

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4656 School Name: KEPNER MIDDLE SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.35%	-	-	27.68%	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	24.26%	-	
		W	-	58.34%	-	-	20.7%	-	
		S	-	48.72%	-	-	8.7%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	70	-	-	49	-	
		M	-	91	-	-	47	-	
		W	-	83	-	-	50	-	
ELP	-	-	-	-	53	-			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

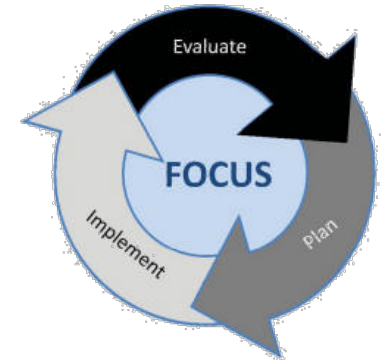
Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NA
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	NA
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.	NA
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
s	Name and Title	Stephen Linkous – Principal, Kepner Middle School
	Email	Stephen_Linkous@dpsk12.org
	Phone	720-424-0001
	Mailing Address	911 South Hazel Court, Denver, CO 80219
2	Name and Title	Mark Harmon- Assistant Principal, Kepner Middle School
	Email	Mark_harmon@dpsk12.org
	Phone	(720) 424-40015
	Mailing Address	911 South Hazel Court, Denver, CO 80219

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 the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>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 local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

Description of the School Setting

Kepner Middle School (KMS) is a zone “*Transitional Native Language Instruction (TNLI)*” school pursuant to the federal court order governing the district’s English Language Development (ELD) program. Kepner’s demographic of 796 students is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the “Achievement Gap” identified as a nation-wide phenomenon. Being identified as an ELL results from a parent annotating that their son or daughter spoke a language other than English as their first language on the “Home Language Questionnaire (HLQ)” during registration. Of the ELL’s, 95% of them speak Spanish as their first language. Pursuant to TNLI, we offer

instruction in math, science, social studies and literacy in Spanish based on parent's or legal guardian's choice at registration.

In addition, we have received mill levy funding for 28 math fellows as tutors to all 6th and 8th grade students. The student-to-teacher ratio ranges from 1:1 to 1:4. This program uses the Math Navigator curriculum to address gaps in math achievement and skills along with curriculum designed to support grade-level content standards. Scholastic Math Inventory (SMI) to assess ongoing performance throughout five cycles of the year. The targeted growth is 250 quantiles from beginning to end of year. This translates into over 2 years of math growth as the target for every 6th and 8th grade student.

Current Performance (2013)

Overall Achievement:

1. 27.18% of our students are proficient or advanced in reading.
2. 18.79% of our students are proficient or advanced in writing
3. 20.91% of our students are proficient or advanced in math
4. 9.29% of our students are proficient or advanced in science

We did not meet state targets for achievement in any of the above areas.

Overall Academic Growth (MGP):

1. MGP for reading was 43%. AGP for reading was 69%
2. MGP for writing was 49%. AGP for reading was 83%
3. MGP for math was 49%. AGP for math was 93%

We did not meet state academic growth targets for any of the above areas.

Academic Growth Gaps:

1. Free-Reduced-Lunch (FRL)
 - a. FRL students MGP for reading was 50%. FRL students AGP for reading was 69%
 - b. FRL students MGP for writing was 49%. FRL students AGP for writing was 83%
 - c. FRL students MGP for math was 49%. FRL students AGP for math was 93%
2. English Language Learners (ELLs)
 - a. ELL students MGP for reading was 50%. ELL students AGP for reading was 69%
 - b. ELL students MGP for writing was 42%. ELL students AGP for writing was 96%
 - c. ELL students MGP for math was 49%. ELL students AGP for math was 92%

3. Special Education (SPED) Students

- a. SPED students MGP for reading was 49%. SPED students AGP for reading was 91%
- b. SPED students MGP for writing was 49%. SPED students AGP for writing was 83%
- c. SPED students MGP for math was 45%. SPED students AGP for math was 99%

4. Ethnicity

- a. Hispanic students MGP for reading was 50%. Hispanic A students GP for reading was 69%
- b. Hispanic students MGP for writing was 47%. Hispanic students AGP for writing was 83%
- c. Hispanic students MGP for math was 49%. Hispanic students AGP for math was 93%

- d. White students MGP for reading was 65%. White students AGP for reading was 66%
- e. White students MGP for writing was 56%. White students AGP for writing was 82%
- f. White students MGP for math was 46%. White students AGP for math was 92%

5. Gender

- a. Male students MGP for reading was 50%. Male students AGP for reading was 72%
- b. Male students MGP for writing was 49%. Male students AGP for writing was 83%
- c. Males students MGP for math was 49%. Male students AGP for math was 93%

- d. Male students MGP for reading was 50%. Male students AGP for reading was 69%
- e. Male students MGP for writing was 46%. Male students AGP for writing was 87%
- f. Males students MGP for math was 46%. Male students AGP for math was 94%

Actual MGP did not meet AGP targets for a single disaggregated group. The differential between MGP and AGP is double digits for virtually all disaggregated and reaches over 40% for math for multiple groups.

Trend Analysis

Overall Achievement:

Positive Trend: Over the last 5 years (since 2009), overall achievement for Reading is up by 2.8%.

Negative trends: Over the last 5 years (since 2009), math has declined by 5.6%, writing by 1.8%, and science by 0.2%.

Achievement by Grade:

Reading: Positive Trend: 7th grade reading increased by 3.18% since 2011.

Reading Negative Trends: 6th grade reading decreased by 9.93% since 2011. 8th grade reading decreased by 10.88% since 2011.

Writing Positive Trend: 7th grade math increased by 6.47% since 2011.

Writing Negative Trends: 6th grade math decreased by 13.42% since 2011.

8th grade math decreased by 7.6% since 2011

Math Positive Trend: 7th grade math increased by 6.47% since 2011.

Math Negative Trends: 6th grade math decreased by 13.42% since 2011.

8th grade math decreased by 7.6% since 2011

Academic Growth:

Reading Negative Trend: Reading MGP has decreased by 3% since 2011. AGP decreased by a like amount since 2011. As a result, the gap between MGP and AGP has remained the same at 19%.

Writing Negative Trend: The MGP for writing has remained constant at 49% since 2011. This is below the minimum of 50%+ to close the achievement gap. As a result, the gap between AGP and MGP is at 34% (a 1% decrease).

Math Negative Trend: Math MGP has decreased by 8% since 2011. AGP has increased by 4% since 2011. As a result, the gap between MGP and AGP is at 44% (a 12% increase).

Academic Growth Gaps

FRL Math Negative Trend: MGP for FRL students in reading decreased by 2%. The MGP for Non-FRL students increased by 9%. As a result, the gap between FRL and Non-FRL is now 22% (an 11% increase).

FRL Writing Positive Trend: The gap has closed between FRL and Non-FRL students in writing so there is no gap in 2011. They are both at 49%.

FRL Writing Negative Trend: MGP for FRL students in writing has remained constant at 49%.

FRL Math Negative Trend: MGP for FRL students in math decreased by 8%. The MGP for Non-FRL students decreased by 2%. As a result, the gap between FRL and Non-FRL is now 8% (a 6% increase).

ELL Reading Positive Trend: ELL MGP exceeds Non-ELL MGP in reading by 2%

ELL Reading Negative Trend: MGP for ELL students in reading decreased by 4%. The MGP for Non-ELL students decreased by 3%. The gap by how much ELL MGP

exceeds Non-ELL MGP in reading has decreased from 9% in 2011 to 2% in 2013.

ELL Writing Positive Trend: ELL MGP exceeds Non-ELL MGP in writing by 2%.

Negative Trend: MGP for ELL students in writing decreased by 1%. The MGP for Non-ELL students increased by 4%. As a result, the gap for how much ELL MGP exceeds Non-ELL MGP in writing has decreased from 7% in 2011 to 2% in 2013.

ELL Math Positive Trend: ELL MGP exceeds Non-ELL MGP in math by 1%.

ELL Math Negative Trend: MGP for ELL students in math decreased by 12%. The MGP for Non-ELL students increased by 3%. As a result, the gap for how much ELL MGP exceeds Non-ELL MGP in math has decreased from 16% in 2011 to 1% in 2013.

SPED Reading Negative Trend: The MGP for SPED students remains below the 50%+ benchmark to close the achievement gap.

SPED Writing Negative Trend: The MGP for SPED students in writing has decreased by 2% since 2011. The MGP for Non-SPED students has remained the same at 49%. As a result the gap between Non-SPED and SPED students in math has increased from 5% in 2011 to 7% in 2013.

SPED Math Positive Trend: The gap between SPED student and MGP students in math had decreased from 14% in 2011 to 4% in 2013.

SPED Math Negative Trend: The MGP for SPED students in math has remained at 45% since 2011. The MGP for Non-SPED students has decreased by 10% since 2011.

Ethnicity: Less than 25 students tested for all ethnicities save White and Hispanic, so data is only available for these 2 groups.

Hispanic Reading Positive Trend: The gap between Hispanic and White students MGP for reading has decreased from an 8% deficit in 2011 to Hispanic student's MGP exceeding white students MGP by 4% in 2013.

Hispanic Reading Negative Trend: The MGP for Hispanics in reading has decreased by 2% since 2011. The MGP for Whites in reading has decreased by 14% since 2011.

Hispanic v White Writing Negative Trend: The MGP for Hispanics in writing has decreased by 2% since 2011. The MGP for Whites in writing has increased by 15% since 2011. As a result, Hispanic student's MGP for writing has gone from exceeding White students MGP by 8% in 2011 to a deficit of 11% in 2013.

Hispanic v White Math Negative Trend: The MGP for Hispanics in math has decreased by 8% since 2011. The MGP for Whites in math has decreased by 14% since 2011. The gap between Hispanic student's MGP and White student's MGP has remained the same at 3% since 2011.

Male v Female Reading Negative Trend: The MGP for males in reading has decreased by 1% since 2011. The MGP for females has decreased by 5% since 2011.

Male student's MGP in reading exceeds female student's MGP by 1%.

Male v Female Writing Negative Trend: The MGP for males in writing has decreased by 1% since 2011. The MGP for females has remained the same at 51%. Female student's MGP in writing exceeds Males students MGP by 5%.

Male v Female Negative Trend: The MGP for males in math has decreased by 12% since 2011. The MGP for females has decrease by 6%. Female student's MGP in math exceeds Males students MGP by 5%

The negative trends significantly outweigh the positive trends . In essence the expansion of academic growth gaps shows the achievement gap has widened the last 3 years for virtually all disaggregated

Priority Performance Challenges

1. CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student's gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement.
2. Trends indicate significant gaps exist in all subject areas between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all students
3. Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

4. Trends indicate significant gaps exist in all subject areas for SPED students between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all SPED students.

In conclusion, we are a low achieving school in terms of both achievement and academic growth with double-digit gaps for MGP and AGP. The data further indicate low achievement and growth for all assessed areas when disaggregated by grade, FRL, ELL, SPED, ethnicity or gender. As a result, we are currently identified as a turnaround school by the Colorado Department of Education. Given this, we must raise achievement for our students IMMEDIATELY to ensure they are on a path to collage and career readiness.

Root Cause Analysis

1. Teachers have not been sufficiently supported to build capacity to align rigorous instruction to the standards (CCSS and CAS), create assessments (summative and formative) assessing student learning of those standards, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency.
2. Teachers have not been sufficiently supported to build capacity to differentiate instruction to support the diverse learning needs of students in rigorous understanding of

the standards by data-driven analysis of student work to drive interventions and enrichments on a regular and ongoing basis in every classroom.

3. Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/or English language learners, the vast majority of whom are also FRL students, to shelter instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.

Observation from administrators, West Denver Network and District staff also confirm the above root causes. In addition, student growth percentage (SGP) and scale score data for math and reading in STAR aligned closely with TCAP data. Finally, teachers created short-constructed response writing prompts as Common Formative Assessments (CFAs) in all content areas as part of their work in grade/ELD level Professional Learning Communities (PLCs). Analysis of student writing from these CFAs on a weekly basis aligned closely with TCAP writing data. In short, we effectively assessed what students had learned, but did not come up with sufficiently effective interventions to ensure students not yet reaching proficiency could do so.

Rationale for Selection of the Major Improvement Strategies Identified

1. **Standards-Based Instruction-** Teachers meet daily in grade level /EDL teams fro 50+ minutes per day (240+ minutes per week) to collaborate as Professional Learning Communities to drive implementation of standards based instruction and assessment in the following areas:
 - a. Part 1: Deter create summative and formative assessments aligned to Common Core State Standards (CCSS) or Colorado Academic Standards (CAS);
 - b. They need dedicated time to unpack and plan instruction aligned to those standards
 - c. They need dedicated time to plan daily lesson with all 5 of the required elements for content and langauge objectives identified by the WIDA standards for English Language Development (ELD).
 - d. They need dedicated time to analyze student work from those formative and summative assessment using a proven protocol for Data Driven Instruction to guide instruction, share strategies regarding how they are teaching those standards, and learn what worked best from one another as professional growth model.
 - e. Last we cannot focus on too many things and expect implementation at a highly effective level. As such, admin must provide focus regarding daily expectations for effective instruction for both content and ELD simultaneously. The 3 instructional areas of focus selected are the following:
 - i. **English Language Development-** Implementation of daily instruction that incorporates all 5 elements of a Content Language Objective (CLO) planning- content, task, form, function, domain and associated supports from the WIDA Can Do descriptors.
 - ii. **Collaborative learning** with a goal of 90% student-centered learning to promote rich oral language discussion, higher engagement and rigorous thinking as students analyze, synthesize and evaluate with their peers on a daily basis.
 - iii. **Academic Writing** – Student demonstrate use academic vocabulary across content and context for both short and extended constructed response as school-wide focus. In the assessment of Dr. David Connelly, writing is the most significant single predictor of student's college readiness level.
2. **Professional Growth-** Providing rigorous, differentiated, collaborative, standard-based instruction and assessment for all students on a daily basis,

extremely challenging work- especially for Kepner’s demographic. Teachers know WHAT they need to do in PLCs, but results-based professional development must support them with HOW they will accomplish this by collaborating and learning together with their peers. Learning walks in 2013-14 in addition to instructional rounds in 2014-15 will provide the data need from whole-staff observation of school-wide trends. In turn, the areas of growth we identify together will provide the results we need to drive future professional development.

- 3. Parent Engagement-** Parents must understand and be well informed to ensure they support teachers in the challenging work before them as partners in the education of our students.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year’s plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.																									
Academic Achievement (Status)	Reading: 25.9% + 15% = 40.1% 6 th : 30.5%+ 15% = 45.5% 7 th : 30.2% +15% = 45.2% 8 th : 16.2% +15% = 31.2%	<table border="1"> <thead> <tr> <th>Reading</th> <th>2012</th> <th>Goal (+15%)</th> <th>Actual 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>25.9%</td> <td>40.9%</td> <td>27.2%</td> <td>1.2%</td> </tr> <tr> <td>6</td> <td>30.5%</td> <td>45.5%</td> <td>25.5%</td> <td>-5.0%</td> </tr> <tr> <td>7</td> <td>30.2%</td> <td>45.2%</td> <td>27.1%</td> <td>-3.1%</td> </tr> <tr> <td>8</td> <td>16.2%</td> <td>31.2%</td> <td>28.1%</td> <td>11.9%</td> </tr> </tbody> </table> <p>Reading goal not met. Goal was 15% increase. Actual increase was 1.2% overall. Missed goal by 13.8%</p>	Reading	2012	Goal (+15%)	Actual 2013	Change	All	25.9%	40.9%	27.2%	1.2%	6	30.5%	45.5%	25.5%	-5.0%	7	30.2%	45.2%	27.1%	-3.1%	8	16.2%	31.2%	28.1%	11.9%	Professional Learning Communities (PLCs) driving the major improvement strategy for reading focused on instruction rather than student learning. As a result, the analysis of student work from summative and formative assessments did not produce immediate and ongoing interventions for students who had not yet attained proficiency. In short, PLCs focused on what needed be taught, but not how to do this at rigorous level to ensure ALL students met proficiency for an identified learning outcome.
	Reading	2012	Goal (+15%)	Actual 2013	Change																							
All	25.9%	40.9%	27.2%	1.2%																								
6	30.5%	45.5%	25.5%	-5.0%																								
7	30.2%	45.2%	27.1%	-3.1%																								
8	16.2%	31.2%	28.1%	11.9%																								
	Writing: 21.9% + 15% = 36.9% 6 th : 22.5%+15% = 37.5%	<table border="1"> <thead> <tr> <th>Writing</th> <th>2012</th> <th>Goal (+15%)</th> <th>Actual 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Writing	2012	Goal (+15%)	Actual 2013	Change						Our school-wide writing focus made writing a weekly focus via short-															
Writing	2012	Goal (+15%)	Actual 2013	Change																								

School Code: 4656

School Name: KEPNER MIDDLE SCHOOL

	7 th : 27.8% +15% = 42.8% 8 th : 15.1% +15% = 30.1%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">All</td> <td style="text-align: center;">21.9%</td> <td style="text-align: center;">36.9%</td> <td style="text-align: center;">18.8%</td> <td style="text-align: center;">-3.2%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">22.5%</td> <td style="text-align: center;">37.5%</td> <td style="text-align: center;">14.6%</td> <td style="text-align: center;">-5.0%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">27.8%</td> <td style="text-align: center;">42.8%</td> <td style="text-align: center;">22.7%</td> <td style="text-align: center;">6.0%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">15.1%</td> <td style="text-align: center;">30.1%</td> <td style="text-align: center;">16.9%</td> <td style="text-align: center;">-13.0%</td> </tr> </table>	All	21.9%	36.9%	18.8%	-3.2%	6	22.5%	37.5%	14.6%	-5.0%	7	27.8%	42.8%	22.7%	6.0%	8	15.1%	30.1%	16.9%	-13.0%	constructed response in every classroom. However, teachers taught writing using different strategies they selected individually. As a result, we had differing and inconsistent views of what constituted “proficient” writing. This in turn created confusion for students who potentially had to learn a different way to write in every classroom.					
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	Math: 21.4% + 15% = 36.4% 6 th : 27.6% +15% = 42.6% 7 th : 22.2% +15% = 37.2% 8 th : 13.4% +15% = 28.4%	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Math</th> <th style="text-align: center;">2012</th> <th style="text-align: center;">Goal (+15%)</th> <th style="text-align: center;">Actual 2013</th> <th style="text-align: center;">Change</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All</td> <td style="text-align: center;">21.4%</td> <td style="text-align: center;">36.4%</td> <td style="text-align: center;">20.9%</td> <td style="text-align: center;">-0.5%</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">27.6%</td> <td style="text-align: center;">42.6%</td> <td style="text-align: center;">31.3%</td> <td style="text-align: center;">3.7%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">22.2%</td> <td style="text-align: center;">37.2%</td> <td style="text-align: center;">22.4%</td> <td style="text-align: center;">0.2%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">13.4%</td> <td style="text-align: center;">28.4%</td> <td style="text-align: center;">13.9%</td> <td style="text-align: center;">0.5%</td> </tr> </tbody> </table>	Math	2012	Goal (+15%)	Actual 2013	Change	All	21.4%	36.4%	20.9%	-0.5%	6	27.6%	42.6%	31.3%	3.7%	7	22.2%	37.2%	22.4%	0.2%	8	13.4%	28.4%	13.9%	0.5%	Professional Learning Communities (PLCs) driving the major improvement strategy for math focused on instruction rather than student learning. As a result, the analysis of student work from summative and formative assessments did not produce immediate and ongoing interventions for students who had not yet attained proficiency. In short, PLCs focused on what needed be taught, but not how to do this at rigorous level to ensure ALL students met proficiency for an identified learning outcome.
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Academic Growth	<p>MGP = Median Growth Percentile AGP = Adequate Growth Percentile</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Reading MGP 36% + 25% = 61%</td> <td style="text-align: center;">2013 AGP 69%</td> </tr> <tr> <td>6th: 41% +25% = 66%</td> <td>69%</td> </tr> <tr> <td>7th: 49% +25% = 74%</td> <td>69%</td> </tr> <tr> <td>8th: 34% +25% = 59%</td> <td>71%</td> </tr> </table>	Reading MGP 36% + 25% = 61%	2013 AGP 69%	6 th : 41% +25% = 66%	69%	7 th : 49% +25% = 74%	69%	8 th : 34% +25% = 59%	71%	<table border="1" style="width: 100%;"> <thead> <tr> <th>Reading</th> <th>MGP 2012</th> <th>Goal +25%</th> <th>Actual 2013 MGP</th> <th>Change in MGP</th> <th>AGP 2013</th> <th>MGP v AGP Gap</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">36</td> <td>61</td> <td style="text-align: center;">50</td> <td style="text-align: center;">14</td> <td>69</td> <td style="text-align: center;">-19</td> </tr> <tr> <td>6</td> <td>41</td> <td>66</td> <td>42</td> <td style="text-align: center;">1</td> <td>69</td> <td style="text-align: center;">-27</td> </tr> <tr> <td>7</td> <td>49</td> <td>74</td> <td>59</td> <td style="text-align: center;">10</td> <td>68</td> <td style="text-align: center;">-9</td> </tr> <tr> <td>8</td> <td>34</td> <td>59</td> <td>44</td> <td style="text-align: center;">10</td> <td>71</td> <td style="text-align: center;">-27</td> </tr> </tbody> </table> <p>MGP target not met. Goal of 25% increase. Actual MGP increase by 14% overall. Missed the goal by 11%</p> <p>AGP target not met. Actual MGP was 50% overall. AGP was 69%. Missed goal by 19%</p>	Reading	MGP 2012	Goal +25%	Actual 2013 MGP	Change in MGP	AGP 2013	MGP v AGP Gap	All	36	61	50	14	69	-19	6	41	66	42	1	69	-27	7	49	74	59	10	68	-9	8	34	59	44	10	71	-27	<p>Instruction school-wide relied predominantly on direct instruction whole group rather than collaborative learning supporting differentiated small group instruction.</p> <p>As result, students did not have a sufficient level of differentiated support via a toolbox of strategies they could use to drive their own learning of reading standards at a rigorous level.</p>
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R	43	68	50	7	71	-21
W	53	78	49	-4	83	-34
M	37	62	49	12	92	-43
8	49	74	45	-4	87	-42

The analysis of student work in PLCs did not drive interventions to ensure ALL students met proficiency for a given learning outcome. As result, an insufficient level of differentiation existed to meet the learning needs of ELL students with timely, ongoing, and immediate feedback from common formative assessments.

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	<p>Note: Less than 25 students tested for all ethnicities save White and Hispanic, so data is only available for these 2 groups.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Hispanic MGP (95% student population)</td> <td style="text-align: center;">2013 AGP</td> </tr> </table>	Hispanic MGP (95% student population)	2013 AGP	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Hispanic</th> <th style="text-align: center;">MGP 2012</th> <th style="text-align: center;">Goal +25%</th> <th style="text-align: center;">Actual Hisp 2013 MGP</th> <th style="text-align: center;">Change in MGP</th> <th style="text-align: center;">AGP 2013</th> <th style="text-align: center;">MGP v AGP Gap</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">R</td> <td style="text-align: center;">43</td> <td style="text-align: center;">68</td> <td style="text-align: center;">50</td> <td style="text-align: center;">7</td> <td style="text-align: center;">69</td> <td style="text-align: center;">-19</td> </tr> <tr> <td style="text-align: center;">W</td> <td style="text-align: center;">52</td> <td style="text-align: center;">77</td> <td style="text-align: center;">47</td> <td style="text-align: center;">-5</td> <td style="text-align: center;">83</td> <td style="text-align: center;">-36</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">35</td> <td style="text-align: center;">60</td> <td style="text-align: center;">49</td> <td style="text-align: center;">14</td> <td style="text-align: center;">93</td> <td style="text-align: center;">-44</td> </tr> </tbody> </table> <p>Reading MGP: Target not met. Goal of 25% increase.</p>	Hispanic	MGP 2012	Goal +25%	Actual Hisp 2013 MGP	Change in MGP	AGP 2013	MGP v AGP Gap	R	43	68	50	7	69	-19	W	52	77	47	-5	83	-36	M	35	60	49	14	93	-44	<p>The analysis of student work in PLCs did not drive interventions to ensure ALL students met proficiency for a given learning outcome. As result, an insufficient level of differentiation existed to created culturally responsive instruction to both Hispanic and White students with timely, ongoing, and immediate feedback</p>						
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Reading: 43%+ 25% = 68%	69%
Writing: 52% +25% = 77%	83%
Math: 35% +25% = 60%	93%

White MGP (4% of student population)	2013 AGP
Reading:38%+ 25% = 63%	66%
Writing: 37% +25% = 62%	82%
Math: 62% +25% = 87%	92%

Actual MGP **increase by 7%** overall. Missed the goal by 18%

Reading AGP: Target not met. Actual MGP was 50% overall. AGP was 69%. Missed goal by 19%

Writing MGP: Target not met. Goal of 25% increase. Actual MGP **decrease by 5%** overall. Missed the goal by 30%.

Writing AGP: Target not met. Actual MGP was 47% overall. AGP was 83%. Missed goal by 36%.

Math MGP: Target not met. Goal of 25% increase. Actual MGP **increase by 14%** overall. Missed the goal by 11%

Math AGP: Target not met. Actual MGP was 49% overall. AGP was 93%. Missed goal by 44%

White	MGP 2012	Goal +25%	Actual White 2013 MGP	Change in MGP	AGP 2013	MGP v AGP Gap
R	38	63	65	27	66	-3
W	37	62	56	19	82	-26
M	62	87	46	-16	92	-46

Reading MGP: Target met. Goal of 25% increase. Actual MGP **increase by 27%** overall. Exceeded the goal by 2%

Reading AGP: Target not met. Actual MGP was 65% overall. AGP was 66%. Missed goal by 13%

Writing MGP: Target not met. Goal of 25% increase. Actual MGP **increase by 19%** overall. Missed the goal by 6%.

Writing AGP: Target not met. Actual MGP was 56%

from common formative assessments.

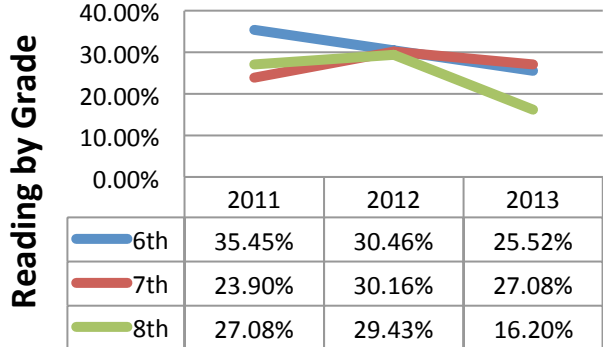
		<p>overall. AGP was 82%. Missed goal by 26%.</p> <p>Math MGP: Target not met. Goal of 25% increase. Actual MGP decrease by 16% overall. Missed the goal by 41%</p> <p>Math AGP: Target not met. Actual MGP was 46% overall. AGP was 92%. Missed goal by 46%</p>																																					
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	Reading: 45%+ 25% = 70% Writing: 56% +25% = 81% Math: 35% +25% = 60%	79% 78% 92%	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="font-size: small;">R</td> <td>45</td> <td>70</td> <td>49</td> <td style="color: green;">4</td> <td>79</td> <td style="color: red;">-30</td> </tr> <tr> <td style="font-size: small;">W</td> <td>56</td> <td>81</td> <td>51</td> <td style="color: red;">-5</td> <td>78</td> <td style="color: red;">-27</td> </tr> <tr> <td style="font-size: small;">M</td> <td>35</td> <td>60</td> <td>51</td> <td style="color: green;">16</td> <td>92</td> <td style="color: red;">-41</td> </tr> </table>	R	45	70	49	4	79	-30	W	56	81	51	-5	78	-27	M	35	60	51	16	92	-41	<p>Reading MGP: Target not met. Goal of 25% increase. Actual MGP increase by 4% overall. Missed goal by 21%</p> <p>Reading AGP: Target not met. Actual MGP was 49% overall. AGP was 79%. Missed goal by 30%</p> <p>Writing MGP: Target not met. Goal of 25% increase. Actual MGP decrease by 5% overall. Missed the goal by 30%.</p> <p>Writing AGP: Target not met. Actual MGP was 51% overall. AGP was 78%. Missed goal by 27%.</p> <p>Math MGP: Target not met. Goal of 25% increase. Actual MGP increase by 16% overall. Missed the goal by 9%</p> <p>Math AGP: Target not met. Actual MGP was 51% overall. AGP was 92%. Missed goal by 41%.</p>
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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)	<table border="1"> <thead> <tr> <th>Overall Proficiency</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>26.5%</td> <td>25.7%</td> <td>27.1%</td> <td>21.4%</td> <td>20.9%</td> </tr> <tr> <td>Reading</td> <td>24.5%</td> <td>29.1%</td> <td>29.5%</td> <td>25.9%</td> <td>27.2%</td> </tr> <tr> <td>Writing</td> <td>20.6%</td> <td>17.8%</td> <td>19.0%</td> <td>21.9%</td> <td>18.8%</td> </tr> <tr> <td>Science</td> <td>9.5%</td> <td>16.4%</td> <td>8.7%</td> <td>5.3%</td> <td>9.3%</td> </tr> </tbody> </table>	Overall Proficiency	2009	2010	2011	2012	2013	Math	26.5%	25.7%	27.1%	21.4%	20.9%	Reading	24.5%	29.1%	29.5%	25.9%	27.2%	Writing	20.6%	17.8%	19.0%	21.9%	18.8%	Science	9.5%	16.4%	8.7%	5.3%	9.3%	<p>Positive Trend: Over the last 5 years (since 2009), overall achievement for Reading is up by 2.8%.</p> <p>Negative trends: Over the last 5 years (since 2009), math has declined by 5.6%, writing by 1.8%, and science by 0.2%.</p> <p>PPC #1: CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student’s gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement.</p>	<p>Root Cause #1: Teachers have not been sufficiently supported to build capacity to a rigorous instruction to the standards (CCSS/CAS), create assessments (summative and formative) assessing student learning of the standards, and provide interventions on a and ongoing basis to support students not attaining proficiency.</p>
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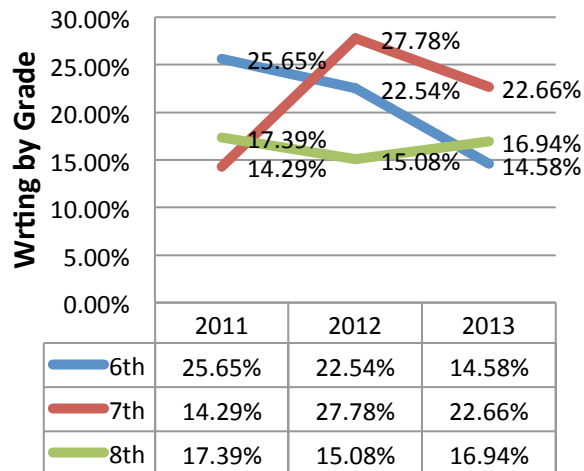


Positive Trend: 7th grade reading increased by 3.18% since 2011.

Negative Trends: 6th grade reading decreased by 9.93% since 2011. 8th grade reading decreased by 10.88% since 2011.

PPC #1: CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student's gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement.

Root Cause #1: Teachers have not been sufficiently supported to build capacity to a **rigorous** instruction to the standards (CCSS-CAS), create assessments (summative and formative) assessing student learning of the standards, and provide interventions on a regular and ongoing basis to support students not attaining proficiency.

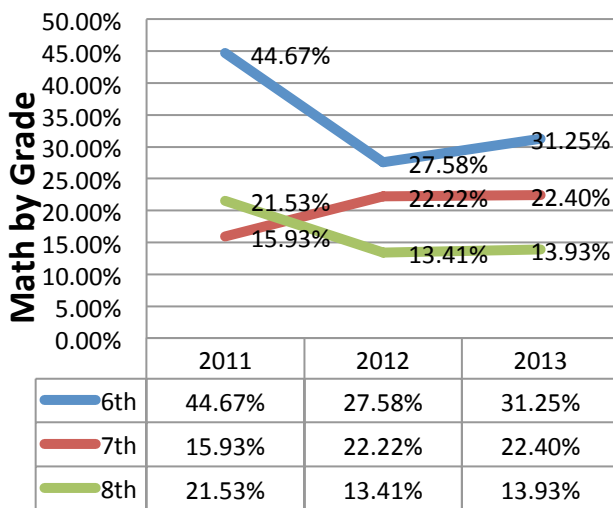


Positive Trend: 7th grade writing increased by 8.37% since 2011.

Negative Trends: 6th grade writing decreased by 11.07% since 2011. 8th grade writing decreased by 0.45% since 2011.

PPC #1: CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student's gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement.

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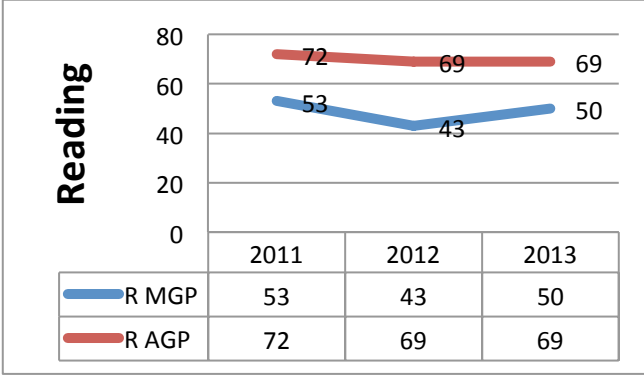
Positive Trend: 7th grade math increased by 6.47% since 2011.

Negative Trends: 6th grade math decreased by 13.42% since 2011. 8th grade math decreased by 7.6% since 2011

PPC #1: CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student's gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement.

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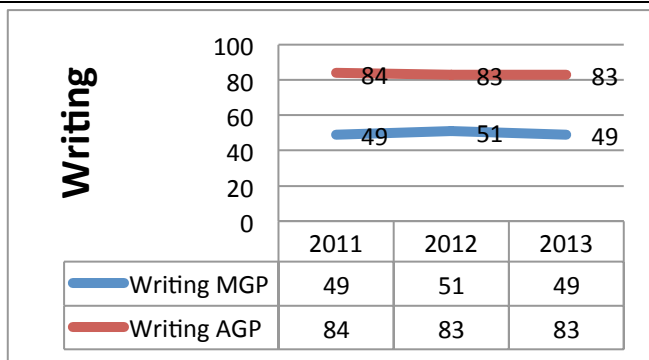
Academic Growth



Negative Trend: Reading MGP has decreased by 3% since 2011. AGP decreased by a like amount since 2011. As a result, the gap between MGP and AGP has remained the same at 19%.

PPC #2: Trends indicate significant gaps exist in all subject areas between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all students.

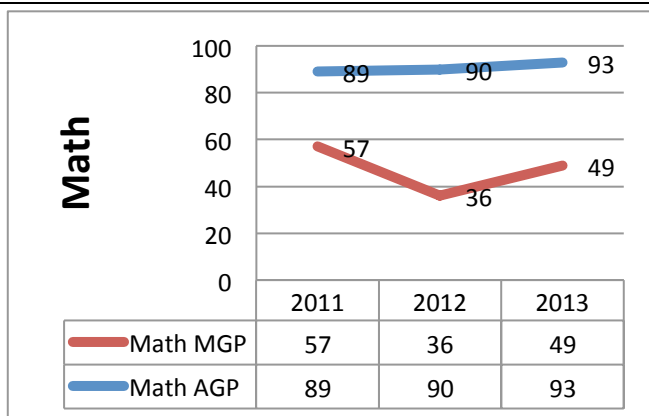
Root Cause #2: Teachers have not been sufficiently supported to build capacity to **differentiate** instruction to support the diverse learning needs of students in rigorous understanding of the standards by **data-driven analysis of student work** to drive interventions and enrichments on a regular and ongoing basis in every classroom.



Negative Trend: The MGP for writing has remained constant at 49% since 2011. This is below the minimum of 50%+ to close the achievement gap. As a result, the gap between AGP and MGP is at 34% (a 1% decrease).

PPC #2: Trends indicate significant gaps exist in all subject areas between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all students.

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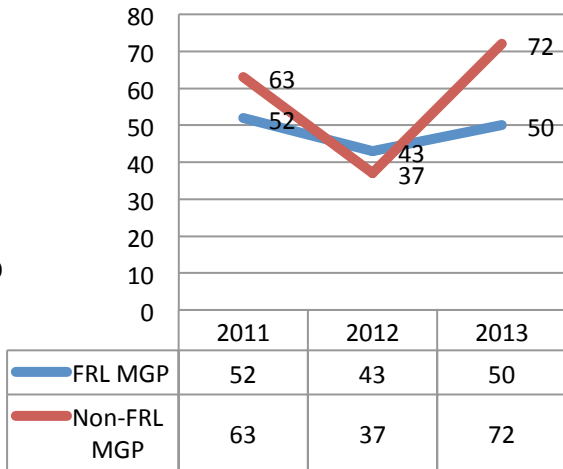
Negative Trend: Math MGP has decreased by 8% since 2011. AGP has increased by 4% since 2011. As a result, the gap between MGP and AGP is at 44% (a 12% increase).

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Academic Growth Gaps

Reading FRL v Non MGP



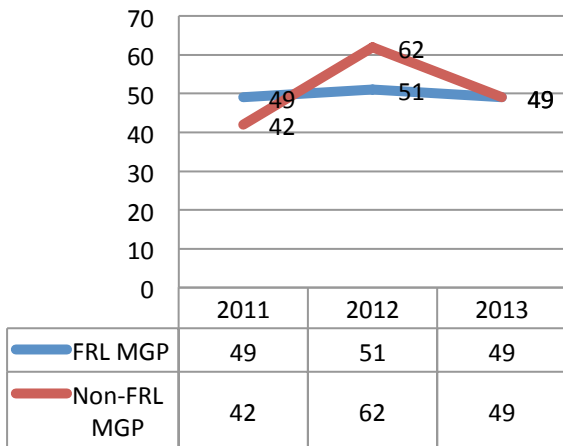
Negative Trend: MGP for FRL students in reading decreased by 2%. The MGP for Non-FRL students increased by 9%. As a result, the gap between FRL and Non-FRL is now 22% (an 11% increase).

PPC #3: Kepner’s demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the “Achievement Gap”

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.

Writing FRL v Non MGP



Positive Trend: The gap has closed between FRL and Non-FRL students in writing so there is no gap in 2011. They are both at 49%.

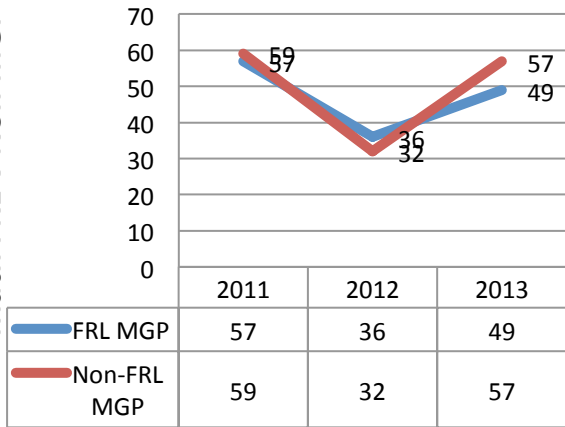
Negative Trend: MGP for FRL students in writing has remained constant at 49%.

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Math FRL v Non MGP



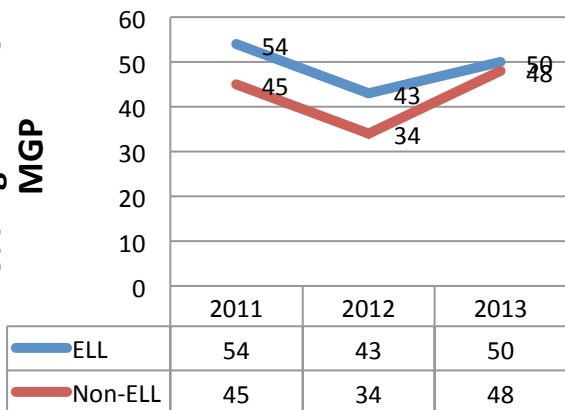
Negative Trend: MGP for FRL students in math decreased by 8%. The MGP for Non-FRL students decreased by 2%. As a result, the gap between FRL and Non-FRL is now 8% (a 6% increase).

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Reading ELL v Non MGP



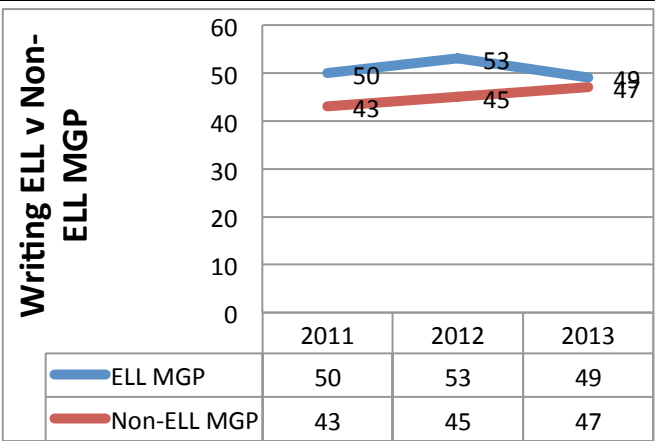
Positive Trend: ELL MGP exceeds Non-ELL MGP in reading by 2%

Negative Trend: MGP for ELL students in reading decreased by 4%. The MGP for Non-ELL students decreased by 3%.

The gap by how much ELL MGP exceeds Non-ELL MGP in reading has decreased from 9% in 2011 to 2% in 2013.

PPC #3: Kepner’s demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.



“Achievement Gap”
This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA.

Positive Trend: ELL MGP exceeds Non-ELL MGP in writing by 2%.

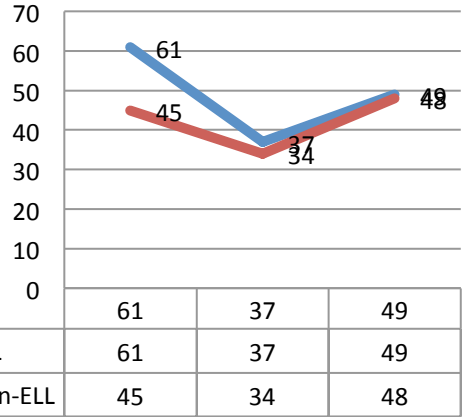
Negative Trend: MGP for ELL students in writing decreased by 1%. The MGP for Non-ELL students increased by 4%. As a result, the gap for how much ELL MGP exceeds Non-ELL MGP in writing has decreased from 7% in 2011 to 2% in 2013.

PPC #3: Kepner’s demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the “Achievement Gap”

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Math ELL v Non MGP



Positive Trend: ELL MGP exceeds Non-ELL MGP in math by 1%.

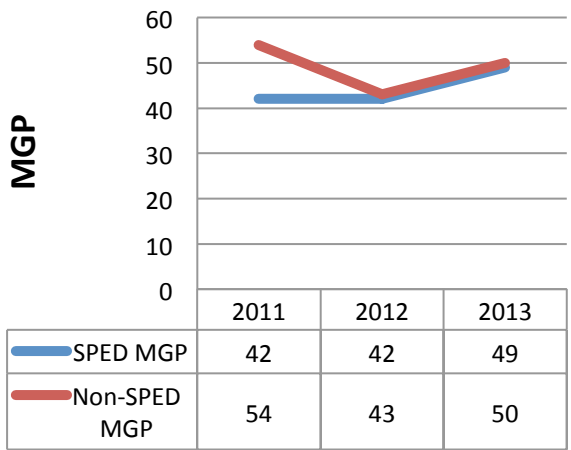
Negative Trend: MGP for ELL students in math decreased by 12%. The MGP for Non-ELL students increased by 3%. As a result, the gap for how much ELL MGP exceeds Non-ELL MGP in math has decreased from 16% in 2011 to 1% in 2013.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA.

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/or English language learners, the vast majority of whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English

Reading SPED v Non MGP

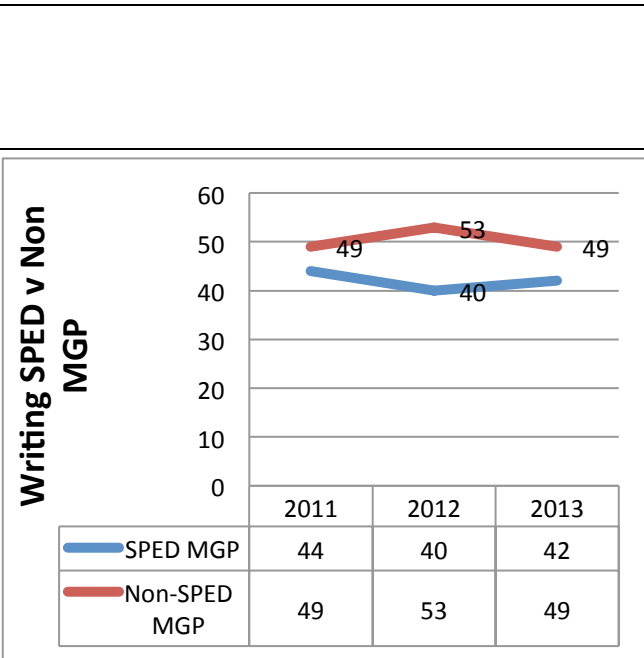


Positive Trend: The MGP for SPED students in reading has increased by 7% since 2011. As a result the gap between Non-SPED and SPD students in reading has decreased from 12% in 2011 to 1% in 2013.

Negative Trend: The MGP for SPED students remains below the 50%+ benchmark to close the achievement gap.

PPC #4: Trends indicate significant gaps exist in all subject areas for SPED students between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of

Root Cause #2: Teachers have not been sufficiently supported to build capacity to **differentiate** instruction to support the diverse learning needs of SPED students in rigorous understanding of the standards by **data-driven analysis of student work** to drive interventions and enrichments on a regular and ongoing basis in every classroom.

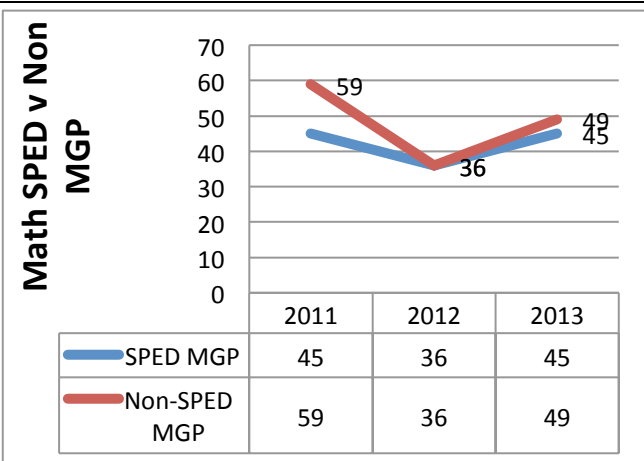


differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all SPED students.

Negative Trend: The MGP for SPED students in writing has decreased by 2% since 2011. The MGP for Non-SPED students has remained the same at 49%. As a result the gap between Non-SPED and SPED students in math has increased from 5% in 2011 to 7% in 2013.

PPC #4: Trends indicate significant gaps exist in all subject areas for SPED students between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all SPED students.

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English

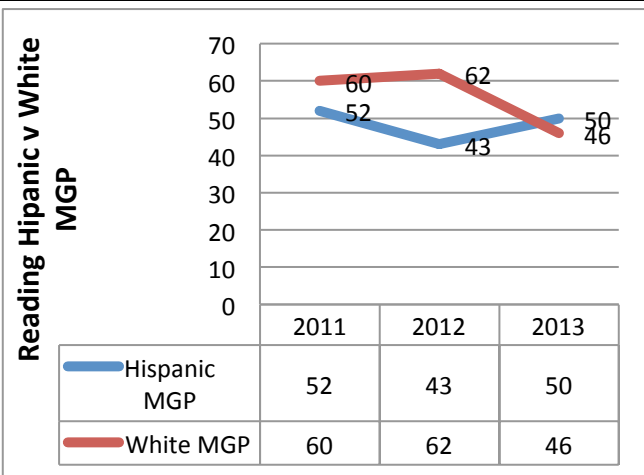


Positive Trend: The gap between SPED student and MGP students in math had decreased from 14% in 2011 to 4% in 2013.

Negative Trend: The MGP for SPED students in math has remained at 45% since 2011. The MGP for Non-SPED students has decreased by 10% since 2011.

PPC #4: Trends indicate significant gaps exist in all subject areas for SPED students between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.



differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all SPED students.

Note: Less than 25 students tested for all ethnicities save White and Hispanic, so data is only available for these 2 groups.

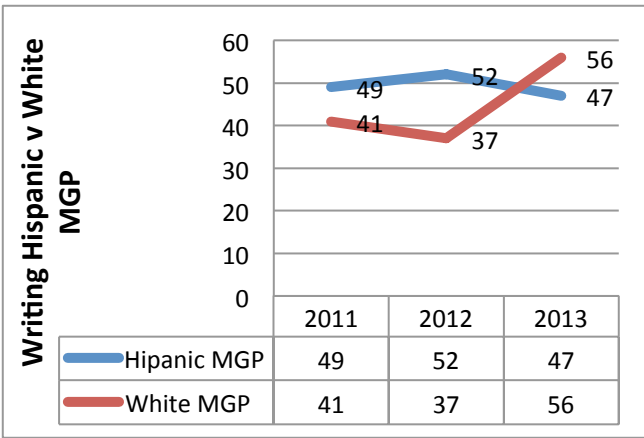
Positive Trend: The gap between Hispanic and White students MGP for reading has decreased from an 8% deficit in 2011 to Hispanic student's MGP exceeding white students MGP by 4% in 2013.

Negative Trend: The MGP for Hispanics in reading has decreased by 2% since 2011. The MGP for Whites in reading has decreased by 14% since 2011.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/or English language learners, the vast majority of whom are also FRL students, to shelter instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English

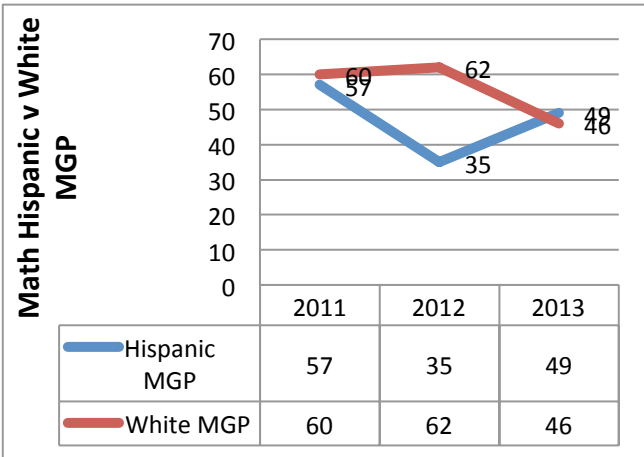


Negative Trend: The MGP for Hispanics in writing has decreased by 2% since 2011. The MGP for Whites in writing has increased by 15% since 2011. As a result, Hispanic student's MGP for writing has gone from exceeding White students MGP by 8% in 2011 to a deficit of 11% in 2013.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.

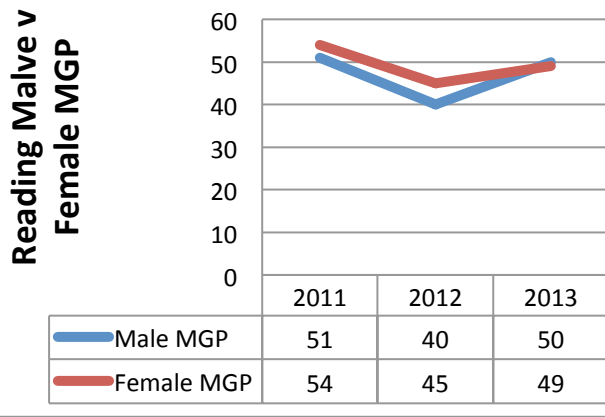


Negative Trend: The MGP for Hispanics in math has decreased by 8% since 2011. The MGP for Whites in math has decreased by 14% since 2011. The gap between Hispanic student's MGP and White student's MGP has remained the same at 3% since 2011.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English

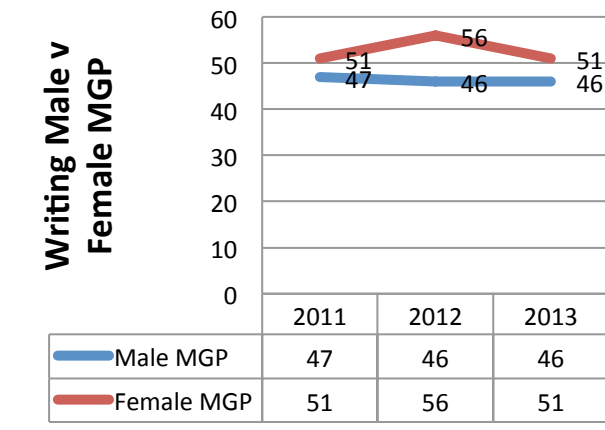


Negative Trend: The MGP for males in reading has decreased by 1% since 2011. The MGP for females has decreased by 5% since 2011. Male student's MGP in reading exceeds female student's MGP by 1%.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.



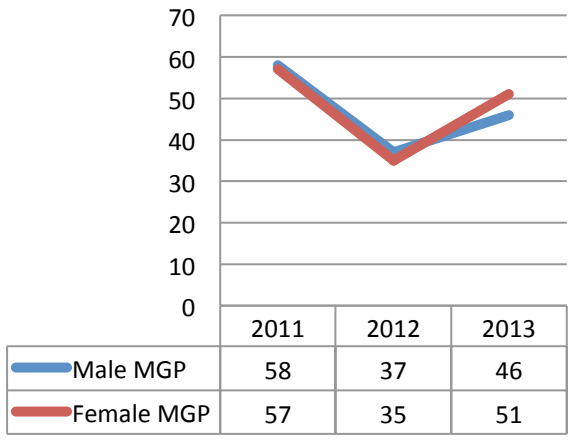
Negative Trend: The MGP for males in writing has decreased by 1% since 2011. The MGP for females has remained the same at 51%. Female student's MGP in writing exceeds Males students MGP by 5%.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majority whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English

Math Male v Female MGP



Negative Trend: The MGP for males in math has decreased by 12% since 2011. The MGP for females has decrease by 6%. Female student's MGP in math exceeds Males students MGP by 5%.

PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our students are students associated with the "Achievement Gap"

This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA

Root Cause #3: Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/c English language learners, the vast majori whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support stud not yet attaining proficiency in English.

Postsecondary & Workforce Readiness	NA	NA	NA
	NA	NA	NA

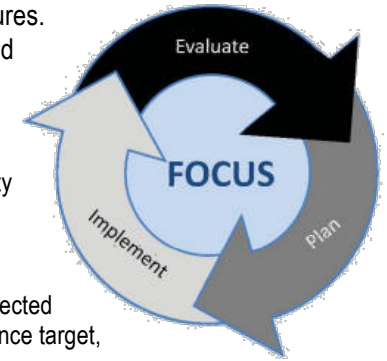
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. 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; 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 2013-14	Major Improvement Strategy			
			2013-14			2014-15							
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	<p>PPC #1: CSAP/TCAP is aligned to the standards. Data shows instruction is not addressing student's gaps to attain proficiency in all areas assessed. Thus, rigorous standards based instruction is the PPC for achievement. instruction is the PPC for achievement.</p>	R Prof	2013 Result	2014 Goal +10%	R Prof	2014 Goal	2015 Goal +10%	STAR Reading, District Interims, and PLC 6-week cycle summative and formative assessments.	Instruction and Instructional Systems			
			All	27.2%	37.2	All	37.2	47.2					
			6	25.5%	35.5	6	35.5	45.5					
			7	27.1%	37.1	7	37.1	47.1					
						8	28.1%	38.1	8	38.1	48.1		
			M Prof	2013 Result	2014 Goal +10%	M Prof	2014 Goal	2015 Goal +10%	STAR Reading, District Interims, and PLC 6-week cycle summative and formative assessments	Instruction and Instructional Systems			
			All	20.9	30.9	All	30.9	40.9					
			6	31.3	41.3	6	41.3	51.3					
			7	22.4	32.4	7	32.4	42.4					
						8	13.9	23.9	8	23.9	33.9		
			W Prof	2013 Result	2014 Goal +10%	W Prof	2014 Goal	2015 Goal +10%	District Interims, and PLC 6-week cycle summative and formative assessments	Instruction and Instructional Systems			
			All	18.8	28.8	All	28.8	38.8					
			6	14.6	24.6	6	24.6	34.6					
			7	22.7	32.7	7	32.7	42.7					
						8	16.9	26.9	8	26.9	36.9		
			S Prof	2013 Result	2014 Goal +10%	S Prof	2014 Goal	2015 Goal +10%	PLC 6-week cycle summative and formative assessments	Instruction and Instructional Systems			
8th	9.3	19.3	8th	19.3	29.3								
Academic Growth	Median Growth Percentile (TCAP/CSAP)	<p>PPC #2: Trends indicate significant gaps exist in all subject areas between</p>	R MGP	2013 Result	2014 Goal +20%	R MGP	2014 Goal	2015 Goal +20%	STAR Reading, District Interims, and PLC 6-week cycle summative and formative assessments.	Instruction and Instructional Systems			
			All	50	70	All	70	90					

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	& ACCESS)		actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all students	6	42	62	6	62	82	STAR Reading, District Interims, and PLC 6-week cycle summative and formative assessments.	Instruction and Instructional Systems
				7	59	79	7	79	99		
				8	44	64	8	64	84		
		M MGP		2013 Result	2014 Goal +20%	M MGP	2014 Goal	2015 Goal +20%			
		All		49	69	All	69	89			
		6		65	85	6	85	99			
		7		59	79	7	79	99			
		8		28	48	8	48	68			
		W MGP		2013 Result	2014 Goal +20%	W MGP	2014 Goal	2015 Goal +20%			
	All	49	69	All	69	89					
	6	48	68	6	68	99					
	7	51	71	7	71	91					
	8	45	65	8	65	85					
	ELL MGP	2013 Result	2014 Goal +20%	ELL MGP	2014 Goal	2015 Goal +20%					
	R	50	70	All	70	90					
M	49	69	6	69	99						
W	49	69	7	69	89						
Academic	Median Growth	R	PPC #3: Kepner's demographic is 95% Hispanic, 98% Free-and-reduced lunch, 90% English Language Learner (ELL), and 20% Special Education. As such, virtually all of our	R MGP	2013 Result	2014 Goal +20%	R MGP	2014 Goal	2015 Goal +20%	Teacher created short cycle summative and formative assessments aligned to CCSS or CAS and WIDA for all content areas Data Driven Instruction (DDI) weekly analysis of student work from CFA's to	Professional Growth & Development
				FRL	50	70	FRL	70	90		
				ELL	50	70	ELL	70	90		
				SPED	49	69	SPED	69	89		
				Hispanic	50	70	Hispanic	70	90		

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Growth Gaps	Percentile		students are students associated with the "Achievement Gap"	White	65	85	White	85	99	drive intervention and enrichments for ALL students on a regular and ongoing basis.	
				Male	50	70	Male	70	90		
				Female	49	69	Female	69	89		
Academic Growth Gaps	Median Growth Percentile	M	This indicates a priority performance challenge in providing rigorous instruction aligned to the English Language Acquisition standards of WIDA	M MGP	2013 Result	2014 Goal +20%	M MGP	2014 Goal	2015 Goal +20%	Teacher created short cycle summative and formative assessments aligned to CCSS or CAS and WIDA for all content areas	Professional Growth & Development
				FRL	49	69	FRL	69	89		
				ELL	49	69	ELL	69	89		
				SPED	45	65	SPED	65	85		
				Hispanic	49	69	Hispanic	69	89		
				White	46	66	White	66	86		
				Male	46	66	Male	66	86		
				Female	51	71	Female	71	91		
		W	PPC #4: Trends indicate significant gaps exist in all subject areas for SPED students between actual MGP and AGP targets identified to close the achievement gap. This indicates a priority performance challenge of differentiated instruction to provide rigor, intervention and enrichment simultaneously to close the achievement gap for all SPED students	W MGP	2013 Result	2014 Goal +20%	W MGP	2014 Goal	2015 Goal +20%	Teacher created short cycle summative and formative assessments aligned to CCSS or CAS and WIDA for all content areas	Professional Growth & Development
				FRL	49	69	FRL	69	89		
				ELL	49	69	ELL	69	89		
				SPED	42	62	SPED	62	82		
				Hispanic	47	67	Hispanic	67	87		
				White	56	76	White	76	96		
				Male	46	66	Male	66	86		
Female	51			71	Female	71	91				
Postsecondary	Graduation Rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	

& Workforce Readiness	Disaggregated Grad Rate	NA	NA	NA	NA	NA
	Dropout Rate	NA	NA	NA	NA	NA
	Mean CO ACT	NA	NA	NA	NA	NA

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Instruction and Instructional Systems - Standards Based data driven Instruction and Assessment practices will be a focus in all content areas.

Root Cause(s) Addressed: Teachers have not been sufficiently supported to build capacity to align **rigorous** instruction to the standards (CCSS and CAS), create assessments (summative and formative) assessing student learning of those standards, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Professional Learning Communities (PLC)	8/13-6/14	8/14-6/15	Admin- Principal, Steve Linkous, Assistant Principals- Mark Harmon & Kurtis Quig	NA	Completion of the PLC planning template for each 6-week cycle of instruction using "Backwards Design." Part 1: Desired Results Part 2: Determine Acceptable Evidence Part 3: Daily CLO Instruction (5 elements) Weekly reflection and analysis of student work from common formative assessment.	In progress

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					<p>Assessment via West Denver Network PLC rubric.</p> <ul style="list-style-type: none"> • 50% of PLCs at “Practicing level by Jan 2014 • 75% of PLCs at “Practicing” level by June 2014 • 100% of PLCs at “Practicing” level by Jan 2015 	
Data-Driven Instruction (DDI) via Short-cycle Assessment	8/13-6/14	8/14-6/15	Admin- Principal, Steve Linkous, Assistant Principals- Mark Harmon & Kurtis Quig	NA	Weekly meetings between grade-level content teams looking at student work using the Data Driven Instruction (DDI) protocol.	In progress
English Language Acquisition (ELA)	8/13-6/14	8/14-6/15	Admin- Principal, Steve Linkous, Assistant Principals- Mark Harmon & Kurtis Quig	NA	<p>Daily Content Language Objective (CLO) planning for each 6-week instructional cycle using. CLO elements consist of content, task, form, function, domain and associated supports from the WIDA Can Do descriptors.</p> <p>West Denver Network snapshot observation data.</p>	In progress
Academic Writing	8/13-6/14	8/14-6/15	Admin- Principal, Steve Linkous, Assistant Principals- Mark Harmon & Kurtis Quig	NA	<p>School wide implementation of specified Kepner writing structures for each 6-week instructional cycle.</p> <p>West Denver Network snapshot observation data.</p>	In progress
Collaborative Learning	8/13-6/14	8/14-6/15	Admin- Principal, Steve Linkous, Assistant Principals- Mark Harmon & Kurtis Quig	NA	<p>Observation of 90% student-driven learning in all classrooms.</p> <p>West Denver Network snapshot observation data.</p>	In progress
Project Based Learning (PBL)	Pilot with volunteer	8/14-6/15	Admin- Principal, Steve Linkous, Assistant	Kepner	Piloted with WDN members of the Teacher Leader Academy (TLA) in 2013-14; school-	In progress

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	teachers	school wide	Principals- Mark Harmon & Kurtis Quig	General Fund	wide 2014-15.	
College & Career Readiness (Student Culture)	8/13-6/14	8/14-6/15	Counselors Martha Turner, Ibonne Pineda and Pat Millmore	Kepner General Fund, DPS Transportation	All 6 th grade students to visit a high school, all 7 th grade students to visit a community college, all 8 th grade students to visit a university.	In progress
Math Fellows- Student Tutorial targeting all 6 th and 8 th grade students (Core Plus) with student-teacher ratio of 1:1 to 1:4.	8/13-6/14	8/14-6/15	Heather Alexander & Pablo Estrada	Mill levy funds	Target: Use of the Scholastic Math Inventory (SMI) five times per year. SMI quantile growth of 250 from beginning to end of year assessment for all 6 th and 8 th grade students at Kepner.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Professional Growth and Development – Intentional support to teachers will be provided in a results-based format to increase rigor and relevance of instruction in all areas with a specific focus on our ELL population.

Root Cause(s) Addressed:

1. Teachers have not been sufficiently supported to build capacity to **differentiate** instruction to support the diverse learning needs of students in rigorous understanding of the standards by **data-driven analysis of student work** to drive interventions and enrichments on a regular and ongoing basis in every classroom, and
2. Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/or English language learners, the vast majority of whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Results Based Professional Development (RB PD) Focus Areas: Rigor & Relevance through ELL instructional strategies	8/13-6/14	8/14-6/15	Lead Teacher, Deb Richmeier, CSR Social Studies Coach, Diana Levett,, CSR Lang Arts Coach, Emily Holman, Teacher Effectiveness Coach, EJ Rodriguez, Teacher Leaders for the Academic Writing, Collaborative learning and English Language Acquisition (ELA)	Kepner General Fund	Weekly PD on Friday from 1:23 to 3:30 to support teacher with the rigor and relevance of standards based instruction and assessment aligned to CCSS or CAS and WIDA. Monthly structure as follows: Twice per month- Departments to meet and discuss content area instruction within and across grade-level. Once per month-, PD for 3 instructional areas 1. English Language Acquisition 2. Collaborative Learning 3. Academic Writing Once per month-, whole-staff PD for required annual meetings, role out	

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					of new instructional initiatives, learning walk debriefs etc.	
Learning Walks focused on rigor and relevance of instruction with specific focus on ELL population.	8/13-6/14	8/14-6/15	Lead Teacher, Deb Richmeier, CSR Social Studies Coach, Diana Levett,, CSR Lang Arts Coach, Emily Holman, Teacher Effectiveness Coach, EJ Rodriguez, Teacher Leaders for the Academic Writing, Collaborative learning and English Language Acquisition (ELA)	NA	<p>Done once per month by all teachers on Thursdays during their PLCs to observe a peer teacher's instruction and student learning using the Kepner Learning Walk Scripting and Reflection tool</p> <p>Purpose: Identification of school-wide trends regarding implementation of the 3 core instructional areas.</p> <ol style="list-style-type: none"> 1. English Language Acquisition 2. Collaborative Learning 3. Academic Writing <p>This observation data is then use to support future PD needs based on identification of key areas of growth.</p>	In progress
<p>Professional Development (PD) to increase effectiveness of Tier 1 instruction aligned with LEAP indicators for "High Impact instructional moves":</p> <ul style="list-style-type: none"> • I.5-Checks for Understanding of CLO, • I-6 Differentiation, • I.7-Academically Focused Descriptive Feedback, and • I.8- Communication & Collaboration 	8/13-6/14	8/14-6/15	Lead Teacher, Deb Richmeier, CSR Social Studies Coach, Diana Levett,, CSR Lang Arts Coach, Emily Holman, Teacher Effectiveness Coach, EJ Rodriguez, Teacher Leaders for the Academic Writing, Collaborative learning and English Language Acquisition (ELA)	NA	<p>Monthly LEAP Observation Data Report showing composite based on overall average for each of the identified indicators (I.5 – I.8) for all YTD admin and PO LEAP observations.</p> <p>Metrics: Baseline 3.5 prior year May 2012, By Nov. 2013 – 4.0, By Jan. 2014 – 4.5, By March 2014 – 5.0, By June 2014- 5.5..</p> <p>Data will drive celebrations and growth areas needed for PD to be planned by the Kepner Instructional Team.</p>	NA
Instructional Rounds focused our Challenge of Practice on rigor and relevance of instruction with specific	Pilot with West Denver Network	8/14-6/15 school wide	Lead Teacher, Deb Richmeier, CSR Social Studies Coach, Diana Levett,, CSR Lang Arts	Kepner General Fund	Piloted with WDN members of the Teacher Leader Academy (TLA) in 2013-14; school-wide 2014-15.	Not Begun

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focus on ELL population.	teacher leaders	impleme ntation	Coach, Emily Holman, Teacher Effectiveness Coach, EJ Rodriguez, Teacher Leaders for the Academic Writing, Collaborative learning and English Language Acquisition (ELA)			
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Parent and Community Engagement – Our parents and community will be actively informed and engaged in school policies and procedures that will allow them to support student achievement. (see attached Appendix A: School-Parent Compact)

Root Cause(s) Addressed: Parents must be partners in the education of our students. They must understand and be well informed regarding the work of teachers so they can support them in all 3 root causes identified.

1. Teachers have not been sufficiently supported to build capacity to align **rigorous** instruction to the standards (CCSS and CAS), create assessments (summative and formative) assessing student learning of those standards, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency.
2. Teachers have not been sufficiently supported to build capacity to **differentiate** instruction to support the diverse learning needs of students in rigorous understanding of the standards by **data-driven analysis of student work** to drive interventions and enrichments on a regular and ongoing basis in every classroom, and
3. Teachers have not been sufficiently supported to build capacity to differentiate instruction for Hispanics and/or English language learners, the vast majority of whom are also FRL students, to **shelter** instruction aligned to standards for English Language Acquisition (WIDA), create assessments (summative and formative) assessing student progression in English proficiency, and provide interventions on a regular and ongoing basis to support students not yet attaining proficiency in English.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Communication- (one way) - Have a structure for informative events or strategies. (From the school to the all school parents)	8/13-6/14	8/14-6/15	Parent Liaison, Lourdes Valenzuela	CSR Parent Outreach Team (Fernando Guidice, Morgain Sanchez, and Karen Colato)	West Denver Network (WDN) Parent Engagement Tracker	In progress
Communication- (two ways) - Have a structure for small groups conversations. (Between the school administrators to the small group of school parents)	8/13-6/14	8/14-6/15	Parent Liaison, Lourdes Valenzuela	CSR Parent Outreach Team (Fernando Guidice, Morgain Sanchez, and Karen Colato)	West Denver Network (WDN) Parent Engagement Tracker	In progress
Communication- Social-Integrating Activities - Have a structure for social events. (From the school to the all school families (parents and students), staff, and community members; focused on the DPS core values of Students First, Integrity, Equity, Collaboration,	8/13-6/14	8/14-6/15	Parent Liaison, Lourdes Valenzuela	CSR Parent Outreach Team (Fernando Guidice, Morgain Sanchez, and Karen Colato)	West Denver Network (WDN) Parent Engagement Tracker	In progress

Accountability, & Fun.						
Volunteers Program: Take advantage of different ways of participations of parents, and community members to support school daily basis	8/13-6/14	8/14-6/15	Parent Liaison, Lourdes Valenzuela	CSR Parent Outreach Team (Fernando Guidice, Morgain Sanchez, and Karen Colato)	West Denver Network (WDN) Parent Engagement Tracker	In progress
Education Activities - Have a structure for parents' workshops, classes, college campus visit, and conferences. (From the school to the all school parents)	8/13-6/14	8/14-6/15	Parent Liaison, Lourdes Valenzuela	CSR Parent Outreach Team (Fernando Guidice, Morgain Sanchez, and Karen Colato)	West Denver Network (WDN) Parent Engagement Tracker	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uij/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> Blue Group</p> <p><input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to</p>

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		manage the school or district pursuant to a contract with the local school board or the Charter School Institute. Provide name of Management Contractor: _____ <input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school. <input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. <input type="checkbox"/> School Closure. <input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

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- **Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*

Appendix A

SCHOOL-PARENT COMPACT

*The **Kepner Middle School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year **2013-14**.*

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **Kepner Middle School** will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Teachers work collaboratively in grade-level, content-specific Professional Learning Communities (PLCs) to unpack both literacy (CCSS) and English Language Development (ELD) standards (WiDA) across all grade-levels and content areas, align instruction to essential learning goals (ELGs) for that purpose, and systematically assess student progress by common formative assessment (CFA) on a 4-week cycle.

- **ELD** focus areas are: (1) academic oral language development, (2) building and using vocabulary as a curricular anchor; (3) using visuals to reinforce concepts and vocabulary; (c) implementing cooperative learning and peer-tutoring strategies; and (4) using native language strategically per the DPS TNLI program.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent-teacher conferences will be held on October 9th and 11th during semester 1, and January 17th and 22th during semester 2.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Teachers are expected to contact parents weekly and utilize common planning time to discuss student academic needs. In addition, every twelve weeks a report card is sent home with each child.

Appendix A

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school by appointment. Parents may also schedule this meeting with their child's guidance counselor and or student advisor as needed.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

All parents can contact Lourdes Valenzuela in the Parent Welcome Center to set up volunteer hours. Kepner Middle School's Action Plan for parent volunteer has 3 focus areas:

- **Informational:** Take advantage of different resources within our reach, such as the informative meetings, robo-calls, school posters, flyers, feedback activities, social integration activities, IC trainings and workshops.
- **Feedback:** Have a list of different options for parents to show their interest, share their thoughts and ask them to sign up to volunteer in that area at our school; parents will anonymously report their personal experience volunteering in that area through a survey at the end of the school year.
- **Social:** Kepner families will volunteer in an area where they will be communicating with other parents, staff members, students and community members. These areas include The Family Resource Center, Main Office, Classrooms, school campus area and non-school campus area.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children’s learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child’s classroom.*
5. *Participating, as appropriate, in decisions relating to my children’s education.*
6. *Promoting positive use of my child’s extracurricular time.*
7. *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Parents may work with our Parent Liaison, Lourdes Valenzuela, in our Parent Work Center in becoming a member of the Kepner Family Parent Group. There are various volunteer opportunities for parents: working in the classroom, helping in the Parent Work Center, translation, making phone calls home, filing paper work.

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Appendix A

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
3. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School

Parent(s)

Student

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Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template is not an official Colorado Department of Education document. It is provided only as an example.**