

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4498 School Name: KAISER ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	54.87%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	49.55%	-	-	
		W	53.52%	-	-	41.59%	-	-	
		S	47.53%	-	-	25%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	44	-	-	59	-	-	
		M	60	-	-	57	-	-	
		W	56	-	-	44	-	-	
ELP	36	-	-	50	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, 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 disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, 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, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Improvement Support Partnership Grantee (2012)	In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). The plan is due April 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	March, 2012 School Improvement Grant
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

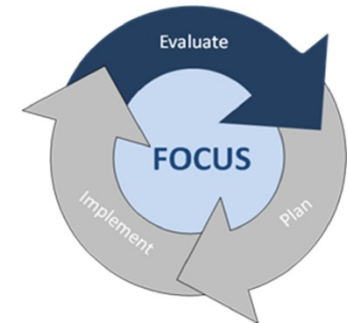
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Elinor Roller, Principal
	Email	Elinor_Roller@dpsk12.org
	Phone	720-424-6210
	Mailing Address	Kaiser Elementary School, 4500 S. Quitman St., Denver, CO 80236
2	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. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Students will perform at 46% Proficient and advanced on the TCAP writing.	Students performed at 40% proficient and advanced on TCAP Writing. Goal was not met.	We are clear on the components of the writing curriculum. We are not individualizing enough to meet the needs of our students. Gaps in curriculum that need to be addressed. Status fell this year, while growth was up. In 4 th /5 th , hypothesis around platooning and consistency in instruction as supports. In 3 rd grade, concerns regarding basic concept understanding. We are not individualizing enough to meet the needs of our students. We were close to this target of 55. Need to
Academic Growth	The median student growth percentile for the year 2012 will be 55 on TCAP math.	The median student growth percentile for the year 2012 was 57 on TCAP math. Goal was met.	
Academic Growth Gaps	The median student growth percentile for the year 2012 will be 55 on TCAP writing for Hispanic Population. The median student growth percentile for the year 2012 will be 55 on TCAP math	The median student growth percentile for the year 2012 was 47 (up from 36 the previous year). Goal was not met. The median student growth percentile for the year 2012 was 53 (up from 30 the previous year). Goal	

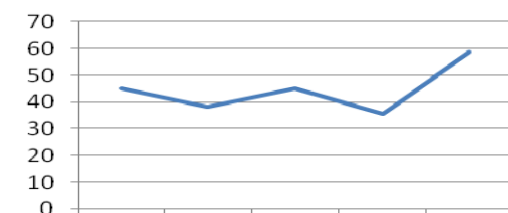
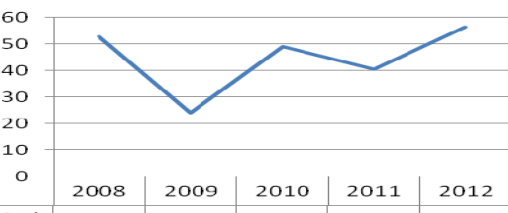
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	for Hispanic population.	was not met.	continue to focus on basic skills and use of academic language in math.
Post Secondary Readiness			

Worksheet #2: Data Analysis

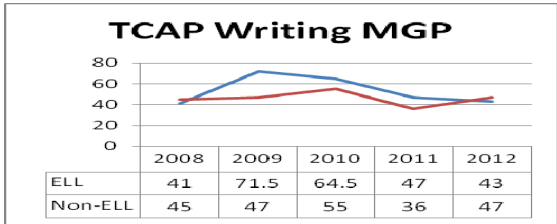
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

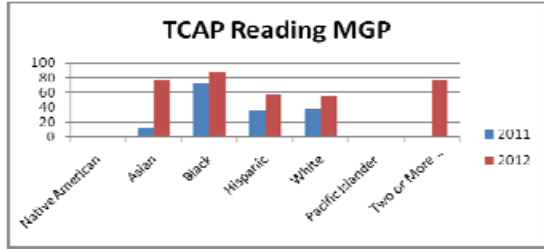
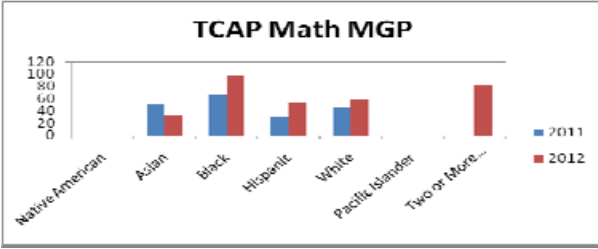
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p><i>From 2008-2012 there has been a flat trend in reading status (50%, 56%, 51%, 47% and 55%) which is below the state expectation of 72%.</i></p> <div style="text-align: center;"> <p>TCAP Reading</p> <table border="1" style="margin: 10px auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>56%</td> <td>51%</td> <td>47%</td> <td>53%</td> </tr> </table> </div>		2008	2009	2010	2011	2012	Reading	50%	56%	51%	47%	53%	<p>The percent of all students scoring proficient or above in CSAP/TCAP reading from 2008-2012 with scores of 50%,56%,51%,47%, 55% has been below state expectation of 72%.</p>	<p>Our work stations and independent reading time are not structured to meaningfully support our guided reading and mini-lesson instruction.</p>
	2008	2009	2010	2011	2012										
Reading	50%	56%	51%	47%	53%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p><i>From 2008-2012 there has been a flat trend in math status (53%, 45%, 58%, 56% and 47%) which is below the state expectation of 71%</i></p> <div data-bbox="430 495 1010 776"> <p style="text-align: center;">TCAP Math</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>53%</td> <td>45%</td> <td>58%</td> <td>56%</td> <td>47%</td> </tr> </tbody> </table> </div> <p><i>From 2008-2012 there has been a slight increase in writing status (35%, 45%, 58%, 56% and 47%) which is below the state expectations of 54%.</i></p> <div data-bbox="430 912 1010 1300"> <p style="text-align: center;">TCAP Writing</p> <table border="1"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>35%</td> <td>36%</td> <td>41%</td> <td>41%</td> <td>40%</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Math	53%	45%	58%	56%	47%		2008	2009	2010	2011	2012	Writing	35%	36%	41%	41%	40%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Growth	<p><i>From 2008-2012 there has been an increasing trend in reading (45, 38, 45, 35.5 and 58.5) which is approaching</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">TCAP Reading MGP</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45</td> <td>38</td> <td>45</td> <td>35.5</td> <td>58.5</td> </tr> </tbody> </table> </div> <p><i>From 2008-2012 there has been an increasing trend in math (54, 24, 49, 40.9, 56.6) which is approaching the district goal of 50 MGP.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">TCAP Math MGP</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>53</td> <td>24</td> <td>49</td> <td>40.5</td> <td>56.5</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Reading	45	38	45	35.5	58.5		2008	2009	2010	2011	2012	Math	53	24	49	40.5	56.5		
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	<p><i>From 2008-2012 there has been a flat trend in writing (43, 52, 55, 45, and 44) which is not meeting the district expectation of 50 MGP.</i></p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>43</td> <td>52</td> <td>55</td> <td>45</td> <td>44</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	Writing	43	52	55	45	44	<p>From 2008-2012 the MGP in CSAP/TCAP writing has remained flat at 43, 52, 55, 45, and 44 and is trending below state expectation of 55 and district expectation of 50.</p>	<p>We need to adjust our individual and targeted instruction to ensure adequate growth.</p>
	2008	2009	2010	2011	2012										
Writing	43	52	55	45	44										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
Academic Growth Gaps	<p><i>From 2009-2012 there has been a flat, then decreasing trend in writing in the number of ELLs scoring at the proficient or advanced level while non-ELL and exited ELL are also flat but increasing slightly.</i></p> <div style="text-align: center;">  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>41</td> <td>71.5</td> <td>64.5</td> <td>47</td> <td>43</td> </tr> <tr> <td>Non-ELL</td> <td>45</td> <td>47</td> <td>55</td> <td>36</td> <td>47</td> </tr> </tbody> </table> </div>		2008	2009	2010	2011	2012	ELL	41	71.5	64.5	47	43	Non-ELL	45	47	55	36	47		
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	<p><i>From 2011-12 there has been an increase in the number of Hispanic students scoring proficient or advanced and a decrease in the number of White students scoring proficient or advanced in reading with a 30% gap.</i></p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>TCAP Reading MGP Data</caption> <thead> <tr> <th>Ethnicity</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr><td>Native American</td><td>0</td><td>0</td></tr> <tr><td>Asian</td><td>10</td><td>75</td></tr> <tr><td>Black</td><td>70</td><td>85</td></tr> <tr><td>Hispanic</td><td>40</td><td>55</td></tr> <tr><td>White</td><td>40</td><td>55</td></tr> <tr><td>Pacific Islander</td><td>0</td><td>0</td></tr> <tr><td>Two or More</td><td>0</td><td>80</td></tr> </tbody> </table> </div> <p><i>From 2011-12 there has been a decrease in both the Hispanic and White students scoring proficient or advanced in math, with a 30% gap.</i></p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>TCAP Math MGP Data</caption> <thead> <tr> <th>Ethnicity</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr><td>Native American</td><td>0</td><td>0</td></tr> <tr><td>Asian</td><td>50</td><td>35</td></tr> <tr><td>Black</td><td>60</td><td>95</td></tr> <tr><td>Hispanic</td><td>35</td><td>55</td></tr> <tr><td>White</td><td>45</td><td>55</td></tr> <tr><td>Pacific Islander</td><td>0</td><td>0</td></tr> <tr><td>Two or More</td><td>0</td><td>85</td></tr> </tbody> </table> </div>	Ethnicity	2011	2012	Native American	0	0	Asian	10	75	Black	70	85	Hispanic	40	55	White	40	55	Pacific Islander	0	0	Two or More	0	80	Ethnicity	2011	2012	Native American	0	0	Asian	50	35	Black	60	95	Hispanic	35	55	White	45	55	Pacific Islander	0	0	Two or More	0	85		
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	<p>From 2011-12 Hispanic students showed an increase of 8% in writing, while White students decreased by 9% with a 40% gap.</p> <p>TCAP Writing MGP</p> <table border="1"> <caption>TCAP Writing MGP Data</caption> <thead> <tr> <th>Ethnicity</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Native American</td> <td>~30</td> <td>~70</td> </tr> <tr> <td>Asian</td> <td>~85</td> <td>~45</td> </tr> <tr> <td>Black</td> <td>~35</td> <td>~50</td> </tr> <tr> <td>Hispanic</td> <td>~55</td> <td>~30</td> </tr> <tr> <td>White</td> <td>~75</td> <td>~35</td> </tr> <tr> <td>Pacific Islander</td> <td>~0</td> <td>~0</td> </tr> <tr> <td>Two or More...</td> <td>~0</td> <td>~80</td> </tr> </tbody> </table>	Ethnicity	2011	2012	Native American	~30	~70	Asian	~85	~45	Black	~35	~50	Hispanic	~55	~30	White	~75	~35	Pacific Islander	~0	~0	Two or More...	~0	~80	<p>#N/A 32 99 53 58 #N/A</p>	<table border="1"> <thead> <tr> <th></th> <th>Native American</th> <th>Asian</th> <th>Black</th> <th>Hispanic</th> <th>White</th> <th>Hawaiian/Pacific Islanders</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>#N/A</td> <td>32</td> <td>99</td> <td>36</td> <td>54.5</td> <td>#N/A</td> </tr> <tr> <td>2012</td> <td>#N/A</td> <td>68</td> <td>45</td> <td>47</td> <td>26</td> <td>#N/A</td> </tr> </tbody> </table>						Native American	Asian	Black	Hispanic	White	Hawaiian/Pacific Islanders	2011	#N/A	32	99	36	54.5	#N/A	2012	#N/A	68	45	47	26	#N/A
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness			

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>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).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>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 indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>Root Cause Analysis 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.</p>
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Narrative:

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

Kaiser Elementary is a small school in Southwest Denver. We serve ECE-5th grade and 3 classrooms for students with significant special education needs. Our students who qualify for free/reduced lunch over the past 4 years have increased from 68% to 88%. Our population is currently 60% Hispanic, 25% Anglo, and 15% "other" (Vietnamese, African American, etc.). We serve approximately 12% of our students through an ELA pull-out model with a qualified ESL resource teacher and all teachers are ELA-E certified. Approximately 20% of our students have an IEP.

We presented the 2012 TCAP data to the staff on August 21, 2012. The entire staff looked at Growth, Status and subgroup growth gaps. The staff noticed that there was an increase in math TCAP growth. However, our current 4th graders scored 46 MGP which is below the 55 MGP required by the state. The fifth grade students were at 61 MGP which exceeded the state requirements. In reading both fourth and fifth grade students met the state required 55 MGP. In writing, fourth grade students scored 29.5 MGP, falling below the 55 MGP required by the state. The fifth grade group scored 51.5 MGP with is above the state requirement. When we looked at Status, we noticed that our math scores dropped in third grade by 16% and fourth grade by 12%. Fifth graders increased by 18%. In reading we noticed that third, fourth and fifth grades all showed an increase. In writing both third and fourth grade students showed a decrease while fifth grade students increased by 18%. This was an initial data dig. The leadership team along with other staff members, who were interested, met on September 4, 2012 and discussed our scores in all areas and subgroups. We began looking at trends across content areas. The CSC also met on September 13, 2012 and looked and discussed the data. The leadership team also met on October 2, 2012. CSC was presented with the root cause analysis on October 11, 2012 along with the UIP process that the teachers were engaged in. The CSC also had input on the root cause analysis and priority performance challenges.

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

- From 2008-2012 the MGP in CSAP/TCAP writing has remained flat at 43, 52, 55, 45, and 44 and is trending below state expectation of 55 and district expectation of 50.
- Students scoring proficient or advanced on CSAP/TCAP from 2008-2012 has remained flat in all content areas and reading, math writing and science 2008-47%, 2009-45%, 2010-47%, 2011-45% 21012-44% and remained below the state expectation of reading 72%, math 71%, writing 54%, science 48%.
- For the last 4 years, the number of English learners scoring proficient or advanced on CSAP/TCAP has been below 30% in reading, below 14% in math and below 15% in writing, all well below the state expectations of 72% in reading, 71% in math and 54% in writing
- The percent of all students scoring proficient or above in CSAP/TCAP reading from 2008-2012 with scores of 50%, 56%, 51%, 47%, 55% and writing with scores of 53%, 36%, 41%, 41%, 40% has been below state expectation of 72% on reading and 54% in writing. (see table below)

Year	Reading	Writing
2008	50%	53%
2009	56%	36%
2010	51%	41%
2011	47%	41%
2012	55% (state 72%)	40% (state 54%)

Writing Target: Unmet. Hypothesis for not meeting this target: We are clear on the components of the writing curriculum. We are not individualizing enough to meet the needs of our students. Gaps in curriculum that need to be addressed. The writing target for was for status for 46% and we achieved 40%.

Math Target was met for growth. Hypothesis for meeting this target: Status fell this year, while growth was up. In 4th/5th, hypothesis around platooning and consistency in instruction as supports. In 3rd grade, concerns regarding basic concept understanding. The math target we set for ourselves was 55 MPG and we achieved 57 MPG.

Academic Growth Gaps: This was met according to the state, but not met according to the goals we set for ourselves. For Writing, we are not individualizing enough to meet the needs of our students. For math, we were close to this target of 55. Need to continue to focus on basic skills and use of academic language in math. The writing growth target was 55 and we achieved 47 MPG. The math growth target was 55 and we achieved 53 MPG.

Trend Analysis

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including all students (for example, within a cohort, within a grade level, within a disaggregated group). On September 4, 2012 SLT, other staff interested and Suzie Moore wrote trend statements based on the data.

From 2008-2012 there has been an increasing trend in reading (45, 38, 45, 35.5 and 58.5) which is approaching the district goal of 50 MGP.

From 2008-2012 there has been an increasing trend in math (54, 24, 49, 40.9, 56.6) which is approaching the district goal of 50 MGP.

From 2008-2012 there has been a flat trend in writing (43, 52, 55, 45, and 44) which is not meeting the district expectation of 50 MGP.

From 2008-2012 there has been a flat trend in reading status (50%, 56%, 51%, 47% and 55%) which is below the state expectation of 72%.

From 2008-2012 there has been a flat trend in math status (53%, 45%, 58%, 56% and 47%) which is below the state expectation of 71%.

From 2009-2012 there has been a three year decrease in reading in the number of ELLs who scored proficient or advanced, while non-ELL students have remained flat.

From 2009-2012 there has been a three year decrease in math in the number of ELLs who scored proficient or advanced, while non-ELL students have remained flat.

From 2009-2012 there has been a flat, then decreasing trend in writing in the number of ELLs scoring at the proficient or advanced level while non-ELL and exited ELL have been increasing and flat.

From 2011-12 there has been an increase in the number of Hispanic students scoring proficient or advanced and a decrease in the number of White students scoring proficient or advanced in reading with a 30% gap.

From 2011-12 there has been a decrease in both the Hispanic and White students scoring proficient or advanced in math, with a 30% gap.

From 2011-12 Hispanic students showed an increase of 8% in writing, while White students decreased by 9% with a 40% gap.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On Sept 14th, the staff considered trends listed above and began narrowing them using the following criteria:

- Eliminated trends that were not 3-5 years
- Organized by status and growth
- Distinguished positive and negative trends
- Distinguish between content areas
- Combined repetitions/Focused on similar statements
- Made sure trends were notable

The staff then did further disaggregation using the following criteria:

- May be at the overall school level at an instructional level
- May be at the overall school level in a single content area
- May be at a single grade level or subgroup area
- May combine more than one negative trend

The Staff then Determined 2 performance challenges:

1. The percent of all students scoring proficient or above in CSAP/TCAP reading from 2008-2012 with scores of 50%,56%,51%,47%, 55% has been below state expectation of 72%.
2. From 2008-20012 the MGP in CSAP/TCAP writing has remained flat at 43, 52, 55, 45, and 44 and is trending below state expectation of 55 and district expectation of 50.

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Reading Status:

1. Some students are not practicing strategies learned in the mini-lesson and guided reading groups to ensure transfer to independent reading.
2. We are not effectively holding all students accountable for their learning.

Root Cause: Our work stations and independent reading time are not structured to meaningfully support our guided reading and mini-lesson instruction.

This was identified through the discussion on our data and discussion of our teaching practices, and verified through looking at the DRA2 and TCAP reading data. We have 45% of our students who remain below grade level. We have We looked to see if there was a direct correlation between the DRA2 and TCAP reading. We found that there was a direct correlation between how students scored on DRA2 and their performance on TCAP. We have 30 out of 58 third and fourth graders who scored unsatisfactory or partially proficient on TCAP and these same students were not on grade level on the DRA test in the spring. We also looked at the STAR data results from the spring. 12 of 19 students in first grade did not meet grade level equivalence. In second grade we had 28 of 36 students below the grade level equivalence. In third grade we had 19 out of 33, in fourth grade we had 21 of 35 scoring below grade level equivalence.

We also observed what students were doing during the guided reading time as well discussed with teachers what type of activities were being implemented during independent work time. The teachers felt that reading scores would continue to rise if the workstations and independent reading time was directly correlated to the mini lesson and the guided reading groups. Therefore, giving students a clear purpose to practice new learning.

Writing Growth:

1. We have not been consistently providing targeted and individualized instruction in writing with grade level expectations.
2. We have implemented the writing curriculum with fidelity but need to go deeper with individualization based on next steps for kids based on data.
3. We are not using data effectively to guide targeted or individualized instruction.
4. We need to work effectively with data from multiple sources to guide instruction, both class and individual.

Root Cause: We need to adjust our individual and targeted instruction to ensure adequate growth.

This was identified through the discussion on our data and discussion of our teaching practices, and verified through looking at data from the TCAP writing and compared it to the spring Interim results. We had 13 students score Unsatisfactory and 23 students scoring Partially Proficient on the spring interim. We had 9 students scoring unsatisfactory on TCAP and 30 students scoring in the partially proficient range. We noticed that there was a close correlation between the students who were scored proficient and those that scored proficient on TCAP. Since these interims are a good indication of how students will score on the TCAP, it is important for us to look at our instructional practices in advance of the tests. We discussed in length what our teaching practices looked like in writing.

Teachers agreed that they needed to focus more on individualizing student needs and grouping students with similar needs in order to provide direct teaching at the student's zone of proximal development. They agreed that they have been following the planning guides provided by the district and they felt that if they learned how to individualize and keep their groups fluid, they would see gains in writing.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

3.18.13 Professional Development: Monthly professional development in the area of writing (structures, workshop, content, authors chair, editing, across the curriculum, language usage, small group instruction, planning/thinking-maps/organizing), individual professional development around readers workshop based on individual teacher need, LEAP Framework small self-guided groups, regular monthly data teams beginning 12/12.

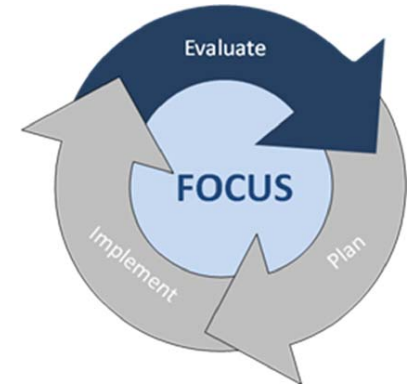
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percent of all students scoring proficient or above in CSAP/TCAP reading from 2008-2012 with scores of 50%,56%,51%,47%, 55% has been below state expectation 71% in reading.	Target is 61%	Target is 69%	STAR assessment (3 times a year plus progress monitoring for targeted students). DRA twice yearly for those identified at being below grade level.	Effectively implement best practices during the Readers Workshop, with focus on independent and reading work stations that extend the learning from the mini-lesson and guided reading groups.
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W	The percent of all students scoring proficient or above in CSAP/TCAP writing from 2008-2012 with scores of 53%,36%,41%,41%, 40% has been below state expectation of 54%.	55 MGP	55 MGP	The percentage of all students scoring Proficient/Advanced on the DPS writing interim assessment will increase by 5 pts. From the Fall to Winter Interim. (based on individual student growth). The percentage of all students scoring Proficient/Advanced on the DPS writing interim assessment will increase by 5 pts. From Winter to Spring Interim. (based on individual student growth).	Teachers will effectively implement the Writers Workshop model based on flexible grouping, and data to inform instruction around needs of individual learners

						Tests (DPS) – September, December and April Monthly writing prompts will be scored using DPS Interim rubric, first grade rubric, Kindergarten checklist, TS Gold for ECE.	
		ELP				Monitor ELL progress and provide added support if needed.	
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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 #1: Effectively implement best practices during the Readers Workshop, with focus on independent and reading work stations that extend the learning from the mini-lesson and guided reading groups. **Root Cause(s) Addressed:** Our work stations and independent reading time are not structured to meaningfully support our guided reading and mini-lesson instruction.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Identification and shared understandings of the purpose of structures included in readers workshop outside of mini-lesson and guided reading groups. (E.g. book bags, work stations, accountability measures). Professional Development specific to Workstations October-December Individualized coaching to support teachers in the implementation of workstations, book bags or effective Reader's Workshop (on-going) Weekly walkthroughs to support teacher growth specifically for "I Can", management boards, system for book bag selection, Review of lesson plans as needed, for identified classrooms.	2012-2013	Teachers Administration Facilitator	State, Federal and Local Funds \$37,288 (.20 General Fund, .20 Mill Levy, .10 Title II) supports our Facilitator Position	January-"I Can" are evident and posted for students, for identified classrooms. January-Management board is evident in the classroom, for identified classrooms February-System is set up for book bag management during independent time, for identified classrooms. Evidence of a system of determining of how and when books are selected	Complete and ongoing. Complete and ongoing In process

				for the book bag. Evidence of "I can" statements in classroom related to content expectations at work stations. Evidence of accountability measurements.	Complete and in progress with support. In progress. Still need documentation of when they are doing it.
<p>Professional Development using Debbie Diller's structures for work stations, independent reading and accountability.</p> <ul style="list-style-type: none"> Bi-monthly reading professional development on pertinent sections of Debbie Diller work to ground practice and shared understandings of the different components of the Reader's workshop. <p>September-November-focus on Workstations</p> <ul style="list-style-type: none"> Provide individual coaching to teachers who may need additional support in the implementation of Work Stations. <p>Tease out implementation benchmarks from action steps (many of our benchmarks are action steps that can be included there).</p>	2012-2013	Teachers Administration Facilitator	<p>State, Federal and Local Funds</p> <p>\$37,288 (.20 General Fund, .20 Mill Levy, .10 Title II) supports our Facilitator Position</p>	<p>Targeted PD for specific teachers based on need.</p> <p>Read identified pertinent sections of Debbie Diller work to ground practice and shared understandings.</p> <p>Grade level Professional Learning Communities.</p> <p>Individual coaching to ensure classroom teachers are supported in implementation.</p>	<p>Ongoing.</p> <p>In progress.</p> <p>In progress at grade level meetings and PD based on specific need.</p> <p>In progress, specifically supporting 3 teachers as of 3.21.13</p>
<p>Coaching (weekly walkthroughs)</p> <ul style="list-style-type: none"> Support teachers with weekly walk-through conversations in areas of focus that include 				Monitoring that teachers are making the shifts that result from coaching	Principal and Ritchie intern having weekly

shifts in practice based on coaching.					meetings with teachers based on walkthroughs to include all subject areas including reading. Facilitator continues to focus on walkthroughs for identified teachers. 3.21.13
<p>ELLS Ensure that ELL students are monitored and results given to ESL teacher to support in ESL classes.</p>			<p>\$37,288 (.20 General Fund, .20 Mill Levy, .10 Title II) supports our Facilitator Position</p>		<p>This occurs via Imagine Learning data and through the SIT process and is ongoing.</p>

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Teachers will effectively implement the Writers Workshop model based on flexible grouping, and data to inform instruction around needs of individual learners. **Root Cause(s) Addressed:** We need to adjust our individual and targeted instruction to ensure adequate growth.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Teachers will participate in professional development individually, in grade levels and in vertical teams with a writing coach.</p> <p>With support through TLA and Common Core Conversations, teachers will consider written language across the curriculum.</p>	2012-2013 School year	Writing Coach Administration Teachers	School Improvement Grant (\$95,000) from CDE State and Local Funds	Identification and selection of writing coach. Development of PD plan for the school year Development of a coaching schedule for the school year. Development of common writing assessment tool to track data.	Complete Complete Complete Complete
<p>Coaching and Modeling of the writing process (ongoing)</p> <p>Observations during writing time to ensure implementation of pedagogical changes.</p>	2012-2013 School year	Writing Coach Administration Teachers	School Improvement Grant (\$95,000) from CDE State and Local Funds	Monthly identified pedagogical changes to be manifested based on professional development. The following tools/structures will be used to ensure the changes are occurring: Coaching Conversations LEAP Observations Informal Observations Lesson Plan support as needed	Ongoing Ongoing Ongoing Ongoing Ongoing

<p>Monthly data meetings to examine and review student work to determine instructional practices and next steps.</p> <p>Teachers will have PD on the data team cycle that focuses on instructional next steps.</p> <p>As we discuss data, we will ask what additional considerations need to be made for English Language Learners and students with special needs.</p>	<p>2012-2013 School Year</p>	<p>Writing Coach Administration Teachers Data consultant</p>	<p>School Improvement Grant (\$95,000) from CDE State and Local Funds Data consultant provided by District.</p>	<p>Creation of specific strategies at grade levels to move students from one level to the next. Use of interim assessments to assess growth (3x per year).</p>	<p>Ongoing as part of data teams</p> <p>2 assessments complete</p>
<p>Teachers will form flexible instructional groups, implementing the teaching-learning cycle, based on the identified needs of students.</p> <p>Teachers will target 5 students for instruction during a data team cycle of 4 weeks.</p> <p>Teachers will plan specifically to meet the needs of ELL's and students with special needs.</p>	<p>2012-2013 School Year</p>	<p>Writing Coach Administration Teachers</p>	<p>School Improvement Grant (\$95,000) from CDE State and Local Funds</p>	<p>Records of teaching</p> <p>Goal sheets completed by teachers during the data team cycle</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>Teachers will participate in grade level and vertical peer observations, learning walks, peer consultation and modeling around best practices in writing.</p>	<p>2012-2013 School Year</p>	<p>Writing Coach Administration Teachers</p>	<p>School Improvement Grant (\$95,000) from CDE State and Local Funds</p>	<p>2nd Semester, 2013 develop schedule and outcomes for peer writing work.</p>	<p>2 peer observation and feedback sessions as of 3.18.13</p>

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)