

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **4498** School Name: **KAISER ELEMENTARY SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

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

1. Increase percentage of student's reading at grade level in all classrooms.
2. Achieve consistent and sustainable growth in Reading.

Why is the school continuing to have these problems?

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

To ensure reading growth:

1. We need to analyze student reading needs correctly in order to target instruction.
2. We need to plan for differentiated instruction to target specific strategies and supports for each student.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Data-Driven Instruction: Utilizing the DDI Process to target Reading Instruction by diagnosing reading challenges and next steps.
2. Observation/Feedback Cycle: Providing bite size, actionable feedback on the LEAP Framework to support differentiation in reading instruction.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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.

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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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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.

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Section II: Improvement Plan Information

Additional Information about the School

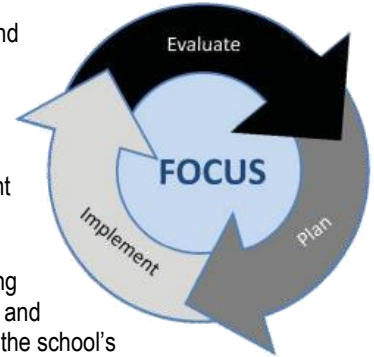
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Kaiser received a school improvement grant from CDE specifically focused on writing, approximately 5 years ago.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Elinor Roller - Principal
	Email	Elinor_Roller@dpsk12.org
	Phone	720-424-6210
	Mailing Address	4500 S. Quitman St. Denver, CO 80236
2	Name and Title	Josefita Lopez-Khosravi
	Email	Josefita_Lopez-Khosravi@dpsk12.org
	Phone	720-424-6210
	Mailing Address	4500 S Quitman St. Denver, CO 80236

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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

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.

<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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
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Narrative:

Kaiser Elementary is a small school in Southwest Denver. We serve ECE-5th grade and 3 classrooms for students with significant special education needs. Our students who qualify for free/reduced lunch is currently at 78%. Our population is currently 59% Hispanic, 30% Anglo, 4% Asian/Pacific Islander, and 5% Black. Approximately 50 of our students receive English Language Acquisition services. All of our teachers are ELA-E certified.

On 9/22/15, the School Leadership Team (SLT) reviewed school performance data in order to identify Priority Performance Challenges, Root Causes, and Major Improvement Strategies. Reading data for the past year based on DRA levels was reviewed and trend statements were generated. Priority Performance Challenges were identified and SLT members reached consensus around two challenges: 1. Increase the percentage of students reading at grade level in all classrooms and 2. Achieving consistent, sustainable growth and achievement in reading. The SLT reached consensus for Root Causes of the Priority Performance Challenges.

To ensure reading growth:

1. We need to analyze student reading needs correctly in order to target instruction.
2. We need to plan for differentiated instruction to target specific strategies and supports for each student.

The SLT then discussed Major Improvement Strategies in order to eliminate these challenges. SLT reached consensus in our Major Improvement Strategies:

3. Data-Driven Instruction: Utilizing the DDI Process to target Reading Instruction by diagnosing reading challenges and next steps.
4. Observation/Feedback Cycle: Providing bite size, actionable feedback on the LEAP Framework to support differentiation in reading instruction.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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)	80% of Kindergarten students will be Reading at/or above Grade Level in the Spring.	61% of Kindergarten students read at/or above Grade Level in the Spring. Goal was not met (-19%)	<ol style="list-style-type: none"> 1. We need to ensure that we are diagnosing student reading needs correctly in order to target instruction appropriately. 2. We need to ensure that we are utilizing reading strategies to differentiate instruction and devoting time for individual support. 3. We need to ensure that we are planning for gaps in expectations and skills.
	80% of 3 rd Graders will be Reading at/or above Grade Level in the Spring	67% of 3 rd Grade students read at/or above Grade Level in the Spring. Goal was not met (-13%).	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

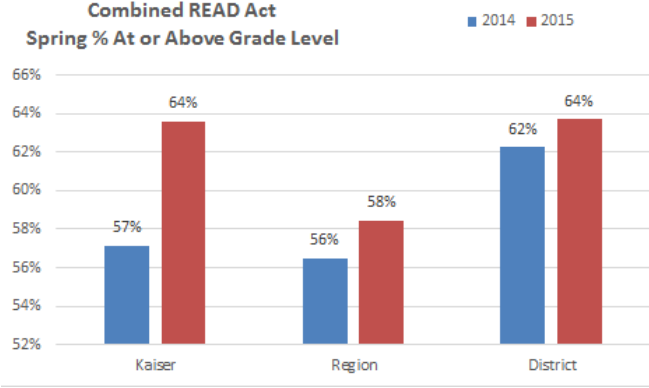
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Worksheet #2: Data Analysis

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>The historical percent of K-3 students who were tested in the Spring for the READ Act that were considered At Grade Level or Above, by Overall and by demographic subgroups.</p> <p><u>% at/or Above Grade Level</u></p> <p>2010 – 66%</p> <p>2011 – 47%</p> <p>2012 – 48%</p> <p>2013 – 61%</p> <p>2014 – 57%</p> <p>2015 – 64%</p>	<p>Increase percentage of student's reading at grade level in all classrooms.</p> <p>Consistent and sustainable growth in Reading.</p>	<p>To ensure reading growth:</p> <ol style="list-style-type: none"> 1. We need to analyze student reading needs correctly in order to target instruction. 2. We need to plan for differentiated instruction by targeting specific strategies and supports for each student.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">Combined READ Act Spring % At or Above Grade Level</p>  <p>Overall students at Kaiser Elementary in Grades K-3 the percentage of students who were at Grade Level or above from the year 2010-2015 are 66%, 47%, 48%, 61%, 57%, 64% resulting in an inconsistent trend which is below the state expectation of 72%.</p>		

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority
Performance
Challenges

Root Causes

This graph represents the rate of K-3 students reading At or Above Grade Level in the Spring on READ Act Assessments.

		READ Act Spring % At or Above Grade Level per Grade					
		Kaiser		Region		District	
Grade	Year	N	%	N	%	N	%
K	2014	53	74%	1506	65%	7630	69%
	2015	51	61%	1425	67%	7386	71%
1st	2014	47	40%	1422	59%	7481	64%
	2015	58	81%	1450	62%	7544	65%
2nd	2014	42	52%	1417	55%	7109	60%
	2015	52	44%	1425	56%	7323	61%
3rd	2014	54	59%	1469	47%	6995	56%
	2015	45	67%	1370	49%	6948	58%

ELL/Non-ELL

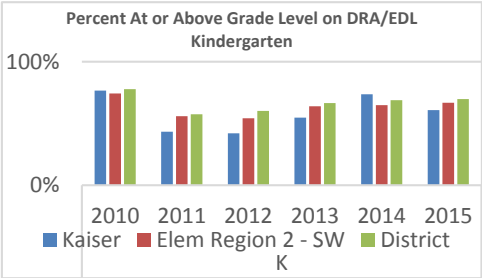
2010 – ELL: 57% Non-ELL 69%
 2011 – ELL 31% Non-ELL 52%
 2012 – ELL 34% Non-ELL 54%
 2013 – ELL 56% Non-ELL 62%
 2014 – ELL 30% Non-ELL 64%
 2015 – ELL 33% Non-ELL 69%

Overall the ELL students at Kaiser Elementary as compared to the Non-ELL students in the years 2010-2015 who were at or above Grade Level are ELL's - 57%, 31%, 34%, 56%, 30%, 33% and Non-ELL's 69%, 52%, 54%, 62%, 64%, 69% resulting in a gap ranging from 6% in 2013 to 36% gap in 2015.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><u>FRL/Non-FRL</u> 2010 – FRL 63% Non-FRL 79% 2011 – FRL 46% Non-FRL 53% 2012 – FRL 50% Non-FRL 43% 2013 – FRL 59% Non-FRL 67% 2014 – FRL 56% Non-FRL 63% 2015 – FRL 63% Non-FRL 67%</p> <p><u>Student Of Color/White</u> 2010 – SOC 54% White 80% 2011 – SOC 42% White 61% 2012 – SOC 43% White 68% 2013 – SOC 59% White 65% 2014 – SOC 54% White 69% 2015 – SOC 59% White 73%</p> <p>Overall, the Students of Color at Kaiser Elementary as compared to White students in the years 2010-2015 who were at or above Grade Level are SOC – 54%, 42%, 42%, 56%, 54%, 59% and White students 80%, 61%, 68%, 65%, 69%, 73% resulting in a gap ranging from 6% in 2013 to 26% in 2010.</p>		

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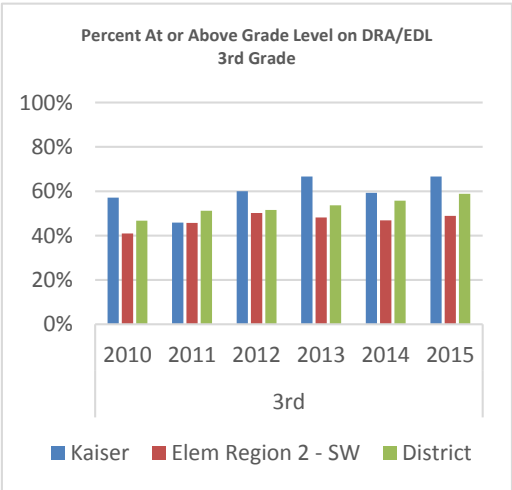
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>The % of students tested in the Spring on DRA/EDL who were At Grade Level or Above, since 2010, by grade</p> <p>(Year, Number of Students, %of students at/or Above Grade Level)</p> <p style="text-align: center;">Kindergarten</p> <table border="1" data-bbox="485 610 1024 863"> <tr><td>2010</td><td>60</td><td>77%</td></tr> <tr><td>2011</td><td>60</td><td>43%</td></tr> <tr><td>2012</td><td>50</td><td>42%</td></tr> <tr><td>2013</td><td>53</td><td>55%</td></tr> <tr><td>2014</td><td>53</td><td>74%</td></tr> <tr><td>2015</td><td>51</td><td>61%</td></tr> </table>  <p>Kindergarten students overall at Kaiser Elementary the percentage of students who were at Grade Level or above from the year 2010-2015 are 77%, 44%, 42%, 55%, 74%, 61% resulting in an inconsistent trend which is below the state expectation of 72%.</p>	2010	60	77%	2011	60	43%	2012	50	42%	2013	53	55%	2014	53	74%	2015	51	61%		
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2015	51	61%																			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																														
	<p style="text-align: center;">First Grade</p> <table border="1" data-bbox="485 427 1024 678"> <tr><td>2010</td><td>43</td><td>60%</td></tr> <tr><td>2011</td><td>52</td><td>40%</td></tr> <tr><td>2012</td><td>42</td><td>45%</td></tr> <tr><td>2013</td><td>39</td><td>59%</td></tr> <tr><td>2014</td><td>47</td><td>40%</td></tr> <tr><td>2015</td><td>58</td><td>81%</td></tr> </table> <div data-bbox="485 727 999 1127"> <p style="text-align: center;">Percent At or Above Grade Level on DRA/EDL 1st Grade</p> <table border="1"> <caption>Percent At or Above Grade Level on DRA/EDL - 1st Grade</caption> <thead> <tr> <th>Year</th> <th>Kaiser</th> <th>Elem Region 2 - SW</th> <th>District</th> </tr> </thead> <tbody> <tr><td>2010</td><td>60%</td><td>50%</td><td>50%</td></tr> <tr><td>2011</td><td>40%</td><td>50%</td><td>55%</td></tr> <tr><td>2012</td><td>45%</td><td>50%</td><td>55%</td></tr> <tr><td>2013</td><td>59%</td><td>55%</td><td>60%</td></tr> <tr><td>2014</td><td>40%</td><td>60%</td><td>65%</td></tr> <tr><td>2015</td><td>81%</td><td>60%</td><td>65%</td></tr> </tbody> </table> </div> <p>First Grade students overall at Kaiser Elementary the percentage of students who were at Grade Level or above from the year 2010-2015 are 60%, 40%, 45%, 59%, 40%, 81% resulting in an inconsistent trend which is below the state expectation of 72%.</p>	2010	43	60%	2011	52	40%	2012	42	45%	2013	39	59%	2014	47	40%	2015	58	81%	Year	Kaiser	Elem Region 2 - SW	District	2010	60%	50%	50%	2011	40%	50%	55%	2012	45%	50%	55%	2013	59%	55%	60%	2014	40%	60%	65%	2015	81%	60%	65%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;">Second Grade</p> <table border="1" data-bbox="485 418 1024 670"> <tr><td>2010</td><td>44</td><td>64%</td></tr> <tr><td>2011</td><td>46</td><td>61%</td></tr> <tr><td>2012</td><td>42</td><td>50%</td></tr> <tr><td>2013</td><td>46</td><td>63%</td></tr> <tr><td>2014</td><td>42</td><td>52%</td></tr> <tr><td>2015</td><td>52</td><td>44%</td></tr> </table> <div data-bbox="541 719 1066 1019"> </div> <p data-bbox="485 1032 1134 1182">Second Grade students overall at Kaiser Elementary the percentage of students who were at Grade Level or above from the year 2010-2015 are 64%, 61%, 50%, 63%, 52%, 44% resulting in an inconsistent trend which is below the state expectation of 72%.</p>	2010	44	64%	2011	46	61%	2012	42	50%	2013	46	63%	2014	42	52%	2015	52	44%		
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	<p style="text-align: center;">Third Grade</p> <table border="1" data-bbox="485 418 1024 667"> <tr><td>2010</td><td>42</td><td>57%</td></tr> <tr><td>2011</td><td>48</td><td>46%</td></tr> <tr><td>2012</td><td>40</td><td>60%</td></tr> <tr><td>2013</td><td>42</td><td>67%</td></tr> <tr><td>2014</td><td>54</td><td>59%</td></tr> <tr><td>2015</td><td>45</td><td>67%</td></tr> </table> <div data-bbox="485 716 993 1203">  <p style="text-align: center;">Percent At or Above Grade Level on DRA/EDL 3rd Grade</p> <p style="text-align: center;">3rd</p> <p>■ Kaiser ■ Elem Region 2 - SW ■ District</p> </div> <p data-bbox="485 1214 1121 1365">Third Grade students overall at Kaiser Elementary the percentage of students who were at Grade Level or above from the year 2010-2015 are 57%, 46%, 60%, 67%, 59%, 67% resulting in an inconsistent trend which is below the state expectation of 72%.</p>	2010	42	57%	2011	48	46%	2012	40	60%	2013	42	67%	2014	54	59%	2015	45	67%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																																																	
	<p align="center">2015 CMAS: PARCC ELA</p> <table border="1"> <thead> <tr> <th rowspan="3">School Number</th> <th rowspan="3">Grade/Test</th> <th rowspan="3">Total Tested</th> <th colspan="10">2015 CMAS: PARCC ELA</th> <th rowspan="3">% Approaching or above</th> <th rowspan="3">% Met or above</th> </tr> <tr> <th colspan="2">Did not yet meet expectations</th> <th colspan="2">Partially met expectations</th> <th colspan="2">Approached expectations</th> <th colspan="2">Met expectations</th> <th colspan="2">Exceeded expectations</th> </tr> <tr> <th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th> </tr> </thead> <tbody> <tr> <td>295</td> <td>3rd Graders</td> <td>44</td> <td>18</td><td>40.9%</td> <td>7</td><td>15.9%</td> <td>12</td><td>27.3%</td> <td>7</td><td>15.9%</td> <td>0</td><td>0.0%</td> <td>43.2%</td> <td>15.9%</td> </tr> <tr> <td>295</td> <td>4th Graders</td> <td>56</td> <td>11</td><td>19.6%</td> <td>17</td><td>30.4%</td> <td>17</td><td>30.4%</td> <td>9</td><td>16.1%</td> <td>2</td><td>3.6%</td> <td>50.0%</td> <td>19.6%</td> </tr> <tr> <td>295</td> <td>5th Graders</td> <td>43</td> <td>6</td><td>14.0%</td> <td>11</td><td>25.6%</td> <td>12</td><td>27.9%</td> <td>12</td><td>27.9%</td> <td>2</td><td>4.7%</td> <td>60.5%</td> <td>32.6%</td> </tr> <tr> <td>295</td> <td>All Grades</td> <td>143</td> <td>35</td><td>24.5%</td> <td>35</td><td>24.5%</td> <td>41</td><td>28.7%</td> <td>28</td><td>19.6%</td> <td>4</td><td>2.8%</td> <td>51.0%</td> <td>22.4%</td> </tr> </tbody> </table> <p>Overall, 22.4% of Kaiser students in grades 3-5 met or exceeded expectations on the CMAS: PARCC ELA assessment. Kaiser was below the district percentage of 31.9% and the state percentage of 40.2% of students in grades 3-5 who met or exceeded expectations on the CMAS: PARCC ELA assessment.</p>	School Number	Grade/Test	Total Tested	2015 CMAS: PARCC ELA										% Approaching or above	% Met or above	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		#	%	#	%	#	%	#	%	#	%	#	%	295	3rd Graders	44	18	40.9%	7	15.9%	12	27.3%	7	15.9%	0	0.0%	43.2%	15.9%	295	4th Graders	56	11	19.6%	17	30.4%	17	30.4%	9	16.1%	2	3.6%	50.0%	19.6%	295	5th Graders	43	6	14.0%	11	25.6%	12	27.9%	12	27.9%	2	4.7%	60.5%	32.6%	295	All Grades	143	35	24.5%	35	24.5%	41	28.7%	28	19.6%	4	2.8%	51.0%	22.4%		
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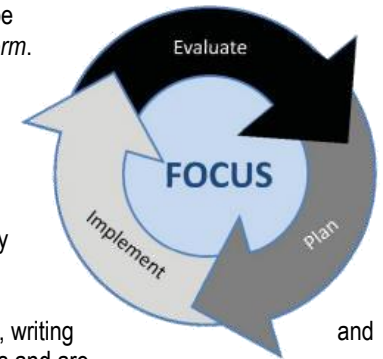
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Increase percentage of student's reading at grade level in all classrooms.	80% of Students will Read at Grade Level in Grades K-5.	80% of Students will Read at Grade Level in Grades K-5.	<ol style="list-style-type: none"> Data-Driven Instruction: Utilizing the DDI Process to target Reading Instruction by diagnosing reading challenges and next steps. Observation/Feedback Cycle: Providing bite size, actionable feedback on the LEAP Framework to support differentiation in reading instruction.
		READ	Consistent and sustainable growth in Reading.			
		M				
		S				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				
		M				
		ELP				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA				
		M				
Postsecondary & Workforce Readiness	Graduation Rate					
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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:** Data-Driven Instruction: Utilizing the DDI Process to target Reading Instruction by diagnosing reading challenges and next steps.

Root Cause(s) Addressed:

To ensure reading growth:

- We need to analyze student reading needs correctly in order to target instruction.
- We need to plan for differentiated instruction to target specific strategies and supports for each student.

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) Diagnostic Review Grant School Improvement Support Grant
- READ Act Requirements 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 (What will it look like when this is done? What will you see? What % of teachers will be doing this?)	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Using student running records, teachers will analyze student need and next steps in reading growth and achievement.	X	X	Classroom Teachers School Leadership Teacher Leadership	Federal, State and local resources allocated to the school	100% of the teachers will Engage in weekly 90 minute data time to analyze running records and plan for next steps in grade level teams.	In progress. Weekly data team meetings, and K-1 Teachers participating in Guided Reading Plus Professional development.
Plan for implementation of instruction, based on student need, using CCSS expectations, Fountas and Pinell Continuum of Literacy Learning, and individual student data to inform whole group, small group and individual needs.	X	X	Classroom Teachers School Leadership Teacher Leadership	Federal, State and local resources allocated to the school	100% of the teachers will plan instruction to target specific strategies and supports for each student.	In progress. K-1 Teachers participating in Guided Reading Plus Professional Development.

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.

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Major Improvement Strategy #2: Observation/Feedback Cycle: Providing bite size, actionable feedback on the LEAP Framework to support differentiation in reading instruction.

Root Cause(s) Addressed:

To ensure reading growth:

1. We need to analyze student reading needs correctly in order to target instruction.
2. We need to plan for differentiated instruction to target specific strategies and supports for each student.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 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)
	2015-16	2016-17				
Teachers will implement bite-sized actionable feedback to improve instruction in order to increase student academic performance.	X	X	Teacher Leadership School Leadership Teaching Staff	Federal, State and local resources allocated to the school	Weekly feedback observation/conversations Partial and full evaluations in the LEAP Framework	In progress. All grade level teachers have a teacher leader working with them who provides weekly coaching.
Teachers will be able to describe next steps for reading instruction based on data and feedback conversations.	X	X	Teacher Leadership School Leadership Teaching Staff	Federal, State and local resources allocated to the school	Evidence of planning for reading/other academics in lesson plans, daily guided reading plans and/or notes from DDI process in Google folder and data conference records.	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

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

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- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*