidated Funds & SIS Grant Funds for consultant \$18,000  -possible additional funds for per diem planning	Teachers will meet every 3-4 weeks to share which students have demonstrated an understanding of the essential learning's/standards and which ones have not. Teachers will provide	Not begun

	in's mid-quarter)	in's mid-quarter	Consultant		<p>evidence of the learning through student work so strengths of the students can be identified as well as strategic next instructional steps within the students writing and math work. Teachers will plan an intervention for these students which will be carried out during their writing and/or math block. This instruction will look different from the initial whole group instruction. The principal and instructional coach will attend the meetings. The principal will monitor the implementation of these interventions through classroom visitations.</p>	
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Section V: Appendices**

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)