

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 4646 School Name: KENTON ELEMENTARY SCHOOL Official 2014 SPF: 1 Year

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, 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%	-	-	36.41%	-	-	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%	-	-	43.32%	-	-	
		W	53.52%	-	-	26.85%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	64	-	-	60	-	-	
		M	76	-	-	72	-	-	
		W	72	-	-	64	-	-	
ELP	24	-	-	53	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 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, and 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: <b>Meets</b></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 (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	An optional submission for review is available on October 15, 2014 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

School Code: 4646

School Name: KENTON ELEMENTARY SCHOOL

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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks should also be included. The expectations are detailed further in the Quality Criteria.
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.

**Section II: Improvement Plan Information**

**Additional Information about the School**

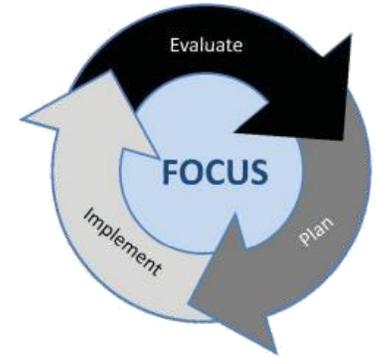
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	SIS Grant for 2013-2014 School Year
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, 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 type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <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	<a href="mailto:hkwoodward@aps.k12.co.us">hkwoodward@aps.k12.co.us</a>
	Phone	303.364.0947
	Mailing Address	1255 Kenton Street, Aurora, CO 80010
2	Name and Title	Amanda Sheets
	Email	<a href="mailto:ajsheets@aps.k12.co.us">ajsheets@aps.k12.co.us</a>
	Phone	303.364.0947
	Mailing Address	1255 Kenton Street, Aurora, CO 80010

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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 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:**

**Description of School and Process for Data Analysis:**  
 Kenton Elementary is Title 1 School with 512 students from a multitude of different cultural backgrounds. Sixty-nine percent (69%) of students are second language learners. During the 2013-14 school year, Kenton was awarded a School Improvement Grant. During this school year shifts in instructional understandings were created with staff while reviewing systems and structures that did not support the previous major improvement strategies were revised. This included looking into the way teachers commonly planned , analyzed and used data for instructional purposes, and building in opportunities for embedded coaching through the Collaborative Coaching and Learning model. These shifts were created to accelerate student learning and growth.

Alongside the principal was an Instructional Leadership Team consisting of representatives from the primary and intermediate grade level teams as well as the building instructional coach and the ELA teacher leader. The team collaboratively considered three to five years of data related to academic performance trends during an ILT retreat. The historical data that was included in this intensive review included student quarterly achievement data over a three year period from Acuity (district interim assessment), TCAP academic achievement and growth data, ACCESS data and

DRA2. The team also reviewed qualitative data such as observations during walkthroughs/learning walks and self-reports from the evaluation process. Lastly reviewing the SIS grant application supported narrowing the focus to two areas of need; best first instruction and data analysis and planning. The team continually engaged their grade level colleagues to incorporate all perspectives and brought the feedback to the Instructional Planning Team. 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 from stakeholders. Members of the IL facilitated this process with staff through whole and small group structures to engage all staff in the same practice and experience (root cause analysis including five why's). The team examined, analyzed and wrote statements based on the data mentioned above to determine the trends noticed, areas of growth and areas of challenge.

As a result of this data analysis, Kenton Elementary, infused a data-driven focus into instructional planning. The school principal met several times with a leadership consultant before the beginning of the 2013-14 school year to develop a plan that would support structures and supports for grade level teams to deeply analyze data and plan for best first instruction. As a result of this intentional planning on the forefront, all grade level teams met weekly during the 2013-14 school year in Communities of Practice (COP). The main focus of the COP was to plan for standards based literacy and assessments to measure student knowledge. The COP team would then analyze the data from the common formative assessment during the subsequent COP meeting to plan for interventions or modifications to the lesson. This cycle of planning and assessment continued throughout each COP meeting.

The second component of the COP process was to closely monitor the student achievement data through mid-quarter and quarterly data check-ins. These check-ins included all grade level teachers reporting out on the percentage of students within each category of proficiency as well as the names of students receiving interventions or additional supports. The team then used the individual teacher data to calculate their grade level percentage of proficiency and compared it to the grade level specific goal. This process strengthened teachers' understandings of what proficiency looks and sounds like as well as how to accelerate learning for students who are not yet demonstrating proficiency.

**Review Current Performance**

Kenton's Instructional Leadership Team took the lead in analyzing the performance and formulating priority performance challenges. The whole staff then met to identify the root causes and major improvement strategies as they related to the focus areas of the SIS grant. In the beginning of the 2013-14 school year the Instructional Leadership Team alongside leadership consultant met to review the current school data to further align it with the SIS grant. Through this process three areas emerged as top priorities: (1) standards and alignment, (2) assessment and student work, and (3) best first instruction.

The 2013-14 School Performance Framework indicates that Kenton Elementary is currently in the Performance range. Kenton's rating is "meets" for academic growth and academic growth gaps along with test participation. The area of academic achievement is currently rated "does not meet." Although the rating is "meets" in the areas of academic growth and academic growth gaps for reading and writing, and "exceeds" in the area of math, we are still not meeting academic achievement goals in the areas of reading, writing and math.

Kenton's writing scores are significantly and consistently below the state expectations (15-36% proficiency across grade levels). Kenton's reading scores are also significantly and consistently below the state expectations (23-41% proficiency across grade levels). Students need to be able to read and write in order to synthesize information and communicate the information in a clear and understandable manner. Kenton's math scores did not meet the state expectations but they did demonstrate growth. In comparison to the state the math scores at Kenton demonstrate a difference of 19-34% proficiency in comparison to the state. The progress monitoring of the prior year's performance targets towards the school goals is visible through worksheet #1 below.

**Trend Analysis—Inclusion of at least 3 years data, state and local**

Academic Achievement: Kenton did not meet any of the targets for reading, writing or math. Kenton is not achieving at the same levels as the district and state averages in reading and writing and Kenton is not achieving at the same level as the state in math. The academic achievement data has increased in the last school year. The four-year change in reading demonstrates a decrease of 4.2% while the four-year change in writing and math shows an increase of 1% and 1.4% respectively. These changes in data are not significant.

	2011	2012	2013	2014
Reading	39%	31%	30%	36%
Writing	22%	25%	18%	28%
Math	44%	40%	34%	43%

**Academic Growth:** Kenton Elementary’s rating for academic growth in reading, writing and English Language Proficiency was “meets”. The rating for academic growth in math was “exceeds.” In 2013-14 a goal was set to increase the median growth percentile in Reading and Writing to 55. In both content areas we met and exceeded the goal. This trend is notable because the MGP in reading and writing exceeded the MGP for both the district and the state.

**Median Growth Percentile**

	2012			2013			2014		
	Kenton	District	State	Kenton	District	State	Kenton	District	State
Reading	40	49	50	49	46	50	60	47	50
Writing	50	52	50	52	46	50	50	45	50
Math	48	54	50	63	52	50	72	47	50

**Academic Growth Gaps:** Kenton Elementary met expectations in reading and writing for all sub-groups. In math all sub-groups exceeded expectations except students needing to catch up which met the expectations.

In 2013-14 a goal was set for the AGP to increase to 55 across the subgroups of F/R lunch, minority students and ELL’s in reading and writing. This goal was exceeded for all sub-groups which is a significant increase in AGP from the previous school year. In math the AGP goal was only met in the area of ELL. We did not meet the goal for F/R or minority students by 1 point and we did not meet the goal for catch-up students by 18 points. The specific data for each of the subgroups is notated in worksheet #1 below.

**Trend Analysis Statements**

- Over the last four years the percent of students P/A on TCAP writing has demonstrated no significant increases and the data has been unsteady with 22%, to 25% to 18% to 28% P/A.. The data also demonstrates that Kenton is 32% points below the state expectation of 60% during the 2013-14 school year. During the last three school years, the MGP in writing has not exceeded 64, 8%ile points below the MAGP of 72.
- Over the last four years, the percent of students P/A on TCAP reading has primarily decreased from 39% to 31% to 30% and the data has not risen above 36% P/A in 2013-14. This is 33% below the state expectation of 69%. During the last three school years, the MGP in reading has not exceeded 60, 4%ile points below the MAGP of 64.
- Over the last four years, the percent of students P/A on TCAP math has shown no significant increases with 44% to 40% to 34% to 43% P/A. During the last three school years, the MGP in math has not exceeded 72, 4%ile points below the MAGP of 76.

Trends in Data	Associated Priority Performance Challenge	Root Cause Analysis								
<p><b>Academic Achievement:</b> Kenton has had only a small increase in overall proficiency on TCAP since 2011.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>2011</td> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>35%</td> <td>32%</td> <td>27%</td> <td>36%</td> </tr> </table> <p>Kenton is not achieving at the same levels as the district and state averages. Reading and Writing are areas of concern 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, Reading and Writing are a priority challenge for Kenton Elementary.</p> <p>Trend Analysis Statements</p>	2011	2012	2013	2014	35%	32%	27%	36%	<ul style="list-style-type: none"> <li>• Over the last four years the percent of students P/A on TCAP writing has demonstrated no significant increases and the data has been unsteady with 22%, to 25% to 18% to 28% P/A. The data also demonstrates that Kenton is 32% points below the state expectation of 60% during the 2013-14 school year. During the last three school years, the MGP in writing has not exceeded 64, 8%ile points below the MAGP of 72.</li> </ul>	<p>At Kenton we have not systematically provided opportunities for students to write across all content areas using grade level writing standards. We have not developed deep understanding grade level standards alongside the use of exemplars and annotated work samples. We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels. We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards for both genre and content.</p>
2011	2012	2013	2014							
35%	32%	27%	36%							

- Over the last four years the percent of students P/A on TCAP writing has demonstrated no significant increases and the data has been unsteady with 22%, to 25% to 18% to 28% P/A. The data also demonstrates that Kenton is 32% points below the state expectation of 60% during the 2013-14 school year. During the last three school years, the MGP in writing has not exceeded 64, 8%ile points below the MAGP of 72.
- Over the last four years, the percent of students P/A on TCAP reading has primarily decreased from 39% to 31% to 30% and the data has not risen above 36% P/A in 2013-14. This is 33% below the state expectation of 69%. During the last three school years, the MGP in reading has not exceeded 60, 4%ile points below the MAGP of 64.
- Over the last four years, the percent of students P/A on TCAP math has shown no significant increases with 44% to 40% to 34% to 43% P/A. During the last three school years, the MGP in math has not exceeded 72, 4%ile points below the MAGP of 76.

Percent P/A

	2011	2012	2013	2014
Reading	39%	31%	30%	36%
Writing	22%	25%	18%	28%
Math	44%	40%	34%	43%

MGP

	2012	2013	2014
Reading	42	49	60
Writing	50	45	64
Math	48	63	72

MAGP

	2012	2013	2014
Reading	50	58	64
Writing	62	67	72
Math	64	72	76

- Over the last four years, the percent of students P/A on TCAP reading has primarily decreased from 39% to 31% to 30% and the data has not risen above 36% P/A in 2013-14. This is 33% below the state expectation of 69%. During the last three school years, the MGP in reading has not exceeded 60, 4%ile points below the MAGP of 64.
- Over the last four years, the percent of students P/A on TCAP math has shown no significant increases with 44% to 40% to 34% to 43% P/A. During the last three school years, the MGP in math has not exceeded 72, 4%ile points below the MAGP of 76.

We do not provide precise instruction based on the 5 components of reading including the use of a targeted formative assessment to gather diagnostic data and plan forward using this data to address individual students' needs. We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block. We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities.

Math at Kenton Elementary has demonstrated the greatest positive trends amongst the content areas. The MGP in 4<sup>th</sup> grade has increased from 29 to 46 to 56 and the MGP in 5<sup>th</sup> grade has shown significant increases from 58 to 81 to a small decline of 79. Teachers at Kenton Elementary have been moving from a focus on teaching the core curriculum lessons to planning and instructing with the standards. The data does suggest that we do not have effective interventions for our students who are not demonstrating proficient math strategies and concepts as evidenced by student work and assessments.

<p><b>K-3 Reading Trends</b></p> <p>The percentage of Kindergarten students who scored at benchmark with their overall scores between 2011-2014 was fairly unstable decreasing from 65% to 30% and then increasing to 40% as measured by the overall scores on their DRA2 assessment which is significantly below state expectations for proficiency.</p> <p>The percentage of 1<sup>st</sup> grade students who scored at benchmark with their overall scores between 2011-2014 decreased from 35% to 19% and then increased to 25% as measured by the overall scores on their DRA2 assessment which is significantly below the end of the year benchmark scores from the Kindergarten assessment.</p> <p>The percentage of 2<sup>nd</sup> grade students who scored at benchmark with their overall scores between 2011-2014 decreased from 35% to 17% and then increased to 31% as measured by their overall scores on their DRA2 assessment which is consistent with the previous grade but below the state expectations for proficiency.</p> <p>The percentage of 3<sup>rd</sup> grade students who scored at benchmark with their overall scores between 2011-2014 was relatively stable (30%, 29%, and 32%) as measured by their overall scores on DRA2 which is consistent with the previous grade but below the state expectations for proficiency.</p> <p>The percentage of 1<sup>st</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 46%          We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year.          We do not anticipate a significant decrease of students identified with an SRD.</p> <p>The percentage of 2<sup>nd</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 36%          We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year.</p>	<ul style="list-style-type: none"> <li>• The percentage of Kindergarten through 5<sup>th</sup> grade students who scored at benchmark on their overall score as measured by the DRA2 assessment has been below 60% from 2011-2014 (except one grade level and one year).</li>   <li>• During the 2013-14 school year there were 119/405 K-3 students identified as SRD which equals 29.4%. We do not anticipate a significant decrease of students identified as SRD for the 2014-15 school year.</li> </ul>
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<p>We do not anticipate a significant decrease of students identified with an SRD.</p> <p>The percentage of 3<sup>rd</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 36%</p> <p>We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year.</p> <p>We do not anticipate a significant decrease of students identified with an SRD.</p>		
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**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.																																																								
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2013-2014 Writing Median Growth Percentile Goal	2013-2014 Writing Median Growth Percentile Actual	Goal Met?							
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Catch Up	55																																
2013-2014	AGP Goal	AGP Actuals	Goals Met?																														
F/R Lunch	55	64	Yes: +9																														
Minority	55	64	Yes: +9																														
ELL	55	66	Yes: +11																														
Catch Up	55	63	Yes: +8																														
Postsecondary & Workforce Readiness																																	

**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																														
<p>Academic Achievement (Status)</p>	<p><b>Writing</b> Over the past 4 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" data-bbox="485 781 1020 1019"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>22%</td> <td>12%</td> <td>24%</td> <td>11%</td> <td>26%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>28%</td> <td>25%</td> <td>14%</td> <td>17%</td> <td>16%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>31%</td> <td>28%</td> <td>39%</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Overall</td> <td>27%</td> <td>22%</td> <td>25%</td> <td>18%</td> <td>28%</td> </tr> </tbody> </table> <p>In writing for grades 3-5, only 28% 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> <p>Over the last five years the percent of students P/A on TCAP writing has demonstrated no significant increases and the data has been unsteady ranging from 18 to 28% P/A . The data also demonstrates that Kenton is 32% points below the state expectation of 60%. During the last three school years, the MGP in writing has not exceeded 64, 8%ile points below the MAGP of 72.</p>		2010	2011	2012	2013	2014	3 <sup>rd</sup>	22%	12%	24%	11%	26%	4 <sup>th</sup>	28%	25%	14%	17%	16%	5 <sup>th</sup>	31%	28%	39%	25%	40%	Overall	27%	22%	25%	18%	28%	<p>Over the last five years the percent of students P/A on TCAP writing has demonstrated no significant increases and the data has been unsteady with a range of 18-28% P/A. The data also demonstrates that Kenton is 32% points below the state expectation of 60% during the 2013-14 school year.</p> <p><i>Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years.</i> Specifically, Over the last four years, achievement in all areas has not increased from 36% proficient/advanced, and it remains 33% below the</p>	<p>At Kenton we have not systematically provided opportunities for students to write across all content areas using grade level writing standards. We have not developed deep understanding grade level standards alongside the use of exemplars and annotated work samples. We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels. We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards for both genre and content.</p> <p>At Kenton we need to consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction.</p> <ul style="list-style-type: none"> <li>Teachers need to consistently plan for instruction based on current student data, student work samples and state standards of proficiency.</li> <li>Teachers do not vertically articulate what students need to know and be able to do as readers or writers at each grade level using a learning trajectory.</li> <li>Teachers do not have a common definition of</li> </ul>
	2010	2011	2012	2013	2014																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p>Over the last four years the P/A data for 4<sup>th</sup> grade writing has decreased from 28% to 16% P/A. This is notable as it is the lowest performing area among all content areas and grade levels.</p>	<p>state average in reading, , and 26% below the state average in writing.</p>	<p>proficient student work or how to align their instruction in order to ensure students meet standard levels of proficiency.</p> <ul style="list-style-type: none"> <li>Teachers do not set SMART goals to address overall proficiency and plan for targeted intervention and enrichment groups.</li> </ul>																														
	<p><b>Reading</b></p> <table border="1" data-bbox="485 662 1020 899"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>42%</td> <td>40%</td> <td>31%</td> <td>26%</td> <td>33%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>36%</td> <td>41%</td> <td>25%</td> <td>28%</td> <td>26%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>43%</td> <td>36%</td> <td>39%</td> <td>35%</td> <td>48%</td> </tr> <tr> <td>Overall</td> <td>40%</td> <td>39%</td> <td>31%</td> <td>30%</td> <td>36%</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	3 <sup>rd</sup>	42%	40%	31%	26%	33%	4 <sup>th</sup>	36%	41%	25%	28%	26%	5 <sup>th</sup>	43%	36%	39%	35%	48%	Overall	40%	39%	31%	30%	36%	<p>Over the last five years, the percent of students P/A on TCAP reading has decreased from 40% to 39% to 31% to 30% and the data has not risen above 36% P/A in 2013-14. This is 33% below the state expectation of 69%.</p> <p><i>Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years. Specifically, Over the last four years, achievement in all areas has not increased from 36% proficient/advanced, and it remains 33% below the state average in reading, 13% below the state average in math, and 26% below the state average in</i></p>	<p>We do not provide precise instruction based on the 5 components of reading including the use of a targeted formative assessment to gather diagnostic data and plan forward using this data to address individual students' needs.</p> <p>We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block.</p> <p>We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities.</p> <p>At Kenton we need to consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction.</p> <ul style="list-style-type: none"> <li>Teachers need to consistently plan for instruction based on current student data, student work samples and state standards of proficiency.</li> <li>Teachers do not vertically articulate what students need to know and be able to do as readers or 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> </ul>
	2010	2011	2012	2013	2014																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The percentage of 1<sup>st</sup> grade students who scored at benchmark with their overall scores between 2011-2014 decreased from 35% to 19% and then increased to 25% as measured by the overall scores on their DRA2 assessment which is significantly below the end of the year benchmark scores from the Kindergarten assessment.</p> <p>The percentage of 2<sup>nd</sup> grade students who scored at benchmark with their overall scores between 2011-2014 decreased from 35% to 17% and then increased to 31% as measured by their overall scores on their DRA2 assessment which is consistent with the previous grade but below the state expectations for proficiency.</p> <p>The percentage of 3<sup>rd</sup> grade students who scored at benchmark with their overall scores between 2011-2014 was relatively stable (30%, 29%, and 32%) as measured by their overall scores on DRA2 which is consistent with the previous grade but below the state expectations for proficiency.</p> <p>The percentage of 1<sup>st</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 46% We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year. We do not anticipate a significant decrease of students identified with an SRD.</p> <p>The percentage of 2<sup>nd</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 36% We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year. We do not anticipate a significant decrease of students</p>	<p>writing.</p> <p>The percentage of Kindergarten through 5<sup>th</sup> grade students who scored at benchmark on their overall score as measured by the DRA2 assessment has been below 60% from 2011-2014 (except one grade level and one year).</p> <p>During the 2013-14 school year there were 119/405 K-3 students identified as SRD which equals 29.4%.</p>	<ul style="list-style-type: none"> <li>Teachers do not set SMART goals to address overall proficiency and plan for targeted intervention and enrichment groups.</li> </ul>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>identified with an SRD.</p> <p>The percentage of 3<sup>rd</sup> grade students who scored well below benchmark and were identified as having a significant reading deficiency during the 2013-14 school year was 36% We are currently in the window to confirm students with significant reading disabilities for the 2014-2015 school year. We do not anticipate a significant decrease of students identified with an SRD.</p>																		
Academic Growth	<p>MGP—Writing</p> <table border="1" data-bbox="485 769 963 834"> <tr> <td></td> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>Writing</td> <td>50</td> <td>45</td> <td>64</td> </tr> </table> <p>MAGP—Writing</p> <table border="1" data-bbox="485 919 963 984"> <tr> <td></td> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>Writing</td> <td>62</td> <td>67</td> <td>72</td> </tr> </table>		2012	2013	2014	Writing	50	45	64		2012	2013	2014	Writing	62	67	72	<p>The MGP is below the 70<sup>th</sup> percentile in writing. During the last three school years, the MGP in writing has not exceeded 64, 24%ile points below the MAGP of 72.</p>	<p>At Kenton we have not systematically provided opportunities for students to write across all content areas using grade level writing standards. We have not developed deep understanding grade level standards alongside the use of exemplars and annotated work samples. We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels. We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards for both genre and content.</p>
		2012	2013	2014															
Writing	50	45	64																
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<p>MGP—Reading</p> <table border="1" data-bbox="485 1159 963 1224"> <tr> <td></td> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>Reading</td> <td>42</td> <td>49</td> <td>60</td> </tr> </table> <p>MAGP—Reading</p> <table border="1" data-bbox="485 1308 963 1373"> <tr> <td></td> <td>2012</td> <td>2013</td> <td>2014</td> </tr> <tr> <td>Reading</td> <td>50</td> <td>58</td> <td>64</td> </tr> </table>		2012	2013	2014	Reading	42	49	60		2012	2013	2014	Reading	50	58	64	<p>The MGP is below the 70<sup>th</sup> percentile in Reading. During the last three school years, the MGP has ranged from 42 to 60. These MGP are below the adequate growth percentiles ranging between 50 and 54.</p>	<p>We do not provide precise instruction based on the 5 components of reading including the use of a targeted formative assessment to gather diagnostic data and plan forward using this data to address individual students' needs. We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block. We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities.</p>	
	2012	2013	2014																
Reading	42	49	60																
	2012	2013	2014																
Reading	50	58	64																

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Growth Gaps	<p>Reading MGP</p> <table border="1" data-bbox="485 548 989 646"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL/Non</td> <td>40/35</td> <td>49/57</td> <td>64/46</td> </tr> <tr> <td>Girls/Boys</td> <td>43/29</td> <td>42/58</td> <td>64/57</td> </tr> </tbody> </table>		2012	2013	2014	ELL/Non	40/35	49/57	64/46	Girls/Boys	43/29	42/58	64/57	<p><u>Median Growth Percentiles</u></p> <p>The MGP for our ELL students in reading is below the 65<sup>th</sup> percentile ranging from 40 to 64 percentile in the last three years. The MGP for our boys in reading is also below the 65<sup>th</sup> percentile ranging from 29 to 58 percentile over the last three years.</p>	<p>We do not provide precise instruction based on the 5 components of reading including the use of a targeted formative assessment to gather diagnostic data and plan forward using this data to address individual students' needs.</p> <p>We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block.</p> <p>We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities.</p>
		2012	2013	2014											
ELL/Non	40/35	49/57	64/46												
Girls/Boys	43/29	42/58	64/57												
<p>Writing MGP</p> <table border="1" data-bbox="485 971 963 1068"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELL/Non</td> <td>50/48</td> <td>44/48</td> <td>66/49</td> </tr> <tr> <td>Girls/Boys</td> <td>56/48</td> <td>45/48</td> <td>64/58</td> </tr> </tbody> </table>		2012	2013	2014	ELL/Non	50/48	44/48	66/49	Girls/Boys	56/48	45/48	64/58	<p><u>Median Growth Percentiles</u></p> <p>The MGP for our boys in writing is below the 65<sup>th</sup> percentile ranging from 45 to 64 in the last three years. The MGP for our non-ELL students in writing is below the 65<sup>th</sup> percentile ranging from 48 to 49 percentile in the last three years.</p>	<p>At Kenton we have not systematically provided opportunities for students to write across all content areas using grade level writing standards.</p> <p>We have not developed deep understanding grade level standards alongside the use of exemplars and annotated work samples.</p> <p>We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels.</p> <p>We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards for both genre and content.</p>	
	2012	2013	2014												
ELL/Non	50/48	44/48	66/49												
Girls/Boys	56/48	45/48	64/58												
Postsecondary & Workforce Readiness															

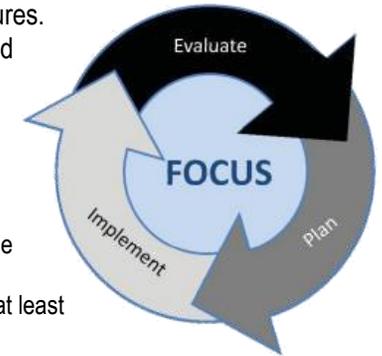


## Section IV: Action Plan(s)

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy																																	
			2014-15	2015-16																																			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	<p><i>Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years. Specifically, Over the last four years, achievement in all areas has not increased from 36% proficient/advanced, and it remains 33% below the state average in reading, and 26% below the state average in writing.</i></p>	<p>To receive an 'approaching' rating on the SPF we will increase our % P/A to 42% in Reading for the 2014-15 school year as measured by the CMAS PARCC ELA assessment.</p> <table border="1"> <thead> <tr> <th colspan="2">% P/A in Reading</th> </tr> </thead> <tbody> <tr> <td>Pre-School</td> <td>75%</td> </tr> <tr> <td>Kinder</td> <td>55%</td> </tr> <tr> <td>1st</td> <td>47%</td> </tr> <tr> <td>2nd</td> <td>49%</td> </tr> <tr> <td>3rd</td> <td>46%</td> </tr> <tr> <td>4th</td> <td>47%</td> </tr> <tr> <td>5th</td> <td>51%</td> </tr> </tbody> </table>	% P/A in Reading		Pre-School	75%	Kinder	55%	1st	47%	2nd	49%	3rd	46%	4th	47%	5th	51%	<p>To receive the Strong or Distinguished Command on CMAS PARCC ELA in 2015 students will score at the 50<sup>th</sup> percentile to receive a 'meets' rating.</p> <table border="1"> <thead> <tr> <th colspan="2">% P/A in Reading</th> </tr> </thead> <tbody> <tr> <td>Pre-School</td> <td>80%</td> </tr> <tr> <td>Kinder</td> <td>58%</td> </tr> <tr> <td>1st</td> <td>50%</td> </tr> <tr> <td>2nd</td> <td>52%</td> </tr> <tr> <td>3rd</td> <td>49%</td> </tr> <tr> <td>4th</td> <td>50%</td> </tr> <tr> <td>5th</td> <td>54%</td> </tr> </tbody> </table>	% P/A in Reading		Pre-School	80%	Kinder	58%	1st	50%	2nd	52%	3rd	49%	4th	50%	5th	54%	<p><u>Acuity</u> 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><u>DRA2</u> 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><u>Proficiency Data</u> Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting reading level benchmarks eight times per school year.</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>
		% P/A in Reading																																					
Pre-School	75%																																						
Kinder	55%																																						
1st	47%																																						
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		M	<p>To receive an 'approaching' rating on the SPF we will increase our % P/A to 46% in Math for the 2014-15 school year as measured by the CMAS PARCC Math</p>	<p>To receive the Strong or Distinguished Command on CMAS PARCC Math in 2015 students will score at the 50<sup>th</sup> percentile to receive a 'meets' rating.</p>	<p><u>Acuity</u> 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>Educators will systematically employ the Standards Based Teaching/Learning Cycle to plan so that students will receive targeted instruction and feedback</p>																																	

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			assessment.																																			
			<table border="1"> <tr> <th colspan="2">%P/A in Math</th> </tr> <tr> <td>Pre-School</td> <td>75%</td> </tr> <tr> <td>Kinder</td> <td>65%</td> </tr> <tr> <td>1st</td> <td>62%</td> </tr> <tr> <td>2nd</td> <td>60%</td> </tr> <tr> <td>3rd</td> <td>48%</td> </tr> <tr> <td>4th</td> <td>44%</td> </tr> <tr> <td>5th</td> <td>49%</td> </tr> </table>	%P/A in Math		Pre-School	75%	Kinder	65%	1st	62%	2nd	60%	3rd	48%	4th	44%	5th	49%	<table border="1"> <tr> <th colspan="2">%P/A in Math</th> </tr> <tr> <td>Pre-School</td> <td>80%</td> </tr> <tr> <td>Kinder</td> <td>68%</td> </tr> <tr> <td>1st</td> <td>65%</td> </tr> <tr> <td>2nd</td> <td>63%</td> </tr> <tr> <td>3rd</td> <td>51%</td> </tr> <tr> <td>4th</td> <td>47%</td> </tr> <tr> <td>5th</td> <td>52%</td> </tr> </table>	%P/A in Math		Pre-School	80%	Kinder	68%	1st	65%	2nd	63%	3rd	51%	4th	47%	5th	52%	<p><u>Proficiency Data</u> Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting grade level math standards eight times per school year.</p> <p><u>Critical Learning Phases Chart</u> 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><u>End of Unit Assessments</u> 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>related to proficiency and grade level standards resulting in increased student achievement and progress toward maintaining or exceeding proficiency.</p>
%P/A in Math																																						
Pre-School	75%																																					
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5th	52%																																					
	W	<p><i>Proficiency in all academic content areas is substantially below the state average and has not substantially increased over the past 4 years. Specifically, Over the last four years, achievement in all areas has not increased from 36%</i></p>	<p>To receive an 'approaching' rating on the SPF we will increase our % P/A to 38% in Writing for the 2014-15 school year as measured by the CMAS PARCC ELA assessment.</p>	<p>To receive the Strong or Distinguished Command on CMAS PARCC ELA in 2015 students will score at the 50<sup>th</sup> percentile to receive a 'meets' rating.</p>	<p><u>Proficiency Data</u> Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward demonstration of grade level writing standards eight times per school year measured by grade level rubrics and use of exemplars.</p>	<p>Educators will provide opportunities for students to write across the content areas and students will be held accountable for grade level writing standards which will increase proficiency in all content areas.</p>																																

			proficient/advanced, and it remains 33% below the state average in reading, , and 26% below the state average in writing.	<table border="1"> <tr> <th colspan="2">% P/A in Writing</th> </tr> <tr> <td>Pre-School</td> <td>75%</td> </tr> <tr> <td>Kinder</td> <td>43%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>33%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>39%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>42%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>49%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>43%</td> </tr> </table>	% P/A in Writing		Pre-School	75%	Kinder	43%	1 <sup>st</sup>	33%	2 <sup>nd</sup>	39%	3 <sup>rd</sup>	42%	4 <sup>th</sup>	49%	5 <sup>th</sup>	43%	<table border="1"> <tr> <th colspan="2">% P/A in Writing</th> </tr> <tr> <td>Pre-School</td> <td>80%</td> </tr> <tr> <td>Kinder</td> <td>46%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>36%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>42%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>45%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>52%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>46%</td> </tr> </table>	% P/A in Writing		Pre-School	80%	Kinder	46%	1 <sup>st</sup>	36%	2 <sup>nd</sup>	42%	3 <sup>rd</sup>	45%	4 <sup>th</sup>	52%	5 <sup>th</sup>	46%		
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Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	The MGP is below the 70 <sup>th</sup> percentile in writing. During the last three school years, the MGP in writing has not exceeded 64, 24%ile points below the MAGP of 72.	By the end of the 2014-15 school year, the Median Student Growth Percentile in Reading will be 65.	By the end of the 2015-16 school year, the Median Student Growth Percentile in Reading will be 70.	<p><u>DRA2</u> Student progress on DRA2 will be determined based on percent scores and progress toward meeting growth targets from fall to winter to spring in grades K-5.</p> <p><u>Proficiency Data</u> 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> <p><u>PALS Data</u></p>	Educators will develop comprehensive understandings of all of the components of reading including how to teach and assess students' needs of these components in order to provide precise instruction that targets individual students' gaps.																																
		M																																					
		W	The MGP is below the 70 <sup>th</sup> percentile in Reading. During the last three school years, the	By the end of the 2014-15 school year, the Median Student Growth Percentile in Writing will be 67.	By the end of the 2015-16 school year, the Median Student Growth Percentile	<u>Proficiency Data</u> Student progress on quarterly proficiency charts will be determined based on percent	Educators will provide opportunities for students to write across the content areas and students will be																																

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			MGP has ranged from 42 to 60. These MGP are below the adequate growth percentiles ranging between 50 and 54.		in Writing will be 70.	scores and progress toward demonstration of grade level writing standards eight times per school year measured by grade level rubrics and use of exemplars.	held accountable for grade level writing standards which will increase proficiency in all content areas.	
		ELP						
Academic Growth Gaps	Median Growth Percentile, local measures	R	<p><u>Median Growth Percentiles</u></p> <p>The MGP for our ELL students in reading is below the 65<sup>th</sup> percentile ranging from 40 to 64 percentile in the last three years. The MGP for our boys in reading is also below the 65<sup>th</sup> percentile ranging from 29 to 58 percentile over the last three years.</p>	<p>The MGP for our ELL students in Reading will increase to the 67<sup>th</sup> percentile for the 2014-15 school year.</p> <p>The MGP for our boys in reading will increase to the 65<sup>th</sup> percentile for the 2014-15 school year.</p>	<p>The MGP for our ELL students in Reading will increase to the 70<sup>th</sup> percentile for the 2015-16 school year.</p> <p>The MGP for our boys in reading will increase to the 70<sup>th</sup> percentile for the 2015-16 school year.</p>	<p><u>DRA2</u></p> <p>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><u>Proficiency Data</u></p> <p>Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward meeting growth gap goals through reading level benchmarks eight times per school year.</p>	Educators will develop comprehensive understandings of all of the components of reading including how to teach and assess students' needs of these components in order to provide precise instruction that targets individual students' gaps.	
		M						
		W	<p><u>Median Growth Percentiles</u></p> <p>The MGP for our boys in writing is below the 65<sup>th</sup> percentile ranging from 45 to 64 in the last three years. The MGP for our non-ELL students in writing is below the 65<sup>th</sup> percentile ranging from</p>	<p>The MGP for our non-ELL students in Writing will increase to the 65<sup>th</sup> percentile for the 2014-15 school year.</p> <p>The MGP for our boys in writing will increase to the 65<sup>th</sup> percentile for the 2014-15 school year.</p>	<p>The MGP for our non-ELL students in Writing will increase to the 68<sup>th</sup> percentile for the 2015-16 school year.</p> <p>The MGP for our boys in writing will increase to the 68<sup>th</sup> percentile for the 2015-16 school year.</p>	<p><u>Proficiency Data</u></p> <p>Student progress on quarterly proficiency charts will be determined based on percent scores and progress toward demonstration of grade level writing standards eight times per school year measured by grade level rubrics and use of exemplars.</p>	Educators will provide opportunities for students to write across the content areas and students will be held accountable for grade level writing standards which will increase proficiency in all content areas.	

			48 to 49 percentile in the last three years.				
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** 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 understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction.

- Teachers need to consistently plan for instruction based on current student data, student work samples and state standards of proficiency.
- Teachers do not vertically articulate what students need to know and be able to do as readers or writers 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 set SMART goals to address overall proficiency and plan for targeted intervention and enrichment groups.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Teachers will develop common understandings of the CAS/CCSS as they relate to rigor, relevancy and coherence.	Sept. 2014- March 2015	Redefine understandings based on PARRC Assessment data.	Math and Literacy Teaching Partners Instructional Coaches Principal Assistant Principal Teachers	Amount: none Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website  Teacher planning time	Teachers will meet during Grade Level Community of Practice Meetings (COP) once a week. Lesson plans will be commonly developed using a shared lesson planning template that includes the essential components of planning.  By the end of December 2014, 100% of staff will use the shared lesson planning template and participate in the COP process.	In progress

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<p>Teachers will participate in grade level professional learning/planning through Communities of Practice to plan for rigorous lessons in math and literacy.</p>	<p>Sept. 2014-April 2015</p> <p>Weekly</p>	<p>Sept. 2015-April 2016</p> <p>Weekly</p>	<p>Math and Literacy Teaching Partners</p> <p>Instructional Coaches</p> <p>Principal Assistant</p> <p>Principal Teachers</p>	<p>Amount: \$4300 per school year for extended COP's</p> <p>\$18,000 for leadership consultant</p> <p>Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website</p> <p>Teacher planning time</p> <p>Leadership consultant</p> <p>Acuity data</p>	<p>Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month.</p> <p>Teachers will meet three times per school year to participate in a half-day extended COP/CCL.</p> <p>Learning walks will occur quarterly alongside leadership consultant with specific feedback provided from the shared lesson planning template.</p>	<p>In Progress</p>
<p>Teachers will unpack standards to determine what students need to do and know.</p>	<p>Sept. 2014-April 2015</p>	<p>Sept. 2015-April 2016</p>	<p>Math and Literacy Teaching Partners</p> <p>Instructional Coaches</p> <p>Principal Assistant</p> <p>Principal Teachers</p>	<p>Amount: \$4300 per school year for extended COP's</p> <p>\$18,000 for leadership consultant</p> <p>Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website</p> <p>Teacher planning time</p> <p>Leadership consultant</p> <p>Acuity data</p>	<p>Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month.</p> <p>Teachers will meet three times per school year to participate in a half-day extended COP/CCL.</p> <p>Learning walks will occur quarterly alongside leadership consultant with specific feedback provided from the shared lesson planning template.</p>	<p>In progress</p>
<p>Teachers will collaboratively determine success criteria and create/use grade level exemplars to set proficiency expectations.</p>	<p>Sept. 2014-April 2015</p>	<p>Sept. 2015-April 2016</p>	<p>Math and Literacy Teaching</p>	<p>Amount: \$4300 per school year for extended COP's</p> <p>\$18,000 for leadership</p>	<p>Teachers will meet weekly during COP meetings for an extended specials time. Student work will</p>	<p>In progress</p>

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			Partners Instructional Coaches Principal Assistant Principal Principal Teachers	consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website  Teacher planning time Leadership consultant	be brought to the COP minimally 2 times per month. Teachers will meet three times per school year to participate in a half-day extended COP/CCL. Feedback will be provided through quarterly learning walks using the shared planning template.	
Teachers will collaboratively look at students' work in relation to standards and plan intervention or enrichment opportunities for students who did not meet or were not proficient.	Dec. 2014-April 2015	Sept. 2015-April 2016	Math and Literacy Teaching Partners Instructional Coaches Principal Assistant Principal Principal Teachers	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website  Teacher planning time Leadership consultant	Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month. Teachers will use co-created success criteria based on grade level standards to provide specific student feedback. Feedback will be provided through quarterly learning walks using the shared planning template.	In progress
Teachers will develop SMART goals to progress monitor students' growth and plan for enrichment and intervention opportunities.	Begin in 2015-2016	Sept. 2015-April 2016	Math and Literacy Teaching Partners Instructional Coaches Principal Assistant Principal Principal Teachers	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions	Teachers will meet weekly during COP meetings. At the beginning of the data cycle, pre-assessment data will be used to determine the SMART Goal. The goal will be re-assessed at the end of the teaching cycle through a CFA. Feedback will be provided through quarter and mid-quarter check-ins using a data wall along with teacher created CFA and lesson planning template to record in-progress data.	Not begun

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				Teacher planning time Leadership consultant		
Teachers will develop understandings of the levels of DOK and Hess Cognitive Rigor to deepen understandings of grade level proficiency as they relate to CAS/CCSS.	Dec. 2014-May 2015	Aug. 2015-April 2016	Math and Literacy Teaching Partners Instructional Coaches Principal Assistant Principal Teachers	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions  Teacher planning time Leadership consultant	Teachers will begin developing understandings of DOK during COP planning time as well as during math co-planning alongside teacher coach. Embedding DOK and Hess Cognitive Rigor into the instructional planning of COP time will occur collaboratively with learning about them.  Feedback will be provided through the implementation during COP lesson planning and quarterly learning walks.	

\* 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:** Educators will provide opportunities for students to write across the content areas and students will be held accountable for grade level writing standards which will increase proficiency in all content areas.

**Root Cause(s) Addressed:** At Kenton we have not systematically provided opportunities for students to write across all content areas using grade level writing standards. We have not developed deep understanding grade level standards alongside the use of exemplars and annotated work samples. We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels. We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards for both genre and content.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Teachers will identify and use the Power Standards within CAS/CCSS for ELA when planning for shared lesson plans.	Sept. 2014-May 2015	Ongoing from work in 2014-2015	Teacher Partner Grade level teams Principal Assistant Principal	Amount: \$4300 for substitutes for quarterly planning sessions. \$800 for substitutes for new staff to attend Step Up to Writing Training	Grade level teams will meet approximately every 6-8 weeks to long-range plan for upcoming unit of study. Teachers will plan using CAS/CCSS, acuity data and new Lucy Calkins Units of Study alongside Step Up to Writing.  Vertical progression of planning will be monitored through half-day writing planning sessions.	In progress
Teachers will meet in grade level teams to plan for units of study aligned with the CAS/CCSS.	Sept. 2014-May 2015	Ongoing from work in 2014-2015	Teacher Partner Grade level teams Principal Assistant Principal	Amount: \$4300 for substitutes for quarterly planning sessions. \$800 for substitutes for new staff to attend Step Up to Writing Training	Grade level teams will meet approximately every 6-8 weeks to long-range plan for upcoming unit of study. Teachers will plan using CAS/CCSS, acuity data and new Lucy Calkins Units of Study alongside Step Up to Writing.  Vertical progression of planning	In progress

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					will be monitored through half-day writing planning sessions.	
Teacher will embed higher levels of DOK to increase the rigor and alignment of grade level expectancy within writing across the different content areas.	Dec. 2014-May 2015	Aug. 2015-April 2016	Math and Literacy Teaching Partners Instructional Coaches Principal Assistant Principal Teachers	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions  Teacher planning time Leadership consultant	Teachers will begin developing understandings of DOK during COP planning time as well as during math co-planning alongside teacher coach. Embedding DOK and Hess Cognitive Rigor into the instructional planning of COP time will occur collaboratively with learning about them. Feedback will be provided through the implementation during COP lesson planning and quarterly learning walks.	Not begun
Teachers will engage in professional learning practices and activities that foster students' math language in four areas: reading, interaction, oral output and writing	Nov. 2014-Mar. 2015	Ongoing learning from 2014-2015	Math Teaching Partners and ELA teacher leader Instructional Coaches Principal Assistant Principal Teachers	Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website  Teacher planning time	Teachers will participate in twice monthly after school professional learning led by math teaching partner and ELA teacher leader. T  Follow through will occur through individual coaching alongside math teaching partner and learning walks focused on the outcomes from the professional learning.	Not begun
Teachers will plan for shared reading lessons during COP's that engage students in writing about reading using grade level text.	Oct. 2014-April 2015	Sept. 2015-April 2016	Literacy Teaching Partner Instructional Coaches Principal Assistant Principal	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant  Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core	Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month.  Teachers will use co-created success criteria based on grade level standards to provide specific student feedback.	In progress

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			Teachers	Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions  Teacher planning time Leadership consultant	Feedback will be provided through quarterly learning walks using the shared planning template.	
Teachers will learn how to better assess students' uses of language to plan for instruction in mathematics.	Nov. 2014-Mar. 2015	Ongoing learning from 2014-2015	Math Teaching Partners and ELA teacher leader Instructional Coaches Principal Assistant Principal Teachers	Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website  Teacher planning time	Teachers will participate in twice monthly after school professional learning led by math teaching partner and ELA teacher leader. T  Follow through will occur through individual coaching alongside math teaching partner and learning walks focused on the outcomes from the professional learning.	Not begun

\* 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 develop comprehensive understandings of all of the components of reading including how to teach and assess students' needs of these components in order to provide precise instruction that targets individual students' gaps.

**Root Cause(s) Addressed:** We do not provide precise instruction based on the 5 components of reading including the use of a targeted formative assessment to gather diagnostic data and plan forward using this data to address individual students' needs.

We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block.

We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities.

**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)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Teachers will identify and use the Power Standards within CAS/CCSS for ELA when planning for shared lesson plans.	Sept. 2014-May 2015	Ongoing from work in 2014-2015	Teacher Partner Grade level teams Principal Assistant Principal	Amount: \$4300 for substitutes for extended COP's. Source: Utilization of CDE website (Standards and Standards Based Teaching Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions  Teacher planning time Leadership consultant.	Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month. Teachers will meet three times per school year to participate in a half-day extended COP/CCL. Learning walks will occur quarterly alongside leadership consultant with specific feedback provided from the shared lesson planning template	In progress
Teachers will utilize effective lesson planning components for whole group shared reading using a common school-wide grade level planning template.	Sept. 2014-May 2015	Ongoing from work in 2014-2015	Teacher Partners Grade level teams Principal Assistant	Amount: \$4300 per school year for extended COP's \$18,000 for leadership consultant. Source: Utilization of CDE website (Standards and Standards Based Teaching	Teachers will meet weekly during COP meetings for an extended specials time. Student work will be brought to the COP minimally 2 times per month. Teachers will meet three times per school year to participate in	In progress

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			Principal	Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions  Teacher planning time Leadership consultant	a half-day extended COP/CCL.  Learning walks will occur quarterly alongside leadership consultant with specific feedback provided from the shared lesson planning template	
95% Group will work with teachers to develop common practices for reading instruction, data analysis and grouping practices. The work will center around continuously developing teachers' understandings of the five components of reading, with a focus on phonological awareness and phonics.	Jan. 2015-May 2016	Dependent on funding source but ongoing learning will continue	Teacher Partners Interventionists Grade level teams Principal Assistant Principal	Amount: \$26,000 through READ Act Funds for one school year. Resources: 95 Percent Group professional development, diagnostic assessments and consultant.  Teacher planning time including EPR date and potentially trade time PD.	K-3 teachers will participate in professional development through the 95 Percent Group. The focus will be on phonological awareness and phonics.  Teachers will collect ongoing data through PALS and 95 Percent Group diagnostic tool—minimally this data will be collected bi-monthly and reported out using a spreadsheet to look at individual student trends as well as grade level trends in order to readjust instruction.	Not begun
Teachers will effectively use data from diagnostic tools provided through PALS and the 95% group to monitor student progress and plan for targeted intervention.	Jan. 2015-May 2016	Dependent on funding source but ongoing learning will continue	Teacher Partners Interventionists Grade level teams Principal Assistant Principal	Amount: \$26,000 through READ Act Funds for one school year. Resources: 95 Percent Group professional development, diagnostic assessments and consultant.  Teacher planning time including EPR date and potentially trade time PD.	K-3 teachers will participate in professional development through the 95 Percent Group. The focus will be on phonological awareness and phonics.  Teachers will collect ongoing data through PALS and 95 Percent Group diagnostic tool—minimally this data will be collected bi-monthly and reported out using a spreadsheet to look at individual student trends as well as grade level trends in order to readjust	Not begun

					instruction.	
Teachers will involve student in monitoring their strengths and next steps in reading.	Will occur after 95 Percent PD	Aug. 2015-May 2016	Teacher Partners Interventionists Grade level teams Principal Assistant Principal	Amount: Consolidated Funds Resources: Teaching Partners, COP meeting time Teacher Planning Time	Teachers will use data from PALS and 95 Percent Group diagnostics to support students in knowing and using their reading strengths and next steps throughout the literacy intervention and guided reading times.  This will be monitored through the bi-monthly data collected on interventions and the use of quarterly proficiency charts demonstrating student growth.	Not begun
Teachers will refine their instructional practices to provide a balanced reading approach that is systematic in integrating all 5 components of reading.	Jan. 2016-	Aug. 2015-May 2016	Teacher Partners Interventionists Grade level teams Principal Assistant Principal	Amount: Consolidated Funds Resources: Teaching Partners, COP meeting time Teacher Planning Time	Teachers will refine their instructional practices of a balanced literacy approach as demonstrated through weekly COP planning sessions. The shared planning template will be used to monitor progress of teacher understandings of the balanced approach as well as during the half-day COP meetings in which a CCL model is used.	Not begun

\* 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)
- Title I Schools Operating a Schoolwide Program (Optional)