

**Colorado's Unified Improvement Plan for Schools for 2011-12
Preliminary Report**

Organization Code: 0480 District Name: BOULDER VALLEY RE 2 School Code: 4792 School Name: KOHL ELEMENTARY SCHOOL (E) Plan type based on: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 – Adequate Yearly Progress (AYP) – and state accountability expectations – School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations		2010-11 School Results		Meets Expectations?		
		1-year	3-years	1-year	3-years			
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.	Reading	71.6%	72.0%	86.1%	84.1%	Overall Rating for Academic Achievement: Meets * Consult your SPF for the ratings for each content area at each level.	
		Math	70.9%	70.1%	81.6%	81.4%		
		Writing	53.5%	54.8%	73.0%	69.8%		
		Science	47.5%	45.4%	55.3%	63.9%		
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School: 18		Overall % of targets met by School: 100.0%		Reading	YES	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP	Median SGP	Overall Rating for Academic Growth: Meets * Consult your SPF for the ratings for each content area at each level.			
		Reading	23	45/55			Median SGP: 52	
		Math	42	45/55			Median SGP: 58	
		Writing	34	45/55			Median SGP: 55	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 School Results	Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.	See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.	Overall Rating for Growth Gaps: Meets

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2012 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be available in November 2011.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years.**	N/A	Not identified for Improvement under Title I.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program NO	<input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. NO	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart
	Has the school received a School Improvement grant? When was the grant awarded? NO	<input type="checkbox"/> Transformation <input type="checkbox"/> Closure
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When? NO	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. NO	

Improvement Plan Information

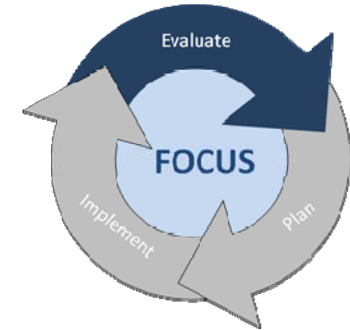
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 ✓ Other: **District Required**

School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Cindy Kaier
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	Phone	720-561-8600
	Mailing Address	Kohl Elementary 1000 West 10 th Ave. Broomfield, CO 80020
2	Name and Title	Eric Warneke
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	Phone	720-561-8600
	Mailing Address	Kohl Elementary 1000 West 10 th Ave. Broomfield, CO 80020

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



Worksheet: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?
Academic Achievement (Status)	No target area was determined for academic Achievement.	
Academic Growth	By the end of the year (2011), the overall median percentile growth in writing for Kohl 4 th and 5 th grade students will be at the 61 st percentile as measured by the writing CSAP.	We did not meet this target. In fact we dropped from 58 to 55. This is also below the district growth of 58.
Academic Growth Gaps	By the end of the year (2011), the overall median percentile growth in writing for Kohl 4 th and 5 th grade students receiving meal assistance will be at the 60 th percentile as measured by the writing CSAP.	We did not meet this target. We did increase from 56 to 57. This is above the district growth of 51.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year's plan)	Target met? How close was school in meeting the target?
Post Secondary Readiness	N/A	
School Climate	<p>By the end of the 2011-2012 school year, the Student Climate Survey will show increased positive responses to the following questions: #6 I feel safe on the Playground; #8 I know what to do about bullies.</p> <p>Survey question #6 will increase from 72% favorable responses (2010) to 80% favorable responses.</p> <p>Survey question #8 will increase from 83% favorable responses (2010) to 86% favorable responses.</p>	<p>No, but we are on track to meet the target for #6. Results from the 2011 climate survey showed an increase in percentage of favorable responses from 72% to 77% for item #6.</p> <p>We have not met the target for #8. In fact the percentage of favorable responses went down from 83% to 79%.</p>

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading: Weighted Index '08, '09, '10, '11 Overall: 93, 91, 95, 93 3rd Grade: 94, 93, 97, 93 4th Grade: 93, 81, 93, 90 5th Grade: 93, 98, 95, 96</p>	<p>Overall our WI scores are stable for the last 4 years in the 90s; Last year we were stable in 5th; slight decrease in 3rd and 4th;</p>	
	<p>Writing: Weighted Index '08, '09, '10, '11 Overall: 86, 86, 89, 91 3rd Grade: 79, 83, 86, 86 4th Grade: 90, 79, 89, 91 5th Grade: 90, 94, 91, 95</p>	<p>Overall we showed an increase from 89 to 91. Increase in 4th and 5th grades; stable in 3rd</p>	<p>This was our target area. We feel that we have made a steady gain in this area for the last 3 years. We attribute our steady improvement to a building focus on writing, a writing rubric we utilize building wide as a summative assessment, grade level rubrics that are formative and 4th/5th grade after school writing club.</p>
	<p>Math: Weighted Index '08, '09, '10, '11 Overall: 106, 99, 108, 108 3rd Grade: 100, 93, 117, 107 4th Grade: 108, 94, 105, 111 5th Grade: 109, 109, 103, 107</p>	<p>Overall we are stable at 108. Increase in 4th and 5th decrease in 3rd grade; Scores overall very high</p>	
Academic Growth	<p>Reading Median Percentile Growth in '09, '10, '11 Overall- 45, 58.5, 54.5 4th Grade-35, 51, 56 5th Grade- 52, 68, 51</p>	<p>Increase in 4th; large decrease in 5th</p>	

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	<p>Writing Median Percentile Growth in '09, '10, 11 Overall- 52, 58, 55 4th Grade- 48.5, 52, 51 5th Grade- 63, 60, 62</p>	<p>Growth saw a slight drop in overall scores from 58 to 55; we saw only 1 point drop in 4th and a 2 point gain in 5th.</p>	<p>We discussed root causes to be:</p> <ul style="list-style-type: none"> • Lack of "consistent" modeled of writing instruction in the classroom that is <u>daily</u>. • Lack of time for a professional learning community (PLC) set aside for teams to work together in to assure they are working in a Standards-Based Teaching/Learning Cycle around writing • Amount of time to re-teach or intervene for students • Also, see root causes for academic growth gaps that we feel attributed to this •
	<p>Math Median Percentile Growth in '09, '10, 11 Overall- 46, 67, 55 4th Grade- 37.5, 67, 56 5th Grade- 53, 71, 54</p>	<p>Decrease in both 4th and 5th</p>	
Academic Growth Gaps	<p>Reading Median Percentile Growth in '09, '10, 11 Overall- 45, 58.5, 54.5 White- 47, 58, 54 Hispanic- none for 09, 54.5 in 2010, 30 in 2011 Sped-30, 69, 36 Meal Assistance-23, 53, 62</p>		
	<p>Writing Median Percentile Growth in '09, '10, 11 Overall- 52, 58, 55 White- 56, 58, 57 Hispanic - none for 09, 44.5 in 2010, 32 in 2011 Male-55, 51, 54</p>	<p>Growth saw a slight drop in overall scores from 58 to 55; Increase in: male AND meal assistance Decrease in female, sped and larger drop in Hispanic</p>	<p>We discussed root causes to be:</p> <ul style="list-style-type: none"> • A need for grade level writing interventions beyond the classroom for all grade levels for students performing below proficiency (not just 4th and 5th graders) • Population comparison was difficult with sped and

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
	Female-49.5, 66, 57.5 Sped – 19, 52, 31 Meal Assistance- 41.5, 56, 57	population	Hispanic population students as the number of these students is very low. (see orange data charts on page 18 for more detail) <ul style="list-style-type: none">Boys are continuing to show smaller growth; we may need to target boys with different writing experiences
	Math Median Percentile Growth in '09, '10, 11 Overall- 46, 67, 55 White- 47, 67, 54 Hispanic-no score for 09, 76 for 2010, 48.5 in 2011 Sped – 17, 68.5, 36.5 Meal Assistance-44, 62, 47		
Post Secondary Readiness	N/A		
School Climate	Student Climate Survey: 09, 10, 11 Positive trends: #30 Not been Physically hurt at school – 41, 39, 55 #17 Adults help if they see someone being Bullied – 70, 56, 72 #27 I am not teased because of my skin color – 94, 93, 95		
	Downward trends: #12 I have not been called hurtful names or made fun of- 35, 39, 40 (District Average: 55) #28 I have not heard students threaten to hurt someone/take things – 42, 33, 38 (District Average: 52)	Below district average in "harassment" and "school safety" categories.	We determined root cause to be: <ul style="list-style-type: none">Emphasis in affective education has been on teaching students the skills to deal effectively with harassing-type behaviors, not to eliminate those behaviors.Need more adults who emphasize our

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
			expectations and support students as detrimental behavior occurs <ul style="list-style-type: none"> • Take immediate action to name calling, threatening behavior occurs

Data Narrative for School

Directions: Describe the process and results of the data analysis for the school, including review of prior years’ targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

FIRST, at Kohl we have consistently made good growth over the last 10 years. This is despite our growing population of meal assistance students. We have AGAIN met AYP. Our **first graph** is our Weighted Index CSAP Scores for 2002-2011 that shows this trend. Our **second graph** is our Growth Gains from 2009. Now despite our good overall growth there are some areas that we saw drop in 2011. Although we do not consider a one year drop as a trend, we have had discussions around the root cause of this.

SECOND, our school strongly believes in keeping a targeted focus and utilizing transformational strategies for this focus area for more than one year. Therefore, Kohl will continue to focus a second year on writing only.

- This has proven a very successful strategy in our school as we have continued improvement in our weighted index scores with only slight variations for 10 years despite our increase in meal assistance students.
- In the area of Equity we have kept our focus on our Meal Assistance population now for 4 years. This too has shown a continued improvement in our growth scores for reading, writing and math despite our increase in the Meal Assistance population. We continue to show higher growth for this population than the state OR our district.

THIRD, we believe in collaborative work with both teachers and parents. Much of our data was collected with both staff and parent feedback. We started discussions of our climate data last spring with both our parents and the staff. This fall we had extra meetings for our SAC parents to really go through our data and what it means for our students. The staff utilized our new PLC format to look at school, team and individual data to determine our strategies. The feedback designed our action strategies and defined our targets. **See Graph FIVE and SIX**

Positive Trends/Root Causes

We feel that we have made a steady gain in the area of writing for the last 3 years as determined by our weighted index scores. We attribute our steady improvement to a building focus on writing, a writing rubric we utilize building wide as a summative assessment, grade level rubrics that are formative and 4th/5th grade after school writing club. **Graph**

THREE

Our scores lowered slightly in overall but this was only a 1% drop in 4th grade and a 3% gain in 5th grade. We discussed root causes to be:

- Lack of "consistent" modeled writing instruction in the classroom that is daily.
- Lack of professional learning community (PLC) time set aside for teams to work together in to assure they are working in a Standards-Based Teaching/Learning Cycle and targeting students who need extra support in writing
- Amount of time to re-teach or intervene for students

Growth Scores

Increase in male AND meal assistance

Decrease in female, SPED and large drop in Hispanic population.

We discussed root causes to be:

- A need for grade level writing interventions beyond the classroom for all grade levels for students performing below proficiency (not just 4th and 5th graders)
- Population comparison was difficult with SPED and Hispanic population students as the number of these students is very low. **(see orange graph FOUR on page 18 for details)**
- Boys are scoring lower than our girls especially in with our targeted populations. We may not be meeting the needs of our boy writers in the prompt we give them and the flexibility of how they are writing.

Data Narrative for School

<p>Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p>Root Cause Analysis: Why do we think our school's performance is what it is? How did we determine that?</p>		<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>
<p>Writing: Weighted Index '08, '09, '10, '11 Overall: 86, 86, 89, 91 3rd Grade: 79, 83, 86, 86 4th Grade: 90, 79, 89, 91 5th Grade: 90, 94, 91, 95</p> <p>Writing Median Percentile Growth in '09, '10, 11 Overall- 52, 58, 55 4th Grade- 48.5, 52, 51 5th Grade- 63, 60, 62</p> <p>Writing Median Percentile Growth in '09, '10, 11 Overall- 52, 58, 55 White- 56, 58, 57 Hispanic- none for 09, 44.5 in 2010, 32 in 2011 Male- 55, 51, 54 Female- 49.5, 66, 57.5 Sped – 19, 52, 31 Meal Assistance- 41.5, 56, 57</p>		<p>Positive Trends/Root Causes: We feel that we have made a steady gain in this area for the last 3 years. We attribute our steady improvement to a building focus on writing, a writing rubric we utilize building wide as a summative assessment, grade level rubrics that are formative and 4th/5th grade after school writing club.</p> <p>Our schools lowered slightly in overall but this was only a 1% drop in 4th grade and a 3% gain in 5th grade. We discussed root causes to be:</p> <ul style="list-style-type: none"> • Lack of "consistent" modeled writing instruction in the classroom that is daily. • Lack of professional learning community (PLC) time set aside for teams to work together in to assure they are working in a Standards-Based Teaching/Learning Cycle • Amount of time to re-teach or intervene for students <p>Overall slight decrease; Increase in: male; meal assistance Decrease in: female; sped and larger drop in Hispanic population. We discussed root causes to be:</p> <ul style="list-style-type: none"> • A need for grade level writing interventions beyond the classroom for all grade levels for students performing below proficiency (not just 4th and 5th graders) • Population comparison was difficult with sped and Hispanic population students as the number of these students is very low. (see orange data charts on page 18) • Boys are scoring lower than our girls especially in with our targeted populations. We may not be meeting the needs of our boy writers in the prompt we give them and the flexibility of how they are writing. 		<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>

Graph ONE

Kohl's Weighted Index CSAP Scores from 2002-2011

3rd, 4th, 5th grades

YEAR	OVERALL	MALE	FEMALE	MEAL ASSIST	SPED	F/R %
2002	86	84	88	52	47	9
2003	91	93	90	64	52	10.8
2004	91	90	92	84	48	10.3
2005	93	92	94	82	59	12.9
2006	90	93	88	68	52	15.4
2007	98	96	99	80	70	17.8
2008	93	93	93	84	52	15.5
2009	91	86	96	84	53	19.7
2010	95	90	97	84	61	21.3
2011	93	87	99	78	41	20.1

Writing: 3rd, 4th, 5th grades

YEAR	OVERALL	MALE	FEMALE	MEAL ASSIST	SPED	F/R %
2002	77	72	82	50	35	9
2003	87	84	89	54	50	10.8
2004	89	82	94	71	62	10.3
2005	89	85	92	61	52	12.9
2006	84	83	85	57	40	15.4
2007	87	84	90	72	59	17.8
2008	86	83	90	78	50	15.5
2009	86	79	91	72	50	19.7
2010	89	78	99	75	45	21.3
2011	91	82	100	72	50	20.1

Math: 3rd, 4th, 5th grades

(5th grade only 2002-2004)

YEAR	OVERALL	MALE	FEMALE	MEAL ASSIST	SPED	F/R %
2002	81	78	84		39	9
2003	97	101	93		52	10.8
2004	94	96	92			10.3
2005	106	112	101	91	77	12.9
2006	106	109	103	81	65	15.4
2007	109	114	104	98	80	17.8
2008	106	111	101	82	67	15.6
2009	99	96	101	78	42	19.7
2010	108	107	109	89	67	21.3
2011	108	106	110	81	58	20.1

Science: 5th grade

YEAR	OVERALL	MALE	FEMALE	MEAL ASSIST	SPED	F/R %
2006	76	85	68			15.4
2007	101	106	98			17.8
2008*	92	95	88			15.6
2009	94	100	90			19.7
2010	88	89	88	58		21.3
2011	82	87	78	67		20.1

*Science exam scale scores have changed. As a consequence, science 2008 results are not comparable to past scores.

Graph TWO

Kohl's GROWTH CSAP Scores 2009-2011

Reading: 4th, 5th Grades

YEAR	OVERALL	4th	5th	MEAL ASSIST	SPED	F/R %
2009	45	35.5	52	23	30	19.7
2010	58.5	51	68	53	69	21.3
2011	54.5	56	51	62	36	20.1
2011 District	53	51	54	46	40	24

Writing: 4th, 5th Grades

YEAR	OVERALL	4th	5th	MEAL ASSIST	SPED	F/R %
2009	52	48.5	63	41.5	19	19.7
2010	58	52	60	56	52	21.3
2011	55	51	62	57	31	20.1
2011 District	58	59	58	51	43	24

Math: 4th, 5th Grades

YEAR	OVERALL	4th	5th	MEAL ASSIST	SPED	F/R %
2009	46	37.5	53	44	17	19.7
2010	67	67	71	62	68.5	21.3
2011	55	56	54	47	36.5	20.1
2011 District	54	51	55	44	37	24

Graph THREE

WRITING CLUB KIDS		Score		Growth
TEACHER	4TH GRADERS	3rd	4th	4th
		439	419	3
		392	430	54
		410	431	33
		461	436	3
		378	440	79
		414	449	55
		470	454	5
		452	463	23
		403	481	95
		455	485	50
		440	485	71
		456	489	54
		476	492	32
			495	53
		460	495	57
		418	509	48
9 students out of 16 students made at least 50% growth				

4th Grade After School Writing Club

16 Students participated in a focused writing intervention two days a week after school. It started in October and went through March. Of the 16 students more than half (9 students) made at least 50% growth. (see student scores highlighted in blue)

The numbers highlighted in yellow is our Hispanic students. One made very good growth the other two did not. One 4th grade Hispanic student chose not to participate in our club or take CSAP.

WRITING CLUB KIDS		SCORE		GROWTH	
TEACHER	5TH GRADERS	4th	5th	4th	5th
		427	429	24	13
		462	448	31	5

		483	455	99	13
		462	474	52	30
		470	488	21	27
		452	490	21	57
		462	491	14	40
		457	491	22	52
		445	505	17	84
		390	508	9	99
		472	508	13	51
		461	511	83	93
		508	511	88	32
		431	572	4	92
		463	513	60	87
		465	520	33	85
			525	8	98
		477	529	26	80
		469	549	20	96

5th Grade After School Writing Club

19 Students participated in a focused writing intervention two days a week after school. It started in October and went through March. Of the 19 students more than half (13 students) made better growth than the year before. (see student scores highlighted in blue)

The numbers highlighted in yellow is our Hispanic students. One made better growth than the year before the other 4 did not. One 5th grade Hispanic student chose not to participate in our club or take C.SAP.

Graph FOUR**Additional DATA for Hispanic Students and Special Education Students****DATA for Hispanic 4th and 5th grade students:**

- 4th grade: 9 students total: 5 students PROFICIENT and 3 PP; 1 not tested
 - Out of the 3 PP students all 3 were in after school writing intervention; 1 student made significant growth, the other 2 did not. (see highlighted scores in chart above) The one student who did not take the test also would not participate in the after school intervention.

- ✚ 5th grade: 10 students total: 4 students PROFICIENT and 5 PP; 1 not tested
 - Out of the 5 PP students all 5 were in after school writing intervention; 1 student made good growth, the 4 did not. The one student who did not take the test also would not participate in the after school intervention. (see highlighted scores in chart above) Two students who were proficient made excellent growth-far beyond their growth in 4th grade.

Data for SPED 4th and 5th grade students were:

- Reading Growth scores: 5 out of 11 students made average (good) growth (>40 growth score)
- Writing Growth scores: 3 out of 11 students made average (good) growth (>40 growth score)
- Math Growth scores: 6 out of 13 students made average (good) growth (>40 growth score)

Contributing Factors to our data

- Since 2 Hispanic students from the same family refused testing and intervention we wondered if our lower scoring this year was due partially to this factor.
- We might need to “intervene” for our students earlier, especially for our Hispanic population
- Out of the 8 Hispanic students that were not proficient in 4th and 5th grades, 7 were boys. Boys are scoring lower than our girls.

Graph FIVE**SAC Parent Input to Strategies** September 2011**Writing Input**

- ✚ Incorporate Writing into the Reading log homework
- ✚ Make homework assignments more relevant and connected to real life situations (authentic) i.e. write a grocery list, a thank you note, persuasion letter to get a dog, etc.
- ✚ Dedicate most effective time of the day to do writing instruction (kids are hungry they cannot concentrate on writing)
- ✚ Writing instruction is balanced between extended writing and grammar – professional verse creative pieces only
- ✚ Investigate ways to differentiate writing instruction for boys and girls
- ✚ Utilize technology for writing and revision process
- ✚ Thought of a grammar bee instead of a spelling bee?
- ✚ After looking at the Science CSAP data the were also thinking:
 - Do the staff need support for Science instruction? 3A monies for more FOSS kits or science materials?

Climate Input

- ✚ Report positive good behavior BY students. Emphasize and empower the students to do well (not just performing for the adults to get a RIDE pass)
- ✚ Rules posed for ALL games – soccer, tether ball, football, etc.
- ✚ Extra Eyes – info to parents of the rules; Still encourage parents to participate
- ✚ Mediators
- ✚ Empower the bystanders
- ✚ Could we look into CAP Child Assault Prevention Program? This is a role model program for positive behavior. It helps students know what to do when conflict arises. Cost??

CLIMATE Details from various meetings with staff and our SAC parents

<p>1. Provide Students with daily opportunities to report hurtful incidents that occur in school/on playground. Teacher, psychologist or principal will address the concern in a class meeting.</p>	<ul style="list-style-type: none"> -“Tattling vs. Telling lessons” -“Building community” -“Conflict vs. Bullying” -“3rd grade Intervention group has a specific time to “air” their complaints” -“Taught I-Message, Tattle vs. tell, Talk-Walk-Tell” 	<ul style="list-style-type: none"> -“Use our unit on families/community to explore our classroom community” -“Weekly announcements (bi-monthly) sharing ways to solve problems, eg: picking captains to play soccer-how to do it.” -“More explicit directions on how to report” -“1-2 weeks everyone gets a form” -“Place box in more ‘available’ area.”
<p>2. Provide training for all Kohl students on how to respond to hurtful behavior, addressing the victim, bully, and by-standers. Continue to utilize PBIS and RIDE to support students and staff.</p>	<ul style="list-style-type: none"> -“Consistent RIDE re-teaching” -“Principal message in morning announcements” -RIDE passes 	<ul style="list-style-type: none"> -“Address issues right away if it happens within the classrooms” -“Grade levels need to determine the most appropriate lessons (spiral k-5)” -The problem would need to be a solvable problem, not a tattle”
<p>3. Provide training for teachers, paraprofessionals, and volunteers on strategies to prevent and respond to hurtful behaviors. Increase parent support on the playground.</p>	<ul style="list-style-type: none"> -“Talked to paras” -“Reminder stickers on the back of ID tag” -“Extra eyes” -“Moving around more” 	<ul style="list-style-type: none"> -“Training Parents” -“Paras/volunteers should have the same expectations and consequences for behaviors on the playground” -“Use the language ‘Bullying behavior vs. Bully” -“Bully proofing book”
<p>4. Provide students with more playground activities <u>and post rules for the games on the playground.</u>*</p>	<ul style="list-style-type: none"> -“Last year new slick” -“More equipment was provided” -“Whole grade level of rules at recess” 	<ul style="list-style-type: none"> -“New see-saw” -“More working playground equipment (hopscotch markers for example)” -“Post rules on all playground” -“Jump ropes, replenish tub, gather balls from roof” -“Provide instruction on how to play 4-square” -“Provide strategies on how to agree/work together eg: rock-paper-scissors”
<p>5. Add questions to the BVSD Student Climate Survey to further assess the climate at Kohl.</p>	<p>Added 4 questions to student climate survey. Data compared to original questions and shared with staff and parents.</p>	<p>Will continue to administer additional items and monitor for change over time.</p>

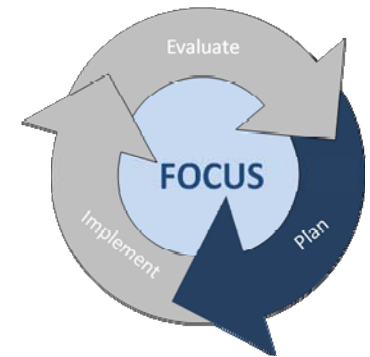
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R					
		M					
		W					
		S					
	AYP (Overall and for each disaggregated groups)	R	Kohl met AYP in all 18 areas.				
		M					
Academic Growth	Median Student Growth Percentile	R					
		M					
		W	To increase the academic growth for all students.	By the end of the 2012 year, the overall median percentile growth in writing for Kohl 4 th and 5 th grade students will be at the 63 rd percentile as measured by the writing CSAP.	Not determined yet	All teams have TEAM goals that will be measured at least 3 times during the year as we work in our PLC groups.	See planning form
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W	To increase the academic growth for our meal assistance students	By the end of the year, the overall median percentile growth in writing for Kohl 4 th and 5 th grade students receiving meal assistance	Not determined yet	All teams have TEAM goals that will be measured at least 3 times during the year as we work in our PLC	See planning form

			will be at the 64 th percentile as measured by the writing CSAP.		groups.	
Post Secondary & Workforce Readiness	Graduation Rate	N/A				
	Dropout Rate	N/A				
	Mean ACT	N/A				
School Climate	BVSD School Climate Survey	To increase the positive responses on our climate survey.	<p>Climate: By the end of the 2011-2012 school year, the Student Climate Survey will show increased positive responses to the following questions: #6 I feel safe on the Playground; #8 I know what to do about bullies.</p> <p>Survey question #6 will increase from 72% favorable responses (2010) to 80% favorable responses.</p> <p>Survey question #8 will increase from 83% favorable responses (2010) to 86% favorable responses.</p>	Not determined yet		See planning form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: **Kohl must be clear in what students should know, understand and be able to do. We must be standards-based, with common language, articulated and aligned curriculum and exemplars of proficient student work.**

Root Cause(s) Addressed: Yes

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

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)
Objectives are: 1. What do students need to know, understand and be able to do? Strategies <ul style="list-style-type: none"> • Every classroom will utilize the <u>The Daily Five</u> and <u>CAFÉ</u> strategies to align our building wide practices and assure common language around reading and writing. • Examples of proficient student work (exemplars) is utilized in every classroom to provide a model of learning and performance expectations. • All teams will have a year-long plan 	By September	Classroom Teachers Principal	None this year	Every classroom will be observed to assure this has been implemented	In progress
	By January	Principal Classroom Teachers	Exemplars in writing are displayed in the school and given to classroom teachers	Classrooms will need to develop exemplars in writing and have them displayed in their classrooms	In progress
	By October	Teachers		Posted in main hallway	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although are completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Student Climate Survey will show increased positive responses to the following questions:
#6 I feel safe on the Playground #8 I know what to do about bullies.

Root Cause(s) Addressed: Yes

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

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)
1. Provide Students with daily opportunities to report hurtful incidents that occur in school/on playground. Teacher, psychologist or principal will address the concern in a class meeting.	Ongoing	ALL classroom teachers Principal Psych	"What should I do box" SAC Parents recommendation/funding	All boxes are in the classroom; observed and reported class meetings	In progress
2. Provide training for all Kohl students on how to respond to hurtful behavior, addressing the victim, bully, and by-standers. Continue to utilize PBIS and RIDE to support students and staff.	Ongoing	All classroom teachers Principal Psych	Bully Proofing Book Climate/Equity Funding	November February Assemblies Weekly announcements Ongoing PBS and RIDE implementation	In progress
3. Provide training for teachers, paraprofessionals, and volunteers on strategies to prevent and respond to hurtful behaviors. Increase parent support on the playground.	Ongoing	Principal Psych	SAC Parents Cards for the back of ID	Extra Eyes training in Oct Para Review in Nov	In progress
4. Provide students with more playground activities <u>and post rules for the games on the playground.</u> *	Ongoing	Principal PE Teacher	School Budget Climate/Equity Funding	October will have more equipment in the bins	In progress
5. Add questions to the BVSD Student Climate Survey to further assess the climate at Kohl.	Questions Completed	Psych	None	Extra questions attached to Climate survey which is given in April	Completed

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)