

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

Organization Code: 0880      District Name: DENVER COUNTY 1      School Code: 4656      School Name: KEPNER MIDDLE 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.*

#### Academic Achievement:

1. **Literacy:** Low overall achievement in reading and writing (literacy), consistently below state expectations.
2. **ELL Literacy:** Low overall achievement in reading and writing (literacy), consistently below state expectations for ELLs.
3. **Math:** Low overall achievement in math remains below state expectations.
4. **CMAS Social Studies (7<sup>th</sup> grade):** Low overall achievement in Social Studies remaining below state expectations.
5. **CMAS Science (8<sup>th</sup> grade):** Low overall achievement in Science remaining below state expectations.

#### Academic Growth:

1. **Literacy:** Reading and writing (literacy) with overall MGP below state expectations.
2. **Math:** Math with overall MGP below state expectations.

#### Academic Growth Gaps (Prioritized as a Title 1 Focus school):

1. **FRL:** Math, Reading, Writing MGP for FRL students all remain below state expectations.
2. **ELL:** ACCESS MGP for ELL students all remain below state expectations.
3. **Hispanic:** Math, Reading, Writing MGP for Hispanic students all remain below state expectations.
4. **Male:** Math, Reading, Writing MGP for Male students all remain below state expectations.
5. **Female:** Math, Reading, Writing MGP for Female students all remain below state expectations.

### 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.*

**Instruction:**

- Lack of consistency on the implementation of DDI process across the school to identify gaps, including gaps affecting ELLs.
- Lack of support in the creation of Lesson Planning to include scaffolds and strategies that would support all students, including ELLs, aligning instruction to standards, incorporating interventions and checks for understanding.
- Lack of consistent overview of the implementation of WAAG to identify re-teach areas and strategies, as well as implementing adequate learning targets.

**Professional Development:**

- Lack of professional development surrounding rigorous activities and the increase of academic language to support all students, including students served under Title I.
- Lack of consistency on the implementation of Observation/feedback process and its correlation to PD offerings for teachers.

**School Culture:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive student and teachers.
- Lack of consistent overview on attendance interventions.
- Insufficient culturally responsive education was given to teacher to engage students of poverty, minorities, and/or English Learners at the desired level leads to students being unengaged in learning.

**Parent involvement:**

- A need to increase Parent support classes and communication on academic growth, attendance expectations, and school involvement.

### 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. Instruction and Instructional Systems:** Strengthen instructional systems that includes a) Data Driven Standards Based Instruction, b) focus on Lesson Planning Data determined by student data, c) continue to incorporate Math Fellow and small group math tutoring.
  - a. PLCs drive Data Driven Instruction (DDI) through collaborative analysis of student work through CFA (common formative assessments), CFU (checks for understanding), and Summative/Formative assessments to drive targeted intervention on a weekly basis by analyzing best practices as a grade-level team to find the most effective instruction in accelerating student learning for the identified standards' content & skills of emphasis.
  - b. Emphasis on Lesson planning including Sheltered Instruction strategies and activities that will support all students, including the high percentage of ELLs. Including Academic Language in lesson planning to increase ELLs ability to familiarize themselves with higher level vocabulary and expectations.
  - c. Small Group Intervention: every student has a period of math intervention that accounts for the gains from 2013 to 2014. These intervention periods are mostly taught by a group of math fellows (75% of population), teaching 3-4 students per period. This current school year will be the 3<sup>rd</sup> year of the math fellows working

at Kepner. Other 25% are scheduled in STEM math classes, or SPED intervention classes.

2. **Professional Development:** increase the quality of instructional practice through the use of a) Observation and Feedback coaching, and b) increase of Professional Development to increase Academic English for ELLs.
  - a. Increase emphasis on observation/feedback of classroom instruction with explicit expectations for daily instruction represents a shift from the prior year focus of administration's facilitation of PLCs.
  - b. Focus on professional development to increase emphasis in speaking and listening for ELLs in order to increase reading and writing proficiency.
3. **School Culture-** (This MIS is based on the results from the SQR from SchoolWorks). a) Increasing student engagement b) focus on improving student discipline data, attendance data, and overall staff climate to increase the student culture of the building.
  - a. adjustment of the culture climate expectations for our students, faculty and administration.
4. **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).
  - a. With parental support we can ensure students receive the instruction they need after school, improve attendance, create attendance intervention, support a culture of learning at home, and to be involved in their student academic lives.

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**

<b>Summary of School Plan Timeline</b>	October 15, 2015	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
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).	Turnaround Plan - Entering Year 3 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategy.
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

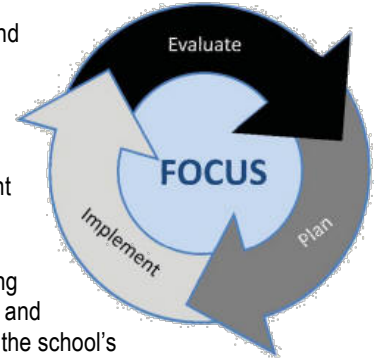
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Blueprint (4 visit times scheduled for 2015-16 year)
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 checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input checked="" type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Elza Gujardo- Principal, Kepner Middle School, Denver Public Schools
	Email	<a href="mailto:Elza_guajardo@dpsk12.org">Elza_guajardo@dpsk12.org</a>
	Phone	(720) 424-0001
	Mailing Address	911 S Hazel Court, Denver CO 80219
2	Name and Title	Liz Correa-Leslie- Administrative Assistant, Kepner Middle School, Denver Public Schools
	Email	<a href="mailto:Elizabeth_correa-leslie@dpsk12.org">Elizabeth_correa-leslie@dpsk12.org</a>
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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><b>Description of School Setting and Process for Data Analysis:</b> 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><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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>
<p><b>Narrative:</b></p> <p style="text-align: center;"><b>Description of the School &amp; Setting</b></p> <p>Kepner Middle School is located in SW Denver just SW of Alameda Blvd and Federal Ave. Total enrollment for the 2015-16 school year is 481 (148 6<sup>th</sup> graders, 149 7<sup>th</sup> graders, and 184 8<sup>th</sup> graders). Demographics are as follows: 92.05% qualify for free-and-reduced lunch (FRL), 20.37% of students have an IEP, 58.4% qualify as English Learners (EL) and receive court-mandated Transitional Native Language (TNLI) per the consent decree. Kepner is the zone TNLI middle school in Denver Public</p>				

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Schools.

Kepner is a Title 1 Focus school with the following ethnic and gender breakdown of Kepner's students is as follows: 96.67% Hispanic, 2.9% Black (not Hispanic), 3.3% White, 2% Asian, 1% Native American, .2% Native Hawaiian or Pacific Islander, 1.4% Two or more races, 58.2% Male, and 41.8% Female.

#### **Collaboration with the CSC (Collaborative School Committee) and School Leadership Team (SLT)**

The UIP was collaborated with the SLT following their meeting with Principal Elza Guajardo. The SLT was invited to look at data from worksheet #1 and #2 to identify trends, priority performance challenges (PPCs), and the root causes driving these PPCs. The Major Improvement Strategies (MIS) that evolved from the analysis as identified.

#### **Phase-Out of the Current Kepner Middle School (Completed in 2018-19)**

Given the state of achievement at Kepner, in February 2014, Denver Public Schools Superintendent of Post-Secondary Readiness (PSR) Antwan Wilson announced that the current Kepner Middle School would Phase out as follows: 6<sup>th</sup> grade in 2015-16, 7<sup>th</sup> grade in 2016-17, and 8<sup>th</sup> grade 2017-18. Two new schools, currently identified as STRIVE charter school and a district-run Beacon program, would simultaneously phase-in on this same calendar. This plan was modified in September 2014 extending the phase out by 1 additional year. Currently that means, Kepner will phase out as follows: 6<sup>th</sup> grade in 2016-17, 7<sup>th</sup> grade in 2017-18, and 8<sup>th</sup> in grade 2018-19.

#### **Diagnostic Review**

In December 2013, SchoolWorks (a third party organization) initiated a Diagnostic Review of Kepner. Their findings were as follows: the instructional systems in place were proficient, staff culture was positive, but student culture was a concern. The Diagnostic Review found many students in the school felt "unsafe". **As a result, school culture became a major improvement strategy for the school years to follow.** Even though the School Works came in 2013, we continue to focus on the school culture as a priority. In addition, the school received an additional \$50,000 in grant funding to support the improvement of school culture. The money was allocated as follows (and continues to be use):

1. Restorative Justice (RJ) Coordinator Marisol Bolanos continues to support Kepner.
2. Attendance para-professional Christina Hernandez continues to support Kepner.

#### **Impacts of the Phase-out Announcement**

1. **Decreased enrollment:** As part of the new school proposal process, a number of parent forums were held to give parent & community input to the future of Kepner. Community discussion, questions, and concerns surfaced regarding the present and future Kepner. The key concerns focused on raising achievement, improving discipline, addressing bullying and provision of TNLI services per the consent decree. The forum discussions and perceptions that evolved appear to have impacted enrollment for the current year significantly.
2. **Budget Assistance:** To support Kepner, Denver Public Schools (DPS) granted budgetary assistance for the following positions to assist school improvement and raise achievement:
  - a. Two FTE for Admin Assistant
  - b. Three FTEs for ELA Para professionals.



### School Improvement Support Grant

In 2014-2015, Kepner applied for a School Improvement Support Grant in order to continue the implementation of major improvement strategies established with the Diagnostic Review. The grant will allow us to continue funding the support system established to improve school culture. The money has been allocated as follows:

1. Restorative Justice (RJ) Coordinator Marisol Bolanos.
2. Attendance para-professional Christina Hernandez.

### Turnaround Strategies & Support

**Turnaround Plan Option- School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. Our UIP is structured within the DPS Turnaround Plan of Tiered Support with a focus on 4 Major Improvement Strategies: Instruction and Instructional Systems, Professional Growth and Development, Family/Community Engagement, and School Culture. Our UIP follows that structure. The West Denver Network team, district turnaround staff, and several partners monitor progress with frequent student and school performance data, make adjustments in real-time, and provide an array of support strategies, depending on the capacity and needs of each school. Throughout the improvement process DPS strives to expand teaching and leadership capacity and extend successes across the system for sustainable improvement.

Our assignment to the West Denver Network (WDN) was intentional to provide strategic and focused support in the 4 strategies. With the WDN support, we have monthly Continuous Improvement Guide (CIG) conversations; do classroom observation; address Professional Development (PD), and Professional Learning Community (PLC), as well as monthly Principal Meeting/Training sessions. Weekly Principal and WDN Executive Director one on one conversations are held to discuss school progress. We also meet regularly with our WDN Support Partners.

The progress we are making on our UIP action steps is monitored using the WDN UIP Tracker (noted in benchmark column with appropriate action step). Using the UIP Tracker as a guide, discussion of our progress on implementation, as well as interim achievement data, is the focus of our conversation at our monthly CIGs.

The following systems have been implemented to meet these criteria.

#### 1. **Teacher Leader FTEs:**

- a. Teacher Effective Coach: Kelle May Garst was appointed by central office as our TEC to drive school-wide implementation of best practices associated with English Language Development (ELD) and to lead the teacher leader team via their weekly coaches meeting (see below).
- b. Achievement Development Team (ADT): A collaboration between all 3 Administrators, AAs, TEC, and teacher leaders to empower and support teacher growth. This includes providing teachers with ongoing feedback and supports, which will allow teachers to be more effective at providing standards-based instruction. The goal of the ADT is to support students and improve student performance. The ADT is divided into four lead groups: School Culture, Differentiation Planning & Instruction, Data Developers, and ELA Systems.
- c. Feedback and Observations: All observation and feedback is in the service of growing and developing teachers. More feedback equals more growth: every teacher should receive at least **5 LEAP** scored observations with feedback and **16 observations with bite-sized** feedback. Whether scored or unscored, all observations and feedback should connect back to our shared understanding of effective teaching - the Framework for Effective Teaching. There are some existing and some new resources in the LEAP Application Tool to support this work. The school leadership team will conduct 1 full scored observation plus an additional 4 scored partial observations on every teacher between the start of the school year and the end of the third observation window.

Window 1: 9/7 –11/20	1 Partial on Learning Environment-Sept. 1 Partial on Instruction-Oct. 1 full scored observation for <u>every teacher</u> by Nov. 20th
Window 2: 11/30 –2/19	Mid Year Reflection 1 scored partial for <u>every teacher</u> by the end of the second window
Window 3: 2/22 –5/13	-1 scored partial for Window 1: by the end of the second window End of Year Reflection

3. **Weekly Instructional Leadership Team (ILT) Meeting:** Kepner’s 3 administrators, teacher leaders, and teacher effective coach (TEC) meet weekly to monitor school improvement initiatives: Data Driven Instruction, Observation/Feedback, Culture, Speaking & Reading for Academic English (DOCS). The ILT is a collaborative team that reviews data from weekly observations as documented in the teacher support matrix (see below) and formative data from progress monitoring (see below) to identify trends and discuss next step to drive student learning forward. This work further drives the identification of the weekly-differentiated professional development needed to support teachers in implementation of the major improvement strategies (MISs) identified.
  
4. **Monthly Continuous Improvement Guide (CIG):** The Kepner ILT meets with West Denver Network (WDN) Executive Director Antonio Esquibel and his team. This team includes two deputy executive directors, a school improvement partner (SIP), and a data partner. This team meets with the Kepner instructional leadership team to discuss monthly progress in implementation of all major improvement strategies (MIS) and their associated actions as articulated below.
  
5. **Weekly 1:1 Leadership Meeting:** WDN Executive Director meets with Principal Elza Guajardo weekly to discuss status of school improvement at Kepner. Provides support when challenges arise and helps to identify next steps to push high-level implementation of the Major improvement strategies identified as her thought partner.
  
6. **West Denver Network UIP Tracker:** Provides data regarding monthly implementation of identified actions steps for each Major Improvement strategy (MIS) based on the implementation benchmarks identified in the Action plan below. Provides detailed quantitative and qualitative data regarding status of implementation and reflection on status of implementation for each month of the current school. This end of year data will also provide the base line data for implementation in year 2 of implementation for the identified MIS’s of the UIP.
  
7. **Teacher Support Matrix:** Provides documentation regarding the number of formal and informal observations of each teach at Kepner Middle by either a school administrator, school content area lead teacher/coach for language arts, science, social studies and math utilizing the best practices of Relay (See below).

**8. Observation/Feedback Training (Relay):** All Kepner admin and teacher leaders trained in the best practices of Relay based on Bambrick-Santoyo’s work in *Driven by Data* and *Leverage Leadership* articulating the “6 steps to effective observation feedback.” Our goal: Ensuring that every teacher at Kepner receives a total of 16 informal observations and 4 formal (LEAP) evaluations annually. Following each classroom observation, a 25-minute feedback session is scheduled utilizing these 6 steps and documented in the teacher support matrix. The focus lies in identification of a “bite-sized” action step to improve instruction for each teacher’s next step based on continuous weekly or bi-weekly basis observation and feedback. In doing so, we provide differentiated and individualized coaching and support for every teacher’s professional growth.

**9. Progress monitoring:**

a. **ANET & District Benchmarks:** As part of our school focus on data driven culture, the ILT reviews data from formative interim assessments every 8-10 weeks to progress monitor student progress in attainment of standards for all core content areas (language arts, math, science and social studies). Kepner works in partnership with the *Achievement Network (ANET)* to provide PARCC aligned assessments of identified standards for each instructional cycle for language arts and math. District benchmarks provide similar data for science and social studies.

At the conclusion of each instructional cycle, teachers analyze student achievement from the interim assessment during no-student contact “Assessment Day”. As outcomes of that work, teachers first create an action plan for re-teaching of an identified standard with reflections of the instructional gaps and targeted interventions needed. Second, they plan instruction for 3 days of re-teaching based on that action plan. Third, teachers create a common-formative assessment (CFA) for each content area to assess student learning of the identified standard at the conclusion of the reteach. Third, admin observes instruction during the re-teach instruction and meets with teachers per the observation/feedback process articulated above.

b. **Blueprint:** A third party organization comprised of instructional leaders has scheduled four visits to Kepner this year. During each observation, members of Blueprint, WDN leadership, and Kepner administration conduct joint observation of classroom instruction utilizing a rubric with established criteria for lesson execution, time usage, classroom management, student engagement and motivation, culture of high expectations, and data usage. In addition, the Blueprint team meets with student and teacher focus groups to get their perspective.

Following each visit, Blueprint provides an executive summary with data from those observations and discussions via a narrative detailing areas of strength and recommends next steps for identified areas of improvement. In addition, the summary provides a rating of the school’s overall effectiveness on a percentile basis based on best practices of effective schools. This summary data is shared with staff to celebrate growth over time and provide a third-party perspective of the next steps needed to move student learning forward. The ILT reviews that summary data and collaborates regarding supports needed to drive effective school-wide implementation of the next steps identified

**Current Performance (2015) – PARCC - CMAS ELA and Math**

**Overall Achievement:**

1. 5.7% of our students Met Expectation in English Language Arts (ELA). The District scored 33.5% and the State scored 40.3%
2. 7.7% of our students Met Expectations in Math. The District scored 24.9% and the State scored 26%

Overall achievement showed that Kepner scored significantly below District and State scores in both ELA and Math.

### School percentile ranking

DPS determined to compare schools based on percentile rankings on TCAP and CMAS. Kepner 2014 TCAP ranking for ELA was 8<sup>th</sup> percentile. On 2015 CMAS ELA Kepner moved to the 12<sup>th</sup> percentile, showing an increase of 4 percentile ranking among DPS middle schools. Kepner 2014 TCAP ranking for Math was 22<sup>nd</sup> percentile. On 2015 CMAS Math Kepner moved down to the 20<sup>th</sup> percentile, showing a decreased of 2 percentile ranking among DPS middle schools.

### Current Performance (2014) – These are preliminary numbers until PARRC scores are released in Summer 2016

#### Overall Academic Growth (MGP):

1. MGP for reading was 40%. AGP for reading was 69%
2. MGP for writing was 48%. AGP for reading was 84%
3. MGP for math was 51%. AGP for math was 94%
4. MGP for ELP was 59%. AGP fro ELP was 58%

Kepner did not meet state academic growth targets for reading, writing or math. We exceeded the AGP by 1% for ELP.

#### Academic Growth Gaps:

1. Free-Reduced-Lunch (FRL)
  - a. FRL students MGP for reading was 40%. FRL students AGP for reading was 70%
  - b. FRL students MGP for writing was 48%. FRL students AGP for writing was 84%
  - c. FRL students MGP for math was 51%. FRL students AGP for math was 94%
2. English Language Learners (ELLs)
  - a. ELL students MGP for reading was 39%. ELL students AGP for reading was 71%
  - b. ELL students MGP for writing was 44%. ELL students AGP for writing was 84%
  - c. ELL students MGP for math was 42%. ELL students AGP for math was 94%
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 96%
  - c. SPED students MGP for math was 45%. SPED students AGP for math was 99%

In 2014, Hispanics is the only ethnicity with data for MGP and AGP as all other groups were less than 20. No CDE data provided.

#### 4. Ethnicity

- a. Hispanic students MGP for reading was 39%. Hispanic students AGP for reading was 70%
- b. Hispanic students MGP for writing was 47%. Hispanic students AGP for writing was 84%
- c. Hispanic students MGP for math was 50%. Hispanic students AGP for math was 94%

#### 5. Gender

- a. Male students MGP for reading was 40%. Male students AGP for reading was 73%
- b. Male students MGP for writing was 48%. Male students AGP for writing was 87%
- c. Males students MGP for math was 49%. Male students AGP for math was 95%
- d. Female students MGP for reading was 39%. Male students AGP for reading was 66%
- e. Female students MGP for writing was 48%. Male students AGP for writing was 77%
- f. Female students MGP for math was 53%. Male students AGP for math was 92%

Kepner did not meet state academic growth achievement targets for any of the identified disaggregated groups.

#### Trend Analysis (2013-2015) – trend are based on TCAP scores and CMAS released on Dec 2015

##### Literacy Achievement:

Historically, from 2013 to 2014 TCAP data has shown a decrease in Reading and Writing. This low performance continues as we look at the EOY Literacy Interim.

**Trends:** From 2013-2014, TCAP Reading proficiency decreased by 6.52%, TCAP Writing proficiency decreased by 2.34%. In 2015 DPS validated this low performance in literacy with a 20% proficiency. Additionally, in CMAS ELA only 5.5% of students met expectations. This is significant lower from the state and the district.

##### ELL Literacy Achievement:

From 2013 to 2014, TCAP data has shown a in Reading and Writing amongst ELL proficiency. This low perfomace continues as we look at the EOY Literacy Interim amongst ELLs.

**Trends:** From 2013 to 2014, reading proficiency decreased 5.49%, and writing proficiency decreased 2.49% amongst ELLs. In 2015 DPS interim indicated this low performance continues with a 19% literacy proficiency amongst ELLs. On CMAS ELL only .6% met expectations for ELA. This is significant lower from the state and the district.

**Math Achievement:**

From 2013 to 2014, TCAP data showed an increase. However, the scores continue to be below state expectations. In 2015, low performance was significant. EOY DPS Math Interim was below district expectations.

**Trend:** From 2014 to 2015, TCAP Math proficiency increased by 2.91%. However in 2015 Math proficiency was 9% in the district's EOY Interim. If the relationship is similar to TCAP, this is a 14.82% decrease. On 2015 CMAS Math, the number of students who met state expectations was 7.7%. This is significant lower from the state and the district.

**Social Studies Achievement:**

The CMAS social studies test has only been administered in the past two years, 2014 and 2015.

**Trend:** Even though there are two years of data, we can analyze the performance of students. From 2014 to 2015, social studies proficiency increased by 1% in Strong command, but remains below state levels by 15.03%. There was no change in Distinguish command scored.

**Science Achievement:**

The CMAS science test has only been administered in the past two years, 2014 and 2015.

**Trends:** Even though there are two years of data, we can analyze the performance of students. From 2014 to 2015, science proficiency decreased by 2% in strong command. The school had no score in Distinguish command proficiency level.

**Academic Growth (MGP)****Literacy MGP Growth:**

Awaiting for PARCC results. No MGP data available for DPS Literacy interim.

**Trends:** From 2013 to 2014, reading MGP decreased by 10%, writing MGP decreased 1%.

**Math MGP Growth:**

Awaiting for PARCC results. No MGP data available for DPS Math interim.

**Trend:** From 2013 to 2014, math MGP increased by 2%.

**Academic Growth Gaps****FRL MGP Growth Gap:**

Awaiting for PARCC results. No MGP data available for 2015.

**Trend:** From 2013 to 2014, math MGP increased by 2% for FRL students. From 2013 to 2014, reading MGP decreased by 2%, and writing MGP decreased by 1% for FRL students.

### Hispanic MGP Growth Gap

Awaiting for PARCC results. No MGP data available for 2015.

**Trend:** From 2013 to 2014, math MGP increased by 1% for Hispanic students, but remains below the state expectation. At the same time from 2013 to 2014, reading MGP decreased by 11%, while writing MGP showed no growth for Hispanic students and remains below the state expectation.

### SPED MGP Growth Gap

Awaiting for PARCC results. No MGP data available for 2015.

**Trend:** From 2013 to 2014, writing MGP increased 2% for SPED students, but remains below the state expectation. From 2013 to 2014, reading MGP decreased by 10%, and math MGP decreased by 3% for SPED students. Both remain below the state expectation.

### Male MGP Growth Gap

Awaiting for PARCC results. No MGP data available for 2015

**Trend:** From 2013 to 2014, math MGP increased by 3%, and writing MGP increased by 2% for male students. Both remain below the state expectation. However, reading MGP decreased by 10% for male students and remains below the state expectation.

### Female MGP Growth Gap

Awaiting for PARCC results. No MGP data available for 2015.

**Trend:** From 2013 to 2014, math MGP increased by 2% for FRL students. From 2013 to 2014, reading MGP decreased by 2%, and writing MGP decreased by 1% for FRL students.

### ELL MGP Growth Gap

**Trend:** From 2013 to 2015, all grade levels increase MGP percentile. 6<sup>th</sup> grade had a 23% increase. 7<sup>th</sup> grade had a 7.5% increase. 8<sup>th</sup> grade had a 32% increase. Most of this increase happened from 2013 – 2014, with an average 29.8% increase. From 2014 to 2015, all grade levels decrease MGP percentile. 6<sup>th</sup> grade had a 3% decrease. 7<sup>th</sup> grade had the most significant decrease with a 16%. 8<sup>th</sup> grade had a 3% decrease.

### Priority Performance Challenges (PPCs)

#### Academic Achievement:

1. **Literacy:** Low overall achievement in reading and writing (literacy), consistently below state expectations.
2. **ELL Literacy:** Low overall achievement in reading and writing (literacy), consistently below state expectations for ELLs.
3. **Math:** Low overall achievement in math remains below state expectations.
4. **CMAS Social Studies (7<sup>th</sup> grade):** Low overall achievement in Social Studies remaining below state expectations.
5. **CMAS Science (8<sup>th</sup> grade) :** Low overall achievement in Science remaining below state expectations.

#### Academic Growth:

1. **Literacy:** Reading and writing (literacy) with overall MGP below state expectations.
2. **Math:** Math with overall MGP below state expectations.

#### Academic Growth Gaps (Prioritized as a Title 1 Focus school):

1. **FRL:** Math, Reading, Writing MGP for FRL students all remain below state expectations.
2. **ELL:** ACCESS MGP for ELL students all remain below state expectations.
3. **Hispanic:** Math, Reading, Writing MGP for Hispanic students all remain below state expectations.
4. **Male:** Math, Reading, Writing MGP for Male students all remain below state expectations.
5. **Female:** Math, Reading, Writing MGP for Female students all remain below state expectations.

### Root Causes

ILT met for two days during June and four days during August and went through a root cause analysis protocol. They were able to determine: instructional support, and professional development was necessary to adequately serve all students, including our Title I clientele. After reviewing lesson plans, WAAGs, and classroom observations notes these root causes were determined for Instruction and Professional Development. In addition, as a result of the Diagnostic Review from SchoolWorks, school culture factors continue to be observed as root causes.

NOTE: The ILT reconvened to review PARCC data as it became available in late November and early December. Due to historical low performance, the PPC root causes are still valid. The new data verified the root causes

#### Instruction:

- Lack of consistency on the implementation of DDI process across the school to identify gaps, including gaps affecting ELLs'.
- Lack of support in the creation of Lesson Planning to include scaffolds and strategies that would support all students, including ELLs, aligning instruction to standards, incorporating interventions and checks for understanding.
- Lack of consistent overview of the implementation of WAAG to identify re-teach areas and strategies, as well as implementing adequate learning targets.



**Professional Development:**

- Lack of professional development surrounding rigorous activities and the increase of academic language to support all students, including students served under Title I.
- Lack of consistency on the implementation of Observation/feedback process and its correlation to PD offerings for teachers.

**School Culture:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive student and teachers.
- Lack of consistent overview on attendance interventions.
- Insufficient culturally responsive education was given to teacher to engage students of poverty, minorities, and/or English Learners at the desired level leads to students being unengaged in learning.

**Parent involvement:**

- A need to increase Parent support classes and communication on academic growth, attendance expectations, and school involvement.

**Action Plan: Major Improvement Strategies (MISs)**

- 1. Instruction and Instructional Systems** –Lesson planning and Data Driven Instruction (DDI) from formative and summative assessment for all content areas.
  - PLCs also drive Data Driven Instruction (DDI) through collaborative analysis of student work through CFA (common formative assessments), CFU (checks for understanding), and Summative/Formative assessments to drive targeted intervention on a weekly basis by analyzing best practices as a grade-level team to find the most effective instruction in accelerating student learning for the identified standards' content & skills of emphasis. Week-at-a-glance (WAAG) are given to teachers to complete and turn in by Wednesdays. WAAG's focus is based on re-teaching practices after analysis of student work to create an instructional plan. Teachers receive feedback on WAAG by Friday to make any necessary instructional adaptations. PLCs need to be restructured. Math courses use Connected Math Program 3 curriculum. Week-at-a-glance (WAAG) focus is based on re-teaching practices after analysis of CMP3 assessments.

**Week B: Data Driven Instruction**

Monday:	Grade Level Empowerment Culture
Tuesday:	Student Work Analysis (Arrive with Assessments scored)
Wednesday:	<b>Week at a glance due at 3:30</b>
Thursday:	Family Outreach and Home Visit Appointments
Friday:	Personalization Planning (LEAP I.6) Classroom Data Culture & SLO Tracker Update

- b. Emphasis on Lesson planning including Sheltered Instruction strategies and activities that will support all students, including the high percentage of ELLs. Including Academic Language in lesson planning to increase ELLs ability to familiarize themselves with higher level vocabulary and expectations. The increases in speaking and listening did not drive like increases in reading and writing proficiency for ELL's. The ACCESS gains in speaking yielded increased vocabulary for Basic Interpersonal Communication Skills (BICS), but not for Cognitive Academic Language Proficiency (CALPS). Rigor of the academic language function (e.g. compare & contrast, cause & effect, proposition & argument etc) to drive academic language will be prioritized. Furthermore, professional development and observation/ feedback will be used to support teachers in this work as a school-wide instructional expectation.

**Week A: Planning for Standards and Academic English**

- Monday: LA/ELD/Sci/SS/Electives: Preview Text & Develop TDQs  
Math: Complete Math Problems & identify misunderstandings and multiple entry points
- Tuesday: Determine Formative Assessment and Script Proficient Response  
Determine Success Criteria in kid friendly language
- Wednesday: **Week at a glance due at 3:30**
- Thursdays: Family Outreach and Home Visit Appts.
- Friday: Academic Language: Discussion Protocols, Reading Strategies, and/or Classroom, Learning Observations

- d. **Small Group Intervention:** In addition to core math instruction for 1 period per day, every student has a period of math intervention that accounts for the gains from 2013 to 2014. These intervention periods are mostly taught by a group of math fellows (75% of population), teaching 3-4 students per period. This current school year will be the 3<sup>rd</sup> year of the math fellows working at Kepner. Other 25% are scheduled in STEM math classes, or SPED intervention classes.

2. **Professional development** – Observation feedback and ELL focus instruction with an increase on Academic language.

- a. Increase emphasis on observation/feedback of classroom instruction with explicit expectations for daily instruction represents a shift from the prior year focus of administration's facilitation of PLCs. Administration will be in classrooms observing instruction of every teacher every week using the "6 Steps of Effective Feedback" based the best practices of Relay. Effective observation feedback ensures every teacher has an identified bite-sized action step to continuously improve his or her instruction every week with follow-up the following observation. Finally, ongoing observation/feedback will also assess implementation of practices introduced in Professional Development (PD) provided every Thursday from 2:00 to 3:25 and drive future PD based on trends from observation/feedback
- b. Focus on professional development to increase emphasis in speaking and listening for ELLs in order to increases reading and writing proficiency. This will also allow a higher focus on rigor of the academic language function (e.g. compare & contrast, cause & effect, proposition & argument etc). A professional development unit (PDU) will be offer to all staff to focus on ELL strategies to increase academic language. This will give staff the opportunity to obtain ELL qualification classes along with a deeper understanding of ELL instruction. The PDU is designated to the 3<sup>rd</sup> Thursday of the month.

**PL – 3<sup>rd</sup> Thursday + extended afternoon**

- **All Staff Fall PL/PDU:** ELA-E Qualification Courses: Transitioning & Academic Language
- **All Staff Spring PL/PDU:** Building Academic Language book study on speaking & reading & classroom application
- **ELA-S:** Language Allocation & Bridging
- **ELD: Inside & e-assessments**

3. **School Culture-** (This is MIS is the a continuum of the finding by SchoolWorks’ Diagnostic Review and the necessary focus on school culture) Increasing student engagement with a focus on culturally responsive Tier 1 instruction to address opportunity gaps for Kepner’s demographic. Virtually all of Kepner’s students qualify in one or more of the gap areas of FRL, ELL, Minority, and/or IEP. Focus lies on improving student discipline data, attendance data, and overall staff and student culture of the building via school-wide rituals and routines to drive high expectations for student conduct school wide to enhance learning environment and maximize instruction.
- a. Kepner Middle school has shifted a primary focus to the adjustment of the culture climate expectations for our students, faculty and administration. These shifts were designed with the goal of improving student discipline data, attendance data, and overall staff and student culture of the building. Our goal is to have structures that can be measured and maintained with positive outcomes for students and teachers.
4. **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).
- a. Engaging parents is a critical piece of the equation to increase the level of student engagement and student attendance in particular. With parental support we can ensure students receive the instruction they need after school via enrichment from “College Prep” and/or attendance intervention. They also support a culture of learning at home by supporting school expectations for 60 minutes of required reading a day, homework as assigned, and to be involved in their student academic lives by knowing their academic progress via the progress reports sent home every 2 weeks on Friday.

**2015-2106 Reflection**

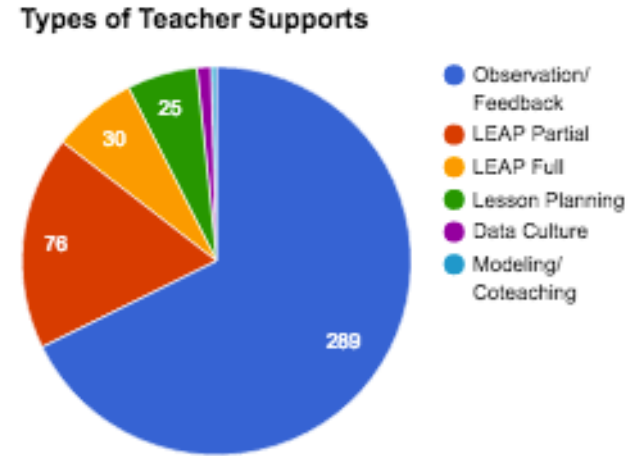
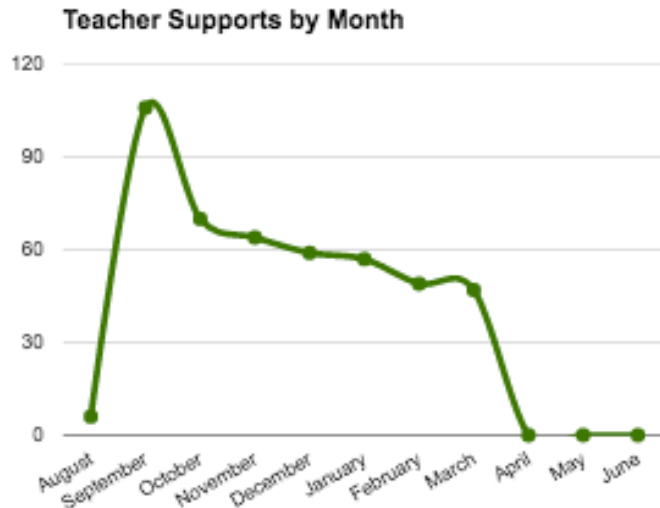
The successes and challenges of implementing the UIP action steps have given Kepner Middle school the opportunity to reflect on the necessary changes for the following year and the areas where these changes could be replicated in order to continue the school’s growth. Since the school is on a “Phase Out” stage, Kepner Middle School has the urgency to move its students to achieve academic success. These steps have allowed the school to get closer to its goals, but they have also allowed us to find challenges that we need to address in order to move the school forward. It is important for all school staff, teachers and administrators, to understand these challenges in order to achieve the final goal: increase academic performance for all students.

**Successes:**

1. In PLC, teachers have been able to address and practice some DDI strategies that will support students' growth. Teachers are able to meet during PLC and review student work. They are able to discuss what proper feedback looks like and determine how to best support students with their use of feedback. As they review student work, teachers are encouraged to identify interventions on the weekly basis that will support students and improve on their academics. Lesson planning is in place and 84% of teachers feel comfortable creating a Week-at-a-glance lesson plan where scaffold are in place to support ELLS. In addition, due to conversations in PD and PLC, most classrooms practice the use of academic language and students are encouraged to respond using this academic language.

Lesson components	Samples
Use of Sentence stems	<p style="text-align: center;"><b>Language of Comparison and Contrast</b></p> <p style="text-align: center;">By comparing ____ and ____ it became evident that _____</p> <p style="text-align: center;">The distinction between _____ and _____ is _____.</p> <p style="text-align: center;">The most notable is that the _____ has _____, whereas the _____ has _____.</p>
Learning targets	<p>a. Predict and evaluate objects' movements by examining forces applied to them.</p> <p>b. Use mathematical expressions to describe objects' movements.</p> <p>c. Develop and design scientific investigations to collect and analyze speed and acceleration data to determine net forces acting on moving objects.</p>
Text Dependent Question	<p>- TDQ: Analyze the impact Western Expansion had on the lives of native Americans, and evaluate the role of the government in creating such impacts.</p>

2. Teachers were successfully trained in three courses to support ELLS. Teachers became familiar on how to incorporate ELL strategies while increasing academic knowledge amongst students. The use of high-level questions and text dependent question prompt teachers to explore the incorporation of rigor and higher level thinking in the classroom. In addition, administrators have been able to visit classroom and conduct feedback sessions throughout the year. As of March of this year we have conducted a total of 289 observation/ feedback sessions. During Observation/Feedback sessions, teachers can discuss lesson planning and lesson delivery to improve the academic success of students. During these conversations, PD, and PLC teachers are able to determine how to incorporate Academic Language into their instruction.



3. Attendance at Kepner Middle School has increased from last year. Our current attendance is at 90.06% in comparison to last year’s 86.98%. Assemblies, attendance intervention, and home visits by teachers have allowed the school to improve its attendance rate and student participation. A teacher led discipline committee was also created to address behavior issues. Teachers, in collaboration with the administration, address students who need to be supported in order to tackle behavioral issues. Assemblies are led every month to motivate students to attend school and be successful in school.

**Challenges:**

1. DDI strategies need to be implemented in such a way, that student work becomes the center of the conversation. This practice is a work in progress, since teachers need to be familiarizing with the concepts of collaboration in lesson planning, student work analysis, and ELL strategies. Targeted interventions need to be based on student work analysis as well. This should drive lesson planning, however, in our school there are still weak areas within the planning itself. Since much of the action steps are targeted towards “teachers’ actions”, the challenge is to shift our thinking towards “student actions”. Our actions steps should drive an improvement of academic growth amongst our students. It is still difficult to predict if any growth will be evident in students’ academic this school year based on teachers’ lesson planning. As an example, our Reading Comprehension scores have not been able to reach our 80% goal, regardless of teacher planning preparation. This indicates focus needs to be placed on student actions.

Baseline Data	2015 – 2016 Data
48.40% proficiency	69.02% proficiency

2. Kepner needs to organize its PD/PLC surrounding observation/feedbacks. The question that continues to shadow over our PD/PLC structure is: How do we ensure that we are supporting every teacher to become effective teachers? It is clear that there is a need for differentiated PD/PLC sessions. With a staff of 28 teachers, it is difficult to structure PD/PLC sessions that would ensure all teachers' needs are met in a differentiated manner. As of March, the percentage of effective teachers in the building is 43% based on DPS LEAP evaluation system. Kepner will begin to incorporate a PLC system that would be structure on addressing different component of students' performance: Standards, Assessments, Interventions, and Student work to support teacher effectiveness.

3. Even though the culture of the school has improved drastically, classroom management continues to be a priority for PD/PLC. Students' behaviors need to reflect the culture of the school. The focus on academic growth needs to be evident on student behavior. Culture walks need to be more consistent in order to get accurate data on the progress of the school. The discipline committee needs to have an active roll in our school from the beginning of the school year.

### Achievement Percentile Rank

The Colorado Department of Education (CDE) developed an *Achievement Percentile Rank Report* to help schools interpret the results of CMAS - PARCC in relation to TCAP. The report, used only for information purpose, is to help identify any possible relationship between the achievements of students in both tests. The percentile shows a comparison of the students at Kepner to those in the rest of the state. In a scale of 1 to 99 schools are ranked in the percentile in which their students scored.

TCAP Reading - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Middle School Level</b>									
All Students	99.4%	582.4	1	98.8%	569.5	1	95.7%	698.5	1
Minority Students	99.3%	581.9	1	98.8%	568.4	1	96.0%	698.5	1
Free/Reduced Lunch Eligible	99.3%	581.4	1	99.0%	569.0	1	96.2%	698.6	1
Students with Disabilities	95.7%	524.0	1	98.2%	495.9	1	95.8%	681.2	1
English Learners	99.3%	580.9	1	98.8%	567.8	1	97.5%	697.2	1
<b>By Grade Level</b>									
06	97.4%	557.2	1	98.0%	551.4	1	95.4%	704.6	1
07	99.7%	584.3	1	99.5%	563.7	1	95.9%	694.7	1
08	100.0%	593.0	1	98.9%	582.5	1	95.7%	697.7	1

- Within all categories in TCAP Reading and PARCC English Language Arts, Kepner has not been able to demonstrate growth. Within both test, TACP and

CMAS - PARCC, Kepner continues to stay in the 1 Percentile Rank at all grade levels.

TCAP Writing - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Middle School Level</b>									
All Students	99.4%	494.4	1	98.9%	487.3	1	95.7%	698.5	1
Minority Students	99.3%	494.0	1	98.9%	486.7	1	96.0%	698.5	1
Free/Reduced Lunch Eligible	99.3%	493.8	1	99.2%	487.0	1	96.2%	698.6	1
Students with Disabilities	96.6%	442.1	1	98.2%	436.0	1	95.8%	681.2	1
English Learners	99.5%	493.9	1	99.0%	486.6	1	97.5%	697.2	1
<b>By Grade Level</b>									
06	97.4%	466.9	1	98.0%	463.2	1	95.4%	704.6	1
07	100.0%	498.1	1	99.5%	486.6	1	95.9%	694.7	1
08	99.7%	504.3	1	99.2%	500.7	1	95.7%	697.7	1

- Within all categories in TCAP Writing and PARCC English Language Arts, Kepner has not been able to demonstrate growth. Within both test, TACP and CMAS - PARCC, Kepner continues to stay in the 1 Percentile Rank at all grade levels.

TCAP Math - PARCC Math	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Middle School Level</b>									
All Students	99.6%	507.1	6	98.7%	504.4	5	94.6%	710.3	3
Minority Students	99.6%	506.3	5	98.7%	503.3	4	94.9%	710.2	2
Free/Reduced Lunch Eligible	99.6%	506.5	5	98.6%	504.1	4	95.0%	710.2	2
Students with Disabilities	98.3%	427.7	1	98.2%	424.0	1	95.8%	693.2	1
English Learners	99.7%	509.8	6	99.1%	505.5	5	96.5%	711.0	4
<b>By Grade Level</b>									
06	100.0%	486.0	5	99.0%	479.6	5	94.2%	710.0	2
07	99.2%	510.4	6	98.5%	500.3	5	93.3%	709.2	1
08	99.7%	514.4	1	98.6%	520.0	3	96.3%	711.6	10

- Within all categories in TCAP Math and PARCC Math, Kepner has fluctuated in percentile ranks in the past three years. However, the school has remained below the 6<sup>th</sup> percentile overall. Nevertheless, 8<sup>th</sup> grade students were able to score on the 10<sup>th</sup> percentile on CMAS PARCC in 2015 demonstrating possible growth. Unfortunately, the other two grades dropped in percentile rank in 2015.

**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)	<p><u>Reading Proficiency</u></p> <table border="1"> <thead> <tr> <th>R. Prof</th> <th>2013- 2014 TCAP Results</th> <th>2014 - 2105 Goal (+10%)</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>20.7%</td> <td>30.7%</td> </tr> <tr> <td>6</td> <td>25.9%</td> <td>35.9%</td> </tr> <tr> <td>7</td> <td>19.7%</td> <td>29.7%</td> </tr> <tr> <td>8</td> <td>18.3%</td> <td>28.3%</td> </tr> </tbody> </table>	R. Prof	2013- 2014 TCAP Results	2014 - 2105 Goal (+10%)	ALL	20.7%	30.7%	6	25.9%	35.9%	7	19.7%	29.7%	8	18.3%	28.3%	<table border="1"> <thead> <tr> <th>R. Prof</th> <th>2013- 2014 TCAP Results</th> <th>2014 - 2105 Goal</th> <th>Actual (Interim scores) 2014-15</th> <th>CMAS ELA 2015</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>20.7%</td> <td>30.7%</td> <td>20%</td> <td>5.7%</td> </tr> <tr> <td>6</td> <td>25.9%</td> <td>35.9%</td> <td>21%</td> <td>6.8%</td> </tr> <tr> <td>7</td> <td>19.7%</td> <td>29.7%</td> <td>15%</td> <td>4.8%</td> </tr> <tr> <td>8</td> <td>18.3%</td> <td>28.3%</td> <td>24%</td> <td>5.6%</td> </tr> </tbody> </table> <p><b>Reading Goal</b> was 10% increase. Currently waiting for PARCC scores to be released to determine performance for 2014-2015.</p> <ul style="list-style-type: none"> <li>In the 2014-2015 school year, district interims measured both reading and writing standards in one assessment (Literacy), so Reading and Writing do not exist beyond 2014 and Literacy begins in 2015</li> </ul> <p>However, scores from EOY Interims reflect a decrease in proficiency in Literacy, except for 8<sup>th</sup> grade.</p> <p>CMAS scores show a 9.6% negative difference between Kepner students and those in the district.</p> <p>It is important to note that CMAS – ELA is a literacy score and does not measure solely reading like TCAP did.</p>	R. Prof	2013- 2014 TCAP Results	2014 - 2105 Goal	Actual (Interim scores) 2014-15	CMAS ELA 2015	ALL	20.7%	30.7%	20%	5.7%	6	25.9%	35.9%	21%	6.8%	7	19.7%	29.7%	15%	4.8%	8	18.3%	28.3%	24%	5.6%	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Reading benchmark data from DPS EOY interim assessment in May showed students scored below district average. In May 6<sup>th</sup> grade and 8<sup>th</sup> grade scored an average of 19% below the district in Literacy while 7th grade scored 23% below district level. The standards of instruction proved to be unaligned to interim standards as assessed in reading and writing interim.</li> <li>However, scores from EOY Interims reflect a decrease in proficiency in Literacy, except for 8<sup>th</sup> grade. 8<sup>th</sup> grade scores of 24% predict a possible increase in CMAS ELA (literacy) scores.</li> <li>Classrooms should have used checks for understanding to ensure students were moving towards the right learning target within the lesson. These checks were either not present or not aligned to assessments</li> </ul>
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School Code: [4656]

School Name: [Kepner Middle School]



Writing Proficiency

W. Prof	2013- 2014 TCAP Results	2014 - 2105 Goal (+10%)
ALL	16.4%	26.4%
6	14.9%	24.9%
7	14.3%	24.3%
8	18.5%	28.5%

W. Prof	2013- 2014 TCAP Results	2014 - 2105 Goal	Actual (interim scores) 2014-15	CMAS ELA 2015
ALL	16.4%	26.4%	20%	5.7%
6	14.9%	24.9%	21%	6.8%
7	14.3%	24.3%	15%	4.8%
8	18.5%	28.5%	24%	5.6%

**Writing Goal** was 10% increase. Currently waiting for PARCC scores to be released to determine performance for 2014-2015.

- In the 2014-2015 school year, district interims measured both reading and writing standards in one assessment (Literacy), so Reading and Writing do not exist beyond 2014 and Literacy begins in 2015

However, scores from EOY Interims reflect a decrease in proficiency in Literacy, except for 8<sup>th</sup> grade.

CMAS scores show a 9.6% negative difference between Kepner students and those in the district.

It is important to note that CMAS – ELA is a literacy score and does not measure solely reading like TCAP did.

**Reflection:**

- Writing benchmark data from DPS EOY interim assessment in May showed 6<sup>th</sup> grade writing proficiency at 37%, 7<sup>th</sup> graded at 30%, and 8<sup>th</sup> grade at 41%. These was a decreased on proficiency % from last year. In correlation with our score the previous year, 7<sup>th</sup> grade had 55% proficiency, and the following year the same group score 41% proficiency as 8<sup>th</sup> grade. That is 14% decrease in proficiency, the largest decrease. The standards of instruction proved to be unaligned to interim standards as assessed in reading and writing interim.
- However, scores from EOY Interims reflect a decrease in proficiency in Literacy, except for 8<sup>th</sup> grade 8<sup>th</sup> grade scores of 24% predict a possible increase in CMAS ELA (literacy) scores.
- Classrooms should have used checks for understanding to ensure students were moving towards the right learning target within the lesson. These checks were either not present or not aligned to assessments

Math Proficiency

M. Prof	2013-2014 TCAP Results	2014 - 2105 Goal (+10%)
ALL	23.8%	33.8%
6	28.9%	38.9%
7	21.7%	31.7%
8	22.2%	32.2%

M. Prof	2013- 2014 TCAP Results	2014 - 2105 Goal	Actual Interim Scores 2014-15	CMAS: PARCC Math 2015
ALL	23.8%	33.8%	9%	7.7%
6	28.9%	38.9%	15%	8.3%
7	21.7%	31.7%	4%	4.4%
8	22.2%	32.2%	10%	10.6%

**Math Goal** was 10% increase. Currently waiting for PARCC scores to be released to determine performance for 2014-2015. However, scores from EOY Interims reflect a drastic decrease in proficiency.  
We cannot compare TCAP to CMAS, but we can observe the scores. Math scores for Kepner were 27.4% below the district scores.

**Reflection:**

- Math benchmark data from DPS EOY interim assessment in May showed students scored below district average. In May 7<sup>th</sup> grade and 8<sup>th</sup> grade scored an average of 10% below the district in Math while 6<sup>th</sup> grade scored 12% below district level. However, in Math standards 8.2 and 8.7 8<sup>th</sup> graders outscore the district by 2% and 4% correspondently.
- Even though small group interventions were in place, however standards addressed were not ALL aligned to EOY interim assessment.
- Classrooms should have used checks for understanding to ensure students were moving towards the right learning target within the lesson. These checks were either not present or not aligned to assessments

CMAS Social Studies Proficiency

CMAS Strong and above	2013- 2014 Results	2014 - 2105 Goal (+10%)
7th S.S.	.5%	10.5%

CMAS Strong and above	2013 - 2014 Results	2014 - 2105 Goal	Actual 2014-15	Change
7 S.S.	.5%	10.5%	1%	.5

**CMAS goal in Social Studies** was not met. Goal was 10% increase. Actual score for those receiving Strong Command and Distinguish was .5% increase overall. Missed goal by 10%

**Reflection:**

- CMAS results reflect Kepner scored below the district by 14.4% and 15.3% the state
- The targeted intervention for Social Studies proved to be unaligned to CMAS. There was a small increase of .5% in CMAS scores, which accounts the focus of reading and writing in Social Studies.

	<p><u>CMAS Science Proficiency</u></p> <table border="1" data-bbox="235 279 709 532"> <thead> <tr> <th>CMAS Strong and above</th> <th>2013- 2014 Results</th> <th>2014 - 2105 Goal (+10%)</th> </tr> </thead> <tbody> <tr> <td>8th Sci.</td> <td>3%</td> <td>13%</td> </tr> </tbody> </table>	CMAS Strong and above	2013- 2014 Results	2014 - 2105 Goal (+10%)	8th Sci.	3%	13%	<table border="1" data-bbox="787 246 1495 500"> <thead> <tr> <th>CMAS Strong and above</th> <th>2013 - 2014 Results</th> <th>2014 - 2105 Goal</th> <th>Actual 2014-15</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>8 Sci.</td> <td>3%</td> <td>13%</td> <td>1%</td> <td><b>-2</b></td> </tr> </tbody> </table> <p><b>CMAS goal for Science</b> was not met. Goal was 10% increase. Actual score had a <b>2% decrease overall</b>. Missed goal by 12%</p>	CMAS Strong and above	2013 - 2014 Results	2014 - 2105 Goal	Actual 2014-15	Change	8 Sci.	3%	13%	1%	<b>-2</b>	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>CMAS results reflect Kepner scored below the district by 18.1% and 25.3% the state.</li> <li>The targeted intervention for Science proved to be unaligned to CMAS. There was decrease of 2% in CMAS scores.</li> </ul>																
CMAS Strong and above	2013- 2014 Results	2014 - 2105 Goal (+10%)																																	
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<p>Academic Growth</p>	<table border="1" data-bbox="235 662 709 966"> <thead> <tr> <th>ACCESS MGP – Grade level</th> <th>2013-2014 results</th> <th>2014-2015 Goal</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>57 MGP</td> <td>65 MGP</td> </tr> <tr> <td>7</td> <td>60.5 MGP</td> <td>65 MGP</td> </tr> <tr> <td>8</td> <td>61 MGP</td> <td>65 MGP</td> </tr> </tbody> </table>	ACCESS MGP – Grade level	2013-2014 results	2014-2015 Goal	6	57 MGP	65 MGP	7	60.5 MGP	65 MGP	8	61 MGP	65 MGP	<table border="1" data-bbox="787 636 1495 917"> <thead> <tr> <th>ACCESS MGP</th> <th>2013-2014 results</th> <th>2014 - 2105 Goal</th> <th>Actual 2014-15</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>57 MGP</td> <td>65 MGP</td> <td>54 MGP</td> <td><b>-3</b></td> </tr> <tr> <td>7</td> <td>60.5 MGP</td> <td>65 MGP</td> <td>44.5 MGP</td> <td><b>-16</b></td> </tr> <tr> <td>8</td> <td>61 MGP</td> <td>65 MGP</td> <td>58 MGP</td> <td><b>-3</b></td> </tr> </tbody> </table> <p>There was no goal set in the previous year for <b>ACCESS</b>. However the DPS goal of 65% was not met. ACCESS scores decreased in all three grades.</p>	ACCESS MGP	2013-2014 results	2014 - 2105 Goal	Actual 2014-15	Change	6	57 MGP	65 MGP	54 MGP	<b>-3</b>	7	60.5 MGP	65 MGP	44.5 MGP	<b>-16</b>	8	61 MGP	65 MGP	58 MGP	<b>-3</b>	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Results reflect a decrease on MGP in all 3 grades. In 2014 the MGP of 7<sup>th</sup> graders was 60.5 this number decreased in 2015 to 44.5 MGP. This is a total of 16% decrease. While 6<sup>th</sup> grade decreased 3%. ELL instruction must be targeted to increase English proficiency. There was a gap in either instruction presented to students or alignment to standards measured. Median Growth Percentile indicates students are not making the necessary growth to become English proficient. Instruction needs to be aligned to rigor or English instruction.</li> </ul>
ACCESS MGP – Grade level	2013-2014 results	2014-2015 Goal																																	
6	57 MGP	65 MGP																																	
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7	60.5 MGP	65 MGP	44.5 MGP	<b>-16</b>																															
8	61 MGP	65 MGP	58 MGP	<b>-3</b>																															

Reading MGP	2013- 2014 TCAP MGP	2014 - 2105 min 65%
ALL	39.5 MGP	54.5 MGP
6	50 MGP	65 MGP
7	43 MGP	65 MGP
8	33 MGP	65 MGP

Reading MGP	2013- 2014 TCAP MGP	2014 - 2105 Goal	CMAS ELA Actual 2014-15
ALL	39.5 MGP	54.5 MGP	Available Summer 2016
6	50 MGP	65 MGP	Available Summer 2016
7	43 MGP	65 MGP	Available Summer 2016
8	33 MGP	65 MGP	Available Summer 2016

**Reading MGP** Goal was 65%. Currently waiting for CMAS ELA scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP.
- However, based on historical data our numbers are decreasing. We are below the target of 65 MGP

Math MGP	2013- 2014 TCAP MGP	2014 - 2105 min 65%
ALL	51 MGP	54.5 MGP
6	69 MGP	65 MGP
7	42 MGP	65 MGP
8	48 MGP	65 MGP

Math MGP	2013- 2014 TCAP MGP	2014 - 2105 Goal	CMAS Math Actual 2014-15
ALL	51 MGP	54.5 MGP	Available Summer 2016
6	69 MGP	65 MGP	Available Summer 2016
7	42 MGP	65 MGP	Available Summer 2016
8	33 MGP	65 MGP	Available Summer 2016

**Math MGP** Goal was 65%. Currently waiting for CMAS Math scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP.
- However, based on historical data our numbers are decreasing. We are below the target of 65 MGP

Writing MGP	2013- 2014 TCAP MGP	2014 - 2105 min 65%
ALL	48 MGP	65 MGP
6	50 MGP	65 MGP
7	41 MGP	65 MGP
8	49 MGP	65 MGP

Writing MGP	2013- 2014 TCAP MGP	2014 - 2105 Goal	CMAS ELA Actual 2014-15
ALL	48 MGP	65 MGP	Available Summer 2016
6	50 MGP	65 MGP	Available Summer 2016
7	41 MGP	65 MGP	Available Summer 2016
8	39 MGP	65 MGP	Available Summer 2016

**Writing MGP** Goal was 65%. Currently waiting for CMAS ELA scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP.
- However, based on historical data our numbers are decreasing. We are below the target of 65 MGP

Academic  
Growth Gaps

Reading MGP	2013 - 2014 TCAP Result	2014-15 min 65%
FRL	40 MGP	65 MGP
ELL	41 MGP	65 MGP
SPED	39 MGP	65 MGP
Hisp.	39 MGP	65 MGP
White	NA	NA
Black	NA	NA
Male	40 MGP	65 MGP
Female	39 MGP	65 MGP

**CMAS ELA beginning data**

Literacy Achievement	CMAS ELA 2015 Met or Above
FRL	5.8%
ELL	.6%
SPED	2.2%
Hisp.	5.2%
White	NA
Black	22.2%
Male	4.3%
Female	7.3%

Reading MGP	2013 - 2014 TCAP Result	2014-15 min 65%	CMAS ELA Actual 2014 - 2015
FRL	40 MGP	65 MGP	Available Summer 2016
ELL	41 MGP	65 MGP	Available Summer 2016
SPED	39 MGP	65 MGP	Available Summer 2016
Hisp.	39 MGP	65 MGP	Available Summer 2016
White	NA	NA	NA
Black	NA	NA	NA
Male	40 MGP	65 MGP	Available Summer 2016
Female	39 MGP	65 MGP	Available Summer 2016

**Reading MGP** Goal was 65%. Currently waiting for CMAS ELA scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP for subgroups.
- Virtually all of Kepner’s students qualify in one or more of the identified areas as “opportunity gap kids.”
- The only ethnic group with a sufficient number of students to qualify with data from in 2015 was Hispanics.
- Based on historical data our numbers are decreasing. We are below the target of 65 MGP
- Positive classroom culture and climate (e.g. motivation, respect, expectations) has to be emphasized to drive instruction.
- Lack of proper systems to support Title I students improve skills in literacy.

Math MGP	2013- 2014 TCAP Result	2014 min 65%
FRL	51 MGP	65 MGP
ELL	51 MGP	65 MGP
SPED	42 MGP	65 MGP
Hisp.	50 MGP	65 MGP
Black	NA	NA
White	NA	NA
Male	49 MGP	65 MGP
Female	53 MGP	65 MGP

**CMAS Math beginning data**

Math Achievement	CMAS Math 2015 Met or Above
FRL	8.1 %
ELL	4.6%
SPED	3.3%
Hisp.	6.8 %
White	NA
Black	22.2%
Male	9.0%
Female	7.0%

Math MGP	2013 - 2014 TCAP Result	2014-15 min 65%	CMAS Math Actual 2014 - 2015
FRL	52 MGP	65 MGP	Available Summer 2016
ELL	51 MGP	65 MGP	Available Summer 2016
SPED	42 MGP	65 MGP	Available Summer 2016
Hisp.	50 MGP	65 MGP	Available Summer 2016
Black	NA	NA	NA
White	NA	NA	NA
Male	49 MGP	65 MGP	Available Summer 2016
Female	53 MGP	65 MGP	Available Summer 2016

**Math MGP** Goal was 65%. Currently waiting for CMAS Math scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP for subgroups.
- Virtually all of Kepner’s students qualify in one or more of the identified areas as “opportunity gap kids.”
- The only ethnic group with a sufficient number of students to qualify with data from in 2015 was Hispanics.
- Based on historical data our numbers are decreasing. We are below the target of 65 MGP
- Positive classroom culture and climate (e.g. motivation, respect, expectations) has to be emphasized to drive instruction.
- Lack of proper systems to support Title I students improve skills in literacy.



Writing MGP	2013- 2014 TCAP Result	2014 min 65%
FRL	48 MGP	65 MGP
ELL	48 MGP	65 MGP
SPED	44 MGP	65 MGP
Hisp.	47 MGP	65 MGP
Black	NA	NA
White	NA	NA
Male	48 MGP	65 MGP
Female	48 MGP	65 MGP

**CMAS ELA beginning data**

Literacy Achievement	CMAS ELA 2015 Met or Above
FRL	5.8%
ELL	.6%
SPED	2.2%
Hisp.	5.2%
White	NA
Black	22.2%
Male	4.3%
Female	7.3%

Writing MGP	2013 - 2014 TCAP Result	2014-15 min 65%	CMAS ELA Actual 2014 - 2015
FRL	48 MGP	65 MGP	Available Summer 2016
ELL	48 MGP	65 MGP	Available Summer 2016
SPED	44 MGP	65 MGP	Available Summer 2016
Hisp.	47 MGP	65 MGP	Available Summer 2016
Black	NA	NA	NA
White	NA	NA	NA
Male	48 MGP	65 MGP	Available Summer 2016
Female	48 MGP	65 MGP	Available Summer 2016

**Writing MGP** Goal was 65%. Currently waiting for CMAS ELA scores to be released to determine growth performance for 2015 – 2016.

**Reflection:**

- Awaiting for CMAS ELA results to determine change in MGP for subgroups.
- Virtually all of Kepner’s students qualify in one or more of the identified areas as “opportunity gap kids.”
- The only ethnic group with a sufficient number of students to qualify with data from in 2015 was Hispanics.
- Based on historical data our numbers are decreasing. We are below the target of 65 MGP
- Positive classroom culture and climate (e.g. motivation, respect, expectations) has to be emphasized to drive instruction.
- Lack of proper systems to support Title I students improve skills in literacy.

Postsecondary & Workforce Readiness	NA	NA	NA
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## Worksheet #2: Data Analysis

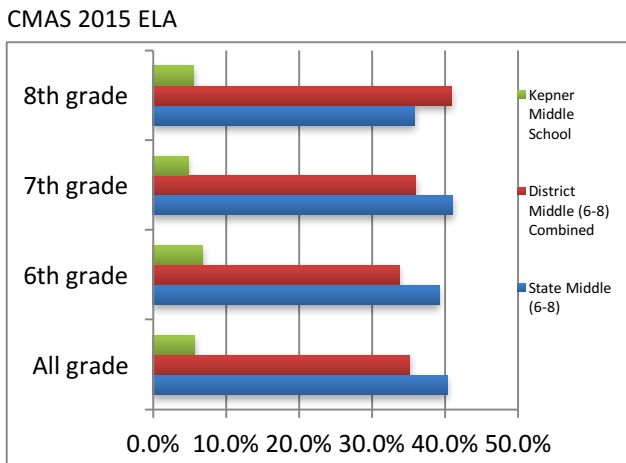
**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years 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><b>Literacy Achievement</b></p> <table border="1"> <thead> <tr> <th></th> <th>TCAP 2013</th> <th>TCAP 2014</th> <th>DPS EOY 2015</th> <th>CMAS ELA 2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27.18%</td> <td>20.66%</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>18.79%</td> <td>16.45%</td> <td></td> <td></td> </tr> <tr> <td>Literacy</td> <td></td> <td></td> <td>20%</td> <td>5.7%</td> </tr> </tbody> </table> <p>In this time of transition with data, we decide to reference our historical TCAP trends as well as look at current available DPS EOY interims as a validation of past performance.</p> <p>Additional note: in the 2014-2015 school year, district interims measured both reading and writing standards in one assessment (Literacy). Reading and Writing do not exist beyond 2014 and Literacy begins in 2015.</p> <p>Historically, from 2013 to 2014 TCAP data has shown a decrease in Reading and Writing. This low performance continues as we look at the EOY Literacy Interim and CMAS ELA.</p>		TCAP 2013	TCAP 2014	DPS EOY 2015	CMAS ELA 2015	Reading	27.18%	20.66%			Writing	18.79%	16.45%			Literacy			20%	5.7%	Low overall achievement in reading and writing (literacy), consistently below state expectations.	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency on the implementation of DDI process across the school to improve literacy.</li> <li>Lack of support in the creation of Lesson Planning to improve Literacy.</li> <li>Lack of consistent overview of the implementation of WAAG to analyze re-teach areas to improve literacy.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding rigorous activities in literacy.</li> <li>Insufficient PD to support rigorous academic language in the classrooms to improve literacy</li> <li>Lack of consistency on the implementation of Observation/feedback process.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for teachers to improve literacy.</li> </ul>
	TCAP 2013	TCAP 2014	DPS EOY 2015	CMAS ELA 2015																			
Reading	27.18%	20.66%																					
Writing	18.79%	16.45%																					
Literacy			20%	5.7%																			

School Code: [4656]

School Name: [Kepner Middle School]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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In 2015 CMAS ELA results shows 5.5% of students met state expectations. This is significant lower than the district score of 35.1% and the state score of 40.3%

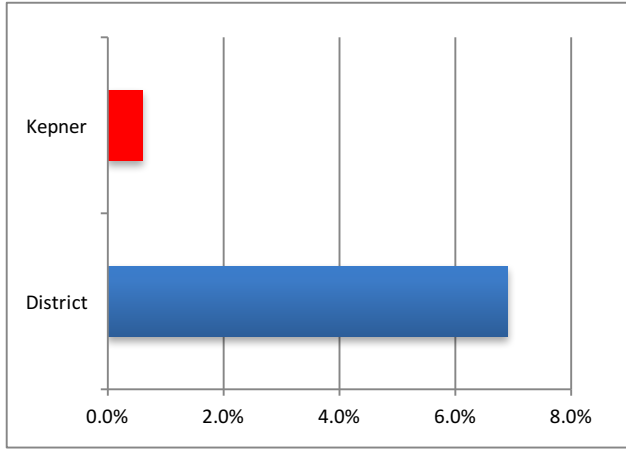
**Trends:** From 2013-2014, TCAP Reading proficiency decreased by 6.52%, TCAP Writing proficiency decreased by 2.34%. In 2015 DPS validated this low performance in literacy with a 20% proficiency. Additionally, CMAS ELA only 5.5% of students met expectations. This is significant lower than the state and the district.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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**ELL Literacy Achievement**

	TCAP 2013	TCAP 2014	DPS EOY 2015	CMA S ELA 2015
Reading	24.83%	19.34%		
Writing	18.52%	16.03%		
Literacy			19%	.6%

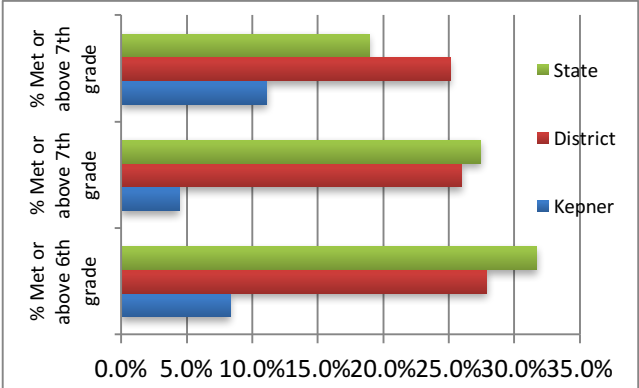
**ELL CMAS**



**\*\*\*No ELL State Data**  
From 2013 to 2014, TCAP data has shown a in Reading and Writing amongst ELL proficiency. This low perfomace continues as we look at the EOY Literacy Interim amongst ELLs.

Low overall achievement in reading and writing (literacy), consistently below state expectations for ELLs.

- Instruction:**
- Lack of consistency on the implementation of DDI process across the school to identify ELLs’ gaps and strategies.
  - Lack of support in the creation of Lesson Planning to include scaffolds and strategies that would support ELLs.
  - Lack of consistent overview of the implementation of WAAG to identify re-teach areas and strategies that will support ELLs.
- Professional Development:**
- Lack of professional development surrounding rigorous activities to support ELLs
  - Insufficient PD to support rigorous academic language in the classroom to increase academic language for ELLs
  - Lack of consistency on the implementation of Observation/feedback process.
  - Lack of sufficient correlation between Observation/feedbacks and PD offerings for teachers and ELL instruction.

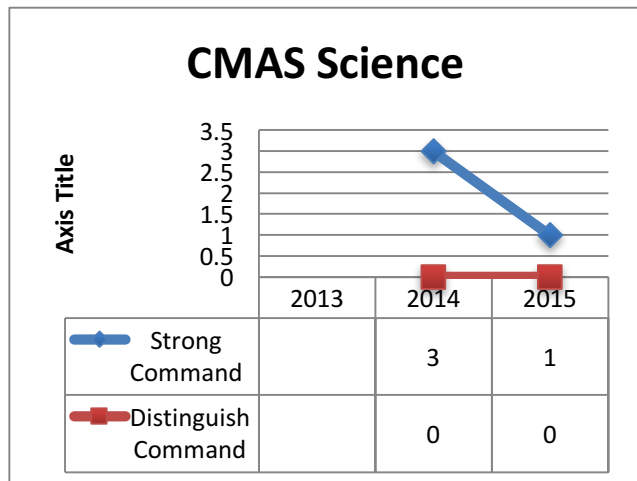
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
	<p><b>Trends:</b> From 2013 to 2014, reading proficiency decreased 5.49%, and writing proficiency decreased 2.49% amongst ELLs. In 2015 DPS interim indicated this low performance continues with a 19% literacy proficiency amongst ELLs. On CMAS ELL only .6% met expectations for ELA.</p> <p><b>Math Achievement</b></p> <table border="1" data-bbox="323 639 974 805"> <thead> <tr> <th></th> <th>TCAP 2013</th> <th>TCAP 2014</th> <th>EOY DPS 2015</th> <th>CMAS Math 2015</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>20.91%</td> <td>23.82%</td> <td>9%</td> <td>7.9%</td> </tr> </tbody> </table> <p><b>CMAS 2015</b></p>  <p>From 2013 to 2014, TCAP data showed an increase. However, the scores continue to be below state expectations. In 2015, low performance was significant. EOY DPS Math Interim was below district expectations. And</p>		TCAP 2013	TCAP 2014	EOY DPS 2015	CMAS Math 2015	Math	20.91%	23.82%	9%	7.9%	<p>Low overall achievement in math remains below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency on the implementation of DDI process across the school to support math instruction.</li> <li>Lack of support in the creation of Lesson Planning to improve math proficiency.</li> <li>Lack of consistent overview of the implementation of WAAG to identify re-teach areas to increase math proficiency.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding rigorous activities in math.</li> <li>Insufficient PD to support rigorous academic language in the math classroom.</li> <li>Lack of consistency on the implementation of Observation/feedback process.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for math teachers.</li> </ul>
	TCAP 2013	TCAP 2014	EOY DPS 2015	CMAS Math 2015									
Math	20.91%	23.82%	9%	7.9%									

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>students scored significantly below state expectations on CMAS: PARCC Math.</p> <p><b>Trend:</b> From 2014 to 2015, TCAP Math proficiency increased by 2.91%. However in 2015 Math proficiency was 9% in the district's EOY Interim. If the relationship is similar to TCAP, this is a 14.82% decrease. On 2015 CMAS Math, the number of students who met state expectations was 7.7%. This is significant lower from the state and the district.</p> <p><b>CMAS Social Studies Achievement</b></p> <div data-bbox="323 737 972 1235"> <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Stong Command</td> <td></td> <td>0</td> <td>1</td> </tr> <tr> <td>Distinguish Command</td> <td></td> <td>0</td> <td>0</td> </tr> </tbody> </table> </div> <p>The CMAS social studies test has only been administered in the past two years, 2014 and 2015.</p>		2013	2014	2015	Stong Command		0	1	Distinguish Command		0	0	<p>Low overall achievement in Social Studies remaining below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency on the implementation of DDI process across the school to increase proficiency in social studies.</li> <li>Lack of support in the creation of Lesson Planning to align instruction to standards in social studies.</li> <li>Lack of consistent overview of the implementation of WAAG in order to implement adequate learning targets in connection to social studies standards.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding rigorous activities in social studies.</li> <li>Insufficient PD to support rigorous academic language in social studies classroom.</li> <li>Lack of consistency on the implementation of Observation/feedback process.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for social studies teachers.</li> </ul>
	2013	2014	2015												
Stong Command		0	1												
Distinguish Command		0	0												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
------------------------	---	---------------------------------	-------------

**Trend:** Even though there are two years of data, we can analyze the performance of students. From 2014 to 2015, social studies proficiency increased by 1% in Strong command, but remains below state levels by 15.03%. There was no change in Distinguish command scored.

**CMAS Science Achievement**



The CMAS science test has only been administered in the past two years, 2014 and 2015.

**Trends:** Even though there are two years of data, we can analyze the performance of students. From 2014 to 2015, science proficiency decreased by 2% in strong command. The school had no score in Distinguish command proficiency level.

Low overall achievement in Science remaining below state expectations.

**Instruction:**

- Lack of consistency on the implementation of DDI process across the school to increase proficiency in science.
- Lack of support in the creation of Lesson Planning to align instruction to standards in science.
- Lack of consistent overview of the implementation of WAAG in order to implement adequate learning targets in connection to science standards.

**Professional Development:**

- Lack of professional development surrounding rigorous activities in science.
- Insufficient PD to support rigorous academic language in science classroom.
- Lack of consistency on the implementation of Observation/feedback process.
- Lack of sufficient correlation between Observation/feedbacks and PD offerings for science teachers.



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
Academic Growth	<p><b>Literacy MGP</b></p> <table border="1"> <thead> <tr> <th></th> <th>2013 TCAP MGP</th> <th>2014 TCAP MGP</th> <th>2015 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50 MGP</td> <td>40 MGP</td> <td></td> </tr> <tr> <td>Writing</td> <td>49 MGP</td> <td>48 MGP</td> <td></td> </tr> <tr> <td>Literacy</td> <td></td> <td></td> <td>Available summer 2016</td> </tr> </tbody> </table>		2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP	Reading	50 MGP	40 MGP		Writing	49 MGP	48 MGP		Literacy			Available summer 2016	<p>Reading and writing (literacy) with overall MGP below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency on the implementation of DDI process across the school to increase growth in literacy.</li> <li>Lack of support in the creation of Lesson Planning to align instruction to standards in order to increase growth in literacy.</li> <li>Lack of consistent overview of the implementation of WAAG in order to implement adequate learning targets in literacy to prompt growth.</li> <li>Lack of immediate instructional interventions in Language Art classrooms in order to prompt growth.</li> <li>There was no structure in place for literacy teachers to acknowledge where they could check for understanding (CFU) within the lesson.</li> </ul>
		2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP															
	Reading	50 MGP	40 MGP																
	Writing	49 MGP	48 MGP																
Literacy			Available summer 2016																
<p><b>Literacy MGP beginning data</b></p> <table border="1"> <thead> <tr> <th></th> <th>2015 CMAS MGP</th> <th>2016 CMAS MGP</th> <th>2017 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> </tbody> </table>		2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP	ELA	Available summer 2016			<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding rigorous activities that promotes growth in literacy.</li> <li>Insufficient PD to support rigorous academic language in classrooms to improve growth in literacy.</li> <li>Lack of consistency on the implementation of Observation/feedback process.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for literacy teachers.</li> </ul>										
	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP																
ELA	Available summer 2016																		
<p>Awaiting for PARCC results. No MGP data available for DPS Literacy interim.</p> <p><b>Trends:</b> From 2013 to 2014, reading MGP decreased by 10%, writing MGP decreased 1%.</p>	<p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive literacy growth amongst students.</li> <li>Lack of focus on school-wide classroom climate expectation.</li> </ul>																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p><b>Math MGP</b></p> <table border="1" data-bbox="323 423 974 621"> <thead> <tr> <th></th> <th>2013 TCAP MGP</th> <th>2014 TCAP MGP</th> <th>2015 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>49 MGP</td> <td>51 MGP</td> <td>Available summer 2016</td> </tr> </tbody> </table> <p><b>Math MGP beginning data</b></p> <table border="1" data-bbox="323 711 974 909"> <thead> <tr> <th></th> <th>2015 CMAS MGP</th> <th>2016 CMAS MGP</th> <th>2017 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> </tbody> </table> <p>Awaiting for PARCC results. No MGP data available for DPS Math interim.  <b>Trend:</b> From 2013 to 2014, math MGP increased by 2%.</p>		2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP	Math	49 MGP	51 MGP	Available summer 2016		2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP	Math	Available summer 2016			<p>Math with overall MGP below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of consistency on the implementation of DDI process across the school to increase growth in math proficiency.</li> <li>Lack of support in the creation of Lesson Planning to align instruction to standards in order to increase growth in math proficiency.</li> <li>Lack of consistent overview of the implementation of WAAG in order to implement adequate learning targets in math to prompt proficiency growth.</li> <li>Lack of immediate instructional interventions in Math classroom that support growth.</li> <li>There was no structure in place for math teachers to acknowledge where they could check for understanding (CFU) within the lesson.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding rigorous activities that promote growth in math.</li> <li>Insufficient PD to support rigorous academic language in classrooms to improve growth in math.</li> <li>Lack of consistency on the implementation of Observation/feedback process.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for math teachers.</li> </ul> <p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive growth in math amongst students.</li> <li>Lack of focus on school-wide classroom climate expectation.</li> </ul>
	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP																
Math	49 MGP	51 MGP	Available summer 2016																
	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP																
Math	Available summer 2016																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
Academic Growth Gaps	<p><b>FRL MGP</b></p> <table border="1" data-bbox="323 423 976 719"> <thead> <tr> <th></th> <th>2013 TCAP MGP</th> <th>2014 TCAP MGP</th> <th>2015 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50 MGP</td> <td>40 MGP</td> <td></td> </tr> <tr> <td>Writing</td> <td>49 MGP</td> <td>48 MGP</td> <td></td> </tr> <tr> <td>Math</td> <td>49 MGP</td> <td>51 MGP</td> <td>Available summer 2016</td> </tr> </tbody> </table> <p>Awaiting for PARCC results. No MGP data available for 2015.</p> <p><b>Trend:</b> From 2013 to 2014, math MGP increased by 2% for FRL students. From 2013 to 2014, reading MGP decreased by 2%, and writing MGP decreased by 1% for FRL students.</p> <p><b>FRL MGP beginning data</b></p> <table border="1" data-bbox="323 987 976 1299"> <thead> <tr> <th></th> <th>2015 CMAS MGP</th> <th>2016 CMAS MGP</th> <th>2017 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> </tbody> </table>		2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP	Reading	50 MGP	40 MGP		Writing	49 MGP	48 MGP		Math	49 MGP	51 MGP	Available summer 2016		2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP	ELA	Available summer 2016			Math	Available summer 2016			<p>Math, Reading, Writing MGP for FRL students all remain below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of immediate instruction interventions that would promote growth in literacy and math for students served under Title I (low income).</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for all teachers in order to increase growth amongst students served under Title I (low income).</li> </ul> <p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive growth amongst low-income students.</li> <li>Lack of focus on school-wide classroom climate expectations that would support low-income students.</li> <li>Insufficient culturally responsive education was given to teachers to engage low-income students.</li> <li>Lack of consistent overview on attendance interventions for low-income students.</li> </ul> <p><b>Parent involvement:</b></p> <ul style="list-style-type: none"> <li>A need to increase support classes and communication for low income parents on academic growth.</li> <li>A need to increase support classes and communication for low income parents on attendance expectations.</li> </ul>
	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP																												
Reading	50 MGP	40 MGP																													
Writing	49 MGP	48 MGP																													
Math	49 MGP	51 MGP	Available summer 2016																												
	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP																												
ELA	Available summer 2016																														
Math	Available summer 2016																														

Performance Indicators

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

Priority Performance  
Challenges

Root Causes

**Hispanic MGP**

	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP
Reading	50 MGP	39 MGP	
Writing	47 MGP	47 MGP	
Math	49 MGP	50 MGP	Available summer 2016

**Hispanic MGP beginning data**

	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP
ELA	Available summer 2016		
Math	Available summer 2016		

Awaiting for PARCC results. No MGP data available for 2015.

**Trend:** From 2013 to 2014, math MGP increased by 1% for Hispanic students, but remains below the state expectation. At the same time from 2013 to 2014, reading MGP decreased by 11%, while writing MGP showed no growth for Hispanic students and remains below the state expectation.

Math, Reading, Writing MGP for Hispanic students all remain below state expectations.

**Instruction:**

- Lack of immediate instruction interventions that would promote growth in literacy and math for students served under Title I (students of color).

**Professional Development:**

- Lack of sufficient correlation between Observation/feedbacks and PD offerings for all teachers in order to increase growth amongst students served under Title I (students of color).

**School Culture:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive growth amongst students of color.
- Lack of focus on school-wide classroom climate expectation.
- Insufficient culturally responsive education was given to teachers to engage students of color.
- Lack of consistent overview on attendance interventions for students of color.

**Parent involvement:**

- A need to increase support classes and communication for parents of students of color on academic growth.
- A need to increase support classes and communication for parents of students of color on attendance expectations.

School Code: [4656]

School Name: [Kepner Middle School]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
	<p><b>SPED MGP</b></p> <table border="1" data-bbox="323 423 974 719"> <thead> <tr> <th></th> <th>2013 TCAP MGP</th> <th>2014 TCAP MGP</th> <th>2015 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49 MGP</td> <td>39 MGP</td> <td></td> </tr> <tr> <td>Writing</td> <td>42 MGP</td> <td>44 MGP</td> <td></td> </tr> <tr> <td>Math</td> <td>45 MGP</td> <td>42 MGP</td> <td>Available summer 2016</td> </tr> </tbody> </table> <p><b>SPED MGP beginning data</b></p> <table border="1" data-bbox="323 808 974 1122"> <thead> <tr> <th></th> <th>2015 CMAS MGP</th> <th>2016 CMAS MGP</th> <th>2017 CMAS MGP</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>Available summer 2016</td> <td></td> <td></td> </tr> </tbody> </table> <p>Awaiting for PARCC results. No MGP data available for 2015.</p> <p><b>Trend:</b> From 2013 to 2014, writing MGP increased 2% for SPED students, but remains below the state expectation. From 2013 to 2014, reading MGP decreased by 10%, and math MGP decreased by 3% for SPED students. Both remain below the state expectation.</p>		2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP	Reading	49 MGP	39 MGP		Writing	42 MGP	44 MGP		Math	45 MGP	42 MGP	Available summer 2016		2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP	ELA	Available summer 2016			Math	Available summer 2016			<p>Math, Reading, Writing MGP for IEP students all remain below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of immediate instruction interventions that would promote growth in literacy and math for students served under Title I (SPED students).</li> <li>Lack of support in the creation of Lesson Planning in order to create interventions for SPED students.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding significant activities that would support the instruction for SPED students (differentiation, modeling, small groups, etc).</li> </ul> <p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive SPED students.</li> <li>Lack of focus on school-wide classroom climate expectation that would support SPED students.</li> <li>Insufficient culturally responsive education was given to teachers to engage SPED students.</li> <li>Lack of consistent overview on attendance interventions for SPED students.</li> </ul> <p><b>Parent involvement:</b></p> <ul style="list-style-type: none"> <li>A need to increase support classes and communication on academic growth for parents of SPED students.</li> <li>A need to increase support classes and communication on attendance expectations for parents of SPED students.</li> <li>A need to increase support classes and communication parental involvement for parents of SPED students.</li> </ul>
	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP																												
Reading	49 MGP	39 MGP																													
Writing	42 MGP	44 MGP																													
Math	45 MGP	42 MGP	Available summer 2016																												
	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP																												
ELA	Available summer 2016																														
Math	Available summer 2016																														

Performance Indicators

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

Priority Performance  
Challenges

Root Causes

**Male MGP**

	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP
Reading	50 MGP	40 MGP	
Writing	46 MGP	48 MGP	
Math	46 MGP	49 MGP	Available summer 2016

**Male MGP beginning data**

	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP
ELA	Available summer 2016		
Math	Available summer 2016		

Awaiting for PARCC results. No MGP data available for 2015

**Trend:** From 2013 to 2014, math MGP increased by 3%, and writing MGP increased by 2% for male students. Both remain below the state expectation. However, reading MGP decreased by 10% for male students and remains below the state expectation.

Math, Reading, Writing MGP for male students all remain below state expectations.

**Instruction:**

- Lack of immediate instruction interventions that would promote growth in literacy and math amongst male students.

**Professional Development:**

- Lack of professional development surrounding increasing academic language activities for male students.

**School Culture:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive male students growth in literacy and math.
- Insufficient culturally responsive education was given to teacher to engage male students.

**Parent involvement:**

- A need to increase support classes and communication on academic growth for all parents.
- A need to increase support classes and communication on attendance expectations for all parents
- A need to increase support classes and communication on parental and community involvement.

School Code: [4656]

School Name: [Kepner Middle School]

Performance Indicators

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

Priority Performance  
Challenges

Root Causes

**Female MGP**

	2013 TCAP MGP	2014 TCAP MGP	2015 CMAS MGP
Reading	49 MGP	39 MGP	
Writing	51 MGP	48 MGP	
Math	51 MGP	53 MGP	Available summer 2016

**Female MGP beginning data**

	2015 CMAS MGP	2016 CMAS MGP	2017 CMAS MGP
ELA	Available summer 2016		
Math	Available summer 2016		

Awaiting for PARCC results. No MGP data available for DPS Literacy and Math interim.

**Trend:** From 2013 to 2014, math MGP increased by 2% for female students, but remains below the state expectation. However, reading MGP decreased by 10%, and writing MGP decreased by 3% for female students. Both remain below the state expectation.

Math, Reading, Writing MGP for female students all remain below state expectations.

**Instruction:**

- Lack of immediate instruction interventions that would promote growth in literacy and math amongst female students.

**Professional Development:**

- Lack of professional development surrounding increasing academic language activities for female students.

**School Culture:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive female students growth in literacy.
- Insufficient culturally responsive education was given to teacher to engage female students.

**Parent involvement:**

- A need to increase support classes and communication on academic growth for all parents.
- A need to increase support classes and communication on attendance expectations for all parents
- A need to increase support classes and communication on parental and community involvement.

School Code: [4656]

School Name: [Kepner Middle School]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p><b>ELL MGP</b></p> <p style="text-align: center;"><b>ACCESS MGP</b></p> <table border="1" data-bbox="373 678 934 857"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>31</td> <td>57</td> <td>54</td> </tr> <tr> <td>7</td> <td>37</td> <td>60.5</td> <td>44.5</td> </tr> <tr> <td>8</td> <td>26</td> <td>61</td> <td>58</td> </tr> </tbody> </table> <p><b>Trend:</b> From 2013 to 2015, all grade levels increase MGP percentile. 6<sup>th</sup> grade had a 23% increase. 7<sup>th</sup> grade had a 7.5% increase. 8<sup>th</sup> grade had a 32% increase. Most of this increase happened from 2013 – 2014, with an average 29.8% increase. From 2014 to 2015, all grade levels decrease MGP percentile. 6<sup>th</sup> grade had a 3% decrease. 7<sup>th</sup> grade had the most significant decrease with a 16%. 8<sup>th</sup> grade had a 3% decrease.</p>		2013	2014	2015	6	31	57	54	7	37	60.5	44.5	8	26	61	58	<p>ACCESS MGP for ELL students all remain below state expectations.</p>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Lack of immediate instruction interventions that would promote growth in English acquisition for ELL students served under Title I.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Lack of professional development surrounding significant activities to promote growth amongst ELL students.</li> <li>Lack of sufficient correlation between Observation/feedbacks and PD offerings for ELL teachers.</li> </ul> <p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive ELL students' growth in English language acquisition.</li> <li>Insufficient culturally responsive education was given to teacher to engage ELL student at the desired level.</li> </ul> <p><b>Parent involvement:</b></p> <ul style="list-style-type: none"> <li>A need to increase support classes and communication on academic growth for parents of ELLs.</li> <li>A need to increase support classes and communication on parent and community involvement for parents of ELLs.</li> </ul>
	2013	2014	2015																
6	31	57	54																
7	37	60.5	44.5																
8	26	61	58																
<p>Postsecondary &amp; Workforce Readiness</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>																



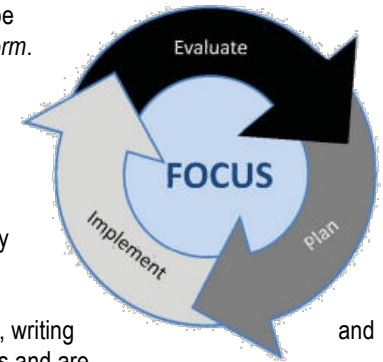
## Section IV: Action Plan(s)

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 and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. 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	Low overall achievement in reading and writing remaining below state expectations.	<table border="1"> <tr> <th>CMAS Literacy Prof.</th> <th>2015 met and above</th> <th>2016 Goal</th> </tr> <tr> <td>All</td> <td>5.7%</td> <td>15.7%</td> </tr> <tr> <td>6</td> <td>6.8%</td> <td>NA</td> </tr> <tr> <td>7</td> <td>4.8%</td> <td>14.8%</td> </tr> <tr> <td>8</td> <td>5.6%</td> <td>15.6%</td> </tr> </table>	CMAS Literacy Prof.	2015 met and above	2016 Goal	All	5.7%	15.7%	6	6.8%	NA	7	4.8%	14.8%	8	5.6%	15.6%	<table border="1"> <tr> <th>CMAS Literacy Prof.</th> <th>2016 % Correct</th> <th>2017 Goal</th> </tr> <tr> <td>All</td> <td>15.7%</td> <td>25.7%</td> </tr> <tr> <td>6</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>7</td> <td>14.8%</td> <td>NA</td> </tr> <tr> <td>8</td> <td>15.6%</td> <td>25.6%</td> </tr> </table>	CMAS Literacy Prof.	2016 % Correct	2017 Goal	All	15.7%	25.7%	6	NA	NA	7	14.8%	NA	8	15.6%	25.6%	Inside e-assessment, ANET interims, CMAS, STAR Grade Equivalency growth beginning to end of year, Social Studies Unit assessment.	#1 Instruction & Instructional Systems #2 Professional Development
		CMAS Literacy Prof.	2015 met and above	2016 Goal																																	
		All	5.7%	15.7%																																	
6	6.8%	NA																																			
7	4.8%	14.8%																																			
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Postsecondary & Workforce Readiness	Graduation Rate	NA	NA	NA	NA	NA
	Disag. Grad Rate	NA	NA	NA	NA	NA
	Dropout Rate	NA	NA	NA	NA	NA
	Mean CO ACT	NA	NA	NA	NA	NA
	Other PWR Measures	NA	NA	NA	NA	NA

**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: Instruction and Instructional Systems:** Strengthen instructional systems that includes a) Data Driven Standards Based Instruction, b) focus on Lesson Planning Data determined by student data, c) continue to incorporate Math Fellow and small group math tutoring.

**Root Cause(s) Addressed:**

- Lack of consistency on the implementation of DDI process across the school to identify gaps, including gaps affecting ELLs’.
- Lack of support in the creation of Lesson Planning to include scaffolds and strategies that would support all students, including ELLs, aligning instruction to standards, incorporating interventions and checks for understanding, and implementing immediate instructional mediations.
- Lack of consistent overview of the implementation of WAAG to identify re-teach areas and strategies, as well as implementing adequate learning targets.

**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				
<u>Data Driven Instruction (DDI)</u> ➤ Teacher collaborative analysis of student work through CFA (common formative assessments), ➤ CFU (checks for understanding), ➤ Summative/Formative assessments ➤ Targeted intervention on a weekly	8/15-6/16	8/16-6/17	Principal, 2 AP, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher (LA)	Denver Public Schools granted budgetary assistance for: • 1 Instructional Assistant • 1 Principal • 1 TEC	ANET interims, STAR grade equivalency growth, Weekly WAAG reviews	In Progress

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<p>basis</p> <ul style="list-style-type: none"> <li>➤ Analyzing best practices as a grade-level team</li> <li>➤ Week-at-a-glance (WAAG) focus on re-teaching practices after analysis of student work</li> <li>➤ Create an instructional plan focus on re-teaching practices.</li> </ul>						
<p>Emphasis on <u>Lesson Planning structures</u> to support sheltered instruction</p> <ul style="list-style-type: none"> <li>• Teachers capture WIDA level of students</li> <li>• supports for lesson planning include: <ul style="list-style-type: none"> <li>○ Scaffolds practices in Lesson plans</li> <li>○ Differentiated practices in Lesson plans</li> <li>○ Opportunities for academic Language domains are emphasized in the Lesson plan</li> <li>○ Modeling included in lesson plan</li> <li>○ Emphasis on student talk throughout lesson plan</li> </ul> </li> <li>• Weekly Feedback of WAAG to support bite-size actions from observation feedback.</li> <li>• Weekly feedback on daily lesson plans to support sheltered instruction and drive Professional Development (PD) for teachers.</li> <li>• Practice of strategies in Professional Learning Communities (PLC) and PD to increase rigor of</li> </ul>	8/15-6/16	8/16-6/17	Principal, AP, 1AA, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher (LA)	<p>Denver Public Schools granted budgetary assistance for:</p> <ul style="list-style-type: none"> <li>• 1 Instructional Assistant Principal</li> <li>• 1 TEC</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback on weekly lesson planning (WAAG).</li> <li>• <b>Weekly evaluations of effectiveness of lesson</b></li> </ul>	In Progress

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<p>academic language functions in all classrooms.</p> <ul style="list-style-type: none"> <li>Emphasize on the drive of academic language in classrooms, during and after lesson planning to support the increase of students domains in speaking, reading, and writing.</li> </ul>						
<p><u>Small group intervention</u> Math Fellow, STEM, and SPED Intervention</p> <ul style="list-style-type: none"> <li>Intervention periods are taught by a group of math fellows, teaching 3-4 students per period.</li> </ul>	8/15-6/16	8/16-6/17	<p>Math Fellows Coordinator Nick Monastra STEM Teacher Patricia Mejia SPED intervention classes</p>	Mill levy funds	<p>NWEA – Math Assessment (measuring growth)</p> <ul style="list-style-type: none"> <li>Assessment used 3 times a year (Sept, Dec, and May)</li> <li>Aligned to all Math Fellow Programs in district</li> </ul> <p>Mastery Checks</p> <ul style="list-style-type: none"> <li>Unit checks</li> <li>Following DPS scope and sequence (every four weeks)</li> <li>Checks on mastery of standards</li> </ul>	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 Development:** increase the quality of instructional practice through the use of a) Observation and Feedback coaching, and b) increase of Professional Development to increase Academic English for ELLs.

**Root Cause(s) Addressed:**

- Lack of professional development surrounding rigorous activities and the increase of academic language to support all students, including students served under Title I.
- Lack of consistency on the implementation of Observation/feedback process and its correlation to PD offerings for teachers.

**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				
Increased emphasis on <u>observation/feedback</u> <ul style="list-style-type: none"> <li>• Administration will be in classrooms observing instruction of every teacher.</li> <li>• All teachers will receive a minimum of 17 observations (including LEAP observations)</li> <li>• Feedback conversations after every observation to discuss instructional practice and Data analysis.</li> <li>• Observation/feedback will drive PD provided every Thursday from 2:00 to 3:25.</li> </ul>	8/15-6/16	8/16-6/17	Principal, 2 AP, 2 AA, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher (LA)	Denver Public Schools granted budgetary assistance for: <ul style="list-style-type: none"> <li>• 1 Instructional Assistant Principal</li> <li>• 1 Assistant Principal</li> <li>• 2 Administrative Assistances</li> <li>• 2 Lead teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of each feedback session utilizing the <i>Teacher Support Matrix</i></li> <li>• Weekly Feedback of lesson planning (WAAG)</li> <li>• "6 Steps of Effective Feedback"</li> <li>• All teachers receive 17 observations (8 in fall, 9 in spring) including 5 LEAP informal/formal observations.</li> <li>• <b>Weekly evaluations of feedback by ILT (Instructional Leadership Team)</b></li> </ul>	In Progress
Focus on <u>professional development</u> <ul style="list-style-type: none"> <li>• emphasis on:               <ul style="list-style-type: none"> <li>○ can do indicators on each of the domains and ACCESS level</li> </ul> </li> </ul>	8/15-6/16	8/16-6/17	Principal, AP, 1AA, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher (LA)	Denver Public Schools granted budgetary assistance for: <ul style="list-style-type: none"> <li>• 1 Instructional Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation for PDU</li> <li>• Relay PD planning resources</li> </ul>	In Progress

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<ul style="list-style-type: none"> <li>○ Function tools</li> <li>• PD for teachers increases on best strategies to increase reading and writing proficiency for ELLs.             <ul style="list-style-type: none"> <li>○ Use of small group instruction</li> <li>○ usage of Academic language</li> <li>○ Sentence forms</li> <li>○ Text Dependent instruction</li> </ul> </li> <li>• Professional development unit (PDU) for all staff to focus on ELL strategies to increase academic language.             <ul style="list-style-type: none"> <li>○ ELA courses                 <ul style="list-style-type: none"> <li>▪ Transitions for ELA-E students (Fall)</li> <li>▪ Cultural Understandings (Fall)</li> <li>▪ Academic Language (Spring)</li> </ul> </li> <li>○ Opportunity for staff to obtain ELL qualification classes along with a deeper understanding of ELL instruction.</li> </ul> </li> <li>• Professional Development (PD) for teachers to support students' ability to familiarize themselves with higher level vocabulary and expectations.             <ul style="list-style-type: none"> <li>○ ANET analysis</li> <li>○ High-level question</li> <li>○ Text dependent questions</li> </ul> </li> </ul>				<p>Principal</p> <ul style="list-style-type: none"> <li>• 1 TEC</li> </ul> <p>Denver Public School central support:</p> <ul style="list-style-type: none"> <li>• Sarah Klieforth</li> <li>• Erin Coker</li> </ul>		
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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: School Culture** This MIS is based on the results from the SQR from SchoolWorks (see DN). a) Increasing student engagement b) focus on improving student discipline data, attendance data, and overall staff climate to increase the student culture of the building.

**Root Cause(s) Addressed:**

- Insufficient positive classroom culture and climate (e.g. motivation, respect, expectations) PD was provided for teachers to drive student and teachers.
- Lack of consistent overview on attendance interventions.
- Insufficient culturally responsive education was given to teacher to engage students of poverty, minorities, and/or English Learners at the desired level leads to students being unengaged in learning.

**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				
Increase <u>overall attendance</u> to increase learning time. <ul style="list-style-type: none"> <li>• Attendance liaison – daily attendance analysis per period</li> <li>• Restorative justice – weekly attendance intervention</li> <li>• Social Worker – weekly home visits</li> <li>• Daily attendance meeting to discuss attendance data</li> <li>• Support for teachers as they document interventions and identify high flyers.</li> </ul>	8/15-6/16	8/16-6/17	AP Stuart Ritchie, RA Coordinator Marisol Bolanos, Attendance Para Cristina Hernandez	School Improvement Support Grant money has been allocated as follows: <ul style="list-style-type: none"> <li>• Restorative Justice (RJ) Coordinator Marisol Bolanos.</li> <li>• Attendance para-professional Christina Hernandez.</li> </ul>	EOY Daily attendance of 95%. Reduce chronic absenteeism to 5%. <ul style="list-style-type: none"> <li>• Frequency of action noted in first column</li> <li>• Attendance monitored daily with issued and strategies revisited weekly</li> </ul>	In Progress
Shifted focus to <u>culture climate expectations for our students, faculty and administration</u> . <ul style="list-style-type: none"> <li>• Carry out conversations during PLC on culture directed by AP</li> <li>• Carry out conversations during</li> </ul>	8/15-6/16	8/16-6/17	Principal, 2 AP, 2 AA, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher	School Improvement Support Grant money has been allocated as follows: <ul style="list-style-type: none"> <li>• Restorative Justice (RJ) Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Culture walkthroughs using the Kepner School Culture Rubric once a month.</li> <li>• <b>Setting necessary "reset" times</b></li> </ul>	In Progress

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<p>PLC to improve student discipline data</p> <ul style="list-style-type: none"> <li>Inquire staff and student feedback on culture of the building</li> <li><b>School Culture walks</b></li> <li>Maintained with positive outcomes for students and teachers. By increase use of PBIS (Positive Behavioral Intervention and Supports).</li> <li>Professional Development (PD) for teachers to support high risk students <ul style="list-style-type: none"> <li>Nonsense nurturing</li> </ul> </li> </ul>			(LA)	<p>Marisol Bolanos.</p> <ul style="list-style-type: none"> <li>Attendance para-professional Christina Hernandez.</li> </ul> <p>WDN Support on surveys and data collection Snapshots Walkthroughs</p>	(December, January, April)	
<p><u>School wide expectations</u></p> <ul style="list-style-type: none"> <li>Student assemblies to remind students of expectation.</li> <li>Grade level assemblies to target areas of focus for each grade.</li> <li>Constant reminders for student relating to access of public areas-hallways, cafeteria, bathrooms, as well as norms for greeting of visitors, showing respect, being resourceful etc.</li> <li>Use of “advisory” time (first 9 minutes of 1<sup>st</sup> period class) to review expectation on the monthly basis.</li> </ul>	8/15-6/16	8/16-6/17	Principal, 2 AP, 2 AA, 1 TEC, 1 Lead teacher (Math), 1 Lead teacher (LA)	WDN Support and participation in Snapshots Walkthroughs	Culture walkthroughs using the Kepner School Culture Rubric once a month. <ul style="list-style-type: none"> <li>Assemblies scheduled monthly</li> </ul>	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 #4: 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:**

- A need to increase Parent support classes and communication on academic growth, attendance expectations, and school involvement.

**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				
Have a <u>structure for informative events</u> or strategies - one way communication <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Updating Bulletin boards</li> <li>• School website</li> <li>• Social Media</li> <li>• ROBO calls</li> </ul>	8/15-6/16	8/16-6/17	Parent Liaison, Lilibeth Sanchez	Title 1 founding	West Denver Network (WDN) Parent Engagement Tracker & UIP Tracker.	In progress
Have a structure for <u>parents' workshops</u> , <ul style="list-style-type: none"> <li>• classes,</li> <li>• education activities</li> <li>• college campus visit,</li> <li>• conferences.</li> </ul>	8/15-6/16	8/16-6/17	Parent Liaison, Lilibeth Sanchez	Title 1 founding	West Denver Network (WDN) Parent Engagement Tracker & UIP Tracker.	In progress
Take advantage of different ways of <u>participations of parents, and community</u> <ul style="list-style-type: none"> <li>• Parent teacher conferences</li> <li>• ELA – DAC</li> <li>• Superintend forum</li> </ul>	8/15-6/16	8/16-6/17	Parent Liaison, Lilibeth Sanchez	Title 1 founding	West Denver Network (WDN) Parent Engagement Tracker & UIP Tracker.	In progress

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<ul style="list-style-type: none"> <li>• Parent liaison conference</li> <li>• Volunteer opportunities</li> </ul>						
Have a structure for <u>small groups conversations</u> . <ul style="list-style-type: none"> <li>• Coffee with the principal</li> </ul>	8/15-6/16	8/16-6/17	Parent Liaison, Lilibeth Sanchez	Title 1 founding	West Denver Network (WDN) Parent Engagement Tracker & UIP 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

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

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

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p><b>Turnaround Plan Options.</b> 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>	<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"/> <b>Turnaround Partner.</b> 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> _____</p> <p><input checked="" type="checkbox"/> <b>School/District Management.</b> 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"/> <b>Innovation School.</b> 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"/> <b>School/District Management Contract.</b> 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 manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____</p> <p><input type="checkbox"/> <b>Charter Conversion.</b> (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> <b>Restructure Charter.</b> (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> <b>School Closure.</b></p> <p><input type="checkbox"/> <b>Other.*</b> 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").</p>

### Title I Schoolwide Program

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Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>Section III: Data Narrative (Pages 5-16):</b></p> <ul style="list-style-type: none"> <li>• Diagnostic Review and Grant Monies (Page 6)</li> <li>• Phase out of the current Kepner Middle School (Page 6)</li> <li>• Turnaround Strategies &amp; Support (Pages 7-10)</li> <li>• Current Performance (Pages 10-11)</li> <li>• Trend Analysis (Pages 11-13)</li> <li>• Priority Performance Challenges (Pages 13-14)</li> <li>• Root Cause Analysis (Pages 14-15)</li> <li>• Action Plan: Major Improvement Strategies (Pages 15-16)</li> </ul>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><b>Major Improvement Strategy #1: <u>Instruction and Instructional Systems:</u></b> a) <u>Data Driven Standards Based Instruction</u>, b) <u>Observation and Feedback</u>, and c) <u>Speaking and Reading for Academic English</u>; d) <u>Math Fellow and small group math tutoring.</u> (Pages 43-44)</p> <p><b>Major Improvement Strategy #2: <u>School Culture</u></b> a) Increasing student engagement b) focus lies on improving student discipline data, attendance data, and overall staff and student culture of the building (Pages 45-46).</p> <p><b>Major Improvement Strategy #3: <u>Parent and Community Engagement</u></b> – Our parents and community will be actively informed and engaged in school policies and procedures that will allow them to support student achievement. (Pages 47-48)</p>
<p>Professional Development: How are student and staff needs used to</p>	<p>Section III: Data Narrative and Section IV: Action</p>	<p><b>Section III: Data Narrative- Weekly Instructional Leadership Team (ILT) Meeting:</b> Kepner’s 3 administrators, 2 administrator assistants, 2 teacher leaders, and our teacher effective coach (TEC) meet weekly to discuss school wide implementation of school improvement centered on our school</p>

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<p>identify the high quality professional development?</p>	<p>Plan</p>	<p>foci of standards implementation, data driven instruction, and school culture. The ILT is a collaborative team that reviews data from weekly observation as documented in the teacher support matrix (see below) and formative data from progress monitoring (see below) to identify trends and discuss next step to drive student learning forward. This work further drives the identification of the weekly-differentiated professional development needed to support teachers in implementation of the major improvement strategies (MISs) identified. (Pages 7-8)</p> <p><b>Major Improvement Strategy #1: <u>Instruction and Instructional Systems</u>.</b> (Pages 43-44)</p> <p><b>Major Improvement Strategy #2: <u>School Culture</u></b> (Pages 45-46).</p>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>Section III: Data Narrative: <u>Collaboration with the School Leadership Team (SLT) and Phase-Out of the Current Kepner Middle School (Completed in 2018-19) [Page 6]</u></b></p> <p><b>Major Improvement Strategy #3: <u>Parent and Community Engagement</u>.</b> (Pages 47-48)</p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>Section III: Data Narrative: Impacts of the Phase-out Announcement (Page 6-7)</b></p> <ul style="list-style-type: none"> <li>• Turnover (Page 6)</li> <li>• Budget Assistance (Page 7)</li> <li>• Turnaround Strategies &amp; Support (Pages 7-10)</li> </ul> <p><b>Section III: Data Narrative: Turnaround Strategies &amp; Support</b></p> <ul style="list-style-type: none"> <li>• Change in Principal (Page 7)</li> <li>• Teacher Leader FTEs (Page 7)</li> </ul> <p><b>Major Improvement Strategy #2: <u>School Culture</u></b> (Pages 47-48).</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><b>Section III: Data Narrative: Turnaround Strategies &amp; Support</b></p> <ul style="list-style-type: none"> <li>• Teacher Leader FTEs (Page 7)</li> <li>• Weekly Instructional Leadership Team (ILT) Meeting (Pages 7-8)</li> <li>• Weekly Coaches Meeting &amp; Monthly Teacher Leader Academy (Page 8)</li> <li>• Progress Monitoring (Pages 9-10)</li> </ul> <p><b>Major Improvement Strategy #1: <u>Instruction and Instructional Systems</u></b>. (Pages 45-46)</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p><b>Major Improvement Strategy #1: <u>Instruction and Instructional Systems</u></b>.</p> <ul style="list-style-type: none"> <li>• Standards Implementation (Page 51)</li> <li>• Data Driven Instruction (Page 51)</li> <li>• Observation/Feedback (Page 51)</li> <li>• Academic Language (Page 51)</li> <li>• Math Fellows (Page 51) Every student in school receives math intervention classes</li> </ul>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p><b>Major Improvement Strategy #3: <u>Parent and Community Engagement</u></b>.</p> <ul style="list-style-type: none"> <li>• Communication- (one way) [Page 49]</li> <li>• Communication- (two ways) [Page 49]</li> <li>• Volunteers Program [Pages 49-50]</li> <li>• Parent workshops [Page 50]</li> </ul>

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<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Not Applicable to Kepner Middle School</p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><b>Section III: Data Narrative:</b> Diagnostic Review and Grant Monies (Page 6) <b>Major Improvement Strategy #2: <u>School Culture</u></b> (Pages 47-48).</p>

## Section V: Appendices

### 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 **2015-16**.*

### 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 during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Student led conferences will be held on October 22<sup>nd</sup> and 27<sup>th</sup> during semester 1, and March 3<sup>rd</sup> 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 bi-weekly with academic progress reports. In addition, teacher are expected to contact parents weekly utilize common planning time to discuss student academic needs. In addition, every twelve weeks a report card is sent home with each child.

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 Lilibeth Sanchez 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, Lilibeth Sanchez, 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.

☺

#### 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.]*

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\_\_\_\_\_  
School

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**