cde Improving Academic Achievement

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11
Final Report

Organization Code: 1420 **District Name:** JEFFERSON COUNTY R-1 **School Code:** 4550 **School Name:** KENDRICK LAKES ELEMENTARY SCHOOL (E) ***Comparison based on:*** 1 Year

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	E	Overall
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.6%	72.0%	80.8%	81.0%	Meets	Meets
		Math	70.9%	70.1%	75.3%	74.6%	Meets	
		Writing	53.5%	54.8%	67.4%	67.4%	Meets	
		Science	47.5%	45.4%	62.0%	56.5%	Meets	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 24			Overall % of targets met by School: 91.7%		Reading	YES
							Math	NO
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			E	Overall
		Reading	19	45/55	Median SGP:	53	Meets	Meets
		Math	44	45/55	Median SGP:	49	Meets	
		Writing	36	45/55	Median SGP:	60	Exceeds	

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

**To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to: www.schoolview.org/SchoolPerformance/index.asp

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each subgroup.		E Approaching	Overall Approaching
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Performance	The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement Grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year	
	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the name of the provider/tool used.	

Improvement Plan Information

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

☒ State Accountability ☐ Title IA ☐ Tiered Intervention Grant ☐ School Improvement Grant ☐ Other

School Contact Information (Additional contacts may be added, if needed)	
Name and Title	Barbara Gunther - Principal
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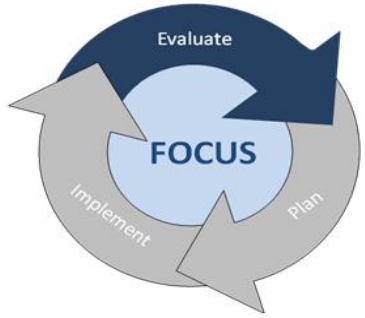
Phone	303.982.8324
Mailing Address	1350 S. Hoyt St. Lakewood, CO 80232

Name and Title	-
Email	
Phone	
Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- Required reports. At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- Suggested data sources. Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
* Local outcome and interim assessments	* School locale and size of student population	* Comprehensive evaluations of the school (e.g., SST)	* Teaching and learning conditions surveys (e.g., TELL Colorado)
* Student work samples	* Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity	* Curriculum and instructional materials	* Any perception survey data (e.g., parents, students, teachers, community, school leaders)
* Classroom assessments (type and frequency)	* Student mobility rates	* Instruction (time and consistency among grade levels)	* Self-assessment tools (district and/or school level)
	* Staff characteristics (e.g., experience, attendance, turnover)	* Academic interventions available to students	
	* List of schools and feeder patterns	* Schedules and class sizes	
	* Student attendance	* Family/community involvement policies/practices	
	* Discipline referrals and suspension rates	* Professional development structure	
		* Services and/or programs (Title I, special ed, ESL)	
		* Extended day or summer programs	

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Cause
Academic Achievement (Status)	Met all Performance Indicators.	N/A	N/A
Academic Growth	Met all Performance Indicators.	N/A	N/A
	2008-10 Math Median Growth Percentiles 2008 2009 2010 Total 45 54 49 Grade 4 38 54 34 Grade 5 35 53 39 Grade 6 56 53 59 Minority/Non 40/46 50/54 50/48 FRL/Non 29/46 53/54 37/53 IEP/Non -/46 -/54 -/48 ELL/Non -/45 -/54 -/49 Girls/Boys 42/47 54/53 55/39 Data Source CDE	Implement an RtI model in which all students have access to universal core math instruction. Our RtI team will be responsive to our targeted and intensive students (which includes free and reduced lunch eligible and "catch up" students).	We have not aligned our core math instruction systemically. Teachers have limited systemic progress monitoring in place to assess "catch up" students. Additionally, we have not consistently applied the RtI model to our targeted and intensive "catch up" students.

Academic Growth Gaps	Target for Adequate growth=50 Math Median Growth Percentile data shows inconsistent scores in all categories. The data shows there is a growth gap in FRL and boys. In some categories there were not enough students to count. Percent Catching Up 2008 2009 2010 Total 19 16 14 Grade 4 -- -- -- Grade 5 -- -- -- Grade 6 -- -- -- Minority/Non -- -- -- FRL/Non --/13 --/-- --/-- IEP/Non --/24 --/25 --/16 ELL/Non --/17 --/18 --/13 Girls/Boys --/25 --/-- --/5 Data Source CDE The data shows “catch up” students are making inconsistent growth. In many categories we didn’t have enough students to count. CDE Performance Indicator Strengths: Academic Growth Gaps- we earned 61% of the points earned out of the points possible with our total performance being 75.8% out of the total 100 points possible. In 81% of the subgroup areas, we either met or exceeded the rating.		

	CDE Performance Indicator Areas of Need: Academic Growth Gaps-Our targeted and intensive students (catch up kids) are showing inconsistent growth in math. Also, our free and reduced lunch eligible, targeted and intensive students ("catch up" kids) are making inconsistent growth in math.		
	CDE Performance Indicator Strengths: Academic Growth Gaps- we earned 61% of the points earned out of the points possible With our total performance being 75.8% out of the total 100 points possible In 81% of the subgroup areas, we either met or exceeded the rating.		
	CDE Performance Indicator Areas of Need: Academic Growth Gaps-Our strategic and intensive students (catch up kids) are not showing adequate growth in reading and math. Also, our free and reduced lunch eligible strategic and intensive students (catch up kids) are not making adequate growth in math. Students are not trending well in constructed response items		

	in both reading and math. In our 3 year SPF we need to watch our English Language Learners, minority and students with disabilities in growth gaps in math to make sure they maintain adequate growth. CSAP trend data shows there is a growth gap for students in reading with students with disabilities and students who need to catch up. CSAP trend growth gap math data shows there is a gap in FRL eligible students and students who need to catch up.		
Post Secondary Readiness	N/A	N/A	N/A

Step Four: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write

Data Narrative for School				
Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	>	Root Cause Analysis: Why do we think our school's performance is what it is?	>	Verification of Root Cause: What evidence do you have for your conclusions?

School

Kendrick Lakes Elementary is a dynamic school that serves 439 students Pre-K through 6th grade. We celebrate the diversity at our school and have a diverse population. 26% of our student population is minority students and 32% of our students are economically disadvantaged. We welcome students from all ethnic and religious backgrounds to our school. We are proud of our 92% attendance rate. Our school houses a Gifted and Talented (G.T.) Center program and a Significantly Limited Intellectual Capacity (SLIC) Lab. Our staff is highly qualified and committed to meeting the needs of all of our learners.

Gifted and Talented Center

Our Gifted and Talented (G.T.) Center consists of Early Access students ages three through five in our kindergarten classes and first though sixth grade classrooms. All of our G.T. students are performing at least one to nine years above grade level in various content areas. This is such a wonderful opportunity for us! It is the mission of the Kendrick Lakes G.T. Center to transform the potential of gifted students through challenging and meaningful learning experiences, while nurturing their social and emotional needs, so that the students may become creative producers and responsible problem solvers in a multicultural world. We believe our center is special because we achieve this mission in constant collaboration with our G.T. teacher team, Kendrick Lakes staff, our principal and parents. We place a high value on the bond we form with our students and parents, and as such our students blossom in ways that go beyond test scores. But our test scores speak for themselves as well. Year after year our students score 100% advanced in math, and in 2010 our 3rd graders had the highest percentage of advanced readers and writers of all the G.T. Centers in Jeffco! In fact, in 2010 Kendrick Lakes 3rd graders had the highest percentage of advanced readers in the district! And, in 2010 our 3rd graders were in the top seven schools in the state for advanced writers! In sum, as proud as we are of our academics, we place equal value on balancing the total G.T. child's needs; affective needs, creativity, critical thinking, individuality, cooperation, responsibility, character, time management and study skills and nurturing the giftedness in every child.

Significantly Limited Intellectual Capacity (SLIC) Lab

CDE: Significantly Limited Intellectual Capacity
KLES: Smiling Loving Incredible Children

Kendrick Lakes Elementary School provides a challenging and exciting curriculum to students with a variety of academic and affective learning needs in a safe and positive environment. The students in our lab are in grades 3rd through 6th and are staffed by a highly qualified special education teacher and a full time para-educator. The program is supported (as needed) by an occupational therapist, speech/language pathologist, adaptive physical education, English Learners (EL) support and social work services. The students receive small group direct instruction in math, reading and writing in the SLIC Lab, and AMP (Art/Music/PE), social studies and science with their general education peers. Curriculum is designed and developed using school-wide general education resources which is adapted and modified to meet the needs of each individual student. The SLIC lab follows the same data collection and assessment practices as general education classrooms.

Community

- We have a very active PTA that supports our staff, families, students and community.
- We have 18 after school enrichment programs in which over 200 of our students participate. Everything from American Sign Language to Intramurals, to chess to theatre to Legos Club to Mad Science is offered.
- We have on average one family event each month of school in which our families can participate.
- We offer before and after school tutoring to support our struggling students.
- We offer a before school breakfast program for our families.

Kendrick Lakes Elementary Staff

- We have a highly qualified staff at Kendrick Lakes Elementary. We have 22 full-time classroom teachers that include our Art, Vocal Music and Physical Education teachers.
- Our support staff includes a full- time teacher librarian, English Language teacher, Instructional Coach, Special Education teacher, Social Worker, half-time Special Education teacher and support from our Speech and Language teacher and Occupational Therapist that visit our school. We have nine highly qualified and skilled paraprofessionals, a dedicated custodian and kitchen manager. We have two instrumental music teachers that teach at our school two days a week. We also have a Spanish teacher that teaches Spanish to our 6th graders as part of our International Baccalaureate program.
- There is one administrator at our school.
- The average years of professional teaching experience of our staff is 12 years. 81% of our teachers hold Master's Degrees.

International Baccalaureate (I.B.) Programme

- Presently our school is an authorized Middle Years Progamme (MYP) world school for our 6th graders.
- We are unique in that we are in the process of becoming a Primary Years (grades K-5) Programme (PYP) International Baccalaureate World School. We are in the pre-application process and plan to be a PYP World School in three years.
- Benefits of a child attending an I.B. school include students developing international-mindedness, an opportunity to learn a world language, providing students with a natural connection to intercultural awareness and rigorous interdisciplinary teaching that promotes holistic, inquiry-based instructional practices in all content areas including technology.

Positive Behavior Intervention Support (PBIS)

- Positive Behavior Intervention Support (PBIS) is the school-wide positive behavior support program in place at Kendrick Lakes that enhances learning and teaches outcomes by providing a safe and caring school environment. All Kendrick Lakes staff systemically teach and guide all students through a continuum of behavior support. In this way, our staff works together to make sure all students' affective needs are met in order for students to fully access the curriculum. The PBIS and Response to Intervention (RtI) teams use data to immediately understand behavior problems, the antecedents that caused the problems, collaboratively work with teachers, PBIS/RtI teams, parents and students work together to address major and minor behavior concerns. We hold monthly assemblies in which staff and parents celebrate our "Top Dolphin" students who exemplify the tenants of Demonstrate Respect, Improve Self, Value the Environment and Engage in Learning. Because of our combined team efforts, our Office Referrals are kept to a minimum.

Achievements

- Our school uses Positive Behavior Intervention Support (PBIS) to improve student performance.
- Our students have won achievement awards such as winning the area 2010 Spelling Bee contest, $500.00 for the school for winning the Panera writing essay contest, Reflections art pieces have consistently gone on to the state competition and our students have competed at the national level in piano and soccer competitions.
- Our school was awarded the Healthy Schools Grant. Staff and students are working together to understand and implement healthy ways to eat, exercise and live.
- Our school was awarded the Lights on After School Grant to offer opportunities for extra-curricular extensions.

We are a Data Driven School that sets Goals for Student Success

Our school uses data from various research-based math, reading and writing assessments to collaboratively analyze student achievement monthly. The information we gather is used to drive instruction in the classroom to meet the needs of all of our students and to provide interventions to all struggling students. We progress monitor students weekly to keep track of their academic growth and make adjustments when needed.

All teachers write yearly SMART Goals in reading, writing, math and science (5th grade only). We conduct writing samples three times a year, use our computer-based Acuity assessments which are given to students three times a year to monitor academic growth in reading and math. After teachers receive the Acuity results, they meet with the principal and Instructional Coach to discuss the results, track student growth, adjust instruction based on the results, set goals and develop an action plan. Students are also part of the process in setting goals in the classrooms by setting their own reading, writing and math goals.

In addition to the teachers, all faculty and organizations at Kendrick Lakes have yearly SMART goals. This includes our Parent-Teacher Association (PTA), office staff, Kitchen Manager, Facilities Manager and our Principal. We are results-driven for the sake of our students and realize the power in setting, monitoring and achieving the short and long term goals we set. Our goals are public and reviewed by the entire staff and community annually.

In our monthly Kid Talk or Data Decision Making Model (DDMM) meetings we set Instructional/Behavior Plans (IBP) based on student data. The last two years we have focused on individual students and groups of students. However, by reading research based literature and attending CDE PBIS trainings, we realize we need to focus more on core instruction and continue to increase teacher knowledge to make more of a difference for all of our kids. We provide interventions for students who require targeted and intensive attention, but we believe these students will “catch up” if given quality core instruction.

In an effort to analyze our data and determine a root cause, as an entire staff, in vertical teams and in grade level teams we gathered, analyzed a multitude of Colorado Student Assessment Program (CSAP), Acuity, Kindergarten through third grade Basic Early Assessment of Reading (BEAR) results, kindergarten through sixth grade Dynamic Indicator of Basic Reading Skills (DIBELS) assessments, Colorado Department of Education third grade through sixth grade(CDE) Median Growth Percentile Data and CDE Performance Indicator data. We celebrated the fact we met performance targets in two of the three categories applicable to elementary schools. This was validation that our focus on reading and writing core instruction, frameworks, alignment and RtI was successful. We concluded we needed to focus on the content area of math.

2008-10 School, District and State Math Academic Growth Gaps Trend Data

Math									
	2008	2009	2010	2008	2009	2010	2008	2009	2010
	School			District			State		
Median Growth Percentile									
Total	45	54	49	54	53	55	50	50	50
Grade 4	38	54	34	49	45	49	50	50	50
Grade 5	35	53	39	55	54	56	50	50	50
Grade 6	56	53	59	58	61	61	50	50	50
Minority/Non	40 / 46	50 / 54	50 / 48	53 / 54	52 / 54	53 / 56	48 / 51	49 / 51	48 / 52
FRL/Non	29 / 46	53 / 54	37 / 53	50 / 55	51 / 54	50 / 58	46 / 53	46 / 52	46 / 53
IEP/Non	- / 46	- / 54	- / 48	46 / 55	45 / 54	42 / 57	41 / 51	40 / 51	39 / 51
ELL/Non	- / 45	- / 54	- / 49	58 / 54	54 / 53	57 / 55	51 / 50	51 / 50	50 / 50
Girls/Boys	42 / 47	54 / 53	55 / 39	54 / 54	55 / 52	55 / 55	50 / 50	51 / 49	50 / 50
Percent Catching Up									
Total	19	16	14	24	27	27	21	23	23
Grade 4	-	-	-	28	29	33	27	29	31
Grade 5	-	-	-	24	24	25	19	22	21
Grade 6	-	-	-	22	28	23	17	20	18
Minority/Non	- / -	- / -	- / -	22 / 26	24 / 29	23 / 29	18 / 24	21 / 27	20 / 27
FRL/Non	- / 13	- / -	- / -	21 / 27	23 / 31	22 / 31	18 / 25	20 / 29	20 / 28
IEP/Non	- / 24	- / 25	- / 16	13 / 28	15 / 31	11 / 31	11 / 23	12 / 27	10 / 26
ELL/Non	- / 17	- / 18	- / 13	22 / 25	26 / 27	25 / 27	19 / 21	22 / 24	21 / 24
Girls/Boys	- / 25	- / -	- / 5	25 / 24	29 / 25	26 / 27	20 / 21	25 / 22	23 / 23

Data Source: Colorado Department of Education
50th percentile equals adequate yearly growth
Some sub-categories we did not have enough students to count.

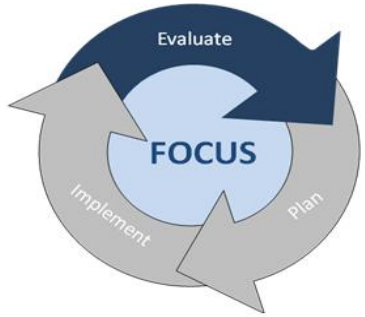
Our math scores fluctuate. Because of this situation, the staff concluded math is an area where we need to focus more. Our targeted and intensive students (catch up kids) are not showing adequate growth in math. Also, our free and reduced lunch eligible targeted and intensive students (catch up kids) are not making adequate growth in math. In several subcategories we did not have enough students in that category to count. Through our discussions, we deepened our understanding of the need for alignment of systemic best practices in math. We need to implement an RtI model in which all students have access to universal core math instruction. We need to intensify our work with students who need to catch up, especially with Free and Reduced Lunch students, and to upgrade our math resource. We started our work immediately. In fall, 2010, we had an outside math consultant come in and work collaboratively with us to identify our math block strengths and challenges. From this work, we generated a math block framework for K-6 alignment. We currently are identifying our school-wide mathematical beliefs and exploring best practices in math for on-going professional development. We're systemically aligning grade level assessment practices to include progress monitoring. We're supporting growth for our student through math intervention practices.
Intensive students- applying the RtI model to our targeted and intensive catch up students.
Root Cause: We have not consistently applied the RtI model to our targeted and intensive "catch up" students. Our math resource is outdated.
Verification of Root Cause: Inconsistent test scores, especially for our targeted and intensive "catch up" kids. Also, based on individual, team and staff input, teachers adamantly asked for more math staff development. There is a need and commitment to systemically teach the resource at a deeper level to determine successes. Additionally, in the Fall, 2010 from the walk-throughs conducted by an outside math resource consultant, principal and Instructional Coach, it was observed there were inconsistencies in teaching the descriptors on the math rubric.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet

Performance Indicators	Measures/Metrics		Annual Target 2010-11	Annual Target 2011-12	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	R	n/a	n/a	n/a	
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	M	n/a	n/a	n/a	
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	W	n/a	n/a	n/a	
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura	S	n/a	n/a	n/a	
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	n/a	n/a	n/a	
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	M	n/a	n/a	n/a	
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	
Academic Growth	Median Student Growth Percentile	M	n/a	n/a	n/a	
Academic Growth	Median Student Growth Percentile	W	n/a	n/a	n/a	

Performance Indicators	Measures/Metrics		Annual Target 2010-11	Annual Target 2011-12	Interim Measures	Major Improvement Strategies
Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	
Academic Growth Gaps	Median Student Growth Percentile	M	By the end of the 2010-11 school year, the school will meet SPF growth expectations of: 46th percentile (from 39) for F/R lunch eligible students 44th percentile (from 37) for students needing to catch up.	By the end of the 2011-12 school year, the school will meet SPF growth expectations of: 53 (from 46) for F/R lunch eligible students 51 (from 44) for students needing to catch up.	Acuity Math Assessment (administered 3 times a school year: September, December and April) YPP CBM Math Progress Monitoring (administered weekly during the school year) Common pre & post unit math assessments administered during each math unit. RtI team will provide services to targeted and intensive F/R lunch eligible and catch up students.	Implement an RtI model in which all students have access to core math instruction. Our RtI team will consistently be responsive to our free and reduced lunch students and our targeted and intensive "catch up" students as well.
Academic Growth Gaps	Median Student Growth Percentile	W	n/a	n/a	n/a	
Post Secondary Readiness	Graduation Rate		n/a	n/a	n/a	
Post Secondary Readiness	Dropout Rate		n/a	n/a	n/a	
Post Secondary Readiness	Mean ACT		n/a	n/a	n/a	
Title I Accountability	Provisions		n/a	n/a	n/a	

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy:

Implement an RtI model in which all students have access to core math instruction. Our RtI team will consistently be responsive to our free and reduced lunch students and our targeted and intensive “catch up” students as well.

Root Cause(s) Addressed:

We have not consistently, systemically and systematically aligned our core instruction. Additionally, we have not consistently applied the RtI model to our targeted and intensive “catch up” students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☒ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant ☐ Title I schoolwide or target assistance plan ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks
Put math website links on our school electronic webpage.	Fall, 2009	Teacher Librarian		Families will be able to understand math concepts to be applied via math games at home and provide support for their children at home.
Family Math Night for our parents and community	September, 2010, 2011	Staff	Everyday Math and PYP Areas of Interaction	Deeper understanding for our families of math concepts taught at school.
Write Specific, Measurable, Attainable, Results-oriented, Time bound (SMART) goals for reading, writing, math and science(5th only).	August, 2010, 2011 (yearly)	Staff	Unified Improvement Plan (UIP, current data	Staff will use their SMART goal plans to set long and short term goals for the year.
Instructional Coach and Principal attend Regional NCTM Conference to which they attend math sessions to deepen mathematical knowledge and prepare to plan for staff professional development. Meet with Everyday Math (EDM) math consultant.	October, 2010, October 2011	Instructional Coach, Principal		Gained deeper knowledge of math best practices to share with staff.
Meet with Response to Intervention/Professional Development (RtI/PD) team to determine math professional development plan. As an RtI/PD team, read Educational Research Service (ERS) Best Practices in Math and Helping Children Learn Mathematics. Plan how to share information with staff. Plan Staff Meeting Agenda to share information to staff.	October, 2010, 2011	RtI/PD team, Instructional Coach, Principal	Best Practices in Math book and Helping Children Learn Mathematics book	Set professional development plan for October and November.

Meet with math consultant and do a school needs assessment. Set schedule to do classroom observations based on EDM components.	October 2010, 2011	Instructional Coach, Principal, Math Consultant		A schedule will be developed.
Staff will read ERS Best Practices in Math Staff discusses math best practices determines what best practice to focus on first.	October, 2010	Staff	Best Practices in Math book	Staff will decide to focus on one best practice in math (add more later) and will create a math framework for the math block.
Principal and Coach read Annual Growth for All Students, Catch-Up Growth for Those Who are Behind.	October, 2010	Instructional Coach, Principal	Annual Growth for all Students, Catch-Up Growth for Those Who are Behind	Discussion with other Principals and Coaches in articulation meetings. We will incorporate strategies in this action plan.
Math consultant will conduct walk-throughs in all grade level math blocks. The consultant will meet with grade level teams after the walk-throughs to provide feedback and next steps to the teams.	October, November, 2010,2011	Math Consultant, Principal, Instructional Coach	Everyday Math Teacher Resource Guides Human resources-substitutes, General Fund	Teachers will get feedback regarding instructional strengths and next steps.
Staff meets with math consultant to discuss and determine beliefs about math instruction.	October, 2010	All staff		Staff determines beliefs that are important to them about teaching math.
Purchase 2012 Everyday Math(EDM) resource	January, 2011	Principal, RtI team, Instructional Coach	General Fund	Purchase 2012 EDM resource, K-6, G.T., English Language, Special Education and SLIC Lab teachers.
Provide computers to G.T. classrooms for computer-based math extensions.	January, 2011	Principal, G.T. teachers		Teachers will use the computers to extend their math instruction to students.
Plan staff professional development training for upgraded math resource.	January, 2011	RtI/PD team, Instructional Coach, Principal		A timeline will be created for staff professional development.
Plan monthly trainings on the components of the math lesson block framework led by RtI/PD team, Instructional Coach, and Principal.		RtI/PD team, Instructional Coach, Principal and staff.		Alignment of systemic practices K-6 and define systemic and systematic common agreements that all teachers will use in their math block.
Principal classroom visits.	January, 2011	Principal	Math Framework	Principal will provide explicit feedback to teachers regarding positives and next steps after each observation visit. Also, monthly school-wide feedback regarding frameworks will be given as well.
Para training	January, 2011, 2012	Instructional Coach, Principal, English Language(EL)teacher	Math Framework	Alignment of systemic practices K-6 and define common agreements.

District math consultant will do a walk-through using our math framework to provided feedback to teams.	February, 2011,2012		Math Framework	Teachers will get feedback regarding instructional strengths and next steps.
Meet by grade levels to look at current math data, discuss root causes and develop action plan. Discuss targeted, intensive "catch up" students as part of the plan.	Monthly, 2010, 2011, 2012	Classroom teachers, RtI team, Instructional Coach,EL Teacher, Principal	Math Framework, school-wide data tool, PBIS data shared, English Language(EL)data shared and intervention data shared.	Action plan for the next month. Follow up by an RtI team member in two weeks to check on student progress and adjust instruction if necessary. If class data is not at 80%, teacher will meet weekly with the Instructional Coach. For G.T. students, the measure is 90% class proficiency.
Access community resources to find adults to both accelerate students and support struggling students in math.	August, 2010, 2012	Principal, PTA President	Human Resources- Intergenerational Tutors, parent volunteers	We schedule times for adults to support our students in math during the instructional day.
To refine our staff common principles, agreements and norms.	August, 2009, revisit in August, 2011	Staff		We will commit to communicate and act as a united team of educators. In this way we will have a positive effect on our students which impacts student achievement.
Monitor PBIS data to ascertain whether there is a correlation between negative behavior and low proficiency math scores.	August, 2010, 2011	Classroom teachers, RtI team, EL Teacher, Instructional Coach, Principal		Develop an action plan to support students who have negative behaviors linked to low proficiency in math.
Identify “catch up” (targeted and intensive) students, free and reduced lunch eligible students, analyze current data to identify sub skill deficits, plan for increased time in direct, explicit instruction, retest to make sure students know the skills.	October, 2010, 2011	Staff, Instructional Coach, EL teacher, Principal	Electronic summative data, classroom data	Teachers will provide targeted re-teaching instruction for the students who need it. RtI team, Instructional Coach, EL Teacher, Principal will aid in support.
Create a common mathematical language (math vocabulary and teacher instructional vocabulary) used K-6.	Spring, 2011, revisit, Aug. 2011	Staff, Principal	EDM resource and math Frameworks	Agreed upon staff systemic language used k-6.
EL teacher and Instructional Coach plan, model and co-teach math lessons or small group in classrooms with general education teachers.	Spring, 2011, 2012	Staff, Instructional Coach, EL teacher, Principal	EDM, ERS Best Practices book, ESL Curriculum Support document, co-teaching books and articles, SIOP checklist, Better Learning Through Structured Teaching	Deepened instructional knowledge in math, EL and differentiation strategies for classroom teachers.
Instructional Leaders (IL-one K-3 teacher, one 4-6 teacher) plan, co-teach and model math lessons in classrooms with general education teachers.	Fall, 2010 and ongoing	Staff and ILs		Deepened instructional knowledge in math and differentiation strategies for classroom teachers.

Special Education teachers will support instruction in small groups or individuals.	Fall, 2010 and ongoing	Special Education (SPED)Team		Deepened instructional knowledge in math and differentiation strategies for classroom teachers and provide support to our intensive and targeted “catch up” students.
Train paraprofessionals in math differentiated strategies and EL strategies.	2011 and ongoing	Staff, Instructional Coach, EL teacher, Principal	EDM, ERS Best Practices, ESL Curriculum Support document, co-teaching books and articles, SIOP checklist, Better Learning Through Structured Teaching	Deepened instructional knowledge in math, EL and differentiation strategies for paraprofessionals.
Math consultant will conduct walk-throughs in all grade level math blocks. The consultant will meet with grade level teams after the walk-throughs to give feedback and next steps to the teams using the math framework. She will also compare growth from her first walk-through in the Fall and her walk-through in the Spring and give teams feedback.	April, 2011,2012	Staff, Math Consultant, Principal, Instructional Coach, EL Teacher	Everyday Math Teacher Resource Guides Human resources-substitutes, General Fund	Teachers will know strengths and next steps for their math instruction compared to the Fall walk-through and make adjustments.
Access to and professional development in technology use in math instruction for classroom teachers to use.	2011 and ongoing	Library Technician, classroom teachers	Math software/hardware purchased from the General Fund, (Parent Teacher Association)PTA	Differentiated teacher instruction and remediation.
Observe other schools to glean quality math instruction.	Spring, 2011 and ongoing	Staff, Instructional Coach, EL Teacher	Substitutes, General Fund	Teachers select one instructional strategy observed to implement in their classrooms.
We will research the best resource to use at our school. Then purchase the intervention resource.		Principal, RtI team,EL Teacher, Instructional Coach		We will purchase the intervention resource.
Train teachers and paraprofessionals on intervention resource purchased.	Spring, 2011	Staff, Principal, RtI team,EL Teacher, Instructional Coach	Intervention Resource	Utilize this intervention resource with our strategic and intensive "catch up" students.
Vertical team discussions for school alignment of math instruction.	Spring, 2011 and ongoing	Staff, Instructional Coach, EL teacher, Principal		Alignment of math practices and instruction school-wide.
Purchase classroom sound amplification systems.	January, 2011 and ongoing as money allows.	Principal, PTA	General Funds, and PTA donations.	Teachers will use the systems so all students can access the math instruction.
Continue to use math data collection tools K-6.	August, 2010 and ongoing	K-6 Classroom teachers	Computer	Screen K-2 students for math basic skills three times a year. In grades 3-6 use a computer based progress monitoring tool throughout the year to include creating custom tests for students.

Create opportunities for students to explain their mathematical reasoning by producing written responses.	August, 2010 and ongoing	K-6 Classroom Teachers	Math Exemplars, Acuity custom tests	Teachers will be able to access students for mathematical understanding which will drive their instruction or provide interventions to students who are in need of support.
Improve reading ability for our “growth gap” students.	Spring, 2011 and ongoing	Staff, Instructional Coach, EL teacher, RtI Team,SPED Team, Principal	Reading data, Math written response items.	Identify students and their reading deficits, analyze current data to identify sub skill deficits, plan for increased time in direct, explicit instruction, and re-test to make sure students know the skills.
Extended math support time	Spring, 2011	Paraprofessionals, teacher and Principal	General Fund and Lights on After School Grant money.	Set up a time before and after school for students to come in and get extra math help in deficit areas.
Put monthly math communication in our community and classroom teacher newsletters.	January, 2011and ongoing	Principal		Families will be able to understand math concepts that will be applied via math games at home and to provide support for their children at home.
Provide extensions for our G.T. students by purchasing rights to math online programs.	Fall, 2010 and ongoing	Principal	General Fund	G.T. teachers will provide online access to and instruction in math programs to extend their G.T. students abilities in math.
Staff Training on EDM upgraded materials	August, 2011	Staff, EDM math consultant, Instructional Coach, EL Teacher Principal	EDM Resource	After training, staff will meet to agree on systemic and systematic math practices outlined in the training.
Upgrade math framework to reflect current EDM resource practices.	August, 2011	RtI/PD team, Instructional Coach,EL Teacher, Principal	Math Framework	Alignment of systemic practices K-6 and define systemic and systematic common agreements that all teachers will use in their math block.