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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 4762   School Name: KNAPP ELEMENTARY SCHOOL   Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
1. Students overall at Knapp Elementary are reading far below expectations in Reading.   2. There were emerging gaps in Reading growth between Knapp's ELL and the district and State's NON ELL students There were significant gaps between Minority and Non minority students in Math growth.
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.*
1. Dramatic increase in Spanish reading achievement is a result of increased attention to the district's Language Allocation Guidelines and providing more instruction in students' native language. The decrease in reading achievement in English can be attributed to lower amounts of paraprofessional support during guided reading and a need for additional professional development on the strategic reading instructional moves necessary to help students progress through specific DRA reading levels (particularly level 4, 12, 18, and 24)   Considering the PARCC data, in ELA Knapp increased its performance relative to all other DPS schools by 11 percentile points to the 56th percentile. With 25.6% of all students Meeting or Exceeding Expectations, Knapp's students outperformed more than half of all other DPS schools. However, Knapp continues to underperform compared to students throughout the state of Colorado. Knapp continues to struggle to help students who are English Language Learners and students who qualify for Free or Reduced Lunch achieve at the same levels as students without those qualifications. Knapp must develop students' familiarity and competence in engaging with high levels of text complexity and reading, analyzing and writing about multiple texts at and above grade level expectations.   2. Knapp's ELL, Hispanic, and FRL students continue to underperform the district's and state's White students who do not qualify for Free or Reduced Price Lunch. Knapp must continue to work to close that gap by ensuring all students are consistently engaged in rigorous content and high levels of text complexity that support the acquisition and development of students' second language.

CDE Improvement Planning Template for Schools (Version 7.0 – Template Last Updated: June 9, 2015)

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. Ensure all reading teachers are well trained to deliver highly effective reading instruction (Guided Reading Plus for K – 3rd and Expeditionary Learning in 4th – 5th).
2. Establish a culture of achievement based on Data Driven Instruction
3. Establish a Culture of Achievement through increased Parental Involvement & as integrated into the School Culture

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.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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.	

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	Shane Knight, Principal
	Email	shane_knight@dpsk12.org
	Phone	720-424-6130
	Mailing Address	500 S Utica St., Denver, CO 80219
2	Name and Title	Nicole Grommeck, Asst. Principal
	Email	Nicole_grommeck@dpsk12.org
	Phone	720-424-6130
	Mailing Address	500 S Utica St., Denver, CO 80219

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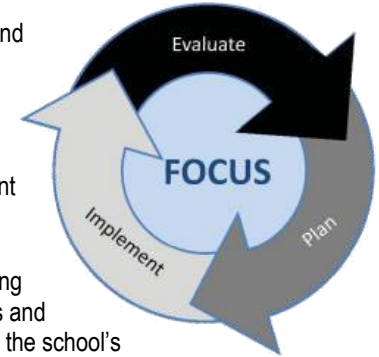
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards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

Knapp Elementary is an ECE – 5th grade elementary school serving nearly 635 students. Approximately 95% of the students qualify for Free or Reduced-Price Lunch, more than 92% of the students are Hispanic, and approximately 68% of the students at Knapp are identified as English language Learners.

Knapp's Mission:

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All STUDENTS will be deeply engaged in rigorous academic content that emphasizes higher order thinking skills preparing them for a successful education career through middle school and beyond.

Knapp's Vision:

All STUDENTS will establish rigorous personal and academic goals and demonstrate actions steps to achieve those goals.

All TEACHERS will effectively utilize student data to drive rigorous student achievement.

All STAKEHOLDERS will engage in and support rigorous personal and academic goals for their students.

Knapp's Mission and Vision statements and subsequently, our Unified Improvement Plan, *were developed collaboratively with twenty-two staff members at the beginning of June as a review of our school's progress from the 2014-2015 school year and in response to the school's recent School Quality Review (SQR), which was conducted by a group of outside observers near the middle of May 2015. The SQR found that among the many good things occurring at Knapp there were a few areas where the school could significantly leverage to bring about greater student achievement. In summary, through a collaborative full-day analysis of the school's recent academic performance, SQR results, Student, Teacher and Parent Satisfaction Surveys, and other relevant data, the staff and school leadership team developed a new mission statement and committed to several action steps that led to the understanding of Knapp's* Priority Performance Challenge, *an understanding of the* Root Causes *and development of our* Major Improvement Strategies (MIS) *as outlined in the current* Unified Improvement Plan (UIP).

Data Analysis:
The team graphed achievement, growth, and gap data, (from 2014-2015 on tables provided) onto posters and presented to the rest of the group.

While their team listened, individuals recorded both the direction of the trend and differences in the state or district expectation for each content area and metric (status or growth) onto index cards. From there teams narrowed down patterns, where the biggest challenges were, and identified a priority performance challenge.

Then we used a process for root cause grounded in each of the 3 levers (DDI, Obs & Fdbk, School Culture).

First we identified best practices for the lever (share out 2 ideas no repeats, transfer to an index card and post). Then teams gather to clarify, and combine similar, and name category.

Then individuals rate where they are as a school on a continuum for that "ideal state". Then we ask "what are we not doing to be here (far right of continuum)? Identifying what the school is not doing currently (using the same process, and the ideal state as a lens--share out 2 ideas no repeats, transfer to an index card and post, clarify, combine similar, name category, dot vote on the root cause.)

Flip into MIS statement, and use remaining categories as action steps, because they're key pieces that the team is saying they need and are often foundational to what they voted on.
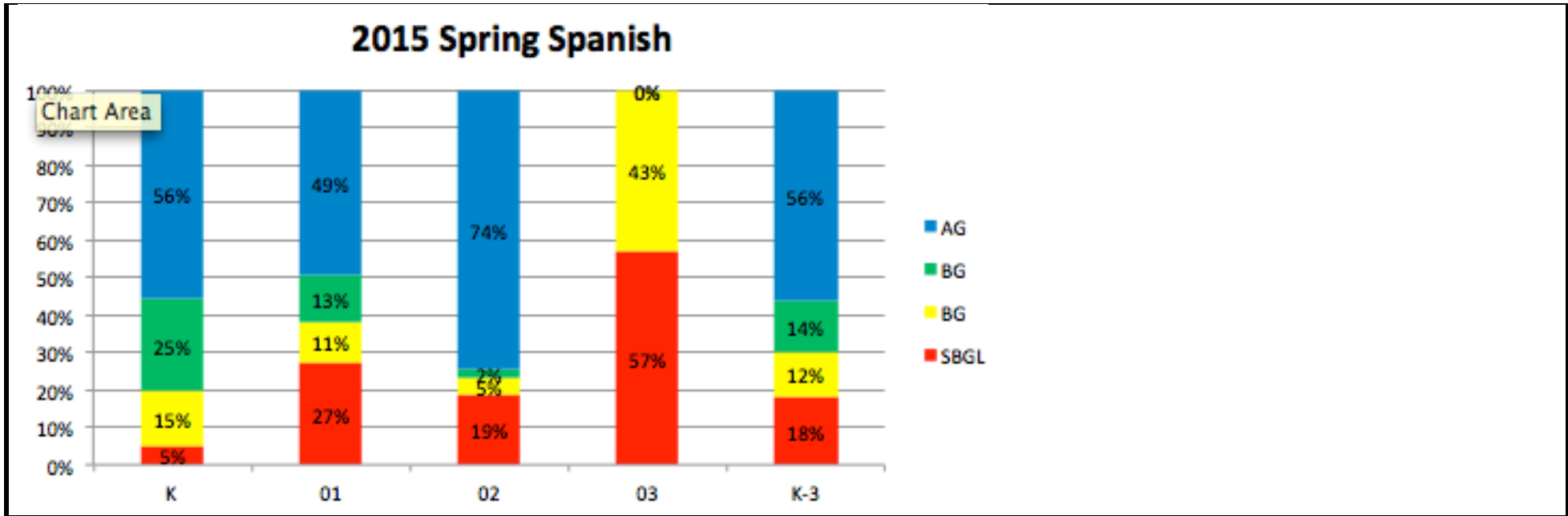
Findings:
Reading Proficiency:

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% at each Proficiency Level by Grade
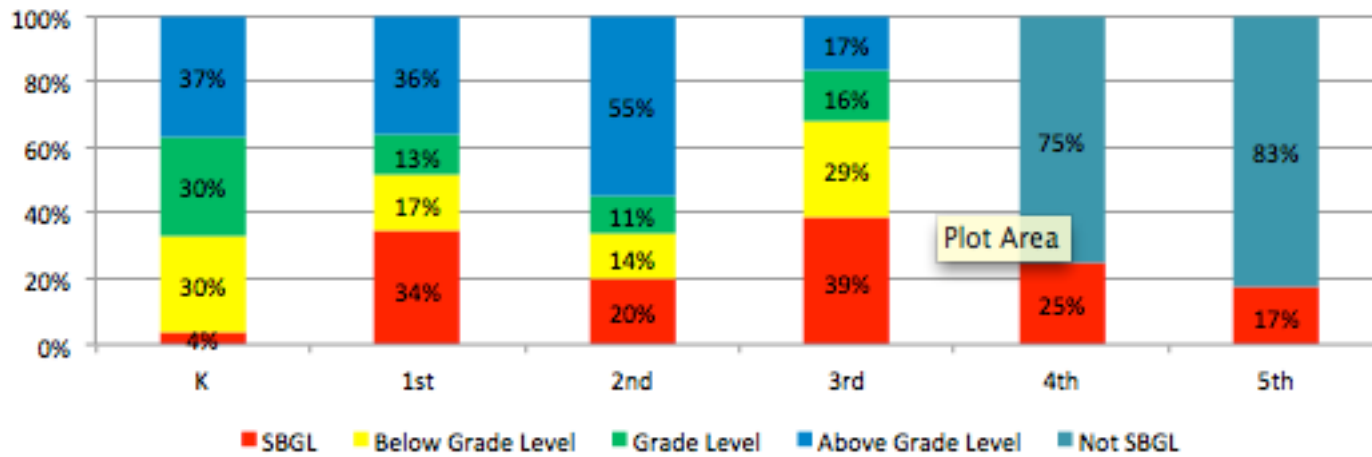
Reading: The percent proficient and advanced in TCAP Reading for students overall at Knapp Elementary between the years of 2009-2014 has been, 34%, 30%, 33%, 39%, 45%, 49%, resulting in a slightly upward trend that is 27% below the state expectation of 72%. With the change from TCAP to PARCC, we do not have comparison data on state-mandated assessments, therefore we looked at Reading proficiency as measured by DRA2 or EDL2 as recorded in the chart above. We determined that the greatest percentage of students who were on or above grade level were in 2nd, 4th and 5th grades. Our lowest proportion of students on or above grade level was in 1st and 3rd grades, which has been a trend we have seen over the years.

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2015 Spring Spanish

Chart Area

	K	01	02	03	K-3
AG	56%	49%	74%	0%	56%
BG (green)	25%	13%	2%		14%
BG (yellow)	15%	11%	5%	43%	12%
SBGL	5%	27%	19%	57%	18%

Legend: AG, BG, BG, SBGL

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K-3 Spanish

With the exception of 4th grade, where the number of students who received primary reading instruction was small and all of the ELA-S students were recent immigrants to the United States, Knapp's ELA-S students' reading proficiency is much stronger than the ELA-E or schoolwide results. Excepting 4th grade, more than 60% of the ELA-S students in each grade were reading at or above grade level in Spanish, the students' native language and their language of instruction. Since 2010, the percentage of ELA-S students reading significantly below grade level in Spanish has dipped and slowly risen this year, however the percentage of ELA-S students who are reading at or above grade level has risen dramatically during that same time frame.

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2015 Spring English

Legend:
- AG (blue)
- GL (green)
- BG (yellow)
- SBGL (red)

Grade	AG	GL	BG	SBGL
K	14%	36%	48%	2%
01	23%	13%	23%	41%
02	41%	17%	21%	21%
03	18%	17%	28%	37%
K-3	24%	20%	29%	27%

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K-3 English

Knapp's ELA-E proficiency rates are significantly lower than the proficiency rates of the school's ELA-S students. Since 2010 the percentage of ELA-E students who are Significantly below grade level has risen by approx. 20%. This past year the percentage of students reading at or above grade level appears has similarly dropped.

Writing: There is no current standardized writing data from the 2014-2015 school year, so we considered the previous year's data. The percent proficient and advanced in TCAP Writing for students overall at Knapp Elementary between the years of 2009-2014 has been 27%, 23%, 29%, 30%, 35%, 38% resulting in an upward trend that is 17% below the State expectation of 55%.

English Language Arts: With the statewide implementation of PARCC, the state assessment now combines Reading and Writing into a comprehensive English Language Arts(ELA) assessment in alignment with Common Core State Standards. On PARCC, 25.6% of Knapp's students Met or Exceeded Expectations in ELA. This is 1.8% above the Region's average, 7.9% below the District average and 14.6% below the state average.

Due to the new assessment reliable comparison data from previous years in English Language Arts per the state assessment is unavailable. However, we can compare Knapp's relative performance on PARCC to the relative performance of other elementary schools throughout Denver Public Schools. In 2014, Knapp's Reading and Writing performance ranked in the 45th percentile of all DPS elementary schools. In 2015 Knapp improved its ranking to the 56st percentile – an 11 percentile improvement.
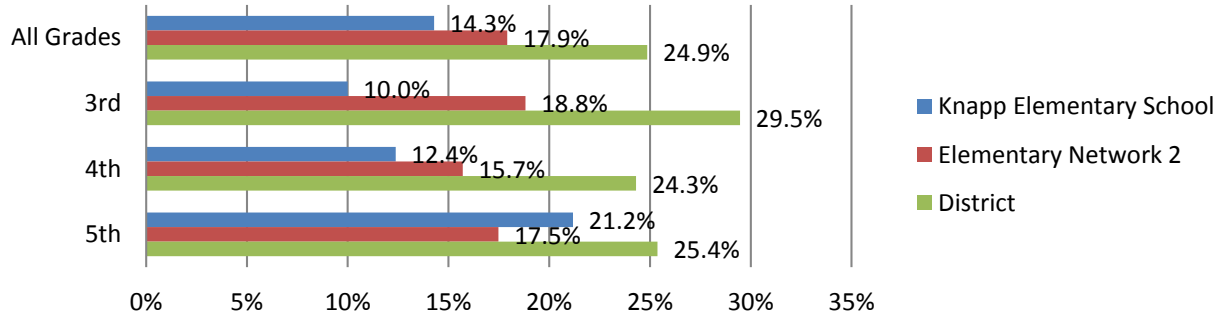
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All ELA Assessments
Percent Met and Exceeded Expectations
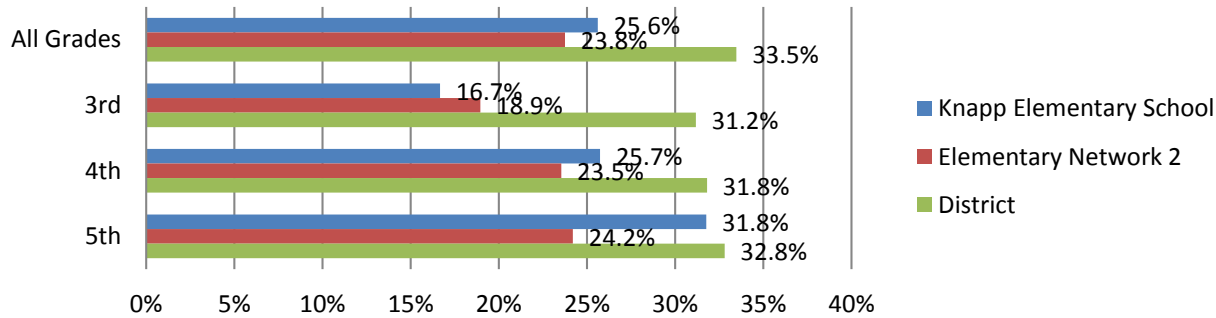
Math: During the 2014-2015 school year Knapp participated in PARCC for the first time, so reliable comparison data from previous years in math per the state assessment are unavailable. However, we can compare Knapp's relative performance on PARCC to the relative performance of other elementary schools throughout Denver Public Schools. In 2014, Knapp's Math performance ranked in the 25th percentile of all DPS elementary schools. In 2015 Knapp improved its ranking to the 41st percentile – a 16 percentile improvement.
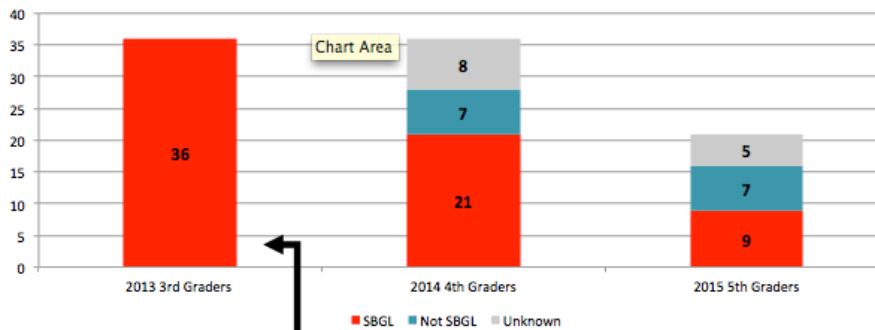
The percent proficient and advanced in TCAP Math for students overall at Knapp Elementary between the years of 2009-2014 has been 34%, 42%, 43%, 44%, 51%, 45% resulting in an upward trend that is 25% below the State expectation of 70%. On PARCC, only 14.3% of students Met or Exceeded Expectations. This is 12.1% below the district average and 14.8% below the state average.

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All Math Assessments
Percent Met and Exceeded Expectations

All Grades
- 14.3%
- 17.9%
- 24.9%

3rd
- 10.0%
- 18.8%
- 29.5%

4th
- 12.4%
- 15.7%
- 24.3%

5th
- 21.2%
- 17.5%
- 25.4%

Legend:
- ■ Knapp Elementary School
- ■ Elementary Network 2
- ■ District

Growth:

2013 READ Act Cohort

- 2013 3rd Graders: 36 (SBGL)
- 2014 4th Graders: 21 (SBGL), 7 (Not SBGL), 8 (Unknown)
- 2015 5th Graders: 9 (SBGL), 7 (Not SBGL), 5 (Unknown)

■ SBGL ■ Not SBGL ■ Unknown

The chart above shows that as students remain at Knapp, the number of students within a cohort who were reading significantly below grade level in 3rd grade dramatically decreased by the time that group of students were in 5th grade. Knapp's teachers are closing the gap for students who remain at Knapp over time.
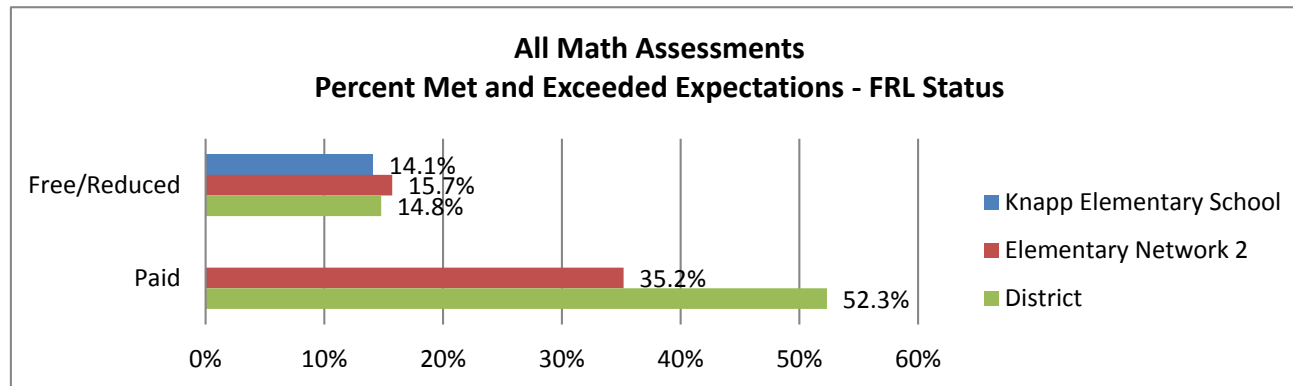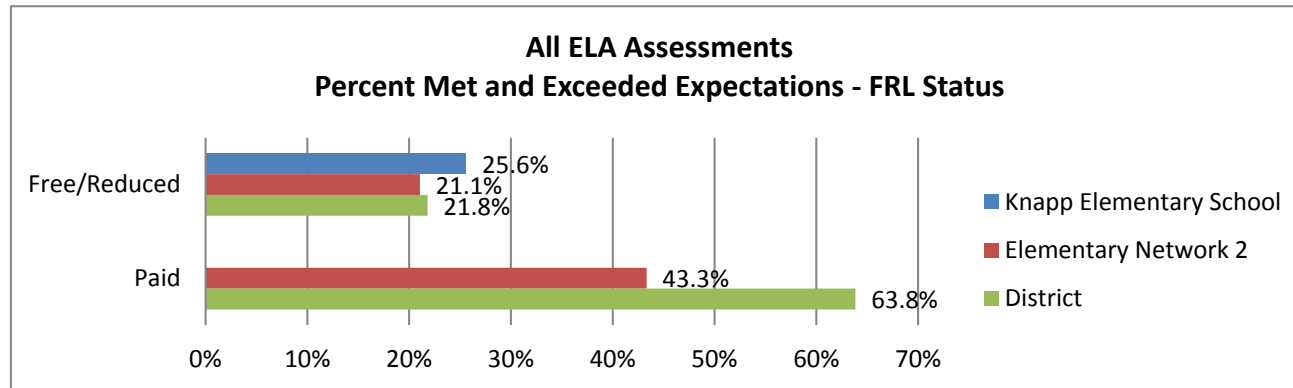
Reading: Since this is the first year for PARCC there is no reliable comparison data from previous years so we considered the previous years' TCAP data in conjunction with our PARCC data. The 2013-2014 MGP for students overall at Knapp elementary between the years of 2009-2014 have been 55, 57.5, 51, 58.5, 55, 55 resulting in a flat trend that is 5 pts below the expectation of 60. On PARCC, 25.6% of students Met or Exceeded Expectations. This is 6.3% below the district average and 14.6% below the state average.

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Math: There is no current standardized reading data from the 2014-2015 school year, so we considered the previous year's data. The The MGP for students overall at Knapp elementary between the years of 2009-2014 have been 50, 60, 59, 60, 60, 46 resulting in a flat trend that is 14 pts below the expectation of 60.

Writing: There is no current standardized reading data from the 2014-2015 school year, so we considered the previous year's data. The The MGP for students overall at Knapp elementary between the years of 2009-2014 have been 58, 48, 52, 66, 47, 49 resulting in a flat trend that is 11 pts below the expectation of 60.
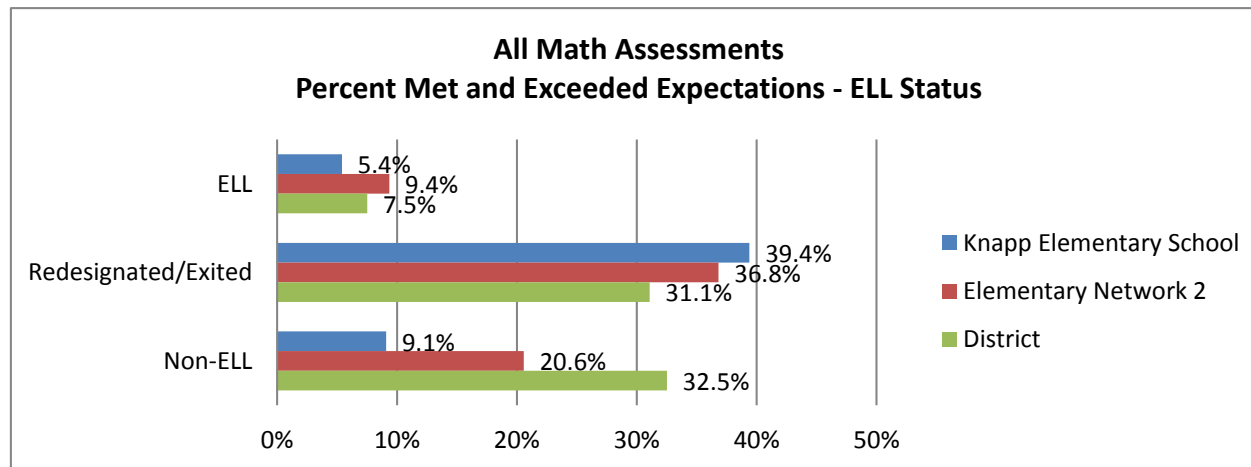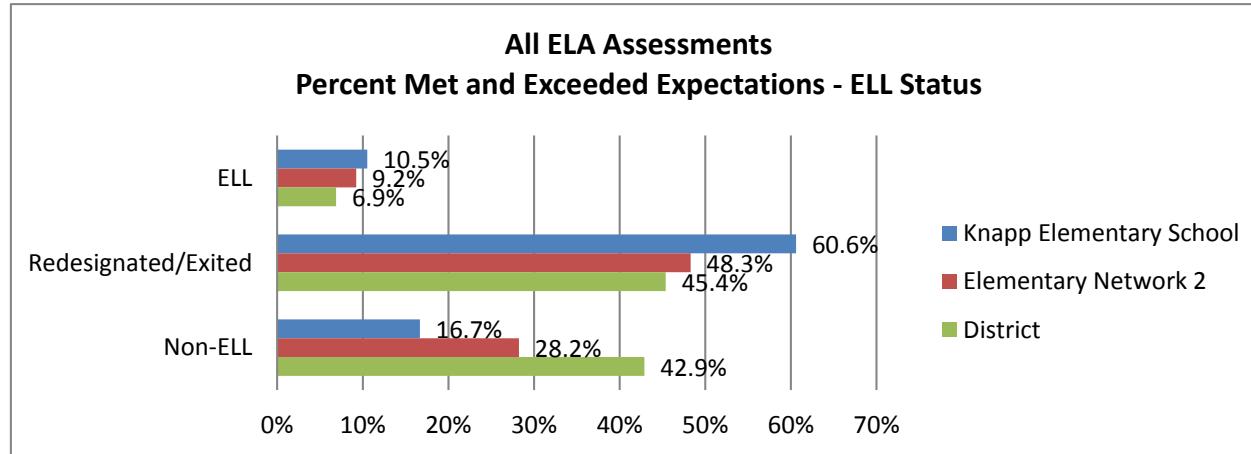
GAPS:

FREE & REDUCED LUNCH

All ELA Assessments
Percent Met and Exceeded Expectations - FRL Status

- Knapp Elementary School
- Elementary Network 2
- District

Free/Reduced: 25.6%, 21.1%, 21.8%
Paid: 43.3%, 63.8%

0% 10% 20% 30% 40% 50% 60% 70%

All Math Assessments
Percent Met and Exceeded Expectations - FRL Status

- Knapp Elementary School
- Elementary Network 2
- District

Free/Reduced: 14.1%, 15.7%, 14.8%
Paid: 35.2%, 52.3%

0% 10% 20% 30% 40% 50% 60%

At Knapp 25.6% of the students qualifying for Free or Reduced Lunch (FRL) Met or Exceeded Expectation in ELA. This was 4.5% above the Region's average and 3.8% above the district average. Knapp does not have enough students who qualify for FRL to merit a distinguishable subgroup, however our FRL students' achievement is 17.7% below students who do not qualify for FRL in the Region and 38.2% below the same students across the District.

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In Math, 14.1% of the students qualifying for Free or Reduced Lunch (FRL) Met or Exceeded Expectations. This was 1.6% below the Region's average and 0.7% below the district average. Knapp does not have enough students who qualify for FRL to merit a distinguishable subgroup, however our FRL students' achievement is 21.1% below students who do not qualify for FRL in the Region and 38.2% below the same students across the District.

ENGLISH LANGAUGE LEARNERS

All ELA Assessments
Percent Met and Exceeded Expectations - ELL Status

ELL
- Knapp Elementary School: 10.5%
- Elementary Network 2: 9.2%
- District: 6.9%

Redesignated/Exited
- Knapp Elementary School: 60.6%
- Elementary Network 2: 48.3%
- District: 45.4%

Non-ELL
- Knapp Elementary School: 16.7%
- Elementary Network 2: 28.2%
- District: 42.9%

Legend:
- ■ Knapp Elementary School
- ■ Elementary Network 2
- ■ District

(0% 10% 20% 30% 40% 50% 60% 70%)

All Math Assessments
Percent Met and Exceeded Expectations - ELL Status

ELL
- Knapp Elementary School: 5.4%
- Elementary Network 2: 9.4%
- District: 7.5%

Redesignated/Exited
- Knapp Elementary School: 39.4%
- Elementary Network 2: 36.8%
- District: 31.1%

Non-ELL
- Knapp Elementary School: 9.1%
- Elementary Network 2: 20.6%
- District: 32.5%

Legend:
- ■ Knapp Elementary School
- ■ Elementary Network 2
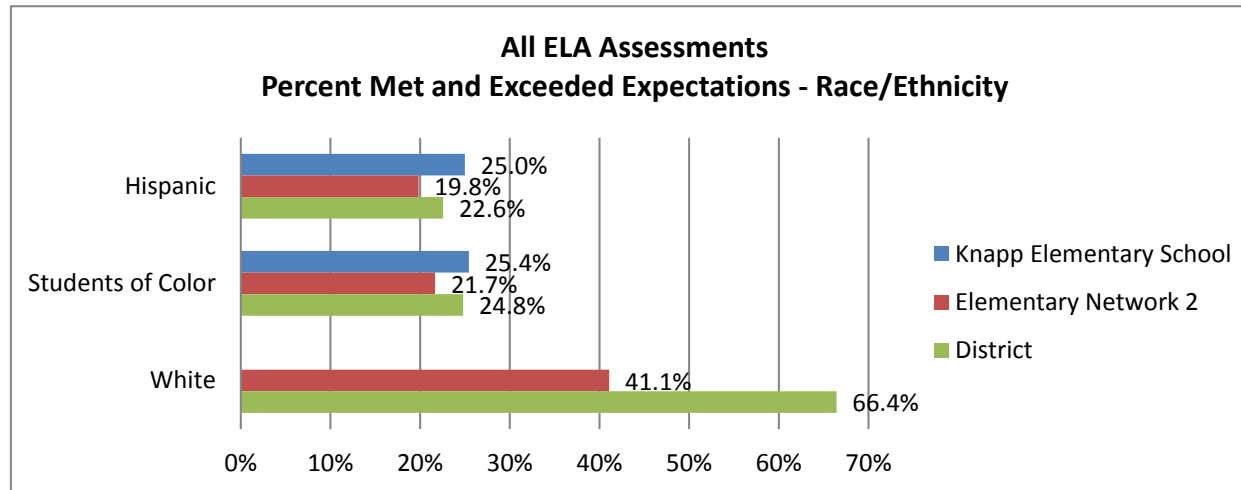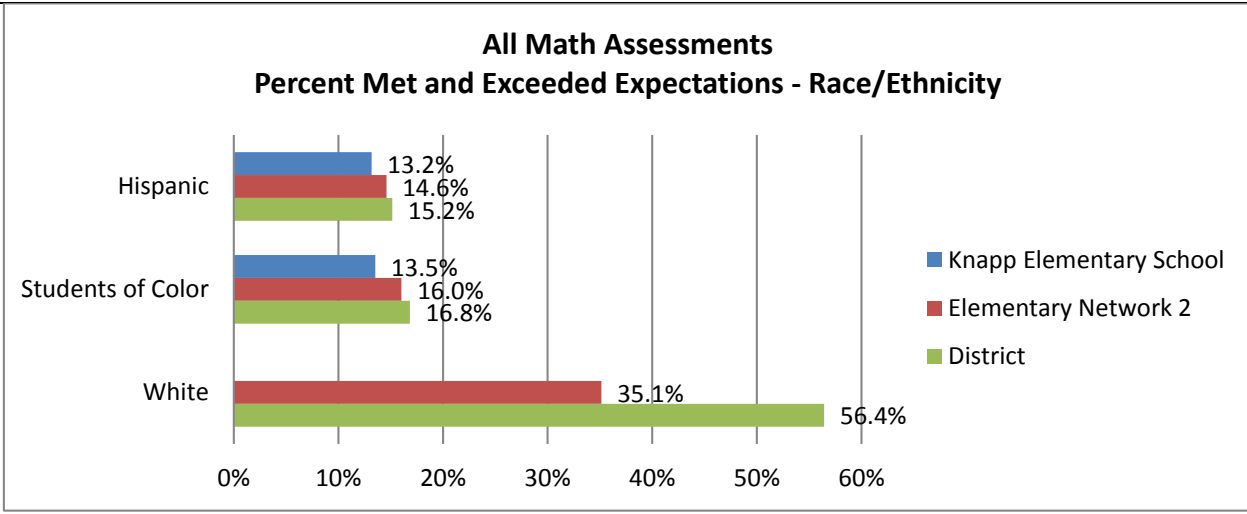- ■ District

(0% 10% 20% 30% 40% 50%)

At Knapp 10.5% of the students identified as English Language Learners (ELL) Met or Exceeded Expectation in ELA. This was 1.3% above the Region's average and 3.6% above the district average. 60.6% of Knapp's students who have been Redesignated or Exited from ELL services Met or Exceeded Expectations in ELA. For similar students, this is 12.3% above the Region and

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15.2% above the District. Comparing ELL performance to students who are non-ELL, at Knapp only 16.7% of students Met or Exceeded Expectations compared to 28.2% in the Region and 42.9% in the District.

At Knapp 5.4% of the students identified as English Language Learners (ELL) Met or Exceeded Expectation in Math. This was 4.0% below the Region's average and 2.1% below the district average. 39.4% of Knapp's students who have been Redesignated or Exited from ELL services Met or Exceeded Expectations in Math. For similar students, this is 2.6% above the Region and 8.3% above the District. Comparing ELL performance to students who are non-ELL, at Knapp only 9.1% of students Met or Exceeded Expectations compared to 20.6% in the Region and 32.5% in the District.

RACE/ETHNICITY

All ELA Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity

Race/Ethnicity	Knapp Elementary School	Elementary Network 2	District
Hispanic	25.0%	19.8%	22.6%
Students of Color	25.4%	21.7%	24.8%
White		41.1%	66.4%

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All Math Assessments
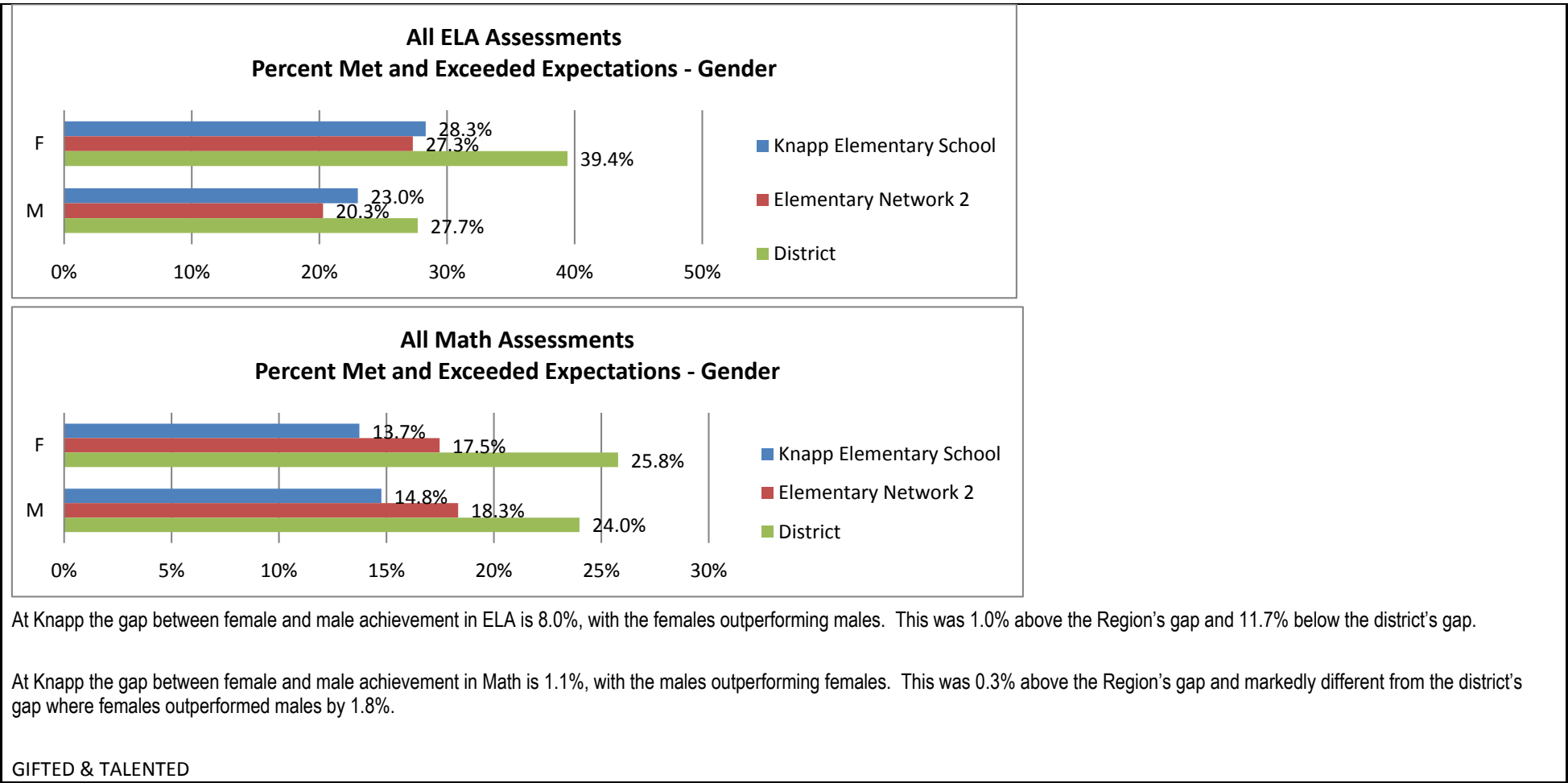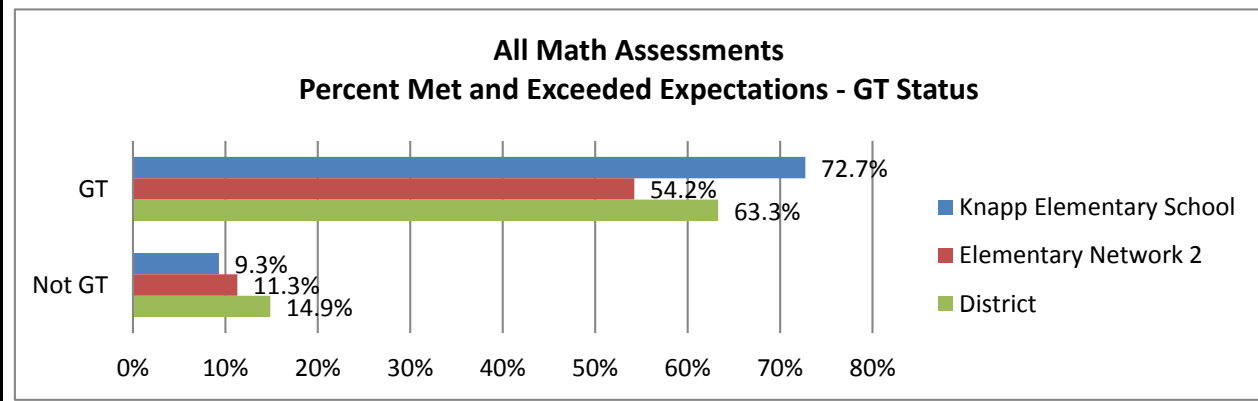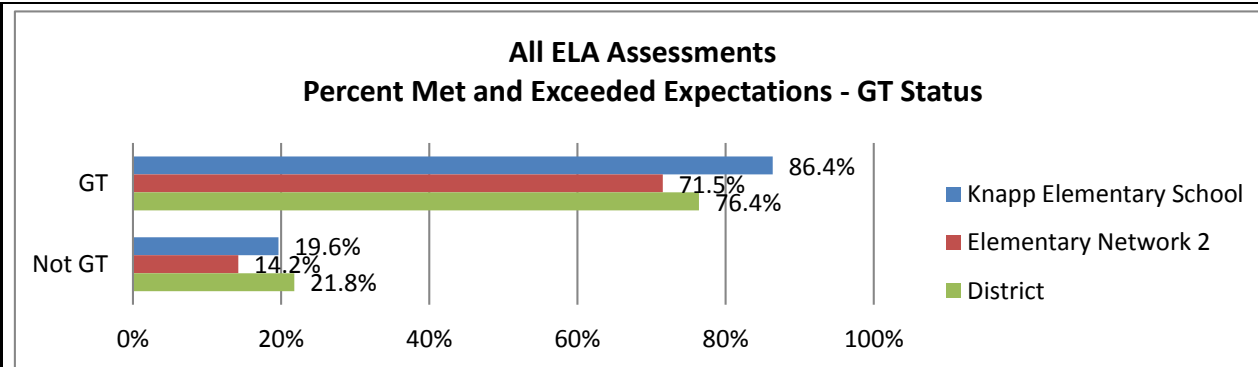**Percent Met and Exceeded Expectations - Race/Ethnicity**

At Knapp we have two subgroups based on race/ethnicity: Hispanic, Students of Color, and White. 25.0% of the Hispanic students at Knapp Met or Exceeded Expectation in ELA. This was 5.2% above the Region's average and 2.4% above the district average for Hispanics. 25.4% of Knapp's Students of Color Met or Exceeded Expectations in ELA. For similar students, this is 3.7% above the Region and 0.6% above the District. Knapp does not have sufficient enough White students to compare performance within the school. However, the gap between Knapp's Hispanics and the Region's white students is 16.1% and for the district that gap is 41.4%.

At Knapp we have two subgroups based on race/ethnicity: Hispanic, Students of Color, and White. 13.2% of the Hispanic students at Knapp Met or Exceeded Expectation in Math. This was 1.4% below the Region's average and 2.0% below the district average for Hispanics. 13.5% of Knapp's Students of Color Met or Exceeded Expectations in Math. For similar students, this is 2.5% below the Region and 3.3% below the District. Knapp does not have sufficient enough White students to compare performance within the school. However, the gap between Knapp's Hispanics and the Region's white students is 21.9% and for the district that gap is 43.2%.

GENDER

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All ELA Assessments
Percent Met and Exceeded Expectations - Gender

- Knapp Elementary School
- Elementary Network 2
- District

F: 28.3% (Knapp), 27.3% (Network 2), 39.4% (District)
M: 23.0% (Knapp), 20.3% (Network 2), 27.7% (District)

All Math Assessments
Percent Met and Exceeded Expectations - Gender

- Knapp Elementary School
- Elementary Network 2
- District

F: 13.7% (Knapp), 17.5% (Network 2), 25.8% (District)
M: 14.8% (Knapp), 18.3% (Network 2), 24.0% (District)

At Knapp the gap between female and male achievement in ELA is 8.0%, with the females outperforming males. This was 1.0% above the Region's gap and 11.7% below the district's gap.

At Knapp the gap between female and male achievement in Math is 1.1%, with the males outperforming females. This was 0.3% above the Region's gap and markedly different from the district's gap where females outperformed males by 1.8%.

GIFTED & TALENTED

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All ELA Assessments
Percent Met and Exceeded Expectations - GT Status

GT
- Knapp Elementary School: 86.4%
- Elementary Network 2: 71.5%
- District: 76.4%

Not GT
- Knapp Elementary School: 19.6%
- Elementary Network 2: 14.2%
- District: 21.8%

■ Knapp Elementary School
■ Elementary Network 2
■ District

All Math Assessments
Percent Met and Exceeded Expectations - GT Status

GT
- Knapp Elementary School: 72.7%
- Elementary Network 2: 54.2%
- District: 63.3%

Not GT
- Knapp Elementary School: 9.3%
- Elementary Network 2: 11.3%
- District: 14.9%

■ Knapp Elementary School
■ Elementary Network 2
■ District

At Knapp 86.4% of the students qualifying for Gifted and Talented services Met or Exceeded Expectation in ELA. This was 14.9% above the Region's average and 10% above the district average.

At Knapp 72.7% of the students qualifying for Gifted and Talented services Met or Exceeded Expectation in ELA. This was 18.5% above the Region's average and 9.4% above the district average.

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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)	80% of students Reading on grade level by the end of the year	Approximately 63% of all students were reading At or Above Grade level by the end of 2014-2015. In 4th grade 75% and in 5th grade 83% of students were reading on or above grade level. In 1st and 3rd grades less than 50% of students were reading on or above grade level.	Knapp's ELA-S students were much nearer to reaching the goal of 80% of students reading at or above grade level that our ELA-E students. We struggled to meet our goal in 1st and 3rd grades due to less paraprofessional support than in previous years during the guided reading block, and a need for targeted professional development support in Guided Reading Plus.
Academic Growth	60 MGP in all assessed subject areas	Unable to determine as a result of lack of assessment results	
Academic Growth Gaps	60 MGP for Non-ELL students	Unable to determine as a result of lack of assessment results	
	60 MGP for Minority students	Unable to determine as a result of lack of assessment results	
Postsecondary & Workforce Readiness	N/A		
	N/A		

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Worksheet #2: Data Analysis
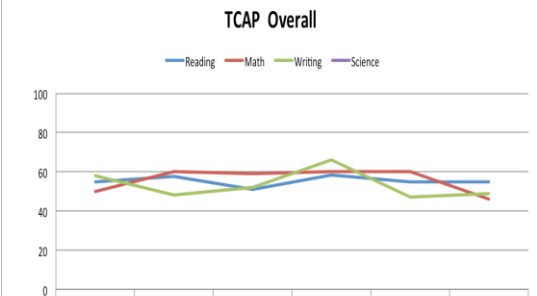
Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years 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)	Over the past three years student achievement in reading has fallen in English but risen dramatically in Spanish.	Students overall at Knapp Elementary are reading far below expectations in Reading.	Dramatic increase in Spanish reading achievement is a result of increased attention to the district's Language Allocation Guidelines and providing more instruction in students' native language. The decrease in reading achievement in English can be attributed to lower amounts of paraprofessional support during guided reading and a need for additional professional development on the strategic reading instructional moves necessary to help students progress through specific DRA reading levels (particularly level 4, 12, 18, and 24) Considering the PARCC data, in ELA Knapp increased its performance relative to all other DPS schools by 11 percentile points to the 56th percentile. With 25.6% of all students Meeting or Exceeding Expectations, Knapp's students outperformed more than half of all other DPS schools. However, Knapp continues to underperform compared to students throughout the state of Colorado. Knapp continues to struggle to help students who are English Language Learners and students who qualify for Free or Reduced Lunch achieve at the same levels as students without those qualifications. Knapp must develop students' familiarity and competence in engaging with high levels of

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments Percent Met and Exceeded Expectations All Grades: 25.6%, 23.8%, 33.5% 3rd: 16.7%, 18.5%, 31.2% 4th: 25.7%, 23.5%, 31.8% 5th: 31.8%, 24.3%, 32.8% Knapp Elementary School / Elementary Network 2 0% 20% 40% **All Math Assessments Percent Met and Exceeded Expectations** All Grades: 14.3%, 17.2%, 24.9% 3rd: 10.0%, 18.8%, 29.5% 4th: 12.4%, 15.5%, 24.3% 5th: 21.2%, 17.5%, 25.4% Knapp Elementary School / Elementary Network 2 0% 20% 40%		text complexity and reading, analyzing and writing about multiple texts at and above grade level expectations.

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

Reading: In 2013-2014, when the most recent comparable data was available, the MGP for students overall at Knapp elementary between the years of 2009-2014 have been 55, 57.5, 51, 58.5, 55, 55 resulting in a flat trend that is 5 pts below the expectation of 60.

Math: In 2013-2014, when the most recent comparable data was available, the MGP for students overall at Knapp elementary between the years of 2009-2014 have been 50, 60, 59, 60, 60, 46 resulting in a flat trend that is 14 pts below the expectation of 60.

Writing: In 2013-2014, when the most recent comparable data was available, the MGP for students overall at Knapp elementary between the | | |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	years of 2009-2014 have been 58, 48, 52, 66, 47, 49 resulting in a flat trend that is 11 pts below the expectation of 60.		
Academic Growth Gaps	Knapp's students who are Hispanic, ELL and qualify for Free or Reduced Priced Lunch underperformed the district and state's overall students.	There were emerging gaps in Reading growth between Knapp's ELL and the district and State's NON ELL students There were significant gaps between Minority and Non minority students in Math growth.	Knapp's ELL, Hispanic, and FRL students continue to underperform the district's and state's White students who do not qualify for Free or Reduced Price Lunch. Knapp must continue to work to close that gap by ensuring all students are consistently engaged in rigorous content and high levels of text complexity that support the acquisition and development of students' second language.
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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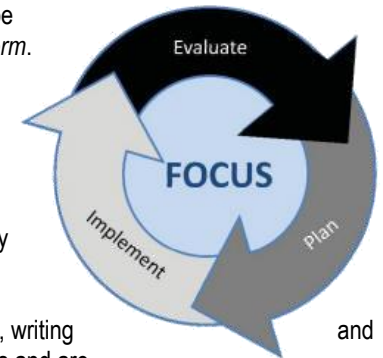
School Target Setting Form

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	25.6% PARCC or 56th percentile	35.6% PARCC or above 56th percentile	45.6% PARCC or above 60th percentile	ANet above 50% Meet or Exceed	Implementation of ENY, GR+ training and support
		READ	49% On+ DRA 1st Gr 33% On+ DRA 3rd Gr	80% On+ DRA 1st Gr 66% On+ DRA 3rd Gr	80% On+ DRA 1st Gr 80% On+ DRA 3rd Gr	DRA Aimline Targets	K-2 GR+ training and support, hire K/1st Gr Reading Intervention tchr
		M	14.3% PARCC or 41st percentile	25.0% PARCC or above 45th percentile	35.0% PARCC or above 50th percentile	ANet above 50% Meet or Exceed	Math PDU,
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Ensure all reading teachers are well trained to deliver highly effective reading instruction (Guided Reading Plus for K – 3rd and Expeditionary Learning in 4th – 5th).

Root Cause(s) Addressed: All teachers have not been trained in delivering strategic and highly effective reading instruction for all students, especially students reading below and significantly below grade level.

_____

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				
Provide GR+ training and support for all K-3rd gr teachers	X	X	Teacher Leaders	Title I Professional Development & Differentiated Roles	Bi-weekly training following long-range PD plan and Scope & Sequence	In Progress
Provide frequent observation/feedback and coaching cycles on implementation of GR+ and Expeditionary Learning	X	X	Admin & Teacher Leaders	Title I Professional Development & Differentiated Roles	Every teacher will receive at least 6 observations and 4-6 week coaching cycles	In Progress
Provide strategically developed PDU courses to address Literacy Stations, GR+ and ELD	X	X	Admin & Teacher Leaders	Title I Professional Development & Differentiated Roles	PDU's aligned with the long-range PD plan will be developed and delivered beginning in Fall 2015	In Progress
Selected teachers/Teacher Leaders will participate in district-provided advanced courses in primary literacy instruction	X	X	Teachers & Teacher Leaders	Title I Professional Development & Differentiated Roles	At least three teachers/TL's will participate in the district provided advanced literacy course	In Progress
Strategic support for implementation of Expeditionary Learning curriculum	X	X	Admin, Teacher Leaders & District Support Partner	Title I Professional Development & Differentiated Roles	Summer training, collaborative planning and consultation with the district EL literacy partner	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: Establish a culture of achievement based on Data Driven Instruction

Root Cause(s) Addressed: There has not been a consistently implemented process for examining student achievement data or adjusting instruction based on student achievement data

_____

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				
Develop and implement consistent Data Team Protocol to be used with all grade levels	X	X	Admin & Teacher Leaders	N/A	Common Data Team Protocol	In Progress
Conduct weekly Data Team Meetings with each grade level team	X	X	Admin & Teacher Leaders	N/A	Common Data Team Protocol	In Progress
Students will establish academic goals and monitor their progress towards those goals	X	X	Teachers & Students	N/A	Student Data Binders	In Progress
Parents will understand student academic goals and make efforts to support their students' achievement of those goals	X	X	Teachers, Students & Parents	Title I Parent Involvement	Student Date Binders Parent/Teacher/Student Conferences	In Progress
Monthly use of Reading Data Trackers on DRA/EDL for grades K-5th	X	X	Teachers	Data Trackers	Reading Data Trackers	In Progress
Monthly Progress Monitoring (through Running Records in Guided Reading)	X	X	Teachers	Title I Professional Development	Reading Data Trackers	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 #3: Establish a Culture of Achievement through increased Parental Involvement & as integrated into the School Culture

Root Cause(s) Addressed: Knapp's parents are not meaningfully included in the education and academic achievement of their students

_____

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				
Parental Involvement professional development and PDU	X	X	Admin & FACE	N/A	PDU & Professional Development	In Progress
Volunteer Opportunities will be provided for parents	X	X	Admin & Teachers	Title I Parental Involvement	Volunteer logs	In Progress
Parents will be invited into the school for academic celebrations & experiences (ie family nights, standards nights, etc.)	X	X	Admin, Teachers & Parents	Title I Parental Involvement	Parent participation in meetings & experiences; Parent Satisfaction Surveys	In Progress
School Culture celebrations will include recognition for academic achievement	X	X	Admin, Teachers, & Student Support Team	Title I Parental Involvement	Parent participation in meetings & experiences; Parent Satisfaction Surveys	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.*

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