COLORADO
Department of Education
CDE

KENTON ELEMENTARY SCHOOL UIP 2016-17

District: **ADAMS-ARAPAHOE 28J** | Org ID: **0180** | School ID: **4646** | Framework: **Priority Improvement Plan** | **Draft UIP**

Colorado's Unified Improvement Plan for School (2016-2017)

Table of Contents

Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth Gaps, PWR), where the School did not meet federal, state and/or local expectations.

Name: Overall Academic Achievement
Description: For the past three years, the achievement of students at Kenton has declined and has been significantly below state expectations across all content areas, subgroups, and grade levels (Overall: 2014= 25% P/A, 2015 = 9% Met/Exceeded, 2016 = 7% Met/Exceeded).

Name: Significant Reading Deficiency
Description: For the past three years the number of students in Kindergarten-3rd grade identified with a Significant Reading Deficiency has slightly increased (Proficient/Advanced = 29.5% to 29.9% to 33.7%) which is above the state and district percentages of students identified with a SRD.

Name: Overall Academic Growth
Description: Growth in mathematics has declined over the last three years and has declined significantly and is currently far below the minimum state expectations (2014= 72 MGP, 2015 = 72 MGP, 2016 = 37 MGP). Growth in English Language Arts has similarly declined and is currently below the minimum state expectations (2014= 60 MGP, 2015 = 60 MGP, 2016 = 49 MGP).

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Lack of Deep Understandings of Colorado Academic Standards
Description: Planning within PLC's has focused on grade level standards-based instruction within the whole group lesson leaving Tier 2 and Tier 3 instruction to be planned individually by teachers with less support from a PLC process, professional learning or instructional coaching. By not addressing the gaps we are not able to understand the trajectory of learning for a student to close the academic achievement gaps and to reach proficiency.Our past data documents that students are not meeting expectations and continue to not make adequate growth to close the achievement gap. We are not providing enough opportunities for teachers to deepen their understandings of the Colorado Academic Standards and how they should look in classroom instruction. The use of district interim data and exemplars as a teaching tool has not been a consistent component of the PLC process. The low retention of teachers within the school for the last two years has created gaps in the understanding of grade level standards.

Name: Lack of Use of Diagnostic Data
Description: We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention opportunities. We are not strategically using the PALS data to inform the planning for small group instruction. Teachers are collecting the data on a regular basis but data reveals that not all students are responding to the small group interventions. Kenton has selected this performance challenge to have one of the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We are not providing a variety of instructional supports, interventions and teacher professional learning to address the reading needs of all learners in this category.

Name: Staff Need to Strengthen their Skills
Description: Tier 2 and Tier 3 instruction is not addressing the gaps in learning for our Kinder-5th grade students. Students are not responding to the specific interventions as designed by the teachers. Teachers lack professional understandings to close the academic achievement gap using Tier 1 instructional materials. Professional learning has offered limited opportunities to deepen teacher understandings of Tier 2 and Tier 3 instructional interventions. The MTSS model is being developed at both the school and district level leaving areas of misunderstandings and unclarity. Feedback for teachers has not led to sustained instructional improvements or modifications.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Standards Aligned, Data-Driven Instructional System
Description: In order to accelerate student growth and achievement we will systematically employ a school-wide Standards Based Data-Driven Instructional system. When teachers understand how to deeply and thoroughly analyze student data using a standards-based teaching/learning cycle then teachers will be able to understand the gaps students have within the standards and how to make instructional adjustments to meet their varied needs. We will use a data team cycle which will allow

for teachers time for pre-analysis of the interim assessment to develop understandings of grade level proficiency. Communities of Practice will support the data team cycle which will result in observable instructional changes in the classroom through lessons created based on student data.

Name: Observation and Feedback System
Description: In order to accelerate student growth and achievement, we will implement a school-wide observation and feedback system. When observation and feedback cycles are used to increase teacher understanding of the rigor of the academic standards then teachers will plan lessons that address student strengths and gaps and the highest leverage feedback will be provided. All administrators and instructional coaches will use components of Leverage Leadership to provide bite-sized and systematic feedback to teachers.

Name: Job-Embedded, Differentiated Professional Learning
Description: In order to accelerate student growth and achievement, we will increase job-embedded, differentiated professional learning structures and supports. When job-embedded, differentiated professional learning structures and supports are provided to teachers, student engagement both behaviorally and cognitively will increase and there will be an increase in teacher retention. Teachers will be provided choice of professional learning with an overarching theme of engagement--affective, behavioral and cognitive--which will result in deeper levels of student thinking and learning.

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

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 school improvement efforts? When was the grant awarded?

Kenton Elementary has not received a grant for the 2016-17 school year.

School Support Team or Expedited Review

Has (or will) the school participated in an SST or Expedited Review? If so, when?

Kenton Elementary has not and will not participate in an SST or Expedited Review for the 2016-17 school year.

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.

Kenton Elementary has not partnered with an external evaluator to provide a comprehensive evaluation during the 2016-17 school year.

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

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

> ### *SCHOOL CONTEXT*
> *Kenton Elementary is Title 1 School with 650 students from a multitude of different cultural backgrounds. We have two sections of PreSchool and grades Kindergarten through 5th grade along with two Diverse Learning Sections within Kenton Elementary. Seventy-five percent (75%) of students are second language learners (FEP, NEP, or LEP), eighty-seven (87%) Free/Reduced Lunch and thirteen (13%) students identfied with disabilites. All teachers receive instructional coaching in one or more areas; English Language Arts, Mathematics or English Language Development.*
> *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 which 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.

We have had a fairly low retention rate the last three years which has created turn-over in staff of 22% in 2013-14, 39% in 2014-15 and 11% in 2015-16 school year creating some setbacks in continuous learning with the aforementioned instructional models.Within this turnover well more than half of the teachers each year are within their first 3 years of teaching. During this current school year, 2016-17, the average number of teaching years is 7 for teachers at Kenton. The direct impact on having a high turnover of staff and staff who are primarily in their first few years of teaching experience has created a constant need to review previous learning, catch staff up to speed and find ways to differentiate for the professional learning needs of the varying interest and understandings of teachers. All new teachers receive both district and school-based mentoring and new teacher induction professional learning. The Kenton new teacher induction was established to support and build teachers understandings around multiple contents and tasks they are faced with such as: AGATE, ELL, Conditions of learning, guided reading instruction, Enrich, Infinite campus, data entry and monitoring as well as administering assessments - district and state.

Our focus for the last two years has been on getting to know the standards and content. We have specifically focused on Reading and Writing. As a Leadership Team and within our PLC's, we determined our starting point was grounding our understandings of planning with the grade level standards so we were better able to teach the content to the students. While we focused on the standards and how to plan using the standards; we did not focus on how to teach the standards. Due to the lack of focus around providing teachers with the instructional knowledge needed to teach students Reading; we are now a school that has 33% of students on a Read Plan.

Our current performance rating on the School Performance Framework is at the Priority Improvement level. We are 2 points away from moving to an Improvement rating. During the 2014-15 and 2015-16 school years we were rated as a Performance school and during the 2013-14 school year we were rated as Improvement on the SPF. We recognize that our understanding of the standards is not as rigorous as it needs to be and that we need to deepen our understanding of the how students will be assessed through these standards in order to make dramatic shifts in our academic achievement and growth.

UIP DEVELOPMENT PROCESS
The general process for developing Kenton's UIP included a team of individuals and groups including; the principal in conjunction with our Instructional Leadership Team (ILT) consisting of representatives from the primary and intermediate grade level teams as well as the Assistant Principal, ELA consultant and Literacy and Math teaching partners. We also worked collaboratively with our School Accountability Committee to develop understandings of the current state of Kenton Elementary through a "dive into the data" and discussion of the current action steps and revisions to support growth and academic performance.

In grade level teams we met to examine our most current data in order to determine the cause of low achievement in reading, writing and math. The process for dissecting the data followed a data team process in which teachers used the benchmark data, interim assessments and PARCC data to notice and name trends and patterns both within their grade level team as well as across the school. Teachers broke down the data for each of the core subject areas and looked at it by student. Student names were placed on an excel sheet and categorized by their performance level descriptors. Alongside the students' PARCC data teachers looked at students' current beginning of year assessments including the Benchmark Assessment System (BAS) and District Interim Assessment (Acuity) and how they aligned or did not align with the summative data.This allowed for planning with each student in mind, so teachers could begin to differentiate instruction for individuals and groups of students. Teachers have

also looked at student ACCESS language levels to support planning that addresses students language levels alongside ELA and Math which allows for planning for precise and rigorous instruction.

We have incorporated bi-weekly planning and data team meetings (2016-17) focused on mathematics.We continue to find gaps in number sense building wide and we are engaged in professional learning to support our planning with a focus on differentiated planning to meet small groups of students needs.
We continue to have weekly grade level PLC's focused in the area of English Language Arts with a focus on understanding, unpacking and planning for grade level standard based instruction. We also use our PLC time to dig more deeply into our benchmark assessments to understand the differentiation for small group learning structures. We will continue to strengthen our PLC's to develop collaboration working for high student achievement and growth.

The ILT team alongside grade level teams collaboratively considered three to five years of data related to academic performance trends. 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), PARCC academic achievement and growth data, ACCESS data, DRA2 & Benchmark Assessment System (BAS) data, PALS and CMAS data.The team also reviewed qualitative data such as observations during walkthroughs/learning walks, exit tickets, TELL survey data, district Differentiated Support Systems data and reports from the evaluation process.The teams continually engaged their grade level colleagues to incorporate all perspectives. This process was facilitated through whole and small group structures to engage all staff in the same practice and experience (root cause analysis including five why's). The process was also shared with our licensed and classified staff who are not a part of regular PLC's through a chart paper analysis in which all staff could provide additional feedback on the UIP planning processes including the identification of the root causes, development of MIS, target setting, and action planning.
From this, learning and feedback statements were written and then examined and analyzed based on the data mentioned above to determine the trends, areas of growth and areas of challenge. The data was then shared with all staff and parents through our SAC and PTO meeting for further gain input from all stakeholders.

Prior Year Targets

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

Performance Indicator: Academic Achievement (Status)

Prior Year Target: Kenton Elementary is at the 5th percentile of all schools in reading. To receive an Approaching rating on the SPF we will set a target of the 15th percentile.

Kenton Elementary will increase the percent Proficient/Advanced on the Acuity Reading Assessment by 3%. (from 40% to 43% overall P/A for grades 3-5)
Performance:

Prior Year Target: Kenton Elementary is at the 5th percentile of all schools in reading.
The percent of students in the SRD category will decrease by 2% during the 2015-16 school year--from an average of 29.56% to 27.56%.
Performance:

Academic Achievement (Status) Reflection

Reading Achievement
Overall we did not meet the academic achievement targets set out for the 2015-16 school year.

Prior Year Target: *Kenton Elementary is at the 5th percentile of all schools in reading. To receive an Approaching rating on the SPF we will set a target of the 15th percentile. Kenton Elementary will increase the percent Proficient/Advanced on the Acuity Reading Assessment by 3%. (from 40% to 43% overall P/A for grades 3-5).*

> *The prior year target for reading achievement goal was not met. The median percentile for Kenton students on the Acuity A combined assessment was 34 in ELA compared to 50 as the district median percentile. In reading the median percentile for Kenton was 38 compared to the district median percentile of 50.*

Prior Year Target: Kenton Elementary is at the 5th percentile of all schools in reading. The percent of students in the SRD category will decrease by 2% during the 2015-16 school year--from an average of 29.56% to 27.56%.

> *The prior year target to decrease the percent of students identified as SRD was not met. The percent of students identified with a SRD during the 2015-16 school year was 29.9% which was an increase of .4% from the 2014-15 school year.*

Brief reflection on why previous targets were not met & Previous improvement efforts and impacts
Our student enrollment between the 2014-15 and 2015-16 school year only minimally increased which identifies a concern for the overall slight increase in students identified with a SRD. We are concerned with our current data which identifies that at the start of the 2016-17 school year we are up 3.9% students identified with an SRD. Our data indicates that in the Spring of 2016 we had on average 45% of students on grade level according to our benchmark assessment in reading.
We have determined that only working toward identifying what proficient looks like within a grade level did not support the reading development of individual students with a SRD. We have also determined that students are not yet clear on what proficiency looks like, and how proficiency is determined which stems from teachers being unclear about the standards. With a high number of ELL students, we are aware our students need to see and hear models of proficiency at grade level and also have the opportunity to practice appropriate reading behaviors within instructional text that supports them in their zone of proximal development. Truly developing the reader and not the reading has been a notable trend across data and classroom observations/walkthroughs.
We have also identified that ensuring that we develop our understandings of Depth of Knowledge and how to incorporate the use of a DOK planning resource into our COP is critical to increase the depth, complexity and rigor of our planning.

Performance Indicator: Academic Growth

Prior Year Target: *The Median Growth Percentile for Writing will increase to the 67th percentile to receive a Meets on the SPF.*
Performance:

Academic Growth Reflection

ELA Growth

Prior Year Target: The Median Growth Percentile for Writing will increase to the 67th percentile to receive a Meets on the SPF.

> The prior year goal for growth in Writing was not met. The median growth percentile for ELA was 49.0 from the 2015-16 PARCC data.

Reviewing our data from the 2015-16 school year shows that the median growth percentile from the district Reading Interim Assessment (Acuity) indicates that the median growth percentile between the two forms of the assessment dropped from the 46th MGP to the 20th MGP.

Reviewing our District Interim Assessment data we are concerned with the significant difference between the two median growth percentiles since the latter district interim assessment assesses grade level standards.

Brief reflection on why previous targets were not met & Previous improvement efforts and impacts

We did not meet our targets in English Language Arts or Mathematics because we did not have a strong system in place to support the use of data alongside the use of the standards based teaching and learning cycle. Teachers did not have a consistent tool in place to support the planning of guided reading instruction and the monitoring of student data. Teachers did not have a strong system in place to address the academic gaps within their mathematicians nor an understanding of the trajectory of developmental math understandings for students. When we create an effective data team and PLC structure to support teachers' development in best first instruction; then we will be able to raise achievement, close gaps for all subgroups and increase our growth percentiles.

Use of grade level rubrics to identify proficiency were partially effective as a resource to deepen teachers' understandings of grade level writing. Teachers did build a deeper understanding of what grade level proficiency looks like alongside annotated exemplars and rubrics. We have grown in our understandings of the use of a writing rubric as a tool for feedback.

Transferring this understanding to instruction is where they challenge lies. We have not deeply pre-identified what proficiency looks and sounds like as well as how it is determined in relationship to the Acuity assessment, PARCC samples and grade level instruction. With our high levels of language learners we are aware that we need to take on an "I do/We do/You do" approach and guide students within small groups to meet their targeted next step. We often jump over the We Do and not provide for students to take on learning in a smaller group setting with quick feedback from the teacher. Students in all grade levels need a chance to orally rehearse and approximate their next steps before taking their thinking into writing. To strengthen our ELA growth data we need to use curriculum specific writing rubrics from our Writing Units of Study which incorporates the use of learning progressions and vertical understandings. We also need to plan for our writing instruction using what we know about our students second language needs through the can-do descriptors in WIDA.

Performance Indicator: Disaggregated Achievement

Disaggregated Achievement Reflection

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Performance Indicator: Disaggregated Growth

Disaggregated Growth Reflection

The overall disaggregated growth of our students in the area of ELA was in the Approaching category based on the results from the 2015-16 PARCC data.
Drilling down into the specific needs of students and how to plan for their varying needs is a significant next step.
Within our COP planning practices we strengthened our understandings of how to plan for the needs of our ELL's by using sentence frames/stems that support students with the reading/writing connection. We also incorporated opportunities for all ELL students to benefit from reading instruction using grade level proficient text which was annotated and chunked to support comprehension. At times the length of the shared ELA lessons extended beyond the reach of learning for students who were below grade level according to benchmark data.
We need to strengthen our understandings of how to plan systematically for the needs of varying groups of students within our literacy block using the grade level standards, WIDA can-do descriptors and writing rubrics within the writing units of study to plan for the targeted next step for each student. Reviewing the disaggregated data with two years of PARCC we will be able to set targeted goals for the needs of specific groups of students.

Performance Indicator: English Language Development and Attainment

English Language Development and Attainment Reflection

Performance Indicator: Other

Other Reflection

-

Performance Indicator: Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness Reflection

Performance Indicator: Student Behavior

Student Behavior Reflection

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Performance Indicator: Student Engagement

Student Engagement Reflection

Current Performance

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.

Current Performance
Kenton's Instructional Leadership Team and grade level teams within a PLC structure took the lead in analyzing the performance and formulating priority performance challenges. The whole staff further understood the revisions to the MIS and action steps through an opportunity to engage with the summative and formative data through a data dig.

Academic Achievement Summary
The 2015-16 SPF states that we are not meeting in any of the school group areas. We received 8.75/35 points within this section of the framework putting us at below the 15 percentile for all schools in 2016. PARCC: During the 2015-16 school year we did not meet the state targets for Academic Achievement in ELA or math. Our PARCC scores are well below the state averages in grades 3-5.

ELA	State	District	School
3rd Grade	37.4%	18.4%	8.1%
4th Grade	43.9%	21.1%	14.7%
5th Grade	41.2%	20.9%	6.4%
Math	State	District	School
3rd Grade	18.2%	38.9%	6.1%
4th Grade	14.0%	33.3%	4.3%
5th Grade	41.2%	34.3%	2.1%

In a year-to-year comparison we declined 2% met/exceeded in the area of ELA and Math.

ELA	Does Not Meet		Partially Meets		Approaching		Meets		Exceeds		Change	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
3rd Grade	53%	56%	21%	20%	16%	16%	10%	7%	0%	1%	10%	8%
4th Grade	39%	32%	25%	23%	25%	31%	9%	14%	1%	1%	11%	15%
5th Grade	33%	36%	37%	35%	16%	22%	13%	6%	1%	0%	14%	6%

Math	Does Not Meet		Partially Meets		Approaching		Meets		Exceeds		Change	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
3rd Grade	36%	47%	36%	30%	16%	17%	11%	6%	0%	0%	11%	6%
4th Grade	54%	40%	29%	40%	14%	15%	3%	4%	0%	0%	3%	4%
5th Grade	45%	44%	33%	39%	18%	15%	3%	2%	0%	0%	3%	2%

District Interim Benchmark (Acuity): *Our 2015-16 district interim benchmark data states that the median growth percentile from Acuity B to Acuity C1 was:*

	Math	ELA
3rd	28 MGP	19 MGP
4th	41 MGP	24 MGP
Overall	38 MGP	20 MGP

Benchmark Assessment System: *Our Benchmark Assessment System data shows less than half of students in grades Kinder-5th had demonstrated proficiency by the end of the 2015-16 school year.*

Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
36.7%	35.7%	66.7%	30.8%	40.0%	34.4%

Growth Summary:
This is the first year we have two years of PARCC data to look at the growth of our students in ELA and math.
During the 2015-16 school year our growth in the area of math fell significantly below the district growth by 9 percentile
 District math growth = 46.0 MGP as compared to Kenton's math growth = 37.0 MGP
The growth for ELA was above the district average growth by 3 percentile
 The overall growth for the district in ELA was 46.0 MGP as compared to Kenton's growth of 49.0 MGP
Growth by grade level shows that we slightly exceeded the growth of the district in ELA but we were significantly below in the area of ELA.

	Math Growth	ELA Growth
District	Grade 4 Math = 44.0 Grade 5 Math = 47.0	Grade 4 ELA = 46.0 Grade 5 ELA = 46.0
School	Grade 4 Math = 34.0 Grade 5 Math = 43.0	Grade 4 ELA = 51.0 Grade 5 ELA = 48.0

The data from our 2016 SPF shows that we are Approaching in all student groups within the portion of the framework dedicated to Growth. We received 13/26 points within this portion of the framework.

In reflection of our student achievement and growth data we considered not only student overall data and scaled scores but also student performance by standard and subclaim. We analyzed PARCC results by each standard and sub-claim, as well as, the district's quarterly interim results, and considered classroom assessment results. We found the lowest growth performance across all groups and across all grades in the area of Math. Although this is not to dismiss that the overall achievement in ELA is only 6.9 points difference in the scale score. We have need to accelerate the achievement and growth Kinder-5th grade in both ELA and even moreso in Math.

Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

Performance Indicator: Academic Achievement (Status)

Academic Achievement in the area of Reading-- 3rd-5th grade students are on a slight decline in ELA on PARCC between the 2015 and 2016 school years (2015 = 12% met/exceeded; 2016 = 10% met/exceeded). This is a notable trend because it is well below the state results for any of these three grade levels by 29 percentage points or more within the 3rd-5th grades

Trend Direction: **Decreasing** *- Notable Trend:* **Yes**

Academic Achievement in the area of Math--3rd-5th grade students are on a significant decline in Math on PARCC between the 2015 and 2016 school years (2015 = 6% met/exceeded; 2016 = 4% met/exceeded). This is a notable trend because it is well below the state results by close to 32 percentage points.

Trend Direction: **Decreasing** *- Notable Trend:* **Yes**

Academic Achievement--5th Grade ELA--Kenton 5th grade students are on a significant decline in ELA according to PARCC bewteen the 2015 and 2016 school years (2015 = 14% met/exceeded; 2016 = 6% met). This is a notable trend because it is well below the state results (41.2% met/exceeded) by 35 percentage points.

Trend Direction: **Decreasing** *- Notable Trend:* **Yes**

Academic Achievement--3rd Grade Math--Kenton 3rd grade students are on a significant decline in Math according to PARCC between the 2015 and 2016 school years (2015 = 11% met; 2016 = 6% met). This is a notable trend because it is well below the state results (38.9% met/exceeded) by 33 percentage points.

Trend Direction: **Decreasing** *- Notable Trend:* **Yes**

Academic Achievement--5th Grade Science--Kenton 5th grade students demonstrate a significant decline in Science according to PARCC CMAS between the 2015 and 2016 school years (2015 = 8% met; 2016 = 2% met). This is a notable trend because it is well below the state results (33.6%) during the 2016 school year by 31.6 percentage points.

Trend Direction: **Decreasing** *- Notable Trend:* **Yes**

Kenton Kindergarten students have demonstrated significant decline in the area of Reading according to the local level DRA2 and BAS data between the 2014 to 2016 school years (2014=40.7% on grade level, 2015=39.2% on grade level, 2016=26.7% on grade level). This is a notable trend because the district is significantly above grade level for all three school years (2014=48.7% on grade level, 2015=47.7% on grade level, 2016=46.7% on grade level)

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

Performance Indicator: Academic Growth

Kenton 3rd-5th grade students have demonstrated minimal growth in the area of Math according to the growth data on PARCC between the 2015 and 2016 school years. The median growth percentile is 37 which is only 2 percentile points above the cut point for Approaching on the SPF.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

Performance Indicator: Disaggregated Achievement

5th grade hispanic/latino students are on a significant decline in ELA on the PARCC assessment between 2015 to 2016 (2015=17% met/exceeded; 2016=9% met/exceeded). This is a notable trend because it is well below the state results (25% met/exceeded) by more than 16 percentage points in 2016.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

5th grade FEP students are on a significant decline in ELA on the PARCC assessment between 2015 to 2016 (2015=47% met/exceeded; 2016=25% met/exceeded). This is a notable trend because it is well below the state results (43.3% met/exceeded) by more than 18 percentage points.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

3rd grade male students are on a significant decline in Math on the PARCC assessment between 2015 to 2016 (2015=13% met, 2016=4%). This is a notable trend because it is well below the state results (39% met/exceeded) by more than 35 percentage points.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

3rd grade LEP students are on a significant decline in Math on the PARCC assessment between 2015 to 2016 (2015=15% met; 2016=7% met). This is a notable trend because it is below the state results (15.3% met/exceeded) by more than 8 percentage points.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

Performance Indicator: Disaggregated Growth

Students in the disaggregated group of free/reduced lunch price eligible in grades 3-5 scored at the bottom of the MGP in the area of Math at 37.0 MGP. This is only 2 percentile above the cut score for the Approaching category.

*Trend Direction: **Decreasing** - Notable Trend: **Yes***

Performance Indicator: English Language Development and Attainment

Performance Indicator: Other

Performance Indicator: Postsecondary & Workforce Readiness

Performance Indicator: Student Behavior

Performance Indicator: Student Engagement

Additional Trend Information:

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. Root Cause: 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges	Root Cause
Overall Academic Achievement	Lack of Deep Understandings of Colorado Academic Standards
Significant Reading Deficiency	Lack of Use of Diagnostic Data
Overall Academic Growth	Staff Need to Strengthen their Skills

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

Trend Analysis
<u>Academic Achievement:</u>

Overall Achievement Data:
Kenton did not meet any of the targets for English Language Arts or Math . Kenton is not achieving at the same levels as the district and state averages in English Language Arts or math as demonstrated through current local and summative data. The three-year change in reading/ELA demonstrates a decrease of 26% while the three-year change in math shows a decrease of 36%. These changes in data are significant and it is important to note that the state assessment changed from TCAP to PARCC during this three year window. The two year difference between the PARCC assessments of 2015 and 2016 indicate that ELA has decreased from 9% to 7% Met/Exceeded and Math has decreased from 6% to 4% Met/Exceeded. In order for performance ratings to increase at an adequate rate, teachers need to deeply understand the standards they are teaching and use the many forms of formative data to better understand how to plan

with standards and students in mind. Professional Learning Communities will be refined at every grade level to support teachers understandings of data-driven instruction.

Significant Reading Deficiency Data:
Kenton Elementary has a concerning number of Kindergarten-3rd grade students who have scored well below benchmark and are identified as having a Significant Reading Deficiency . The percentage of students identified with a SRD has increased over the last 3 school years (.4% change between 2014 to 2015, 3.9% change between 2015 to 2016). The percentages of SRD students is of significant concern as it currently represents more than 1/3 of all students having an SRD in grades Kindergarten-3rd grade.This increase in students identified as SRD is significant because it represents a lack of understanding of how to use diagnostic data to plan for the precise needs of students with academic gaps within the five components of reading.

Overall Academic Growth
Kenton Elementary has demonstrated growth below the district and state averages for the the last three years. The growth for grades Kinder-2nd grade has been stagnant and an increased number of students on READ plans has been evident through our data in the last three years. In order to determine how to support students and their overall needs, Kenton is refining or Multi-tiered System of Supports structure to identify students who are struggling academically, students who interventions are not working and students who have made limited growth for an extended period of time. We are also working to identify the professional learning models and supports teachers need to support students who are performing below grade level in reading, writing and math will need to close the academic achievement gaps.

Students on READ Plans	2014	2015	2016
Overall	29.4% 119/404 students	29.4% 123/412 students	33.7% 145/430 students
Kindergarten	6.4% 7/109 students	11% 11/100 students	16.5% 20/121 students
1st Grade	43.6% 48/110 students	38.5% 40/104 students	34.4% 32/93 students
2nd Grade	34.8% 32/92 students	32.7% 36/110 students	42.77% 47/110 students
3rd Grade	34.4% 32/93 students	36.7% 36/98 students	43.4% 46/106 students

Provide a rationale for how these Root Causes were selected and verified:

<u>**Rationale for the Verification and Selection of the Root Causes**</u>

<u>**Priority Performance Challenge--Overall Academic Achievement**</u>
Root Cause: Lack of Deep Understandings of Colorado Academic Standards
Root Cause Analysis:

- **Planning**--teachers need to consistently plan for instruction based on current student data, interim measures, student work samples and state standards of proficiency.
- **Vertical Articulation**--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.
- **Understanding of Proficiency**--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.
- **Use of SMART Goals**--teachers do not set SMART goals to address overall proficiency and plan for targeted intervention and enrichment groups.
- **TELL Data**
    - State and local assessments are used to improve student learning; 56% of staff disagree/strongly disagree)
    - The curriculum taught meets the needs of students; 53%of staff disagree/strongly disagree
    - 64% of staff identified needing professional development to teach students more effectively in their content area
    - 42% of staff identified needing professional development with the Colorado Academic Standards to teach students more effectively
    - 67% of staff identified needing professional development with closing the achievement gap to teach students more effectively

<u>**Priority Performance Challenge--Significant Reading Deficiency**</u>
Root Cause: Lack of Use of Diagnostic Data
Root Cause Analysis:

- **Targeted Instruction in Phonics and Phonemic Awareness** - We do not provide targeted instruction on the components of phonemic awareness and phonics into a balanced literacy block using data from PALS to identify targeted next steps
- **Lack of Use of Diagnostic Data** - We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention and enrichment opportunities; running records, PALS quick checks and BAS assessments)
- Perception and observational data has not been used in regular manner to support the adjustments to professional leaning offerings at the school level

- **TELL Data**
  - Professional development provides teachers with the knowledge and skills to most needed to teach effectively (50% of staff identified this as disagree/strongly disagree)
  - 54% of staff identified needing professional development with reading strategies to teach students more effectively

Priority Performance Challenge--Overall Academic Growth
Root Cause: Staff Need to Strengthen Their Skills
Root Cause Analysis:

- TELL Survey Data
  - 67% of staff identified needing professional development with closing the achievement gap to teach students more effectively
 - Professional development provides teachers with the knowledge and skills to most needed to teach effectively (50% of staff identified this as disagree/strongly disagree)
- Professional learning has not focused in the area of mathematics for the last three school years
- Resources to teach mathematics are not all currently aligned with the Colorado Academic Standards--teachers are making adjustments to the resources to better meet the needs of students as identified through co-planning sessions and learning walks
- Feedback has not been aligned with Leverage Leadership practices for the last three years as identified through evaluation and formative feedback to teachers
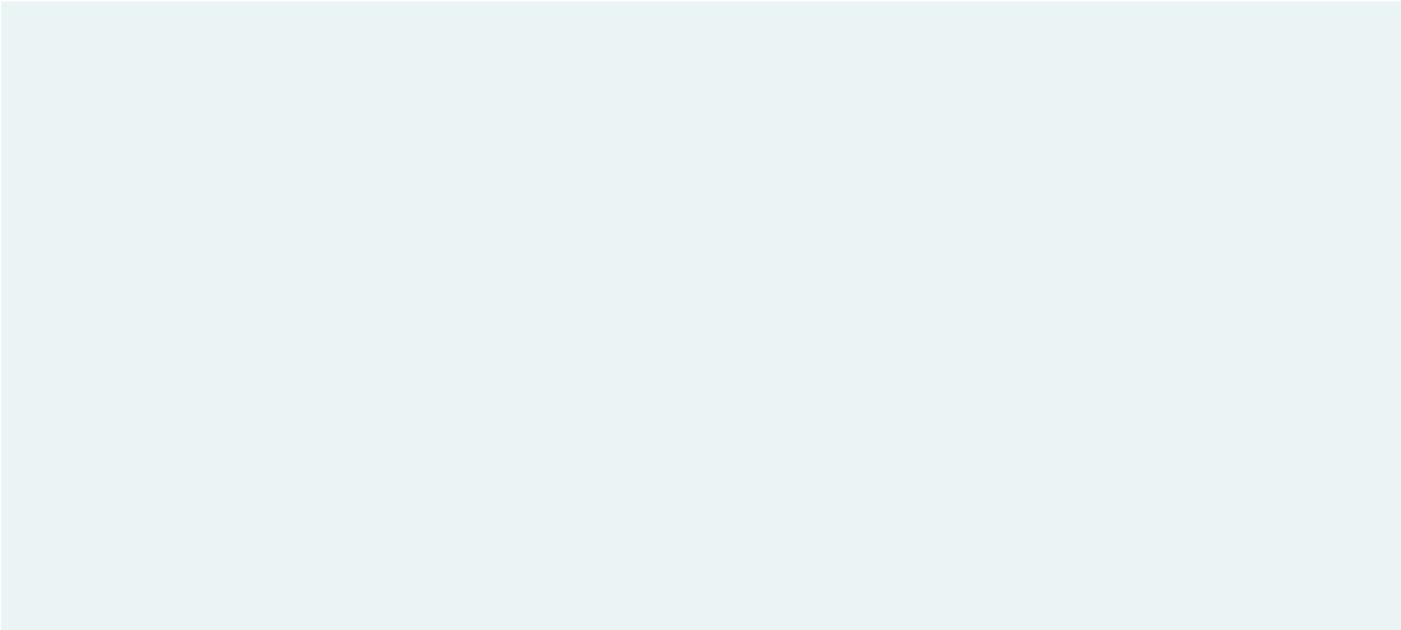
Additional Narrative / Conclusion

Action Plans

School Target Setting

Directions: 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. 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.

Priority Performance Challenge : Overall Academic Achievement

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		ELA
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the academic achievement in the area of English Language Arts for all students will increase to at or above the 15th percentile in the Approaching category on the SPF.
	2017-2018:	By the end of the 2017-18 school year the academic achievement in the area of English Language Arts for

		all students will increase to the 35th percentile or above in the Approaching category on the SPF.
Interim Measures for 2016-2017:		State metrics: (PARCC, CMAS) District metrics: BAS (Benchmark Assessment System), district interim assessment (Acuity) for 3rd-5th grades given in September/November/January, PALS diagnostics, School metrics: Pre/post writing assessments 4-6 times per year, 95 Percent diagnostics

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the academic achievement in the area of Mathematics for all students will increase to at or above the 15th percentile in Approaching category on the SPF.
	2017-2018:	By the end of the 2017-18 school year the academic achievement in the area of Mathematics for all students will increase to at or above the 35th percentile in the Approaching category on the SPF.
Interim Measures for 2016-2017:		State Metrics: PARCC, District Metrics: District Interim Assessment (Acuity) 3rd-5th grades given in September/November/January, (Kathy Richardson assessments, Adaptive Pedagogy trajectories, pre/post unit assessments), Daily Monitoring notes.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		S
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the academic achievement in the area of Science for all students will increase to the 15th percentile in the Approaching category on the SPF.
	2017-2018:	By the end of the 2017-18 school year the academic achievement in the area of Science for all students will increase to the 35th percentile category on the SPF.
Interim Measures for 2016-2017:		State Metrics: PARCC, District Metrics: Unit assessments, Daily Monitoring notes.

Priority Performance Challenge : Significant Reading Deficiency

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		R
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year Kindergarten through 3rd grade students previously identified for a READ plan will decrease by 3% to 30%.
	2017-2018:	By the end of the 2017-18 school year Kindergarten through 3rd grade students previously identified for a READ plan will decrease by 3% to 27%.
Interim Measures for 2016-2017:		State metrics: Number of students on READ Plans, District metrics: BAS (Benchmark Assessment System), PALS diagnostics, School metrics: monthly running records

Priority Performance Challenge : Overall Academic Growth

Performance Indicator:		Academic Growth
Measures / Metrics:		ELA
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the academic growth in the area of English Language Arts will move from the 49th MGP to the 55th MGP which will move the rating from Approaching to Meets.
	2017-2018:	By the end of the 2017-18 school year the academic growth in the area of English Language Arts will move from the 55th MGP to the 60th MGP which will maintain the rating of Meets.
Interim Measures for 2016-2017:		State metrics: (PARCC, CMAS) District metrics: BAS (Benchmark Assessment System), District Interim Assessment (Acuity) in grades 3-5 given in September/November/January, PALS diagnostics, School metrics: 95 Percent Diagnostics

Performance Indicator:	Academic Growth

Measures / Metrics:	M

	2016-2017:	By the end of the 2016-17 school year the academic growth in the area of Mathematics will move from the 37th MGP to the 50th MGP.
Annual Performance Targets	**2017-2018:**	By the end of the 2017-18 school year the academic growth in the area of Mathematics will move from the 50th MGP to the 55th MGP.
Interim Measures for 2016-2017:		State Metrics: PARCC District Metrics: District Interim Assessment (Acuity) in grades 3-5 given in September/November/January, (Kathy Richardson assessments, AdPed trajectories, pre/post unit assessments), Daily Monitoring notes.

Performance Indicator:	English Language Development and Attainment
Measures / Metrics:	ELP

	2016-2017:	By the end of the 2016-17 school year the median growth percentile for English Language Proficiency will increase from 35th MGP to 50th MGP.
Annual Performance Targets	**2017-2018:**	By the end of the 2017-18 school year the median growth percentile for English Language Proficiency will increase from 50th MGP to 55th MGP.
Interim Measures for 2016-2017:		State Metrics: PARCC ACCESS, District Metrics: Daily Monitoring notes, use of WIDA Can-Do descriptors for planning and monitoring.

Performance Indicator:	Disaggregated Growth
Measures / Metrics:	ELA

	2016-2017:	By the end of the 2016-17 school year the median growth percentile for English Learners in ELA will increase from 50th MGP to 55th MGP.
Annual Performance Targets	**2017-2018:**	By the end of the 2016-17 school year the median growth percentile for English Learners in ELA will increase from 55th MGP to 60th MGP.
Interim Measures for 2016-2017:		State metrics: (PARCC, CMAS) District metrics: BAS (Benchmark Assessment System), District Interim Assessment (Acuity) in grades 3-5 given in September/November/January, PALS diagnostics

Performance Indicator:		Disaggregated Growth
Measures / Metrics:		ELA
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the median growth percentile for Free and Reduced Lunch Price Eligible in ELA will increase from 49th MGP to 55th MGP.
	2017-2018:	By the end of the 2016-17 school year the median growth percentile for Free and Reduced Lunch Price Eligible in ELA will increase from 55th MGP to 60th MGP.
Interim Measures for 2016-2017:		State metrics: (PARCC, CMAS) District metrics: BAS (Benchmark Assessment System), District Interim Assessment (Acuity) given in grades 3-5 in September/November/January, PALS diagnostics

Performance Indicator:		Disaggregated Growth
Measures / Metrics:		ELA
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the median growth percentile for Minority students in ELA will increase from 49th MGP to 55th MGP.
	2017-2018:	By the end of the 2016-17 school year the median growth percentile for Minority students in ELA will increase from 55th MGP to 60th MGP.
Interim Measures for 2016-2017:		State metrics: (PARCC, CMAS) District metrics: BAS (Benchmark Assessment System), District Interim Assessment (Acuity) given in grades 3-5 in September/November/January, PALS diagnostics

Performance Indicator:		Student Engagement
Measures / Metrics:		Attendance
Annual Performance Targets	**2016-2017:**	By the end of the 2016-17 school year the average daily attendance will increase from 95.3% to 96%.
	2017-2018:	By the end of the 2016-17 school year the average daily attendance will increase to 96.5%.
Interim Measures for 2016-2017:		Monthly monitoring of Average Daily Attendance

Planning Form

Major Improvement Strategy Name:	Standards Aligned, Data-Driven Instructional System
Major Improvement Strategy Description:	In order to accelerate student growth and achievement we will systematically employ a school-wide Standards Based Data-Driven Instructional system. When teachers understand how to deeply and thoroughly analyze student data using a standards-based teaching/learning cycle then teachers will be able to understand the gaps students have within the standards and how to make instructional adjustments to meet their varied needs. We will use a data team cycle which will allow for teachers time for pre-analysis of the interim assessment to develop understandings of grade level proficiency. Communities of Practice will support the data team cycle which will result in observable instructional changes in the classroom through lessons created based on student data.

Associated Root Causes:

Lack of Deep Understandings of Colorado Academic Standards: Planning within PLC's has focused on grade level standards-based instruction within the whole group lesson leaving Tier 2 and Tier 3 instruction to be planned individually by teachers with less support from a PLC process, professional learning or instructional coaching. By not addressing the gaps we are not able to understand the trajectory of learning for a student to close the academic achievement gaps and to reach proficiency.Our past data documents that students are not meeting expectations and continue to not make adequate growth to close the achievement gap. We are not providing enough opportunities for teachers to deepen their understandings of the Colorado Academic Standards and how they should look in classroom instruction. The use of district interim data and exemplars as a teaching tool has not been a consistent component of the PLC process. The low retention of teachers within the school for the last two years has created gaps in the understanding of grade level standards.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
Data Trackers	Develop and use school-wide data trackers in the areas of reading and writing	08/22/2016 05/24/2018	Shared Google Docs, BAS assessments, PALS data, Running Recors,	Instructional Coaches, Grade level Teams, Administrators	In Progress	This School Year

	to support the intentional focus on student data and differentiated instructional approaches		Quarterly Proficiency Charts			
Interim assessment cycle	An interim assessment cycle will be created to support the focused and intentional cycle of using the data to inform instructional practices.	10/03/2016 02/28/2017	District interim assessments	Instructional Coaches,Grade level teams, SAC, Administrators	In Progress	This School Year
Pre-analysis of interim assessment	Teachers will preview interim assessments to understand DOK and rigor within grade level standards and to ensure there is instructional alignment	10/03/2016 02/28/2017	District interim assessments, Colorado Academic Standards, Hess' DOK	Instructional Coaches, Grade level Teams, SAC, Administrators	In Progress	This School Year
Grade level calibration	Teachers within a grade level team will calibrate their understandings of grade level proficiency using the standards and rubrics alongside exemplars and student work	10/03/2016 05/24/2018	District interim assessments, pre/post writing and math assessments, BAS, Colorado Academic Standards and Common Core Standards	Instructional Coaches, Grade level teams, Interventionists, Administrators	Not Started	This School Year

Data Analysis	Use item analysis and matrix reports from acuity to dissect the interim data at the student level and notice trends, patterns and areas of strength and gap analysis	11/14/2016 11/27/2017	District interim assessments, item analysis and matrix reports, Colorado Academic Standards	Instructional Coaches, Grade Level Teams, ESS Staff, Interventionists, SAC, Administrators	Not Started	This School Year
Trajectory of learning in math	Develop understandings of the math trajectories for students within grade level planning meetings, differentiated pd and coaching to support teachers with the targeted next step to address during small group instruction	11/14/2016 10/06/2017	Curriculum pre/post assessments, KR assessments, AdPed learning/pd	District math instructional coach, school based instructional coach, grade level teams	Not Started	Next School Year
Plan for instruction	Use Common Core Standards, CAS and grade level curriculum/resources to plan for targeted instruction that intentionally focuses on the areas of gap from the item analysis and matrix reports. Consider the approach that will best meet the individual or group of students next steps instructionally	11/28/2016 02/26/2018	District interim assessments, Colorado Academic Standards, Common Core Standards, item analysis reports	Instructional Coaches, Grade level teams, Interventionists, ESS staff, SAC and Administrators	Not Started	This School Year
Common data analysis protocol	The use of a common data analysis	01/09/2017 09/29/2017	District interim assessments,	Instructional Coaches, Grade level teams,	Not Started	This School Year

| | | | | Colorado Academic Standards, Common Core Standards | Interventionists, Administrators, SAC | | |

| Tier II and Tier III Supports | Develop understandings for Tier III interventions with the MTSS model and how to support students who are not making adequate growth--Schedule monthly MTSS Tier III meetings on the building calendar | 08/01/2017 05/24/2018 | MTSS Flowchart, CBM's,CAS, aligned interventions, Enrich, Data Trackers | MTSS Facilitators--both district and school based, Interventionists, ESS staff, Administrators | Not Started | Next School Year |
| Redesigned MTSS system and structures | Review purpose and intent for MTSS structures at the school level for both Tier 2 and Tier 3 interventions and supports | 08/10/2017 12/21/2017 | District MTSS flowchart, CAS, State MTSS Flowchart | MTSS Facilitators--both district and school based, Interventionists, ESS staff, Administrators | Not Started | Next School Year |

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Monthly PLC Observations	Monthly PLC observations will focus on the analysis of: data trackers, running records, implementation	08/05/2016 05/18/2018 Monthly	Instructional coaches, grade level teams, interventionists, administrative staff, ESS staff, SAC, AdPed Coach	Partially Met	This School Year

	of adaptive pedagogy professional development, district interim assessment data, writing rubrubrics

Major Improvement Strategy Name:	Observation and Feedback System
Major Improvement Strategy Description:	In order to accelerate student growth and achievement, we will implement a school-wide observation and feedback system. When observation and feedback cycles are used to increase teacher understanding of the rigor of the academic standards then teachers will plan lessons that address student strengths and gaps and the highest leverage feedback will be provided. All administrators and instructional coaches will use components of Leverage Leadership to provide bite-sized and systematic feedback to teachers.

Associated Root Causes:

Staff Need to Strengthen their Skills: Tier 2 and Tier 3 instruction is not addressing the gaps in learning for our Kinder-5th grade students. Students are not responding to the specific interventions as designed by the teachers. Teachers lack professional understandings to close the academic achievement gap using Tier 1 instructional materials. Professional learning has offered limited opportunities to deepen teacher understandings of Tier 2 and Tier 3 instructional interventions. The MTSS model is being developed at both the school and district level leaving areas of misunderstandings and unclarity. Feedback for teachers has not led to sustained instructional improvements or modifications.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
Key Action Steps	During observations the identification of the teacher's one or two most important growth areas will be determined using the Get Better Faster Tool and	10/03/2016 10/03/2017	Leverage Leadership, Get better Faster Tool, Evaluation Rubric	Principal, assistant principal and learning community director	In Progress	This School Year

	Evaluation Rubric					
Student-led conferences	Teachers will develop student-led conference protocols to guide students through the sharing of their leadership notebooks including both academic and personal goals and achievement	10/26/2016 05/12/2017	TLIM training--Academic Alignment, Leadership Notebooks	Grade level teachers, principal, assistant principal	In Progress	This School Year
Academic WIG Setting	Teachers will set academic WIGS (wildly important goals) with their students and confer at a minimum quarterly with students about the growth of their goals, make adjustments to the lead measures	10/26/2016 10/06/2017	TLIM training, Academic Alignment, Leadership Notebooks, content area progress monitoring and data	Grade level teachers, principal, assistant principal	In Progress	This School Year
Face-to-Face Feedback	Give direct face-to-face feedback and practice the specific action step with the teacher	01/06/2017 05/21/2018	Leverage Leadership, Get Better Faster Tool, Evaluation Rubric	Principal, assistant principal, learning community director	Not Started	This School Year
Observation Tracker Tool	Create and use an observation tracker tool to identify	07/31/2017 05/21/2018	Leverage Leadership examples	Principal, assistant principal, Admin TOSA,	Not Started	Next School Year

	patterns over time, with teachers, feedback and frequency			learning community director		
Observation Feedback Schedule	Scheduled observations: informal observations will be scheduled to create consistency of instructional feedback	08/11/2017 05/21/2018	Leverage Leadership	Principal, assistant principal and learning community director	Not Started	Next School Year
Direct Accountability	Create systems to ensure feedback translates to changes in practices	08/11/2017 04/13/2018	Leverage Leadership, Educator Effectiveness rubric, observation monitoring notes	Principal, assistant principal, learning community director	Not Started	Next School Year
Distribute the teacher coaching caseload	Distribute the teacher coaching caseload across all instructional leaders	08/11/2017 10/30/2017	Leverage Leadership, coaching schedules, evaluation rubric, PGP	Principal, assistant principal, Admin TOSA, instructional coaches	Not Started	Next School Year
Team practice using Leverage Leadership Tools	Practice the use of leverage leadership tools (monitoring forms, toolkit, observation tracker) to create a consistent observation/feedback system	08/11/2017 04/30/2018	Leverage Leadership tools, coaching schedules, observation/monitoring trackers	Principal, assistant principal, Admin TOSA, instructional coaches	Not Started	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Observation Feedback	Monthly Analysis of Observation Feedback will occur	08/15/2016 05/24/2018 Monthly	Instructional Coaches, Administrative Team, Grade level teachers,	Partially Met	This School Year

through: analysis of feedback given alongside Relay rubrics, calibration learning walks, leadership notebooks, Relay training		Learning Community Director

Major Improvement Strategy Name:	Job-Embedded, Differentiated Professional Learning
Major Improvement Strategy Description:	In order to accelerate student growth and achievement, we will increase job-embedded, differentiated professional learning structures and supports. When job-embedded, differentiated professional learning structures and supports are provided to teachers, student engagement both behaviorally and cognitively will increase and there will be an increase in teacher retention. Teachers will be provided choice of professional learning with an overarching theme of engagement--affective, behavioral and cognitive--which will result in deeper levels of student thinking and learning.

Associated Root Causes:

Lack of Use of Diagnostic Data: We do not effectively use data from diagnostic assessments to plan for and facilitate targeted intervention opportunities. We are not strategically using the PALS data to inform the planning for small group instruction. Teachers are collecting the data on a regular basis but data reveals that not all students are responding to the small group interventions. Kenton has selected this performance challenge to have one of the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We are not providing a variety of instructional supports, interventions and teacher professional learning to address the reading needs of all learners in this category.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
Adaptive Pedagogy Professional Learning	Teachers in grades 4 & 5 will engage in professional learning	06/01/2016 05/31/2018	Adaptive Pedagogy supports and professional learning,	Substitutes for p.d. coverage, 4th & 5th grade teachers,	In Progress	This School Year

	focused on understanding the mathematical progressions of learning		planning time	AdPed Coach, math instructional coach, administrators		
ELD Action Research	Teachers in grade 3 will develop thematic units tying ELD functions and forms with science and social studies content for a cohesive block of learning time	07/20/2016 05/25/2017	District ELD Action research funds, teacher time for planning	3rd grade teachers, ELA consultant and instructional coach, administrators	In Progress	This School Year
Building New Teacher Induction	New teachers to Kenton will engage in monthly professional learning focused on the targeted needs of new teachers alongside district and school initiatives and timelines	08/01/2016 05/30/2017	District initiatives, coaching tools, professional development trade time	Instructional coaches, administrators, new probationary staff to Kenton	In Progress	This School Year
Coaching Model	Refine coaching model to meet needs of new staff members through options for co-teaching/co-planning cycles, observation/debrief and classroom visits	09/06/2016 04/28/2017	Time during school day, monthly teacher partner meetings, staff surveys	Instructional coaches and Administrators	In Progress	This School Year
TDG--Mathematics Studio Program	Administrators will learn more deeply about the TDG	10/03/2016 02/27/2017	TDG mathematics studio program	District math instructional coordinator,	In Progress	This School Year

	mathematics studio to build initial understandings o habits and routines linked to coginitive engagement			principal, assistant principal		
Differentiated Staff Professional Development	ILT will design and facilitate differentiated professional development focused on the identified need areas aligned with cultural theme of engagement	10/19/2016 04/19/2017	District instructional coaches, reciprocal agreement, staff p.d. time	ILT, district instructional coordinators, administrators	In Progress	This School Year
Balanced Literacy	Admin team will deepen understandings of a balanced literacy approach through administrative team meetings and learning community meetings	12/09/2016 05/25/2018	TCRWP units of study, district p.d., learning community instructional rounds	Learning Community Director, CAO, District Literacy Instructional Coach, Admin Team, Teaching Partner	Not Started	This School Year
Community of Practice/PLC	Develop understandings of guided reading instruction through weekly COP	01/06/2017 01/06/2018	Reading Units of Study, weekly COP, guided reading planning and monitoring template	instructional coaches, staff	Not Started	This School Year
Cultures of Thinking	Staff will engage in learning about Cultures of Thinking through	08/07/2017 04/30/2018	Cultures of Thinking text, professional development time, district personnel	ILT, learning community director, staff, administrators	Not Started	Next School Year

| Cognitive Engagement | Staff will engage in learning about cognitive engagement through p.d., shared readings and observations using a look for document | 08/28/2017 05/18/2018 | CRE Themes (Stembridge), professional development time, look for document | ILT, staff, administrators | Not Started | Next School Year |

(continued from previous page, first row partially shown: "shared professional learning")

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Differentiated Staff Survey	Monthly staff feedback collected through surveys to gather feedback on/through: instructional rounds, TELL survey, differentiated professional development, new teacher induction, and coaching	08/15/2016 05/24/2018 Quarterly	Instructional Coaches, ELA consultant, Adminstrative Team, Grade Level Teachers, Learning Community Directore	Partially Met	This School Year

Addenda

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a

cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include reference to section)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	**Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide reference to the appropriate section here.** See data narrative pages: See data narrative and action plan steps\
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	**Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide reference to the appropriate section here.** \\\Insert Major Improvement Strategy from UIP. Add additional strategies as needed. \\\\ Major Improvement Strategy #1: School-wide Standards-Aligned, Data-Driven Instructional System\ \ Major Improvement Strategy #2:School-wide Observation and Feedback System\ \ Major Improvement Strategy #3: Job-embedded, differentiated Professional Learning
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	**Insert relevant action steps from UIP that describe the professional development available for teachers and the major improvement strategy (MIS) being addressed. The table can be used to show that association.** _[table below]_ **List any partnerships with outside community organizations** **Totes for Hope**– Weekly backpacks for Kenton families filled with food from Food Back of the Rockies **Aurora Public Libraries**- issue library cards and connect with our parents and students. **Colfax Community Network--** provide services and create a sense of community. In poverty, isolation and despair.

MIS #	Professional Development Opportunity
#1	see action steps under MIS #1
#2	see action steps under MIS #2
#3	see action steps under MIS #3

Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	**Aurora Mental Health--**promote mental *health* to enable people to truly live their life to the fullest, and to treat those who are affected by mental illness.

List any school based committees

School Accountability Committee – comprised of Kenton parents, staff and administration focusing on understanding and providing feedback on current data, the Unified Improvement Plan, school-wide initiatives, and systems.

Monthly Parent Coffee - focus on learning opportunities for parents related to students' academics, learning progressions and a provision of community resources.

Parent Teacher Organization – a committee that focuses on fundraising and ways to support all students and staff at Kenton Elementary. This organization is made up of Kenton parents, teachers and administration .

Parent Workshops - Parents will be invited to attend workshops that were planned around topics that they felt were important for them to grow in their own understanding, including Immigration Law, Student advocating and various other child centered matters.

Preschool Parent Workshops - Parents are invited to attend monthly after school workshops that are geared toward helping them understand the social, emotional and academic expectations for their children.

*Community Corps Liaison:

This school year Kenton has two Community Corp Members; these individuals provide supervision for our students on the playground as well as in the cafeteria. They support all parents with registration, school supplies, community resources as well as supporting parents with any needs. They are currently building Kenton's parent volunteer base. Each day they work within the building to support teachers and students through supervision, translating and supporting staff with various projects. Kenton's Community Corps members also attend and promote all Kenton family and community activities, including parent coffees, workshops, Family Fun Fests and all other events.

Due to its urban location, Aurora Public Schools (APS) does not have difficulty recruiting highly |

| Teacher Recruitment and Retention:
What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs? | Section III: Data Narrative and Section IV: Action Plan | qualified (HQ) teachers. One of the goals of the district's strategic goals is to recruit, hire, induct, support and retain high-performing staff to promote organizational effectiveness. Additionally, APS seeks to ensure all employees are highly effective and skilled for their positions.

In furtherance of these goals, APS candidates are expected to meet HQ status for any licensed position to which they apply and candidates are only "authorized" to apply for positions for which they are appropriately licensed and endorsed. The Division of Human Resources confirms appropriate licensure and endorsement of all candidates prior to forwarding applicants to schools.

Once teachers are hired, all teachers new to APS receive intensive professional development that pertains to the needs of the school district as well as the needs of the new teacher. The professional development includes a mentoring program as well as an induction into APS. Each new teacher receives coaching, through the district teaching partner model, in literacy, math and/or English language development. Finally, all new hires are required to complete a three course study in Linguistically Diverse Education within three years in order to remain an APS teachers.

APS uses its competitive salary structure to attract and retain licensed staff based on years of experience and years of education.

Teachers collect data from multiple sources to inform instruction. Teachers make informal observations about student strengths and needs, based on lesson-level standards and objectives that allow them to make immediate adjustments to instruction within a lesson. Formative data is regularly collected that illuminate student strengths and challenges, to allow for differentiation of instruction, as well as to monitor individual growth.

*List all formative and diagnostic assessments used in your building to inform instruction (e.g. DRA2, PALS, Acuity, MAPS, Phonological and Phonics Screener, CBM, BAS, etc.)

    • CBM's
    • Acuity
    • PALS
    • Teaching Strategies GOLD
    • 95 Percent Phonological and Phonics Screener
    • BAS |

- Pre/post unit assssments in math
- On-Demand Writing Assessments
- Investigations Assessments--Pre/Post
- Acuity
- PARCC
- CMAS

Data Analysis:
How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?

Section III: Data Narrative and Section IV: Action Plan

*As applicable, briefly describe the school's Communities of Practice or other designated staff development data dig times.
Communities of Practice teams meet weekly for a planning time to learn beside one another to deepen our understandings of the standards, curriculum/resources and approaches to instruction. We use the following model:

- Build and administer common formative assessment, collect and chart the data
- Set SMART Goals
- Analyze strengths and obstacles
- Set goals with clear learning targets
- Select research based instructional strategies
- Determine results from selected standard
- Identify Intervention and Enrichment Opportunities

*As applicable, describe any collaborative spaces teachers use for data display, such as data walls.
We have a data wall in our school conference room organized by teacher and content—teachers update proficiency charts quarterly. The proficiency data is organized by proficiency category, student name and content. Teachers also have a reading and writing tracker to monitor ongoing progress of students through their running records, reading levels, pre/post assessments and rubric points.

English Language Development: To address the needs of English Language Learners, a 40 minute block of time is devoted to teaching students the language necessary to become proficient in English. Students are grouped by language level. Instruction is provided by an endorsed or certificated teacher and focuses on functions, grammatical structures, vocabulary, and application/fluency, following the scope and sequence of language skills.

*Briefly describe the school's process for progress monitoring and identified for interventions
Teams of teachers meet monthly to review student progress using the MTSS process. Interventions last 6-8 weeks and CBM's are collected throughout the

process. Parent communication is a critical component of the MTSS process and parents are brought in early to be involved in the communication. MTSS teams and individuals track all progress monitoring data within Enrich and report out on the data as needed.Students who need a more intense intervention may receive instruction by an interventionist through the use of LLI, LEA or math interventions.

*List any intervention program(s) in your building.

- 95 Percent Group
- LLI
- Language Experience Approach for ELL's

Timely Intervention: How will students be identified for and provided early interventions in a timely manner?

Section IV: Action Plan

Elementary building response:
In accordance with the READ Act, all students K-2 students are assessed using an interim assessment to determine if students are at grade level. For students who are below the threshold, the interim assessment is administered again, 30 days after the initial administration. If the student is still below the threshold at the second testing, the school administers a diagnostic assessment to diagnose the exact skills the student is struggling with. This information is used to create an individual plan for the student to accelerate his/her reading growth. Students are continually progress monitored using an interim assessment.
Reading interventions provided to students include
:
Tiered small group instruction
Word Work
Targeted instruction through literacy interventionist

Priority Improvement or Turnaround status response:
Students who scored unsatisfactory or partially proficient on state assessments are identified the spring before the next school year as eligible for Supplemental Educational Services. The SES program targets students who are below grade level and need after
school, in home or online tutoring, delivered by outside vendors.

Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient

Section IV: Action Plan

Briefly describe any regular parent groups, parent coffees, math or literacy nights, data nights, CMAS/PARCC meetings/forums and/or plans for

or advanced on state assessments?		**future events.** See Title 1 Parent Compact for specific details on parent and community engagement.
		Many APS students attend a preschool class in an APS elementary school, making for a relatively seamless transition from early childhood programs to the elementary. Preschool students are able to visit the kindergarten classrooms to gain familiarity with the program, staff and routines.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	The APS Early Childhood Education Department sends home letters at the end of each school year to preschool families. The letter provides the families with information regarding enrollment of their preschooler in kindergarten and the child's designated elementary school regard boundaries. The ECE department, in partnership with community organizations, hosts "Getting Ready for Kindergarten Workshop" for preschool families at various locations across the district. During this workshop, parents are informed about the transition from preschool programs to elementary programs and how best to help their students adapt to the new program.
		The preschool teacher and Kindergarten teachers are a part of the Buell Early Literacy Transition grant in which they are receiving regular professional learning opportunities through the district and outside facilitators.
		Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide reference to the appropriate section here.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan (, Resource Column	Every APS school is trained by the Division of Finance in financial practices and budget management. The department provides custom reports that allow schools to monitor funds and expenditures, in real-time, by category and source. The district and its schools are committed to leveraging resources to accelerate learning for every student, every day.
		In addition to the resources listed in the Action Plan section of the UIP, Title I funds are used in coordination with other ESEA funds to support job-embedded coaching for teachers, including best practices for ELD (Title II, Part A; Title III).

Attachments List