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Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

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

Executive Summary

How are students performing? Where will school staff be focusing 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, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Overall Academic Achievement:** Proficiency in all academic content areas is substantially below the state average and has not considerably increased over the past 5 years. Specifically, Over the last five 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.
- **Significant Reading Deficiency:** During the 2014-15 school year there were 123/413 Kindergarten-3rd grade students identified as SRD which equals 29.8%
- Kenton Elementary has a concerning number of Kindergarten-3rd grade students who scored well below the benchmark and are identified as having a significant reading deficiency . The percentage of students identified with a SRD has remained stable for the last 3 years.
- **Median Growth Percentile in Writing:** The MGP is below the 70th percentile in writing. During the last three school years, the MGP in writing has not exceeded 64 which is 8 points below the MAGP of 72.

Why is the school continuing to have these problems?

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

- **Inconsistent use of theStandards Based Teaching/Learning Cycle:** At Kenton we need to consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction including both enrichment and intervention opportunities.
- **Lack of Precise Reading Instruction Using 5 Components of Reading:** 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.
- **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.
- **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.
- **a0BF000000r3YxZ:** 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.
- **Limited Integration of Writing Across Content Areas:** 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.
- **Narrow Use of Data to Plan for Targeted Needs of ELL's:** We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels.
- **Underdeveloped Use of Writing Rubrics:** We have not fully developed our understandings and implementation of writing rubrics as they relate to the grade level standards

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for both genre and content.

What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Standards Based Teaching/Learning Cycle:** In order to accelerate student growth and achievement, we will systematically employ Standards Based Teaching/Learning Cycle to provide students with rigorous intervention and enrichment opportunities in reading and math to support and enhance their learning of grade level standards.

- **Writing Across All Content Areas:** In order to accelerate student growth and achievement, we will engage students in rigorous and relevant standards-based learning opportunities that will enable students to respond to their learning in all content areas through writing.

- **Essential Components of Reading Instruction:** In order to accelerate student growth and achievement, we will develop comprehensive understandings of the five 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.

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

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Section II: Improvement Plan Information

Improvement Plan Information
The school 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 ☐ School Improvement Support Grant ☐ Other:

School Contact Information	
Name, Title	Heather Woodward, Principal
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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?	Kenton Elementary has not received a grant for the 2015-16 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?	Kenton Elementary has not and will not participate in an SST or Expedited Review.
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 comprehensive evaluation.

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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.
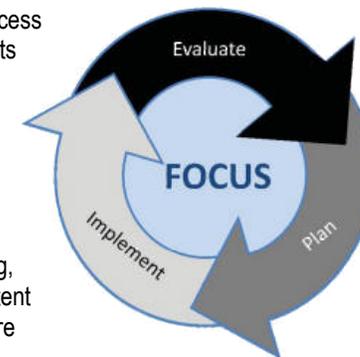
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. Description of School Setting and Process for Data Analysis
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Description:
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. Sixty-five percent (65%) of students are second language learners, Ninety percent (90%) Free/Reduced Lunch and Eleven (11%) students identfied with disabilites. 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. We have continued to see improved student performance both acadmically and through growth as a result of implementing a tighter structure for standards based planning and use of a data team cycle. We are still quite far from our academic performance goals and we are working to address these concerns building-wide through revised actions steps to our Major Improvement Strategies.

UIP DEVELOPMENT PROCESS
The general process for developing Kenton's UIP included a team of individuals and groups including; the principal in conjunctino with our Instructional Leadership Team 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 rht ecurrent action steps and the revisions to support continued growth and academic performance.

 The team 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), TCAP academic achievement and growth data, ACCESS data, DRA2, PALS and CMAS data.The team also reviewed qualitative data such as observations during walkthroughs/learning walks, exit tickets, TELL survey data 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

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perspectives and brought the feedback to the Instructional Planning Team. The data was then shared with all staff and parents through our SAC and our Title 1 Parent meeting for further input from stakeholders. Members of the ILT 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 2014-15 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 2014-15 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.

2. Prior Year Targets

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

Academic Achievement (Status)

Prior Year Target: 2014-15 Targets for Academic Achievement

Reading--42% P/A overall for 3rd-5th grades

Kindergarten --55% P/A

1st Grade--47% P/A

2nd Grade--49% P/A

3rd Grade--46% P/A

4th Grade--47% P/A

5th Grade--51% P/A

Performance on Target: Performance on Academic Achievement Targets for 2014-15

Overall Reading (based on overall grade level proficiency)--

Kindergarten--39% P/A--Did Not Meet

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1st Grade--43.1%--Did Not Meet

2nd Grade--49% P/A--Met

3rd Grade--36.5%--Did Not Meet

4th Grade--36.5%--Did Not Meet

5th Grade--22%--Did Not Meet

Prior Year Target: 2014-15 Targets for Academic Achievement Math--46% P/A overall for 3rd-5th grades

Kindergarten --65% P/A

1st Grade--62% P/A

2nd Grade--60% P/A

3rd Grade--48% P/A

4th Grade--44% P/A

 5th Grade--49% P/A

Performance on Target: Performance on Academic Achievement Targets for 2014-15 Overall Math (based on overall grade level proficiency)--

 Kindergarten--% P/A--Did Not Meet

1st Grade--%--Did Not Meet

2nd Grade--% P/A--Met

3rd Grade--%--Did Not Meet

4th Grade--%--Did Not Meet

5th Grade--%--Did Not Meet

Prior Year Target: 2014-15 Targets for Academic Achievement Writing--38% P/A overall for 3rd-5th grades

Kindergarten --43% P/A

1st Grade--33% P/A

2nd Grade--39% P/A

3rd Grade--42% P/A

4th Grade--49% P/A

5th Grade--43% P/A

Performance on Target: Performance on Academic Achievement Targets for 2014-15 Overall Writing (based on overall grade level proficiency)--

Kindergarten--% P/A--Did Not Meet

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1st Grade--%--Did Not Meet

2nd Grade--% P/A--Did Not Meet

3rd Grade--%--Did Not Meet

4th Grade--%--Did Not Meet

5th Grade--%--Did Not Meet

Academic Growth

Prior Year Target: By the end of the 2014-15 school year, the Median Student Growth Percentile in Reading will be 65.

Performance on Target: At the current time we do not have MGP data available. We do have data available from our quarterly proficiency charts which states that we did not meet the goals set by the 2014-15 school year.

Kindergarten:

Baseline: 3% P/A

End of 14-15: 39.2% P/A

1st Grade:

Baseline: 35% P/A

End of 14-15: 43.1%

2nd Grade:

Baseline: 39% P/A

End of 14-15: 49% P/A

3rd Grade:

Baseline: 42% P/A

End of 14-15: 36.5%

4th Grade:

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Baseline: 33% P/A

End of 14-15: 36.5% P/A

5th Grade

Baseline: 19% P/A

End of 14-15: 22% P/A

Prior Year Target: By the end of the 2014-15 school year, the Median Student Growth Percentile in Writing will be 67.

Performance on Target: At the current time we do not have MGP data available. We do have data available from our quarterly proficiency charts which states that we did not meet the goals set by the 2014-15 school year.

Kindergarten:

Baseline: 0% P/A

End of 14-15: 41% P/A

1st Grade:

Baseline: 37% P/A

End of 14-15 : 48% P/A

2nd Grade:

Baseline: 33% P/A

End of 14-15: 48% P/A

3rd Grade:

Baseline: 34% P/A

End of 14-15: 36% P/A

4th Grade:

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Baseline: 22% P/A

End of 14-15: 23% P/A

5th Grade

Baseline: 14% P/A

End of 14-15: 25% P/A

Academic Growth Gaps

Prior Year Target: The MGP for our ELL students in Reading will increase to the 67th percentile for the 2014-15 school year.

The MGP for our boys in reading will increase to the 65th percentile for the 2014-15 school year.
Performance on Target: We do not currently have Median Growth Percentile Data for our ELL students in Reading. We do have ACCESS data for our ELL's which states that the total change in Proficiency Levels for students from the 2013-14 to 2014-15 school year increased by 9% from 39% to 48%.

We do not currently have Median Growth Percentile data for our boys in Reading.

Prior Year Target: The MGP for our non-ELL students in Writing will increase to the 65th percentile for the 2014-15 school year.

The MGP for our boys in writing will increase to the 65th percentile for the 2014-15 school year.
Performance on Target: We do not currently have specific data to support the academic growth gaps as identified in the 2014-15 UIP.

We do know that our students did not meet the Academic Growth Goal in Writing which would support the idea that students did not meet the Academic Growth Gap goals as well.

Academic Achievement **Reflection**

Overall we did not meet the academic achievement targets set out for the 2014-15 school year in the content area of Reading.
We continued to backwards plan for the critical reading standards during our COP process. While in the process of developing our understandings in reading we were also developing understandings of Depth of Knowledge and how to incorporate these new understandings into our lesson plans. We struggled at times to focus in on student reading behaviors while also increasing the understandings for all students through strong proficient exemplars.
In Kinder-3rd grade we began the use of an intervention model mid-way through the school year. The inclusion of a reading intervention block of time was not consistently implemented across the grade levels during the 2014-15 school year as we were still approximating our understandings of the use of the resource and use of the data for planning purposes.

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In the area of math we did not meet the academic achievement targets for the 2014-15 school year.
We did not put in place specific intervention models of teaching to support students who were not on grade level. The math monitoring tool, the Critical Learning Phases chart transitioning into the Place Value Continuum, did not transfer beyond 2nd grade so 3rd-5th grade teachers had a challenging time planning for the specific needs of students within the learning progression of numeracy and fluency.

In the area of writing we did not meet the academic achievement targets for the 2014-15 school year.
We developed a deeper understanding of how to use rubrics to score student work across grades K-5 however the use of proficient examples and exemplars were not used across the grades. As well, teachers did not use a pre and post assessment to thoroughly understand individual student needs before moving into a genre of study. A balance between teaching grammar and content continues to be an area of need for all students.

Academic Growth **Reflection**

Looking at our baseline data to the end of year 2014-15 school year data from our proficiency charts, the data states that we did not meet our Growth Goal for Reading.
The reading needs of our most vulnerable students continue to be an area for focus across grades K-5. Within our COP lessons we backwards planned for the proficient learning we expect of students but we did not purposefully put in place strong intervention or deployment models to support students who were significantly behind.

Looking at the baseline to end of 2014-15 school year data from our proficiency charts the data states that we did not meet the Growth Goal for Writing.
We have grown in our understandings of writing across the content areas and the incorporation of specific writing rubric.
To strengthen our writing growth data we need to use curriculum specific writing rubrics from our Lucy Calkins writing curriculum which incorporates the use of learning progressions.
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.

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Academic Growth Gaps **Reflection**

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.

We did not meet the Academic Growth Gaps goals in the areas of writing. We did not consistently plan with the needs of our ELL's in mind through the use of the WIDA can-do descriptors. We need to strengthen our understandings of the use of the Lucy Calkins rubrics as they will support how to grade for content, grammar and grade level proficiency on a learning progression continuum.

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

Reflection

Kenton's Instructional Leadership Team 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 as they have related to the focus areas of the previous SIS grant. At the end of the 2014-15 school year the ILTmet alongside the leadership consultant to review the current state of the school. We reviewed proficiency data, growth data and individual teacher feedback from exit surveys focused on our COP process. The three priority areas which emerged and were refined through this process were identified as: (1) standards based instruction, (2) writing across contents, (3) the five components of reading.

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.

4. Trend Analysis
Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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.

Academic Achievement (Status)

- Kenton has had only a small increase in overall proficiency on TCAP since 2011.
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- 2011 = 35%, 2012 = 32%, 2013 = 27%, 2014 = 36%
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- 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.
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- We are using local data through the Acuity assessment for grades 3-5 and PALS and BAS data in K-2 currently for the 2015-16 school year. We currently do not have data to compare our state assessment scores from last year to this year as we are in a transition with the state assessment.
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- Our local measures from the Acuity Interim Assessment for ELA show a similar pattern of students scoring on average between 29%-33% Proficient. This is

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a notable trend because it is 3% to 6% below the district averages.

- 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.
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- We currently do not have data to compare our state assessment scores from last year to this year as we are in a transition with the state assessment.

Academic Growth

- Kenton Elementary's rating for academic growth in reading, writing and English Language Proficiency was "meets" on the 2014-15 SPF. 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.
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- We do not have a measure of growth through the use of a state assessment as we are in transition between TCAP and PAARC/CMAS.

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 encouraged.

Priority Performance Challenge	⇒	Root Cause
Overall Academic Achievement: Proficiency in all academic content areas is substantially below the state average and has not considerably increased over the past 5 years. Specifically, Over the last five 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.	⇒	Inconsistent use of theStandards Based Teaching/Learning Cycle: At Kenton we need to consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction including both enrichment and intervention opportunities.

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Significant Reading Deficiency: During the 2014-15 school year there were 123/413 Kindergarten-3rd grade students identified as SRD which equals 29.8%

Kenton Elementary has a concerning number of Kindergarten-3rd grade students who scored well below the benchmark and are identified as having a significant reading deficiency . The percentage of students identified with a SRD has remained stable for the last 3 years.

Median Growth Percentile in Writing: The MGP is below the 70th percentile in writing. During the last three school years, the MGP in writing has not exceeded 64 which is 8 points below the MAGP of 72.

⟹ Lack of Precise Reading Instruction Using 5 Components of Reading: 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.

⟹ Limited Integration of Writing Across Content Areas: 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.

Reflection on Priority Performance Challenges

Trend Analysis—Inclusion of aft least 3 years data, state and local
Academic Achievement:

Overall Achievement Data:
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 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	2015 (based on School Proficiency Data-does not represent rigor of PAARC)

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Reading	39%	31%	30%	36%	31%
Writing	22%	25%	18%	28%	27%
Math	44%	40%	34%	43%	35%

Significant Reading Deficiency Data:

During the 2014-15 school year there were 324 Kindergarten-3rd grade students identified as SRD.

Kenton Elementary has a concerning number of Kindergarten-3rd grade students who scored well below benchmark and were identified as having a significant reading deficiency .

The percentage of students identified with a SRD has generally remained stable over the last 3 school years. The stability in the percentages of SRD students is of significant concern as it represents more than 1/3 of all students having an SRD in grades 1-4.

	2013-14		2014-15		2015-16 (current numbers do not reflect additi... not meeting the benchmar...
Overall	29.4%	119/405 students	29.4%	123/413 students	28.9% 150/518 studer...
Kindergarten	6.4%	7/110 students	11%	11/100 students	currently 0 students identifie...
1st Grade	43.6%	48/110 students	38.1%	40/105 students	9.8% 10/103 student...
2nd Grade	34.8%	32/92 students	32.7%	36/110 students	36% 41/114 students...
3rd Grade	34.4%	32/93 students	36.7%	36/98 students	32.1% 35/109 studen...
4th Grade			TBD		38.5% 37/96 students...
5th grade					28.1% 27/96 student...

Writing MGP Data:

	2012	2013	2014
ELL/Non	50/48	44/48	66/49
Girls/Boys	56/48	45/48	64/58

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We do not currently have data for the 2015 school year as we are in transition with the state assessment but based on our school proficiency data in Writing listed in the first table it is evident that the achievement data demonstrates a significant need.

Reflection on Root Cause

Rationale for the Verification and Selection of the Root Causes

Inconsistent use of theStandards Based Teaching/Learning Cycle:

Root Cause: At Kenton we need to consistently understand how to use the Standards Based Teaching/Learning Cycle to plan for rigorous and precise instruction in the areas of reading and writing.

Root Cause Analysis:

- 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.

Reading & Writing Proficiency Data

Content Area	2012	2013	2014	2015 (based on school-level proficiency data)
Reading	37.6%	31.1%	36.4%	32%
Writing	25.6%	19.6%	26.9%	30.2%

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 are unstable. Because of this trend, Reading and Writing are a priority challenge for Kenton Elementary.

Lack of Precise Reading Instruction Using 5 Components of Reading:

Root Cause: 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.

Root Cause Analysis:

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- **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.

- **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.

Percentage/Number of Students Meeting Grade-Level Expectations in Reading

	2012	2013	2014	2015 (based on school-level proficiency data)
Kindergarten	65.2%	30.6%	40.7%	39.2%
1st Grade	35.5%	19.6%	25.2%	43.1%
2nd Grade	35.3%	17.8%	31.8%	49%
3rd Grade	31%	26%	33%	36.5%
4th Grade	25%	28%	26%	36.5%
5th Grade	39%	35%	48%	22%

The reading data for the past four school years shows significant concerns in the low-levels of proficiency across grades. There is a significant drop in proficiency as students increase in grade levels.
Reference the chart above for Percentage of Students Identified SRD.

 The percentage of students identifed as Significantly Reading Deficient has remained stable over the last three school years (29.4%, 29.4%, 28.9%)

TELL Survey Data:
Professional Development is differentiated to meet the needs of individual teachers:
22% Strongly Disagree
62% Disagree
14% Agree
2% Strongly Agree

In which area do you need professional development to teach your students more effectively?

- Closing the achievement gap--74% Yes

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- English Language Learners--62% Yes

- Differentiating Instruction--65% Yes

- Your Content Area--62%

Limited Integration of Writing Across Content Areas

Root Cause: 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.

Root Cause Analysis:

- **Narrow Use of Data to Plan for Targeted Needs of ELL's** - We have not integrated the use of the WIDA indicators to identify supports for language learners across grade levels.

- **Underdeveloped Use of Writing Rubrics** - 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.

Writing Proficiency

Content Area	2012	2013	2014	2015 (based on school-level proficiency data)
Writing	25.6%	19.6%	26.9%	30.2%
ELL Students	26.6%	19.1%	29.2%	n/a

Description of the selection process for the corresponding Major Improvement Strategies:

When considering the corresponding Major Improvement Strategies the magnitude of the strategy was critical. We considered the impact of the MIS on the systems and structures in place at Kenton Elementary and how it would make an impact on the learning of students Kindergarten-5th grade. The selection process also included a thorough look at the data across time to determine if the revision to the MIS focused on writing across the content areas, which had been in place for the last two years would continue to make a positive impact on student learning and data. As the systems for our Community of Practice sessions have been refined we have noticed the need to look further into the intervention and enrichment portions of our planning. As we have learned more about our most vulnerable readers, we have learned that many of the gaps and hole in student learning occurred within the phonics and phonemic awareness areas. Without having an identified intervention block and adult learning to support these holes, the data has shown that the students are not able to deepen their understandings of reading behaviors to apply within more challenging texts.

We have continually monitored the MIS focused on student writing across content areas as we have seen growth within the data and student learning since identifying this MIS two years ago. The fine tuning and continuation of this MIS to further support the subgroup of our ELL students is critical as their proficiency levels are not yet reaching the state averages.

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1.   Summary/Conclusion

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Section IV: Action Plan(s)

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

Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.
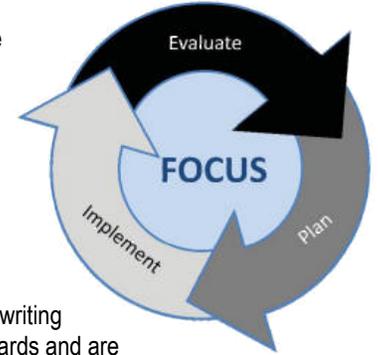
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not 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 this school 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.

School Target Setting Form

Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Overall Academic Achievement
Annual Performance Targets	2015-2016	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)
	2016-2017	Kenton Elementary will set a target of the 20th percentile to receive an Approaching rating on the SPF by 3% (from 43% to 46% overall P/A for grades 3-5).
Interim Measures		Acuity Data Student progress on Acuity will be determined based on percent scores and progress toward meeting proficiency targets from winter to spring in grades 3-5.
		BAS (Benchmark Assessment System)

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Student progress on BAS will be determined based on percent scores and progress toward meeting proficiency targets from school-wide goals.

Proficiency Data
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.

Subject		R
Priority Performance Challenge		Significant Reading Deficiency
Annual Performance Targets	2015-2016	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%.
	2016-2017	The percent of students in the SRD category will decrease by 2% during the 2015-16 school year--from an average of 27.56%. to 25.56%.
Interim Measures		PALS Assessment Data Student progress as it relates to individual students' READ Act goals will be progress monitored through quarterly data check-in's using the PALS online assessment tools. Reading Intervention Data (PSI & PASI) Student intervention data will be progress monitored every 6 weeks through the use of the 95 Percent Reading Intervention Assessments--the PSI and PASI. BAS (Benchmark Assessment System) Student progress on BAS will be determined based on percent scores and progress toward meeting proficiency targets from school-wide goals. Proficiency Data 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.

Academic Growth

Subject	W

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Priority Performance Challenge		Median Growth Percentile in Writing
Annual Performance Targets	2015-2016	The Median Growth Percentile for Writing will increase to the 67th percentile to receive a Meets on the SPF.
	2016-2017	The Median Growth Percentile for Writing will increase to the 70th percentile to receive an Exceeds on the SPF.
Interim Measures		On-Demand Writing Assessments--Pre-Assessment and Post-Assessment given for each genre/unit of writing. Proficiency Data 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.

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Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

Major Improvement Strategy: Standards Based Teaching/Learning Cycle
In order to accelerate student growth and achievement, we will systematically employ Standards Based Teaching/Learning Cycle to provide students with rigorous intervention and enrichment opportunities in reading and math to support and enhance their learning of grade level standards.

Root Cause(s) Addressed:
Inconsistent use of theStandards Based Teaching/Learning Cycle

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

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

Action Steps	
Aug. 2015 - May. 2016	**Weekly Community of Practice Planning/PD** **Description:** Teachers will participate in grade level professional learning/planning through Communities of Practice to plan for rigorous lessons in literacy using a backwards planning design starting with the grade level standards. **Implementation Benchmarks:** 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. **Resources:**

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	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
	Acuity data
	Key Personnel:
	Math and Literacy Teaching Partners
	Instructional Coaches
	Principal
	Assistant Principal
	Teachers
	Status:
	In Progress
Oct. 2015 - May. 2016	**Determination of Success Criteria and Use of Exemplars**
	Description:
	Teachers will collaboratively determine success criteria and create/use grade level exemplars to set proficiency expectations.
	Implementation Benchmarks:
	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.

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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.

Resources:

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

Key Personnel:

Math and Literacy Teaching Partners

Instructional Coaches

Principal

Assistant Principal

Teachers

Status:

In Progress

Oct. 2015 - May. 2016	**Development and Use of SMART Goals** **Description:** Teachers will develop SMART goals to progress monitor students' growth and plan for enrichment and intervention opportunities.

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Implementation Benchmarks:

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.

Resources:

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

Key Personnel:

Math and Literacy Teaching Partners

Instructional Coaches

Principal

Assistant Principal

Teachers

Status:

In Progress

Oct. 2015 - May. 2016	**Depth of Knowledge**

School Code: 4646   School Name: KENTON ELEMENTARY SCHOOL

Description:

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.

Implementation Benchmarks:

Teachers will develop 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

Resources:

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

Key Personnel:

Math and Literacy Teaching Partners

Instructional Coaches

Principal

Assistant Principal

Teachers

Status:

	In Progress
Jan. 2016 - May. 2016	**Enrichment and Intervention Model** **Description:** 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. **Implementation Benchmarks:** 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. **Resources:** 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 Reading Intervention Data from PALS and 95 Percent Group Teacher planning time Leadership consultant **Key Personnel:** Math and Literacy Teaching Partners

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	Instructional Coaches
	Principal
	Assistant Principal
	Teachers
	Reading Interventionists
	Status:
	Not Started
Aug. 2016 - May. 2017	**Deployment Model for Enrichment and Intervention**
	Description:
	Using student data from CFA's and COP planned lessons, teachers will plan for the deployment of students to teachers within the grade level to receive targeted instruction which will support their area of need.
	Implementation Benchmarks:
	After the initial teach using the commonly planned COP lesson, teachers will meet during the data team cycle to discuss which students need intervention and which need enrichment. The initial teach will typically last between 5-10 days depending the on complexity of the standard.
	Teachers will using the deployment model for 2-5 lessons to support the acceleration of learning for student by targeting in on the specific area of growth or improvement area.
	Resources:
	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

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Teacher planning time

Leadership consultant

Learning from Rich Smith PLC process

Key Personnel:

Math and Literacy Teaching Partners

Instructional Coaches

Principal

Assistant Principal

Teachers

Status:

Not Started

Aug. 2015 - May. 2016	**Planning for Math Along a Learning Trajectory** **Description:** All K-5 staff will participate in bi-weekly math planning that will emphasize the learning trajectory of a student based on baseline data. Teachers will learn about the tools and resources to help when planning for students who are not on the grade level math trajectory. Professional reading from expert texts, current student data and work samples will be used to support the planning sessions. **Implementation Benchmarks:** Teachers will meet bi-weekly in grade level teams and 3rd-5th grade teachers will also meet 1 time per month for an hour each time. Student work will be brought to the planning meetings to support the development of grade level understandings alongside the critical learning phases chart. Feedback will be provided through the teaching partner during the planning sessions and within coaching opportunities. **Resources:** Source: Utilization of CDE website (Standards and

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	Standards Based Teaching
	Learning Cycle), Common Core Website, PARRC Website
	Teacher planning time
	Leadership consultant
	Key Personnel:
	Math Teaching Partner
	Instructional Coaches
	Principal
	Assistant Principal
	Teachers
	Status:
	In Progress

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Major Improvement Strategy: Writing Across All Content Areas
In order to accelerate student growth and achievement, we will engage students in rigorous and relevant standards-based learning opportunities that will enable students to respond to their learning in all content areas through writing.

Root Cause(s) Addressed:
Limited Integration of Writing Across Content Areas
Narrow Use of Data to Plan for Targeted Needs of ELL's
Underdeveloped Use of Writing Rubrics

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

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

Action Steps	
Aug. 2015 - Apr. 2016	**Writing Backwards Mapping** **Description:** Grade level teams will work together throughout the 2015-16 school year to backwards plan for the writing block of time using the Lucy Calkins units of study. Teams will use the long-range plan they have developed in August/September as they make revisions to the plan along with student work and rubrics. **Implementation Benchmarks:** Quarterly grade level teams will make any revisions necessary to support the on-track planning for the grade level standards through the units of study. Teams will meet every 6-9 weeks alongside the literacy teaching partner to backwards plan for the upcoming unit of study. Teams will use the writing rubrics provided in the Writing Pathways book to determine grade level proficiency. Teams will report out on pre/post on-demand writing assessments for each unit of study. **Resources:** Writing Pathways

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	Lucy Calkins Writing Units of Study Amount: $4300 for substitutes for quarterly planning sessions. **Key Personnel:** Teacher Partner Grade level teams Principal Assistant Principal **Status:** In Progress
Aug. 2016 - Apr. 2017	**Inclusion of Higher Levels of DOK within Writing Instructionl Models** **Description:** Teacher will embed higher levels of DOK within their instructional models to increase the rigor and alignment of grade level expectancy within writing across the different content areas. **Implementation Benchmarks:** Teachers will begin developing understandings of DOK during COP planning time teacher coach. Embedding DOK and Hess Cognitive Rigor into the instructional planning of COP time will occur collaboratively with teaching partners Feedback will be provided through the writing co-planning sessions and quarterly learning walks using the grade level rubrics as a guide. **Resources:** Amount: $4300 per school year for extended COP's Source: Utilization of CDE website (Standards and

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Standards Based Teaching

Learning Cycle), Common Core Website, PARRC Website, PLC training through Rich Smith and Learning Tree Solutions

Teacher planning time
Leadership consultant

Key Personnel:
Literacy Teaching Partners
Instructional Coaches
Principal
Assistant Principal
Teachers

Status:
Not Started

Sep. 2015 - May. 2016	**Writing about Reading**
	Description:
	Teachers will plan for shared reading lessons during COP's that engage students in writing about reading using grade level text.
	Implementation Benchmarks:
	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.
	Resources:
	Amount: $4300 per school year for extended COP's
	$18,000 for leadership consultant

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	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
	Key Personnel:
	Math Teaching Partners and ELA teacher leader
	Instructional Coaches
	Principal
	Assistant Principal
	Teachers
	Status:
	In Progress
Oct. 2015 - Apr. 2016	**Writing Planning Using WIDA Can-Do Descriptors**
	Description:
	Teachers will develop understandings of the WIDA Can-Do descriptors for the students in their homeroom. Teachers will identify the students proficiency levels within each of the 4 domains and map them on a planning sheet. The planning sheet will be used during writing co-planning sessions to support teachers in knowing what writing indicators to use when planning for small group instruction.
	Implementation Benchmarks:
	Teachers will initially meet during a whole-staff meeting in October 2015 to learn about the can-do descriptors and to map their students on the domain chart.
	During the planning of each writing unit of study the domain chart will be used to plan for the specific needs of students in both whole and small group instruction.

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Student work will be brought to the co-planning sessions to further support the initial learning from the staff meeting.

Resources:

WIDA Can-Do Descriptors

Access Scores

Teacher Planning Time

Writing Units of Study

Key Personnel:

Literacy Teaching Partner

ELA Consultant

ELA Teacher Leader

Instructional Coaches

Principal

Assistant Principal

Teachers

Status:

In Progress

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Major Improvement Strategy: Essential Components of Reading Instruction

In order to accelerate student growth and achievement, we will develop comprehensive understandings of the five 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:

Lack of Precise Reading Instruction Using 5 Components of Reading
Targeted Instruction in Phonics and Phonemic Awareness
Lack of Use of Diagnostic Data

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

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

Action Steps	
Oct. 2015 - May. 2016	**Planning for Whole Group Shared Reading Lessons** **Description:** Teachers will utilize effective lesson planning components for whole group shared reading using a common school-wide grade level planning template. **Implementation Benchmarks:** 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 **Resources:** Amount: $4300 per school year for extended COP's $18,000 for leadership consultant. Source: Utilization of CDE

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	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 **Key Personnel:** Teacher Partners Grade level teams Principal Assistant Principal **Status:** In Progress
Oct. 2015 - Jan. 2016	**95 Percent Professional Development** **Description:** 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. **Implementation Benchmarks:** 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. .

School Code: 4646   School Name: KENTON ELEMENTARY SCHOOL

Resources:

Amount: Consolidated Funds

Resources: Teaching Partners, COP meeting time

Teacher Planning Time

Key Personnel:

Teacher Partners

Interventionists

95 Percent Consultant

Grade level teams

Principal

Assistant Principal

Status:

In Progress

Oct. 2015 - Apr. 2016	**Reading Intervention Data Team Cycle** **Description:** Teachers will work alongside reading interventionists to review reading intervention data from the K-3 intervention block. Teachers will administer the PSI and/or PASI to determine students areas of growth and next steps. Students will be regrouped based on new learning. Use of a deployment model will support grouping of students to target their specific reading deficiency. **Implementation Benchmarks:** PASI and/or PSI reading intervention data collected by each K-3 teacher. K-3 grade level teams will meet every 5-6 weeks to review student data after re-administering the PASI or PSI. Teachers will monitor reading data on spreadsheets which breakdown the progression of phonics and phonological awareness behaviors. **Resources:**

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	Amount: Consolidated Funds
	Resources: Teaching Partners, COP meeting time
	Teacher Planning Time
	Key Personnel:
	Interventionists
	95 Percent Consultant
	Grade level teams
	Principal
	Assistant Principal
	Status:
	In Progress

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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)

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FORM # OFP-135
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Approved 6/17/2015 for 2015-2016

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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 page numbers)
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	*See data narrative pages: 1-4 (targets through priority performance challenges)*
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	**Insert Major Improvement Strategy from UIP. Add additional strategies as needed.** *Major Improvement Strategy 1: Standards Based Teaching/Learning Cycle* *Major Improvement Strategy 2: Essential Components of Reading Instruction* *Major Improvement Strategy 3: Writing Across All Content Areas*
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	
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	**List any partnerships with outside community organizations and a brief description of the services provided** **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.

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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 and briefly describe its role and responsibility

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.

*If you school had a Community Corps Liaison, briefly describe the liaison role and highlight the community connections the liaison has developed.
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.

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 page numbers)
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	**List any partnerships with outside community organizations and a brief description of the services provided** 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. 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 and briefly describe its role and responsibility** 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. ***If you school had a Community Corps Liaison, briefly describe the liaison role and highlight the community connections the liaison has developed.**

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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.

| 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 | 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

• Phonological and Phonics Screener

• BAS

• Critical Learning Phases Chart

• Place Value Continuum

• On-Demand Writing Assessments

• Investigations Assessments--Pre/Post

*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 an extended planning time to learn beside one another to teach and assess our students learning of the standards. 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 two times per quarter which is organized by proficiency category, student name and content.

Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	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 RtI process. Interventions last 6-8 weeks and CBM's are collected throughout the process. Parent communication is a critical component of the RtI process and parents are brought in early to be involved in the communication. IST's track all progress monitoring data within Enrich and report out on the data quarterly. Students who need a more intense intervention may receive instruction by an interventionist.

		*List any intervention program(s) in your building.
		• 95 Percent Group
		• Lexia
		• Reading Corps Tutor
		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 Reading Corps tutor **Priority Improvement or Turnaround status response:**
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	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 future events.** See Title 1 Parent Compact for specific details on parent and community engagement.

Transition Plan:	Section IV: Action Plan	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.
How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?		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.
Coordination with Other Services:	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.
How are Title I funds used in coordination with other ESEA, state and local funds?		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).