COLORADO
Department of Education

MANDATORY
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 4732   School Name: KIPP SUNSHINE PEAK ACADEMY   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.*

Given that we switched to an entirely new and more rigorous assessment, the priority performance challenge is in re-aligning curriculum and instructional methodologies to better equip our students to perform and think critically on these assessments (and real- life tasks).   It is difficult to ascertain the comparability of these assessments, but it's clear that we need to improve our Math performance as the highest priority.

There is also an identified performance challenge of differentiating instruction for our different levels of readers so that ALL are advancing performance bands on the PARCC assessment.

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.*

In terms of the Math gaps in our data, we believe there are a few underlying root causes for our students' struggles to meet or exceed expectations with the new assessments, namely:

- a shift away from procedurally-oriented math instruction towards more conceptually-focused instruction and assessment

- a lack of a foundation of true math fluency and conceptual understanding at the K-4 level, signifying the need for nuanced and effective intervention strategies

In terms of differentiating instruction for our various levels of readers, we believe the highest leverage intervention will take place within a daily dedicated hour of Guided Reading instruction every morning. If all teachers are adequately equipped and supported in delivering interventions at the appropriate level, then the gaps, particularly for our lowest readers, will be more effectively addressed.

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.*
  -   Zearn and Eureka Math Curriculum Implementation -   Focused and differentiated interventions for all levels of Readers during Guided Reading block

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

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Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd 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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
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.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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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?	N/A
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.	During the 2012-13 academic year, the KIPP Foundation contracted with 102 Group in order to provide a "Successor Leader Review" for the school. In the 2014-15 school year, the KIPP Foundation also contracted with Schoolworks to evaluate effective practices at the school as part of their "Featured Schools Initiative".

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):
☑ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant
☐ School Improvement Support Grant   ☐ READ Act Requirements   ☐ Other: _____

School Contact Information		(Additional contacts may be added, if needed)
1	Name and Title	Emily Yates; Principal
	Email	eyates@kippcolorado.org
	Phone	720.233.7880
	Mailing Address	KIPP Sunshine Peak Academy, 375 S. Tejon St., Denver, CO 80223
2	Name and Title	Kristie Schweighofer; Assistant Principal
	Email	kschweighofer@kippcolorado.org
	Phone	720.402.1191
	Mailing Address	KIPP Sunshine Peak Academy, 375 S. Tejon St., Denver, CO 80223

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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.
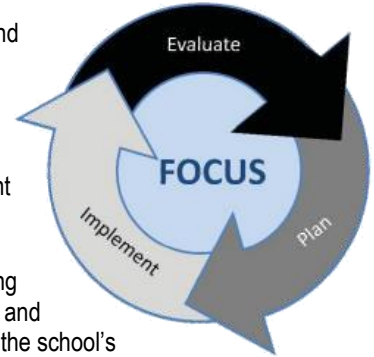
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Description of School Setting and Process for Data Analysis:

KIPP Sunshine Peak Academy opened in 2001. In our thirteenth year, we have 385 students in grades 5 though 8. More than 95% of our students qualify for free and reduced price lunch. Over 97% of our students are Latino/Hispanic. Since the initial implementation of the district's SPF rankings, KSPA has achieved at least "Green-level" status. The 2011-2012 academic year marked the

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first year in which we earned "Blue-level" Distinguished status, and we have retained that status ever since (although this year the district abandoned that descriptive status with the switch to PARCC assessments).

Review Current Performance:

While we do not have growth data for PARCC assessments as it was our baseline administration year last year, we outperformed both the state and district averages in almost every grade level and content area on the new assessments.   On TCAP in previous years, we have struggled to outperform the state and district on achievement standards, but have typically done very well on growth measures. It appears that our targeted efforts to align our curriculum and instruction to the more rigorous PARCC standards yielded promising results for our students.

Trend Analysis:

Overall, our data below indicates a need to focus on math instruction. It is unacceptable that less than a third of our students achieved the highest levels of proficiency on the new PARCC assessments. More effective remediation structures and better formative assessments to inform teacher instruction as we switch to conceptually-based mathematics instruction are our priorities for this year.

Finally, it's clear from multiple sources of data that we can be serving our lowest-performing students better. Proven interventions and effective implementation remain a priority for us this year, as we experiment with different structures and trainings that will help us reach these students at higher and higher levels, particularly in the arena of Guided Reading.

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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)	R- 65% M- 89% W- 68%	**PARCC ELA Actual** 49.3% at Met Expectations or Above 78.5% at Approaching Expectations or Above **PARCC Math Actual** 28.3% at Met or Above 63.3% at Approaching Expectations or Above	The targets for 2014-15 were set without any real knowledge of the PARCC assessments or how cut scores would be determined. Looking at our performance on these assessments, there is a lot to celebrate but also a lot to build off of in order to maintain the positive momentum with student results. The most glaring discrepancy is of course in our students' Math performance. In order to better align with the PARCC standards, w switched to the conceptually-focused Eureka curriculum last year (and moved away from Saxon), and teachers put a lot of time and effort into making this curriculum work for their students. We anticipate that our students will continue to make advances with their mathematical understanding as their proficiency with this new approach develops along with their teachers' expertise. One final note-- in looking at our students' progress as they advance through the grade levels at KSPA, there is a lot to celebrate. In fact, 63% of our 8th graders reached the highest levels of master on the new, more rigorous PARCC assessments.
Academic Growth	This data is unavailable, as this was the baseline testing year for the PARCC CMAS tests.		
Academic Growth Gaps	This data is unavailable, as this was the baseline testing year for the PARCC CMAS tests.		
Postsecondary & Workforce Readiness	N/A		

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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)		**11-12**	**12-13**	**13-14**	**14-15**	Given that we switched to an entirely new and more rigorous assessment, the priority performance challenge is in re-aligning curriculum and instructional methodologies to better equip our students to perform and think critically on these assessments (and real-life tasks). It is difficult to ascertain the comparability of these assessments, but it's clear that we need to improve our Math performance as the highest priority.	In terms of the Math gaps in our data, we believe there are a few underlying root causes for our students' struggles to meet or exceed expectations with the new assessments, namely:
	Reading	46%	47%	54%	49% (PARCC ELA)		
	Writing	45%	49%	54%	49% (PARCC ELA)		- a shift away from procedurally-oriented math instruction towards more conceptually-focused instruction and assessment
	Math	56%	65%	61%	28% (PARCC)		- a lack of a foundation of true math fluency and conceptual understanding at the K-4 level, signifying the need for nuanced and effective intervention strategies
							In terms of differentiating instruction for

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
						There is also an identified performance challenge of differentiating instruction for our different levels of readers so that ALL are advancing performance bands on the PARCC assessment.	our various levels of readers, we believe the highest leverage intervention will take place within a daily dedicated hour of Guided Reading instruction every morning. If all teachers are adequately equipped and supported in delivering interventions at the appropriate level, then the gaps, particularly for our lowest readers, will be more effectively addressed.
Academic Growth		**11-12**	**12-13**	**13-14**	**14-15**	Given that we don't have growth data available as of yet, we are unable at this time to isolate priority performance challenges or root causes related to growth gaps.	
	Reading	63	61	63	N/A (No growth data)		
	Math	77	83	73	N/A (No growth data)		
	Writing	71	65	71	N/A (No growth data)		
Academic Growth Gaps	**FRL/Non:** comparison data unavailable -- school is 95.9% FRL **Minority/Non:** comparison data unavailable – school is 98.4% minority **IEP/Non:** comparison data unavailable – school is 9.2% IEP **ELL/Non:** comparison data unavailable—school is 83% ELL.					N/A	N/A
Postsecondary & Workforce Readiness	N/A						

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Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing 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.

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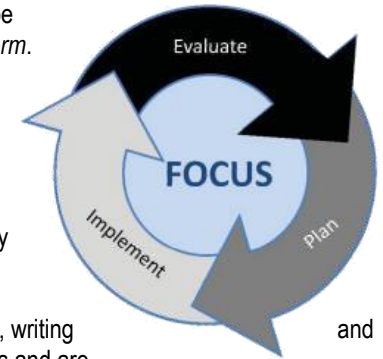
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Yes	55%	60%	80% average mastery on 7-week interim assessments (Wheatley and PBA assessments)	#2
		READ	No	N/A	N/A	N/A	N/A
		M	Yes	40%	50%	80% average mastery on 7-week interim assessments (Eureka Assessments)	#1
		S	No	55%	60%	80% average mastery on 7-week interim assessments	N/A
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Not applicable; state expectations for academic growth goals were met in previous years and no growth data available for PARCC assessments at this time.				
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Not applicable; state expectations for academic growth goals were met in previous years and no growth data available for PARCC assessments at this time.				
		M					
Postsecondary & Workforce Readiness	Graduation Rate		Not applicable, middle school only.				
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Zearn and Eureka Math Curriculum Implementation **Root Cause(s) Addressed:** both the shift to more conceptually-focused math instruction AND the need for more targeted and effective math remediation structures

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				
Adoption of Zearn blended learning program via a 30-minute class block for all 5th and 6th graders	Full adoption	Targeted adoption for all 5th graders and select 6th graders	Allison Frieze, Assistant Principal	Zearn consultant, stipended teachers to monitor and facilitate the block	Zearn progress and pacing reports and correlated growth on Eureka EOM assessments	Completed
Creation of formative assessments aligned to Eureka End-of-Module assessments	3 quizzes created for every module in every grade level	Quizzes revised	Sam Schneider, Math Department Chair	Illuminate Item banks and Eureka curriculum	Teacher deliverables on Data Days	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.

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Major Improvement Strategy #2: Focused and differentiated interventions for all levels of Readers during Guided Reading block   **Root Cause(s) Addressed:**
Strategic and targeted interventions for students at varying levels of reading performance to close gaps and extend thinking for higher readers

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				
Year 2 of Guided Reading Program Implementation	August PD with ongoing training and observations	Continual training, support and accountability	Emily Yates, Principal Lisa Weatherbie, Teacher	Consultant, Literacy For Everyone training from the KIPP Foundation	SRI Benchmark Tests	In progress
Guided Reading Lesson Planning Clinics as part of ongoing Professional Development support structures	At least 9 sessions provided throughout the school year	Ongoing Lesson Planning clinics, as needed	Emily Yates, Principal Lisa Weatherbie, Teacher	Fountes and Pinnell and videos from observations and from KIPP Share	SRI Benchmark Tests	In progress
Common Lesson Plan Curriculum sharing across the KIPP Colorado region	Ensure all teachers post lessons on shared Google Drive	Curate posted lessons to ensure high quality	Emily Yates, Principal Lisa Weatherbie, Teacher	Google Drive file sharing	Accountability system up and running for teachers to post lessons by November, 2016	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.

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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.*

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