



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	December 11, 2014
PREPARED BY:	Amber Whetstine, Executive Director Learning Services
TITLE OF AGENDA ITEM:	Unified Improvement Plans
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As part of the District Accreditation Process, the District Unified Improvement Plan has been updated with input from each of the four District Innovation Zones, and the District Accountability Advisory Committee. The plan specifically describes action steps that the District will take, to work toward continuous improvement in student achievement and the reduction of growth gaps. In addition, each school is required to submit a Unified Improvement Plan, which includes improvement strategies specific to their students' needs.

RATIONALE: A Unified Improvement Plan allows Innovation Zones and the Education Office to focus improvement efforts (time, resources, etc.) to impact student achievement in the areas where the most improvement is needed. The development of the Unified Improvement Plan for districts and schools is a requirement by the Colorado Department of Education as part of the Accreditation Process.

RELEVANT DATA AND EXPECTED OUTCOMES: See attached District and School Unified Improvement Plans.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The UIP process provides districts / schools with a template to prioritize resources aligned with improvement efforts.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Involving parents, community members and stakeholders is a critical element of UIP development and review.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	As we strive to be the best district to learn, work and lead, the UIP provides a framework for continuous improvement planning.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Leaders have autonomy to develop improvement strategies aligned with the mission, vision and needs of the school.
Rock #5 — Customize our educational systems to launch each student toward success	Improvement plans include strategies to close achievement gaps for individual subgroups of students.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next regular board meeting.

APPROVED BY: Peter Hilts, CEO

DATE: November 19, 2014

Colorado's Unified Improvement Plan for Districts for 2014-15

Organization Code: **1110** District Name: **FALCON 49** AU Code: **21090** AU Name: **EL PASO 49 FALCON** Official 2014 DPF: **3 Year**

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 District Results			Meets Expectations?
Academic Achievement (Status)	CSAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	72.19%	69.22%	71.31%	76.54%	74.48%	69.33%	
		M	70.37%	49.11%	30.51%	75.58%	57.56%	31.18%	
		W	55.78%	56.79%	49.7%	58.33%	63.98%	49.01%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	27	26	16	47	50	48	
		M	44	63	89	46	46	41	
		W	39	42	47	48	51	44	
		ELP	27	60	42	55	59	39	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 91.4% using a 7 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Meets	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	3.9%	0.8%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	20.1	19	Approaching	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Approaching		NO
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	17.49%		YES
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs	R	Meets	NO
			W	Approaching	
			M	Approaching	
			Grad	Exceeds	
			Participation	Meets	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2014	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited	Based on District Performance Framework results, the district 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, 2015 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).
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 0	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support-aimed at increasing dramatic results for students.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education UIP addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Title III Improvement – Year 6	Based upon results for Title III, the grantee must complete the required addendum for Title III Improvement. The ESEA addendum is not required. Since the plan must be submitted for posting to SchoolView.org on April 15, 2015, Title III requirements and the required Title III addendum will be reviewed by CDE at the same time. Note that specialized requirements are included for Title III in the Quality Criteria document.
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	Yes, the district has at least one school that (1) is identified as a Title I Focus School or (2) has a current TIG award.	Regardless of the district's plan type, districts with a Focus school and/or a TIG school must address how the district is supporting the school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

Section II: Improvement Plan Information

Additional Information about the District

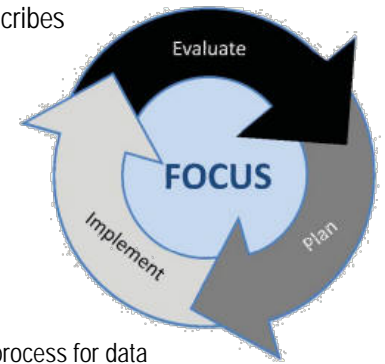
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	CDE ELAT Grant
CADI	Has (or will) the district participated in a CADI review? If so, when?	No
External Evaluator	Has the district(s) 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 district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title III	<input type="checkbox"/> Student Graduation and Completion Plan (Designated Graduation District) <input checked="" type="checkbox"/> Gifted Education <input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IIA	
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: <input type="checkbox"/> District Only <input type="checkbox"/> District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____	

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Amber Whetstine, Executive Director of Learning Services
	Email	awhetstine@d49.org
	Phone	(719) 494-8951
	Mailing Address	10850 East Woodmen Road, Colorado Springs, CO 80831
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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 district. 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 district/consortium 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.



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. Descriptions 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.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). 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 district'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 district, 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 strategies is encouraged.
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Narrative:

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. Our district schools include 17 coordinated schools and 5 charter schools, which combined serve about 19,500 students. District 49 is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual And alternative education experiences just to name a few. As a district, we continue to work toward leading the way in offering innovative educational programs. District 49 adopted GOAL Academy a large state-wide charter school serving a predominantly high-risk population of students, in July 2013. Our achievement and growth scores were impacted at the high school level with the addition of approximately 3,000 GOAL Academy students. However, our accreditation rating as indicated by our District Performance Framework continues to remain stable.

In spring 2013, the Board of Education voted to approve a strategic plan which provides a vision for our District to:

1) Re-establish District 49 as a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Establish District 49 as the best District in Colorado to Learn, Work and Lead 4) Grow a robust portfolio of distinct and exceptional schools 5) Customize our educational systems to launch each student toward success

Process and Stakeholder Involvement

The District 49 Improvement Committee consists of members representing various schools, departments and stakeholders. Prior to the formation of the committee, the Executive Director of Learning Services presented to the DAAC on the accreditation process, and the District Performance Frameworks. Student achievement data for specific student populations will also be shared with the Special Education Advisory Committee (SEAC), English Language Development Parent Advisory Committee and Gifted and Talented Advisor Council. Members of the District Improvement Committee include: the Chief Education Officer, Executive Director of Learning Services, Executive Director of Individualized Education, Zone Superintendents / Zone Leaders, Coordinator of Curriculum, Instruction and Assessment, Curriculum, Instruction and Assessment Administrators, Data Analyst, Assistant Director of Special Education, Coordinator of English Language Development, and TOSA for Gifted, Talented Education, Director of Concurrent Enrollment, and Director of CTE representing all district schools and charter schools. A sub-committee of representatives from the DAAC reviewed the plan and provided feedback. Upon completion of the District UIP, the Executive Director of Learning Services will present the UIP to the DAAC and Board of Education prior to final submission to the Colorado Department of Education and public stakeholders.

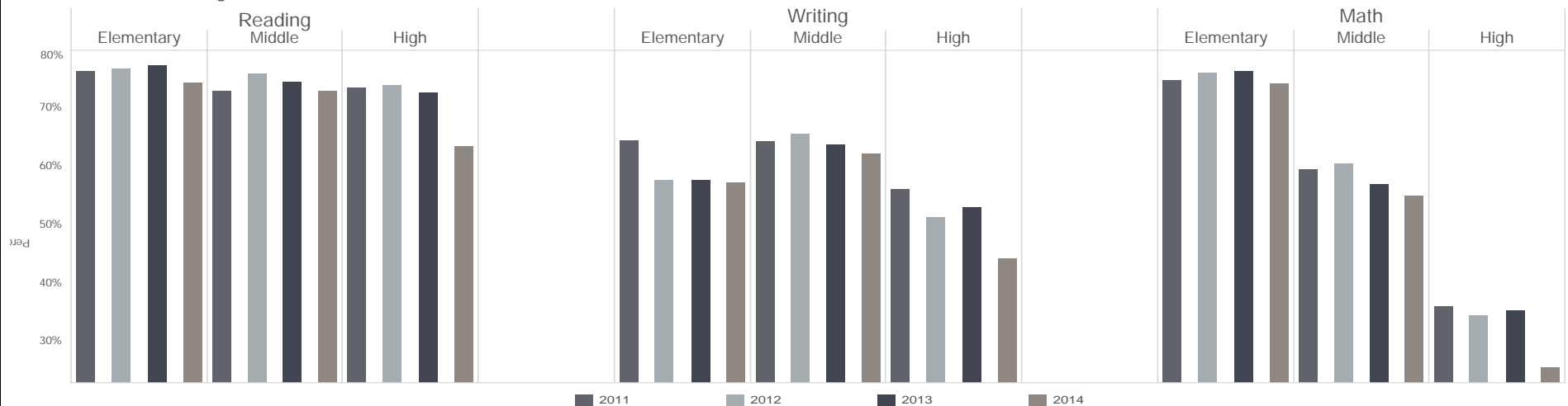
Data Analysis and Team Review of Prior Year's Performance Targets

The District Improvement Committee analyzed data from numerous sources including TCAP, SCANTRON Performance Series, DIBELS Next, ACT, the District Performance Framework, Graduation and Drop Out Rates, College Remediation Rates and Highly Qualified data to determine trends and priority challenges within the district. These data were analyzed over several face-to-face meetings by members of the District Improvement Committee and were presented to and analyzed by the DAAC and Board of Education. The Prior year's targets were reviewed to determine whether or not each target was met, and how close we were to meeting each target. Trend statements were developed and priority challenges were prioritized based on declining trends, the District Performance Framework, and areas still approaching and not meeting state and federal performance expectations.

Academic Achievement

A review of our District Performance Framework, TCAP, SCANTRON Performance Series and ACT data reveal that while our district generally exceeds the state average in the percentage of students scoring proficient / advanced, our academic achievement scores have remained relatively flat or show decline over the past four years.

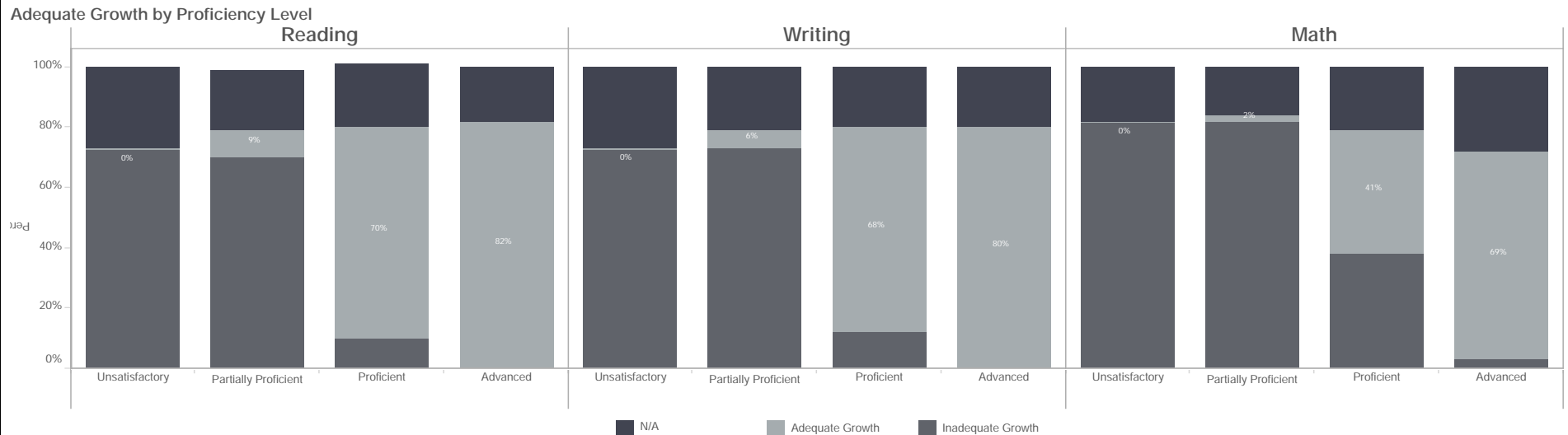
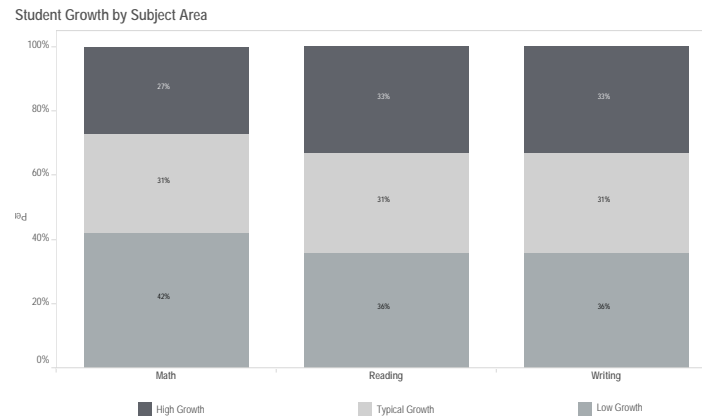
Trends in Students Scoring Proficient/Advanced



Academic Growth

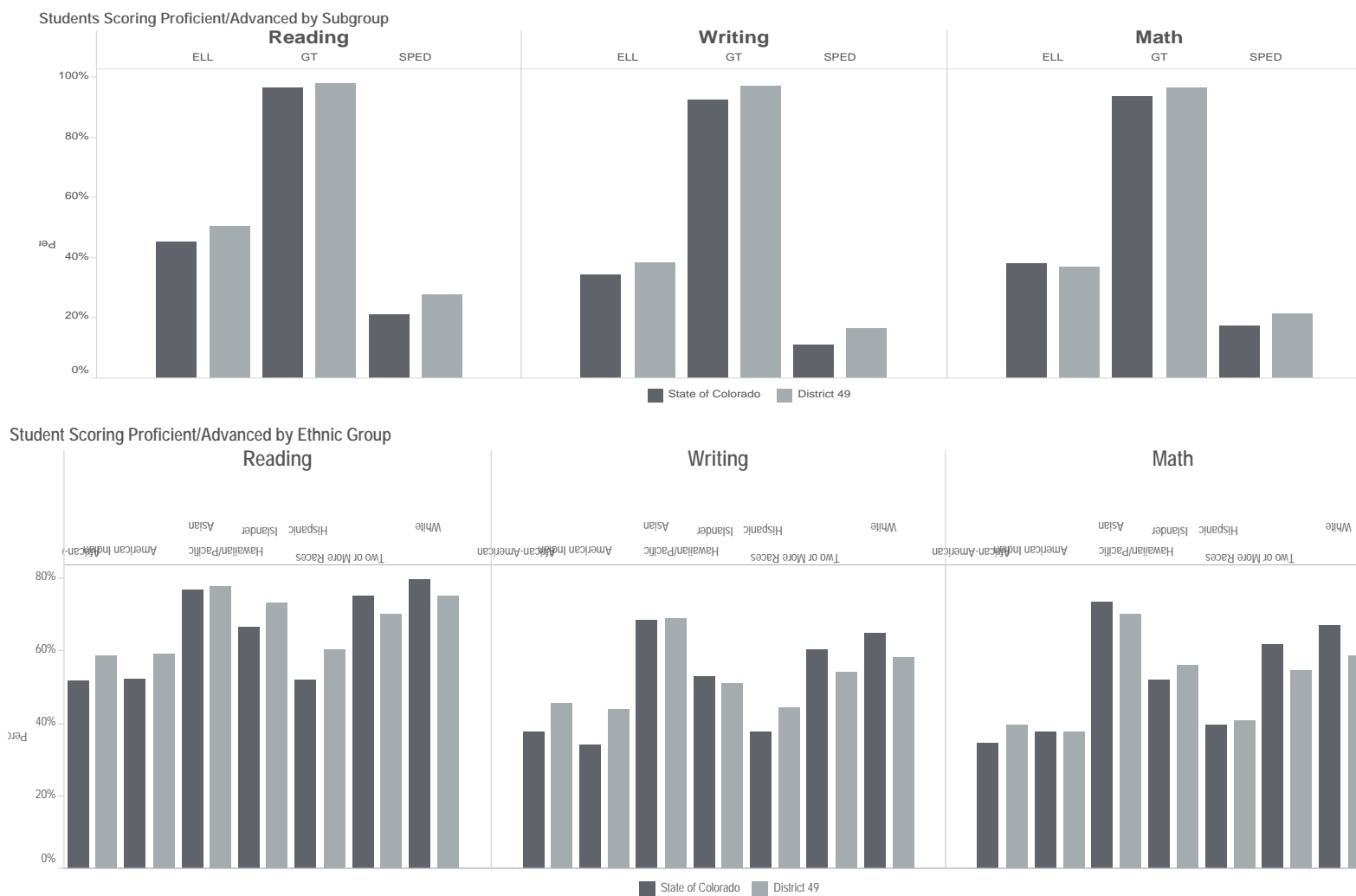
As a district, we meet overall expectations for student growth as indicated on our 3-year District Performance Framework reports but are approaching on our 1-year. This is largely a function of decreases in academic growth at the high school level. While we are meeting math growth expectations on our 3-year DPF at the elementary level, we are approaching expectations at the middle and high school levels. Additionally, at the high school level, we are approaching for writing and are classified as "does not meet" for English Language Proficiency (ELL). When comparing our 1-year DPFs from 2013 and 2014, there has been substantial fluctuation in ELL growth, with growth increasing to "meets expectations" for both the elementary and middle school levels (from "does not meet" and "approaching," respectively). However, ELL growth fell from "exceeds" to "does not meet" at the high school level. In addition, a greater percentage of students are making low or typical growth as opposed to high growth. As a district, our performance on the Scantron Performance Series assessments also indicate a need for increased student growth.

The following graphs illustrate the percentage of students with low, typical and high growth, and the adequate growth made by students in each proficiency-level range.



Academic Growth Gaps

Academic Growth Gaps continue to present the greatest performance challenge for our district. As our students progress through the school system, growth gaps widen. Our greatest gaps exist with our students on IEPs across all grade levels and content areas. These students either "Do Not Meet" or are "Approaching" state performance expectations in all grade levels and content areas. Students performing below proficient are approaching expectations in all school levels and content areas. The following graphs present subgroup performance in District 49 compared with the state percentage of students in similar subgroups scoring proficient or advanced.



Post-Secondary Workforce Readiness: Our 7-year graduation rate of 91.4% exceeds the state expectation of 80% and our dropout rate of 0.7% decreased this year, exceeding state expectations for accreditation. We have not met the state expectation of 20.1 and experienced a decline in the average ACT score for the district.

ACT Composite Scores							
	District	Falcon HS	Patriot Learning Center	Sand Creek HS	Vista Ridge HS	GOAL Academy	Falcon Virtual
2008	19.21	19.1	N/A	19.3	N/A	N/A	N/A
2009	18.8	19.5	15.3	18.6	N/A	N/A	N/A
2010	19.6	20.4	15.7	19.5	19.8	N/A	N/A
2011	19.1	20.0	15.0	18.7	19.2	N/A	N/A
2012	19.1	19.9	15.8	18.6	19.2	N/A	N/A
2013	19.6	20.1	16.7	20.0	19.1	N/A	21.0
2014	18.5	19.9	16.3	19.8	18.8	16.3	19.9

Teacher Qualifications: Our district has made improvement over the past 5 years and continues to work toward maintaining a status of 100% highly qualified teachers in core-academic areas. Our most recent data indicates that of the 647 total teachers, 100% are high qualified.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
97.95%	98.7%	98.49%	99.52%	100%	99.1%

As a District, we are exploring ways to improve hiring processes and teacher quality by partnering with local universities and evaluating current induction programs. We continue to work with our Human Resources Department to inform principals of highly qualified expectations and requirements for the equitable distribution of teachers. We are asking all licensed staff to apply for licensure renewal six months in advance. Additionally, our district met expectations for equitable distribution of teachers in 2013-2014.

Attainment of AMAOs

District 49 ELLs did not meet the target for AMAO #1 - Progress in Attaining English (ACCESS for ELLs) and AMAO #3 (Academic Growth (TCAP) and Graduation Rate for ELLs), but did attain targets for AMAO #2 (English Attainment ACCESS/ELL Proficiency). It should be noted that AMAO #1 was met at the elementary and middle school level but not at the high school level. In further examining AMAO #3, math was the weakest content area.

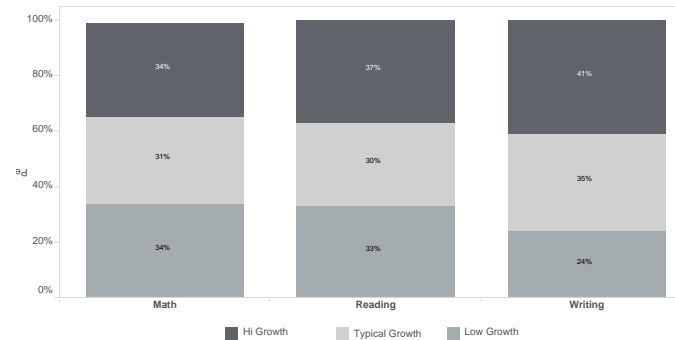
	Elementary	Middle	High	Overall AMAO met?
AMAO 1-ACCESS Growth	Meets	Meets	Does not Meet	No

AMAO 2-English Proficiency	17.49% Proficiency										Yes
AMAO 3-TCAP Growth	Rdg	Wtg	Math	Rdg	Wtg	Math	Rdg	Wtg	Math	Graduation	No
	Meets	Meets	Approaching	Meets	Approaching	Approaching	Approaching	Approaching	Does not meet	Exceeds	

Gifted and Talented

The 2012-2016 District 49 Gifted Education Program Plan, identified goals to measure gifted growth which include decreasing the percentage of gifted students falling in the low growth category by 5 percentage points by 2016 and increasing the percentage of students scoring proficient/advanced to meet or exceed the state average

GT Student Growth by Subject Area



Priority Performance Challenges and Process: Because our greatest area of need for improvement as indicated by our TCAP data analysis process, District Performance Framework and SCANTRON Performance Series data was in the area of student academic growth gaps, our District Improvement Committee prioritized these areas as the areas for focused improvement.

Reading Growth Gaps

Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. At the High school Level, ELs are also experiencing growth gaps in reading.

Math Growth Gaps

All student subgroups are experiencing growth gaps at all levels elementary, middle and high school.

Writing Growth Gaps

At the high school level, all student subgroups are experiencing growth gaps. At the middle school level, all students with the exception of minority students are experiencing growth gaps. Elementary students with disabilities and those needing to catch up are experiencing growth gaps in writing.

Root Cause Identification and Verification: After careful analysis by the District Improvement Committee of a variety of data sources (TCAP, ACT, DPF, ACCESS Growth, Graduation, College Remediation and Drop-out Rates, Highly-Qualified Data and local data sources (DIBELS Next, SCANTRON Performance Series) we identified and verified the following root causes:

- Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
- Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

Annual Targets 2014-2015 and 2015-2016

In the absence of available data in the area of Academic Growth Gaps (Median and Adequate Growth Percentiles) for the upcoming two years, we have chosen to utilize our school percentile rankings for reading, writing and math in the area of academic achievement to set targets. Our goal is to continue to close achievement gaps among our subgroups in all content areas while increasing achievement levels for all students.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)		N/A	N/A	Students with disabilities failed to meet performance metrics due to continued work in two specific areas. First, pervasive good first instruction is yet to be accomplished. Students with disabilities are not receiving content delivery that takes into account differentiation and scaffolding techniques in every classroom that is aligned with the Colorado Academic Standards. Work will continue in this area. Second, identification and implementation of scientific based interventions that target specific learning disabilities is not pervasive in every classroom/school in our district. AMAO 1 was met at the elementary and middle school levels. AMAO 2 was met overall due of the intensive collaboration, continued work with our WIDA/CELP Standards alignment and the commitment to continuous improvement. Although we have begun to align math instruction with the Colorado Academic Standards, the Depth of Knowledge presented in instruction does not adequately prepare students at the level of rigor to perform on state assessments. We will continue to work toward development of curriculum maps and lesson plan frameworks such as Engage New
		N/A	N/A	
Academic Growth		N/A	N/A	
		N/A	N/A	
Academic Growth Gaps	R	Increase median growth percentiles for student subgroups in reading to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	This goal was not met for students with disabilities and students needing to catch up. It was partially met for English language learners with the exception of reading at the high school level, which was "approaching". The target was met for economically disadvantaged students in reading and partially met for writing with scores for the middle and high school levels approaching the goal. The goal for minority students was met.	
	W	Increase median growth percentiles for student subgroups in writing to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	This goal was not met for students with disabilities and students needing to catch up. It was partially met for English language learners with the elementary school reaching the target. The target was partially met for economically disadvantaged students with scores for the middle and high school levels approaching, but not meeting the goal. The goal for minority students was met with the exception of high school writing.	

Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	M	Increase median growth percentiles for student subgroups in math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	This goal was not met for any subgroup or school level.	York to increase rigor for students in mathematics.
Postsecondary & Workforce Readiness		N/A	N/A	
		N/A	N/A	
Student Graduation and Completion Plan (For Designated Graduation Districts)		N/A	N/A	
		N/A	N/A	
English Language Development and Attainment (AMAOs)		Meet AMAO 1 targets for ACCESS at the elementary level	This goal was achieved.	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-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 and then prioritize the performance challenges (based on notable trends) that the district/consortium 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. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	District 49 "meets" overall state expectations for student achievement in reading, writing and mathematics. At the high school level, this year's 3-year District Performance Framework indicates areas of need for increased performance in reading and writing achievement.	N/A	N/A	
Academic Growth	District 49 continues to "meet" overall state expectations in academic growth indicator according to the 3-year District Performance Framework. At the elementary level, the district met all targets for meeting state expectations in reading, writing, math and Access. At the middle school level, all targets were met with the exception of growth in math. At the high school level, the only content area where this target was met was in reading growth.	N/A	N/A	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p>Our district continues to be "Approaching" in the Academic Growth Gap Indicator as reflected on our 3-year district Performance Framework.</p> <p>Our largest gaps exist with our students receiving special education services. These students did not meet the growth gaps targets at any level in any content area.</p> <p>Math as a content area presents the largest challenge for our sub-populations.</p> <p>We are beginning to close growth gaps at the elementary level for economically disadvantaged students, minority students and English Language Learners in reading and writing.</p> <p>At the middle school level, we "meet" state expectations for growth in reading for our economically disadvantaged students, minority students and English language Learners and in writing for our minority students.</p> <p>At the high school level, we "meet" growth expectations for our economically disadvantaged and minority students in reading.</p>	<p>Growth gaps exist for subgroups in reading, writing and math at all levels.</p> <p><u>Reading</u></p> <p>Elementary and Middle Students with Disabilities and Students Needing to Catch Up</p> <p>High Students with Disabilities, English Learners, and Students Needing to Catch Up</p> <p><u>Math</u></p> <p>Elementary, Middle and High</p> <p>Economically Disadvantaged Students, Minority Students Disabilities English Learners, and Students Needing to Catch Up</p> <p><u>Writing</u></p> <p>Elementary</p> <p>Students with Disabilities and Students Needing to</p>	<p>Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.</p> <p>Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.</p> <p>Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.</p> <p>Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>Catch Up</p> <p>Middle</p> <p>Economically Disadvantaged Students, Students with Disabilities English Learners, and Students Needing to Catch Up</p> <p>High</p> <p>Economically Disadvantaged Students, Minority Students, Students with Disabilities English Learners, and Students Needing to Catch Up</p>	

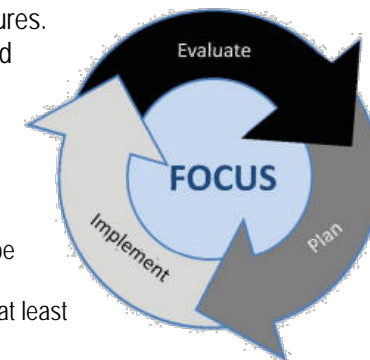
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness		N/A	N/A
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	N/A
English Language Development and Attainment (AMAOs)		<p>As a district, we did not meet requirements for attainment of AMAO 1 Academic Growth sub-indicator rating for English Language Proficiency</p> <p>As a district, we did not meet requirements for attainment of AMAO 3 Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs</p>	<p>Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.</p> <p>Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.</p> <p>Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.</p> <p>Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.</p>

Section IV: Action Plan(s)

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

District/Consortium Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	A significant number of students are not proficient in reading by 3 rd grade.	Increase the percentage of students scoring on benchmark from BOY to EOY according to DIBELS Next by 20% points (3 % point increase from previous year).		DIBELS Next Progress Monitoring and Lexia Progress Monitoring, Aims Web Reading Probes, Scantron Benchmark Assessments	Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3 rd grade.
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	Growth gaps exist for subgroups in reading, writing and math at all levels.	Increase the district's percentile ranking for reading, math and writing achievement as measured by state assessments: Elementary R-68 M-66 W-65 Middle R-67 M-71 W-75 High School R-34 M- 40	Increase the district's percentile ranking for reading, math and writing achievement as measured by state assessments: Elementary R-73 M-71 W-72 Middle R-71 M-77 W-81 High School R-42 M- 48	Dibels Next Benchmark Assessments and Scantron Reading Assessment	Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3 rd grade. Ensure all students are career and workforce ready by implementing individualized pathways for students. Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of
		M				Scantron Math Assessment and Scholastic Math Assessment	
		W				School-Level Common Writing Assessments and Student Work	

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				W-48	W-58		knowledge and application. Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						
English Language Development & Attainment	ACCESS Growth (AMAO 1)	As a district, we did not meet requirements for attainment of AMAO 1 Academic Growth sub-indicator rating for English Language Proficiency	Meet all requirements to attain AMAO 1	Meet all requirements to attain AMAO 1	DIBELs Next Benchmark Assessments and Scantron Reading Assessment Scantron Math Assessment and Scholastic Math Assessment School-Level Common Writing Assessments and Student Work	Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3 rd grade. Ensure all students are career and workforce ready by implementing individualized pathways for students. Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.	

						Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.
	ACCESS Proficiency (AMAO 2)	N/A	N/A	N/A	N/A	N/A
	TCAP (AMAO 3)	As a district, we did not meet requirements for attainment of AMAO 3 Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	Meet all requirements to attain AMAO 3	Meet all requirements to attain AMAO 3	DIBELS Next Benchmark Assessments and Scantron Reading Assessment Scantron Math Assessment and Scholastic Math Assessment School-Level Common Writing Assessments and Student Work	Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3 rd grade. Ensure all students are career and workforce ready by implementing individualized pathways for students. Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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 districts focus on no more than 3 to 5 major improvement strategies.

- **Major Improvement Strategy #1:** Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade. **Root Cause(s) Addressed:** Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
- Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

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

☒ State Accreditation

☐ Student Graduation and Completion Plan (Designated Graduation District)

☐ Title IA

☐ Title IIA

☒ Title III

☐ Gifted Program

☐ 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)
	2014-15	2015-16				
Communicate expectation of "Every 3 rd Grader a Reader" at all staff welcome back event.	July 2014		CEO		Communication complete	Complete
Provide support for gifted and talented education by hiring a Teacher on Special Assignment to support all zones.	July 2014		Exec. Director of Individualized Education		Position description approved, position hired	Complete
Provide training on Amplify / DIBELS Next to all new teachers	July 2014		Coordinator of CIA	ELAT Grant Funded	Training complete	Complete
Institute a Literacy excellence Program (LEx) at Odyssey elem. To provide intensive intervention for student with	August 2014		Exec. Director of Learning Services	10,000 Title IIA	Training for teachers complete	Complete

dyslexia-like tendencies.						
Provide training for parents of English Learners on the READ Act	August 2014 May 2015		Coordinator of ELD and Coordinator of CIA	\$9,625 Title III \$7,000 – ELPA/Local Resources	Attendance records, surveys,	In Progress
Revise READ Plan Handbook and distribute to teachers and leaders	August 2014		Coordinator of CIA		Handbook distributed	Complete
Provide training for teachers on DIBELS Deep diagnostic tool	August 2014		Coordinator of CIA	ELAT Grant Funded	Training complete	Complete
Utilize Hanover Research to compile a literature review of best instructional practices for supporting primary literacy. Distribute to teachers and leaders.	August 2014		Exec. Director of Learning Services		Report complete and distributed	Complete
Utilize Schoology as a tool for collecting and sharing best practices in primary literacy	August 2014		Exec. Director of Learning Services		Primary Literacy group created	Collection Complete Sharing Ongoing
Schedule visits to all elementary schools in region with 90% + achievement in 3 rd grade reading	August-Dec. 2014		Exec. Director of Learning Services		Visits scheduled and complete	In Progress
Conduct primary reading visits with elementary principals and leadership teams	August-Oct. 2014		CEO		Visits scheduled and complete	Complete
Provide information to Board of Education on literacy data and progress monitoring	Sept. 2014		Coordinator of CIA		Work session presentation complete	Complete
Provide training on differentiated instructional strategies for gifted learners at Meridian Ranch and Woodmen Hills Elementary	October 2014		TOSA for GT		Sign-in sheets, training complete	Complete
Provide intersession instruction to students on READ plans during fall and spring break	October 2014 and March		Exec. Director of Individualized		Intersessions complete	October instruction complete, March instruction not begun

	2015		Education			
Institute a district-wide book drive to support primary readers	October 2014 and March 2015		Exec. Director of Individualized Education		Books collected and distributed	In Progress
Develop an inventory of current literacy practices in D49 elementary schools	October 2014- Nov. 2014		Coordinator of CIA		Survey complete and compiled	In Progress
Extend the Model Classroom Project to emphasize primary reading practices in collaboration with CDE	Oct. 2014 – April 2015		Exec. Dir. Of Learning Services		Classrooms identified, videos produced and shared on Aha! Network	In Progress
Provide a variety of professional learning opportunities in the area of primary literacy for teachers and leaders (differentiated instruction, academic vocabulary, reading strategies, dyslexia, etc.)	Oct. 2014 - June 2015 (on-going offerings)		Exec. Dir. of Learning Services,		Trainers identified, training scheduled, advertised and complete	In Progress
Institute a Reading Foundations Academy in collaboration with CDE	Nov. 2014- Dec. 2014		Coordinator of CIA		Training complete	In Progress
Provide “Digging Deeper into Data” training for principals	January 2015		Coordinator of CIA	ELAT Grant Funded	Training complete	Not Begun
Provide summer school for students on READ plans <ul style="list-style-type: none"> • Provide intensive BURST / Lexia intervention sessions • Incorporate next-grade level standards to front-load student learning • Extend learning through interdisciplinary literacy units 	June-July 2015		Exec. Dir. Of Learning Services Exec. Director of Individualized Education Coordinator of CIA	400,000 READ Act Funds 100,000 Title I A	Summer school complete	Not Begun

<ul style="list-style-type: none"> Provide an optional culminating field trip <p>Provide transportation for Title I students</p>						
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

- **Major Improvement Strategy #2:** Ensure all students are career and workforce ready by implementing individualized pathways for students. **Root Cause(s) Addressed:** Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
- Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

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

☒ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA
☒ Title III ☐ Gifted Program ☐ 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)
	2014-15	2015-16				
Hold Graduation Pathways story boarding session with representation from all district zones and education office leaders	Spring 2014		CEO		Defined pathways for 2yr & 4y degrees, professional certifications, and mastery demonstrations	In Progress
Create position and hire, Director of Concurrent Enrollment	Spring 2014		CEO		Job description created, position hired	Complete
Initiate and send letters to all students who earned college articulated credit with PPCC	July 2014		Director Concurrent Enrollment, Director CTE		Letters sent	Complete
Develop 2014-2015 Perkins grant to support current and/or new pathways	August 2014		Director CTE	78,000 CTE Funds	Developed and submitted annual Perkins Grant award	Complete
Form Path Builders Team to design Career & College Pathways aligned with new CO Graduation Guidelines	August 2014		CEO, Exec. Dir. Learning Services, Exec. Dir. Individualized Education, Director		Team formed, monthly meetings scheduled and held	In Progress

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			Concurrent Enrollment, Director CTE			
Revise Individual Career and Academic Plan (ICAP) Grade-level Milestones in College In CO (grades 6-12)	Sept. 2014		Director Concurrent Enrollment, District, District Counselor		Refined & published Grade-level Milestones & Instructions	Complete
Introduce ICAP Grade-level Milestones in all Middle Schools & High Schools	Sept. 2014		Director Concurrent Enrollment, District, District Counselor		PPT Training created; CIC accounts for students & staff; ICAP brochure for parents; ICAP Schoology Group; ICAP webpage info; follow-up	Training Complete Support On-going
Develop and submit the CTA report for CTE state financial reimbursement (to include GOAL) to provide CTE pathways for students	Sept. 2014		Director CTE, District Counselor	900,000 CTE Funds	Coordinated collaborative meetings between parties, analyze financial information, and submit to state for completion	Complete
Introduce Concurrent Enrollment Program (early college pathways) to MS & HS Administrators, teachers, BOE, HR	Sept. 2014		CEO, Director Concurrent Enrollment		CE overview provided to MS/HS Administrators, BOE, HR, and HS teachers	Complete
Create D49 High School Transcript Conventions to record new pathways progress	Sept. 2014-Spring 2015		Director Concurrent Enrollment, Coordinator Cultural Capacity		College Course Catalog built in IC, ACT test scores loaded	In progress
Initiate CTE program improvement training	Oct. 2014		Director CTE		CTE instructors trained; Audit materials prepared	In Progress
Initiate Math Pathway discussion to align high school math to postsecondary math and to determine math options for	Oct. 2014		Director Concurrent Enrollment,		Coordinated collaborative meetings between HS & college math educators;	In Progress

students with AAS & professional certification pathways			Director CTE		identified career & financial math content relative to AAS and professional certifications, aligned to state standards (CAS)	
Update D49 Policies for Concurrent Enrollment and Weighted Grading	Oct. 2014		CEO, Director of Concurrent Enrollment, Zone Leaders		Revised D49 policies to reflect new CE and weighted grading protocols & procedures	Complete
Initiate Concurrent Enrollment (CE) Pilot Program aligned to student ICAPs	Oct. 2014		Director Concurrent Enrollment		Trained HS Counselors; created college advising manuals; created Schoology College & Career Resource shared space group; met with parents & students; enrolled students in college level courses for Spring 2015	Complete Support with college advising On-going
Evaluate, create, and resubmit for district wide articulation for additional CTE classes	Nov. 2014		Director CTE		Articulation agreements for CTE classes to reflect college credit	In Progress
Transition Area Vocational Program (AVP) to Concurrent Enrollment	Nov. 2014		Director CTE		Created implementation and communication plan for all stakeholders; Complete Transition	In Progress
Develop communication plan for 2015-16 concurrent enrollment rollout	Nov. 2014-Jan. 2015		CEO, Director of Concurrent Enrollment, Director of Communication, Zone Leaders		Scheduled January Concurrent Enrollment Nights for all High Schools; post CE FAQ's on websites	In Progress
Create Grade Level Career & College Readiness Curriculum for Middle Schools & High Schools	Nov. 2014		Director of Concurrent Enrollment,		Curriculum developed	In Progress

			District Counselor			
Revise and develop D49 Program approvals for yearly updates and new programs/pathways for students	Nov. 2014		Director CTE, district Counselor		Calendar Updated	In Progress
Explore new teacher hiring practices and graduate school / professional development incentives for teachers wishing to certify as college adjunct professors, teaching college level concurrent enrollment courses on district campuses	Nov. 2014		CEO, CBO, Path builders Team, Director of HR, Zone Leaders		Salary schedule and hiring practices adjusted to meet needs of 49 Pathways	In Progress
Align ALP goals to ICAP requirements	Nov. 2014 to Feb. 2015		GT TOSA		Completion of ALPs for secondary students to include ICAP requirements	In progress
Attend CDE ICAP Summit	Dec. 2014		CEO, Path Builders Team		Attendance at Summit	In Progress
Hold concurrent enrollment nights for parents and students to provide information regarding opportunities for concurrent enrollment	January 2015		CEO, Director of Concurrent Enrollment		Evening meetings scheduled and held	In Progress
Initiate collaborative discussions between HS English teachers and college English professors to optimize transition to college level ENG121 English Composition I	Jan. 2014- June 2015		Director Concurrent Enrollment		Meeting scheduled and held, transition plan created	In Progress
Develop and teach EDU 250 & 251 to staff for continued CTE certification	May 2014		Director CTE, On-line Professional development Specialist		Training developed and held	In Progress
Implement Project Lead the Way at		Aug.	Director CTE,		Program implemented during	In Progress

Falcon High School and integrate the Biomedical pathway for the 2015-2016 school year		2015	Principal FHS		2015-2016 school year	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

- **Major Improvement Strategy #3:** Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- **Root Cause(s) Addressed:** Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.

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

☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☐ Title IA
 ☐ Title IIA
 ☒ Title III
 ☒ Gifted Program
 ☐ 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)
	2014-15	2015-16				
Continue to develop and identify assessment tools and resources, which are aligned to the expected level of rigor aligned with the CAS and CCSS	July 2014-May 2015		Coordinator of CIA		Assessment website updates Assessment Schoology group created Assessment portfolio brochure created and distributed	In Progress
Conduct quarterly PLC's (Professional Learning Communities) for each special education program (SSN, DD/ID, SED, So/Co, and SLD)		Aug-May, 2015	Executive Director of Individualized Education and Assistant Director of Special Education		Creation of program specific instructional "Look Fors," differentiated by program and grade levels, May 2015, PLC outline sheet, Schoology Documentation	Ongoing
Continue to create WIDA/CELP RoadMaps, instructional look-fors, as well as a ELD resource guide for teachers with outside consultant	Aug. 2014 - May 2015		Coordinator of ELD	\$3,000 – ELPA/Local Resources	Completed RoadMaps Instructional Look-fors, and ELD Resource guide	In Progress
Continue to institute a process for supporting schools with below	Sept. 2014-May		Exec. Director of Learning		School site visits UIP support provided	In Progress

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"performance" level improvement plans.	2015		Services		Alternative Measures developed and submitted	
Continue to provide schools with access to common core item banks in Scantron Achievement and Performance Series assessments	July 2014-May 2015		Exec. Director of Learning Services, Coordinator CIA		Benchmark assessments complete	In Progress
Continue to provide SIOP (Sheltered Instruction Observation Protocol) training for mainstream teachers, principals and other leaders – adding a coaching component	Nov. 2014 & March 2015		Coordinator of ELD	\$16,000 – TITLE III Resources	Attendance Logs, Follow-up/Feedback Sessions, Coaching conversations, and Spot observation notes	In Progress
Attend CO-TESOL & WIDA National Conferences (ELD Teaching Staff)	Fall 2014		Coordinator of ELD	\$10,000 –TITLE III & ELPA/Local Resources	Schoology courses, presentations at PLCs, attendance certificates	In Progress
Continue implementation of the Model Classroom Project. Expand to schools across the district	Fall 2014		Exec. Director of Learning Services, Online Professional Development Specialist	15,000 Title II A	Videos produced and shared on Aha! Network include resources and lesson plans.	In Progress
Provide support for teachers and leaders through consultation and training related to inclusive practices for students with special needs	Aug. 2014- May 2015		Exec. Director of Individualized Education		On-going walk-throughs, training and consultation	In Progress
Require instructional walkthroughs for individualized education staff to provide feedback on rigor and relevance in instruction	Aug. 2014- May 2015		Exec. Director of Individualized Education		Walkthroughs complete	In Progress
Provide training for principals, instructional coaches, and teacher leaders on facilitating standards-based	Jan. – February 2015		Exec. Director of Learning Services	6,000 Title II A	Training complete Planning facilitated in schools	In Progress

lesson planning.						
Provide continuous support and consultation on use of Alpine Achievement Systems data management tools	July 2014- June 2015		Exec. Director of Learning Services, Data and Assessment Analyst		On-going consultation, training and support	In Progress
Provide training for teachers and leaders on Scholastic Math Inventory	July 2014 and Dec. 2014			3,000 Title II A	Training complete	In Progress
Provide continued in-depth data analysis training using Scantron Assessment Series	August 2014 Winter 2014		Coordinator of CIA, Data and Assessment Analyst		Training complete	In Progress

- **Major Improvement Strategy #4:** Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.
- **Root Cause(s) Addressed:** Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

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

☒ State Accreditation

☐ Student Graduation and Completion Plan (Designated Graduation District)

☒ Title IA

☒ Title IIA

☒ Title III

☒ Gifted Program

☐ 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)
	2014-15	2015-16				
Implement Schoology Learning Management System district-wide as a vehicle for delivering on-going, embedded professional learning	July 2014		Exec. Director of Learning Services, Online Professional Development Specialist	CDE BOCES Grant Funded	Initial Set-up complete, users loaded, training scheduled and completed, ongoing support provided	Complete On Going Support
Provide training for teachers and/or itinerants regarding:	July 2014		Executive Director of		Sign in sheets, agendas	Completed

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Progress Monitoring (All staff welcome July 31) and at New Teacher Orientation – Inclusive Best Practices; Measureable Goals and Progress Monitoring, and Modified Curriculum with Extended Evidence Outcomes, Targeted Accommodations and Modifications			Individualized Learning and Assistant Special Education Director			
Create Schoology courses to support PLCs for individualized Education Video best-practices in differentiated instruction	August 2014- May 2015		Executive Director of Individualized Learning and Assistant Special Education Director		Videos collected and viewed via Schoology, Creation of courses	Completed
Provide on-going training and consultation to ensure instruction meets needs of gifted students	Aug. 2014 to May 2015		GT TOSA		Listing provided of possible professional development opportunities, PD provided, Scheduled meetings with teachers	Completed, Ongoing, Ongoing
Provide Capturing Kids Hearts training to new teaching staff to sustain professional development efforts	August 2014		Exec. Director of Learning Services	5,000 Title II A	Training complete	Complete
Provide support for data-driven professional development, Leverage Leadership Book Study	August 2014		Exec. Director of Learning Services	1,500 Title II A	Books purchased, distributed to zones	Complete
Institute an CDE Approved Evaluator Training and Certification Program	August- Dec. 2014 and Jan. – Feb. 2015		Exec. Director of Learning Services	N/A	Training developed and delivered	Session 1 Complete Session 2 In Progress
Provide on-going training for building	Fall		Director of		Training developed and	In Progress

and district leaders to ensure compliance and consistency of practices	2014-June 2015		Human Resources, Coordinator of Cultural Capacity		delivered	
Provide training in instructional leadership development for new administrators Provide follow-up coaching / consulting to experienced leaders	Sept. 2014 April-May 2015		Exec. Director of Learning Services	30, 600 Title II A	Training Complete, Follow-up consultation complete	In progress
Provide training for teachers and leaders on developing student learning objectives aligned to teacher evaluation systems	August 2014		Exec. Director of Learning Services	6,000 Title II A	Training complete	In Progress
Provide training for para-professionals (ESP's) regarding: Supporting students in an inclusive model within general education settings	Sept. 2014 and Feb. 2015		Executive Director of Individualized Learning and Assistant Special Education Director	19,000 IDEA	Staff sign in sheets, agendas	In Progress
Continue to provide support for new leaders through the District 49 Leadership Academy Induction Program	Sept. 2014-May 2015		Exec. Director of Learning Services		Sessions scheduled monthly and complete	In Progress
Provide support in the creation of ALPs, facilitate ALP meetings	Sep 2014-May 2015		GT TOSA		Meetings with teachers scheduled and held, ALP meetings attended	Ongoing
Send instructional coaches and leaders to Instructional Coaching Institutes to develop coaching skills and techniques	Fall 2014		Exec. Director of Learning Services Coordinator	16,241 Title II A	Coaches trained, information shared with Lead Mentors and other instructional coaches and leaders	In Progress

			of ELD			
Provide training for principals on improvement planning strategies and UIP development, ongoing consultation and support	October 2014		Exec. Director of Learning Services		Principals' training complete, Schoology support group developed and maintained	Complete On Going Support
Hold Schoology Power users conference over fall break to provide additional support for Schoology implementation	October 2014		On-line Professional Development Specialist		Presenters identified, training scheduled and complete	Complete
Train leaders in story-boarding process to facilitate on-going professional learning and strategic planning	October 2014		CEO		Trainees identified, Training planned and complete	Complete
Attend differentiation conference with teachers	Oct. 2014		GT TOSA		Training completed	Completed
Fund participation for four teachers to attend Colorado Gifted Conference Strands	Oct. 2014		GT TOSA		Conferences attended	Completed
Purchase SONDAY intervention materials and professional development to pilot ELD program at Odyssey, Falcon Middle and Falcon High School	October 2014-Spring 2015		Coordinator of ELD	3,500 – TITLE III	Lesson plans, walkthrough observations, etc.	In progress
Support teachers pursuing National board Certification by providing coaching and weekend courses	Nov. 2014-May 2015		Exec. Director of Learning Services	10,000 Title II A		
Provide KAGAN Cooperative Learning training to teachers, principals, and other staff to support English learners	Fall 2014 & Spring 2015		Coordinator of ELD	16,000 – TITLE III	Attendance logs, follow-up/feedback sessions, spot observation notes	In Progress
Continue to improve New Teacher Induction Program. Send administrators and teacher leaders to New Teacher Center National Conference. Continue to provide training on mentoring and	Winter 2015		Exec. Director of Learning Services	15,000 Title II A		

coaching strategies for Lead Mentors.						
Send teachers and leaders to annual educating Children of Color Conference	January 2014		Exec. Director of Learning Services, Coordinator of Cultural Capacity	3,000 Title II A	Attendees registered, conference complete, learning shared with other teachers and leaders across district	In Progress
Provide training to teachers and leaders on multi-cultural education perspectives	Jan. – May 2015		Coordinator of Cultural Capacity		Training developed and complete	In Progress
Hold Schoology Power User Summer Conference to provide additional support for Schoology implementation	May 2015		On-line Professional Development Specialist		Presenters identified, conference complete	In Progress
Send teachers and leaders to training to support implementation of 21 st century teaching strategies and integrated technology	Spring-Summer 2015		Exec. Director of Learning Services	5,000 Title II A		
Provide support for recruiting and retaining highly-qualified teachers	July 2014-June 2015		Director of Human Resources	Title II A 4,000		
Supplement D49 Summer School Academy with ELD staff to meet the linguistic needs for each zone	Summer 2015		Coordinator of ELD	8,917 – Title III SA 7,000 – ELPA/Local Funds	Staff identified, contracted and summer school complete	Not Begun
Send teachers to Colorado Association Gifted and Talented Conference		Oct. 2015	GT TOSA		Training Registration	Not Begun

* 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 districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all districts)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **0555** School Name: **BANNING LEWIS RANCH ACADEMY** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	71.35%	-	82.55%	81.9%	-	
		M	70.11%	51.63%	-	85.08%	70.55%	-	
		W	54.84%	58.34%	-	63.54%	70.75%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			23	25	-	46	62	-	
		M	39	58	-	45	62	-	
		W	37	43	-	48	64	-	
		ELP	-	-	-	-	-	-	

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School Name: **BANNING LEWIS RANCH ACADEMY**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

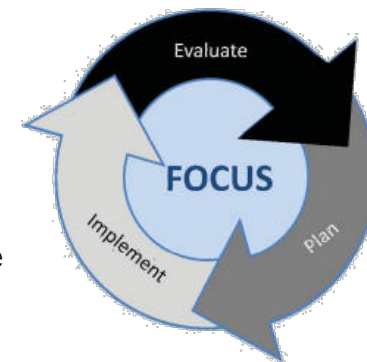
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Andy Franko, Head of School
	Email	afranko@blacademy.org
	Phone	719.570.0075
	Mailing Address	7094 Cottonwood Tree Drive, Colorado Springs CO 80927
2	Name and Title	Amy Brundage, Assistant Principal
	Email	abrundange@blacademy.org
	Phone	719.570.0075
	Mailing Address	7094 Cottonwood Tree Drive, Colorado Springs CO 80927

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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.



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.

Data Narrative for School

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., SAC).		Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Description of School Setting:

Banning Lewis Ranch Academy is a free, dynamic K-8 elementary and middle school dedicated to providing a rich college-prep program in a safe, positive environment. As a public charter school, Banning Lewis Ranch Academy fosters intellectual curiosity and a thirst for discovery, while embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy holds the vision that “We are champions of tradition and innovative education.” The mission of Banning Lewis Ranch Academy is to create a safe, positive environment that fosters intellectual curiosity and a thirst for discovery where students and staff succeed through exceptional programs. Teachers, staff and administrators will accomplish the mission by providing a world-class education through a curriculum that exposes students to diverse cultures with a balance in fine arts, technology, character development and extra-curricular activities, establishing an engaged school community committed to the lifelong success of students in a global environment and embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy offers an extended school day and academic year to allow for true mastery rather than cursory coverage of the curriculum. The content-rich Paragon Curriculum converges high tech with the humanities, combining the rigors of a classical education with the relevance required by contemporary culture. Our interdisciplinary program instills in students a captivating

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conceptual understanding and chronological picture of history, as well as an awareness of the interrelationships between different domains of knowledge.

Process of Stakeholder Involvement:

The School Performance Frameworks was presented to the campus leadership team (grade level leads, interventionists, and school administrators) and reviewed. The school Principal and Asst. Principal attended a district sponsored training to learn more about UIP process. Once trained, the leadership team, along with a National Curriculum Implementation Specialist (Mosaica Education) began looking at data to identify trends and Priority Performance Challenges. The School Performance Framework was then presented to the Banning Lewis Ranch Academy School Board, and then to School Accountability Committee. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

Review of Current Performance:

Review of the Banning Lewis Ranch Academy 2014 1-year and 3-year School Performance Frameworks reveal overall sustained rates of academic achievement and improvements in the areas of academic growth and academic growth gaps. A comparison of the 2014 1-year SFP and the 2013 1-year SPF shows that at the elementary level, the Academic Achievement rating remained the same with a Meets designation. Within Academic Growth, the rating has improved from Approaching in 2013 to Meets in 2014. Significant improvements were seen among the ratings in the Academic Growth Gaps categories, at the elementary level, from 2013 to 2014. Within the AGG categories, the overall performance rating for Reading increased from an Approaching designation in 2013 to a Meets designation in 2014. Notable changes include the increase from an Approaching to Exceeds designation for the FRL subgroup from 2013 to 2014, and the increase from a Meets to Exceeds designation for the Minority subgroup from 2013 to 2014. The SNCU subgroup remained the same with an Approaching designation. Within the Math academic growth gap categories, the overall performance rating for elementary remained the same with a Does Not Meet designation. Notable changes include the increase from a Does Not Meet to an Approaching designation for the Minority subgroup. The 2014 1-year SPF reports a Does Not Meet designation for the SNCU subgroup, whereas in 2013 no data was reported, as the subgroups was less than 20. Within the Writing academic growth gap categories, the overall performance rating for elementary increased from an Approaching to Meets designation. Within the category of writing all subgroup designations either remained the same or improved. Specifically, the Free/Reduced Lunch Eligible subgroup increased from a Does Not Meet designation in 2013 to an Exceeds designation in 2014. The Minority subgroup remained consistent with a Meets designation and the SNCU subgroup improved from an Approaching designation in 2013 to a Meets designation in 2014. A comparison of the 2013 and 2014 1-year SFP shows that at the middle school level academic achievement has remained consistent with a Meets designation and academic growth has improved from a Meets to Exceeds designation. Within the academic growth gap category at the middle school level, a Meets designation was given in the Reading, Math, and Writing categories. This reflects a consistent rating in Reading from 2013 to 2014, an improved rating from Approaching to Meets in Math from 2013 to 2014, and a decreased rating from Exceeds to Meets within the Writing category from 2013-2014. All subgroups within the Academic Growth Gaps section achieved Meets or Exceeds designations on the 2014 SPF.

In previous years we have addressed subgroups that have not made adequate growth. Given changes to student performance measures we will move our focus from state testing data to internal formative assessments. An evaluation of 3 years of Scantron data suggests highest rates of achievement in the area of Reading, with lower rates of achievement in the area of math, as reported in SIP (%) Scores. The Scantron SIP (%) Scores are a grade-specific translation of the Scaled Score, in relation to state and national standards. Specifically, SIP scores express the probability of a student correctly answering each item within the item pool for his/her enrolled grade in that state, and are used to determine growth over the course of the school year. In 2014 the average Reading SIP Score was 83, whereas the average Math SIP Score was 65. Similar scores are reported in 2013 and 2012, with average Reading SIP Scores of 84 and 84, and average Math SIP Scores of 67 and 66. There has consistently been a disparity of 17-18 SIP (%) points between reading and math. In terms of SIP Score gains, the data shows that students are growing across grades and subject areas. At the elementary level, the average SIP Score gain, for Reading and Math respectively, is 14.25 and 15.25. At the middle school level, the average SIP Score gain, for Reading and Math respectively, is 5 and 8. Although students are growing from beginning to end of the year, as we follow each cohort to the subsequent grade level, we see a much more significant drop in Math SIP Scores as compared to Reading SIP scores. In many cases, the drop in SIP Score is greater than the average gain.

Trend Analysis:

Three year growth trends indicate that BLRA students have maintained a Meets or Exceeds rating in Elementary Reading and Writing and Middle School Reading and Writing. Over three years, the rating has declined in two areas; Elementary Math and Middle School Math. Although the rating declined in Middle School Math, it is still at meets rating. Three year growth gap data indicates

that ratings have improved in 5 out of 18 categories, including the FRL and Minority subgroups in Elementary Reading & Math, as well as the SNCU subgroup in the area of math. Each of the above mentioned improvements has resulted in a Meets or Exceeds rating. Over three years, there are 3 of the 18 categories where there has been no change in rating. The Elementary SNCU subgroup has received an Approaching rating for three consecutive years. Middle School FRL and Minority subgroups have had no change in rating, with Meets and Exceeds designations respectively. Subgroups within the area of Elementary Math experienced a decline in rating over the past three years, with the FRL, Minority, and SNCU subgroups receiving respective ratings of Does Not Meet, Approaching, and Does Not Meet in 2014. Subgroups within the area of Middle Reading, Math, and Writing have experienced a decline in rating over the past three years. However, all subgroups that experienced a decline, still have a rating of Meets. Based on an examination of the three year trends, we have been able to pinpoint Elementary and Middle School Math as the areas of greatest need.

The 3 year Scantron data coincides with findings from 2014 TCAP data. Math emerges as the area of greatest need as reported through SIP (Standard Item Pool) (%) Scores. The average SIP Score in Reading has been 17-18 points higher than the average SIP Score in Math. From 2012-2014, 7 out of 8 of the tested grade levels have had an average SIP Score >80. During the same time, there were no tested grade levels in Math or Writing that had an average SIP Score >80. It is important to note that all tested grade levels made growth in SIP Scores, yet they did not surpass the desired cut point of 80. As an indicator of performance, SIP Scores remain flat over 3 years.

201314														
Spring	Grade	Reading Student Count	Mean Reading SS	Reading Overall SIP (%)	Math Student Count (English)	Mean Math SS (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	Science Overall SIP (%)	
Banning Lewis Ranch Academy	Overall	570	2794		570	2627		571	2596		166	2777		
	Grade 2	76	2336	80	76	2260	74	76	2296	62				
	Grade 3	81	2607	87	81	2468	78	81	2489	75				
	Grade 4	94	2702	83	94	2542	68	94	2502	66				
	Grade 5	77	2886	86	77	2680	66	77	2678	75	77	2739	66	
	Grade 6	73	2930	84	73	2702	56	73	2683	69				
	Grade 7	80	3028	83	81	2868	66	81	2726	63				
	Grade 8	89	3054	79	88	2848	47	89	2787	66	89	2811	60	

CHANGE from FALL to SPRING 2013-14	Grade	Reading Student Count	Reading Overall SIP (%)	Math Student Count (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Language Arts Overall SIP (%)	Science Student Count	Science Overall SIP (%)
Banning Lewis Ranch Academy	Overall	570		570		571		166	
	Grade 2	76	26	76	18	76	25		
	Grade 3	81	14	81	18	81	18		
	Grade 4	94	10	94	11	94	9		
	Grade 5	77	7	77	14	77	9	77	13
	Elementary Avg. SIP%		14.25		15.25		15.25		
	Grade 6	73	4	73	8	73	4		
	Grade 7	80	5	81	8	81	3		
	Grade 8	89	6	88	8	89	9	89	7
MS Avg. SIP%			5		8		5.333333		

3 Year Comparison of Growth Gap Data				
Elementary Reading	2012 Rating	2013 Rating	2014 Rating	Change in Rating
Overall	MEETS	APPROACHING	MEETS	NO CHANGE
Free/Reduced	MEETS	APPROACHING	EXCEEDS	IMPROVEMENT
Disabilities	n/a	n/a	n/a	n/a
Catch Up	APPROACHING	APPROACHING	APPROACHING	NO CHANGE
Elementary Math	2012 Rating	2013 Rating	2014 Rating	Change in Rating
Overall	MEETS	DOES NOT MEET	DOES NOT MEET	DECLINE

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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 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)			
Academic Growth	<u>ES</u> : READING MGP will grow from 40 to 45.	In the area of reading, ES Students made a Median Growth Percentile of 48, which surpassed the goal of 45 by 3%, and surpassed the AGP of 24.	ES Students in the area of reading surpassed their goal by 3%. Interventions and instructional supports had been put in place to help students realize growth. ES Students in the area of math surpassed the AGP but, were short of the goal by 5%. MS Students in the area of math surpassed the AGP but, were short of the goal by 1%. Significant growth was made but, the goal was too lofty to be attainable within one year. We are addressing moving our high performers into the advanced category by focusing on our Gifted & Talented program.
	<u>ES</u> : MATH MGP will grow from 35 to 45.	In the area of math, ES Students made a Median Growth Percentile of 40, which surpassed the AGP of 38 but, kept us from meeting the goal by 5%.	
	<u>MS</u> : MATH MGP will grow from 53 to 60.	In the area of math, MS Students made a Median Growth Percentile of 59, which surpassed the AGP of 53 but, kept us from meeting the goal by 1%.	
Academic Growth Gaps	<u>ES</u> : FRL READING MGP from 30 to 45.	In the area of reading, FRL Students made a Median Growth Percentile of 61, which surpassed the goal of 45 by 16%, and surpassed the AGP of 29.	ES FRL Students made significant growth in the areas of Reading and Writing, surpassing both the AGP and the target. Interventions and instructional supports had been put in place to help students realize growth. In the area of math, FRL Students did not meet the target. We attribute this to limited interventions and supports.
	<u>ES</u> : SNCU READING MGP from 52 to 62.	In the area of reading, SNCU Students made a Median Growth Percentile of 54, which approaches the AGP of 62 and kept us from meeting the goal by 8%. In the area of math, FRL Students made a	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<u>ES:</u> FRL MATH MGP from 33 to 50.	Median Growth Percentile of 28, which does not meet the AGP of 42 and kept us from meeting the goal by 14%.	<p>area of reading. The group was shy of the goal by 8%. The same group was able to surpass the target by 6% in the area of writing. These results are inconsistent with strategies implemented. We will continue to address reading through interventions for students needing to catch up.</p> <p>ES Minority Students did not meet the established target in the area of math. We attribute this to limited interventions and supports at the elementary level.</p> <p>MS FRL Students did not meet the established target in the area of math. We attribute this to limited interventions and supports at the middle school level. MS Minority Students exceeded the established target in the area of math. This group is comprised of many new and low performing students. They were able to realize significant growth as a result of our rigorous math programming</p>
	<u>ES:</u> MIN MATH MGP from 34 to 50.	In the area of math, Minority Students made a Median Growth Percentile of 41, which surpassed the AGP of 38 and kept us from meeting the goal by 9%.	
	<u>ES:</u> FRL WRITING MGP from 26 to 45.	In the area of writing, FRL Students made a Median Growth Percentile of 61, which surpassed the goal of 45 by 22%, and surpassed the AGP of 43.	
	<u>ES:</u> SNCU WRITING MGP from 47 to 50.	In the area of writing, SNCU Students made a Median Growth Percentile of 56, which surpassed the goal of 50 by 6% but, did not surpass the AGP of 58.	
	<u>MS:</u> FRL MATH MGP from 44 to 66.	In the area of math, FRL Students made a Median Growth Percentile of 55, which does not meet the AGP of 63 and kept us from meeting the goal by 11%.	
	<u>MS:</u> MIN MATH MGP from 34 to 50.	In the area of math, Minority Students made a Median Growth Percentile of 58, which surpassed the goal of 50 by 8% but, did not surpass the AGP of 65.	
Postsecondary & Workforce			

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness			

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	ES Reading: The percentage of students performing at a Proficient or higher level has decreased from 85.6% to 81.54% to 80.48% between 2012 and 2014, which meets state expectations.		
	MS Reading: The percentage of students performing at a Proficient or higher level has shown an overall increase from 81.82% to 81.25% to 82.57% between 2012 and 2014, which meets state expectations.		
	ES Writing: The percentage of students performing at a Proficient or higher level has decreased slightly from 68.09% to 57.69% to 64.94% between 2012 and 2014, which meets state expectations.		
	MS Writing: The percentage of students performing at a Proficient or higher level has increased slightly from 69.0% to 71.88% to 71.37% between 2012 and 2014, which meets state expectations.		
	ES Math: The percentage of students performing at a Proficient or higher level has decreased		

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School Name: BANNING LEWIS RANCH ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>slightly from 87.89% to 84.17% to 83.14% between 2012 and 2014, which meets state expectations.</p> <p>MS Math: The percentage of students performing at a Proficient or higher level has increased from 68.4% to 70.09% to 73.03% between 2012 and 2014, which meets state expectations.</p>		
Academic Growth	<p>ES Reading: The Median Growth Percentile at the Elementary Level showed an overall decrease from 50% to 40% to 48% from 2012-2014, which meets adequate growth and meets state expectations.</p> <p>MS Reading: The Median Growth Percentile at the Middle School Level decreased from 68% to 59% to 60% from 2012-2014, which exceeds adequate growth and exceeds state expectations.</p> <p>ES Writing: The Median Growth Percentile at the Elementary Level showed an overall increase from 46% to 45% to 52% from 2012-2014, which meets adequate growth and meets state expectations.</p> <p>MS Writing: The Median Growth Percentile at the Middle School Level showed an overall decrease from 66% to 61% to 64% from 2012-2014, which exceeds adequate growth and exceeds state expectations.</p> <p>ES Math: The Median Growth Percentile at the Elementary School Level decreased from 64% to</p>	While the academic	Lack of specialized instruction and advanced learning

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School Name: BANNING LEWIS RANCH ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>35% to 40% from 2012-2014, which meets adequate growth and approaches state expectations.</p> <p>MS Math: The Median Growth Percentile at the Middle School Level decreased from 76% to 53% to 59% from 2012-2014, which meets adequate growth and meets state expectations. While the 2014 MGP is meeting, it was 1-percentile away from exceeding state expectations.</p> <p>Local Data – Math Scantron: Longitudinal Scantron Performance Series data shows significantly higher average SIP scores in the area of reading as compared to math. Spring 2014 data shows that the average SIP% in reading was 83%, while the average in math was only 65%. This disparity is mimicked in the 2014 TCAP data. This trend in Scantron data is consistent over the last three years, with an average Reading SIP of 84% in the spring of both 2013 and 2012, and an average Math SIP 67% and 66% in 2013 and 2012 respectively.</p>	<p>achievement of students in the area of math continues to meet the state expectation, growth in this area is lower than in other subject areas. Students who perform at a proficient or advanced level are not growing within their performance categories, resulting in stable academic achievement, and reduced academic growth. Increased growth is desired at all grade levels, with the magnitude being stronger at the elementary level.</p>	<p>strategies prohibit growth for our proficient and advanced learners.</p> <p>Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.</p> <p>Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.</p>
Academic Growth Gaps	<p>ES Reading: FRL Eligible Students Median Growth Percentile increased from 45% to 30% to 61% from 2012-2014, which exceeds adequate growth and exceeds state expectations.</p> <p>Minority Students' Median Growth Percentile increased from 54% to 47% to 62% from 2012-2014, which exceeds adequate growth and</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>exceeds state expectations.</p> <p>Students' with Disabilities Median Growth Percentile is not reported due to a subgroup less than 20.</p> <p>Students' Needing to Catch Up Median Growth Percentile remained flat at 54% in 2012, 52% in 2013, and 54% in 2014. This does not meet adequate growth and approaches state expectations. While the 2014 MGP is approaching, it was 1-percentile away from meeting state expectations.</p> <p>MS Reading: FRL Eligible Students Median Growth Percentile decreased from 69% to 51% to 56% from 2012-2014, which meets adequate growth and meets state expectations.</p> <p>Minority Students' Median Growth Percentile decreased from 69% to 59% to 56% from 2012-2014, which meets adequate growth and meets state expectations.</p> <p>Students' with Disabilities Median Growth Percentile is not reported due to a subgroup less than 20.</p> <p>Students' Needing to Catch Up Median Growth Percentile decreased from 76% to 69% to 60%</p>	<p>At the elementary level, SNCU Students have not made adequate growth in the area of reading over three years. The MGP has remained flat at 54, with an Approaching rating.</p>	<p>Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>from 2012-2014, which does not meet adequate growth but, meets state expectations.</p> <p>ES Math: FRL Eligible Students Median Growth Percentile decreased from 48% to 33% to 28% from 2012-2014, which does not meet adequate growth and does not meet state expectations.</p> <p>Minority Students' Median Growth Percentile decreased from 56% to 34% to 41% from 2012-2014, which meets adequate growth and approaches state expectations.</p> <p>Students' with Disabilities Median Growth Percentile is not reported due to a subgroup less than 20.</p> <p>Students' Needing to Catch Up Median Growth Percentile decreased from 63% to 38% from 2012-2014, which does not meet adequate growth and does not meet state expectations.</p> <p>MS Math: FRL Eligible Students Median Growth Percentile decreased from 74% to 44% to 55% from 2012-2014, which does not meet adequate growth and meets state expectations.</p> <p>Minority Students' Median Growth Percentile</p>	<p>While the academic achievement of students in the area of math continues to meet the state expectations, students in subgroups continue to show more significant gaps. We have experienced decreases in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.</p>	<p>Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.</p> <p>Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.</p>

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School Name: BANNING LEWIS RANCH ACADEMY

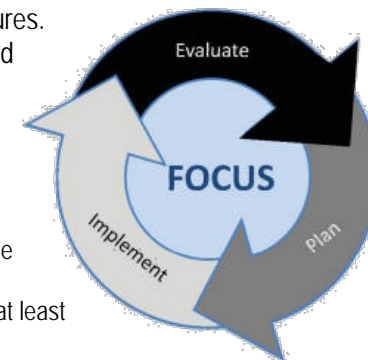
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Median Growth Percentile decreased from 74% to 51% to 58% from 2012-2014, which does not meet adequate growth and meets state expectations.</p> <p>Students' with Disabilities Median Growth Percentile is not reported due to a subgroup less than 20.</p> <p>Students' Needing to Catch Up Median Growth Percentile Median Growth Percentile decreased from 73% to 69% to 56% from 2012-2014, which does not meet adequate growth and meets state expectations.</p>		
Postsecondary & Workforce Readiness			

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	80% of learners in K-6th grade will be at or above benchmark with their Composite Score on DIBELS Next. K-3 rd : Using intensive interventions, the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS Intensive Intervention category to 5% or less.	82% of learners in K-6th grade will be at or above benchmark with their Composite Score on DIBELS Next. K-3 rd : Using intensive interventions, the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS Intensive Intervention category to 5% or less.	READ Act: DIBELS Next: Administered K-6 th , three times per year (August, December, May) to measure acquisition of early literacy and reading skills. DIBELS progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates. STAR Early Literacy: Used as a diagnostic component for READ Plan candidates. BURST Diagnostic: Used as a diagnostic component for READ Plan candidates. BURST progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates.	
		M				
		W				
		S				
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area is lower than in other subject areas. ES: The average SIP gain in the area of Math will increase from 15% to 18% from Fall to Spring. MS: The average SIP	ES: The average SIP gain in the area of Math will increase from 18% to 22% from Fall to Spring. MS: The average SIP	Scantron Performance Series: (Reading/Math) Administered 2 nd -8 th , three times per year (August, December, May). Spring scores are used to determine summative	<i>Focus on students at or above grade level who have shown low growth.</i> A focus on individualized learning needs for students performing at grade level or above will
		M				
		W				
		ELP				

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			Students who perform at a proficient or advanced level are not growing within their performance categories, resulting in stable academic achievement, and reduced academic growth. Increased growth is desired at all grade levels, with the magnitude being stronger at the elementary level.	gain in the area of Math will increase from 8% to 10% when comparing end of year data.	gain in the area of Math will increase from 10% to 12% when comparing end of year data.	growth. MobyMax: (Math) Administered K-8 th to progress monitor and measure growth in math. STAR Reading: Administered 1 st -8 th to measure reading growth. STAR Early Literacy: Administered at Kdg. to measure reading growth. This is also used as a diagnostic component for READ Act. DIBELS Next: Administered K-6 th , three times per year (August, December, May) to measure acquisition of early literacy and reading skills.	be addressed via expanded programming options, with the goal to make high achievers, high growers as well. Provide teachers with quality and consistent observation and feedback. Establish consistent cycles of observation and feedback from academic administrators. Make feedback achievable and follow-up regularly. Fine tune instructional practices so as to increase rigor in the classroom.
Academic Growth Gaps	Median Growth Percentile, local measures	R	At the elementary level, SNCU Students have not made adequate growth in the area of reading over three years. The MGP has remained flat at 54, with an Approaching rating. Within the area of math, students in subgroups continue to show more significant gaps. We have	80% of students will meet individualized growth targets based on the end of the year Scantron assessment (Aggregate Gains Analysis / Individual Gains Analysis)	82% of students will meet individualized growth targets based on the end of the year Scantron assessment.		Be more purposeful with data. Develop PD on Scantron, DIBELS, STAR and Mobymax to ensure that instructional staff understands data obtained from different assessments. Train the trainer at each grade level. Use data to inform instruction, with the focus on making growth.
		M					
		W					

			experienced decreases in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.				
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Move proficient students to an advanced category. Improve performance of high achievers.

Root Cause(s) Addressed: Lack of specialized instruction and advanced learning strategies prohibit growth for our proficient and advanced learners.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Bring on additional staffing to meet the needs of Gifted & Talented students.	Fall 2014		GT Teachers	General Fund allocation of \$40,000 personnel expense	Teachers work directly with GT students. Teachers work to train Gen. Ed. Teachers on strategies for high achievers.	Completed

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Provide teachers with quality and consistent observation and feedback.

Root Cause(s) Addressed: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Establish consistent cycles of observation and feedback from academic administrators. Make feedback achievable and follow-up regularly. Fine tune instructional practices so as to increase rigor in the classroom.	Fall 2014		Academic administrators (principal, asst. principal, dean of students.)	No monetary resources needed.	Quarterly Instructional Reviews, observation/feedback cycles.	In progress.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Be more purposeful with data.

Root Cause(s) Addressed: Data use has not been as purposeful as it should be. Many data points exist, yet there is a lack of understanding on how to use the data to inform instruction.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Develop PD on Scantron, DIBELS, STAR and MobyMax to ensure that instructional staff understands data obtained from different assessments. Train the trainer at each grade level.	2014-2015		Grade level leads, principal, asst. principal, literacy coach.	No additional costs outside of conference registration fees. (\$1,000)	Scheduled professional development days.	In progress.
Develop understanding of READ Act data analysis and implementation to meet local goals of the early literacy initiative.	2014-2015		Principal, asst. principal, literacy coach, K-3 teachers, interventionists.	No additional costs.	Training of teachers K-3.	In progress.
Implement strategies to ensure ICAPs are utilized at the middle school level.	2014-2015		School counselor.	No additional costs. (College in Colorado)	Surveys for 6 th graders and guidance counseling for 7 th -8 th .	Completed.

* 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:

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **1618** School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.	
			72.05%	-	-	71.1%	-	-		
		M	70.11%	-	-	69.01%	-	-		
		W	54.84%	-	-	55.96%	-	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
			31	-	-	47	-	-		
			M	47	-	-	38	-		-
			W	41	-	-	44	-		-
		ELP	27	-	-	56	-	-		

School Code: **1618**

School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

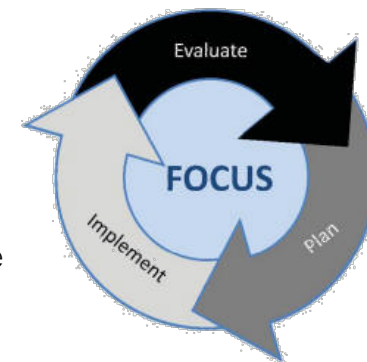
School Contact Information (Additional contacts may be added, if needed)		
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	Email	
	Phone	
	Mailing Address	

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Evans International Elementary is an International Baccalaureate School serving approximately 650 students in Kindergarten through 5th grade. Evans is located in Colorado Springs, CO, on the southern border of the Falcon School District 49 boundary. Evans International delivers Title I services school-wide, with approximately 55.7% of our students qualifying for free or reduced lunch. Approximately 49% of students are of non-white ethnicity, including 26% Hispanic/Latino, 1% American Indian or Alaska Native, 2% Asian, 9% African American, and 11% of two or more races. As an IB school, students at Evans are taught science and social studies standards through thematic, interdisciplinary units of study that have local and global significance. Children attend enrichment classes in Spanish, art, music, PE, and media and technology. We offer full day kindergarten to all students who have reached their fifth birthday by August 15th. Evans also has a strong English Language Development program that services approximately 8% of our school population. In addition to providing SLD (specific learning disability) and Speech-Language services, Evans has a center-based program that provides services for students designated SoCo (Social Communications/Autism). During SAC (School Advisory Council) meetings, performance data, curriculum, and instructional strategies are

shared with parents by administrators and teachers in a continual effort to cultivate collaborative partnerships focused on student success. We meet regularly as a staff to review data and plan instruction. This Unified Improvement Plan was developed with input from, and reviewed by, our staff and members of School Advisory Council. This year, our status moved from Performance to Improvement Status, and we do not feel like we met the goals and targets that were outlined by the 2013-2014 plan.

Our school improvement team of administrators, teachers, and parents looked at 3 years of performance data as we evaluated performance trends in reading, writing, and math. We utilized a variety of assessment data to determine patterns of student achievement and growth, evaluate classroom practices, and modify instruction. The data considered included TCAP data, the School Performance Framework, and school/district testing (DibelsNext, SCANTRON, progress monitoring as well as building utilized assessments). Achievement trends were mostly consistent among all measures. School data collected shows consistent growth from the beginning of the year to the end.

Academic Achievement, Academic Growth, and Growth Gaps Summary in Reading

Achievement on TCAP in grades 3-5 has remained stable over 3 years. We experienced an increase with 5th grade scores over three years from 69% to 73% and with our 4th grade from 71% to 74%. 3rd grade scores decreased over three years from 81% to 67%. Students with disabilities experienced a 7% decrease in scores in 2012; however, this subgroup experienced a 15% increase in scores this year. Overall, students with disabilities scoring proficient or advanced in reading is 37%. We have experienced a slight increase over 3 years in the percentage of our students in 3rd grade scoring advanced. Overall, 8% of students are scoring unsatisfactory in reading grades 3-5. This is a 3% decrease from the previous year and the lowest percentage we have observed in four years. Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' Over a 1 year period, the rating is 'Approaching.' Over 3 years, Free/Reduced Lunch Eligible students and Minority Students have a rating of 'approaching.' Over 3 years Students needing to catch up have a rating of 'approaching' (Over a 1 year period, the rating for this subgroup is also 'approaching'). Over 3 years, the Students with Disabilities subgroup has a rating of 'does not meet' (Over a 1 year period, the rating is "does not meet"). Over 3 years, the subgroups Students with Disabilities and Students needing to catch up have not met adequate growth.

Academic Achievement, Academic Growth, and Growth Gaps Summary in Math

Achievement on TCAP in grades 3-5 has remained stable over 3 years in math. Our 3rd grade students have experienced a steady increase in scores previously over 3 years, however, they saw a significant decrease this year going from 87% to 71%. Our 4th grade students experienced a slight increase in students scoring proficient/advanced during 2014. This year 4th grade scores experienced an increase of 4% over the previous year; however, these scores are 5% below what we observed in 2011. Over 3 years, our 5th grade students have experienced a decrease of 14% in students scoring proficient/advanced. Our 5th grade scores represent the lowest scores observed in over 4 years in 2013, and they experienced a 2% increase in scores in 2014. All of our subgroups experienced gains in reading except for our White and Female subgroups. After observing consistent decreases in the performance of our students with disabilities during the previous 3 years, this subgroup experienced a slight increase in scores of 4% this year. Overall, students with disabilities scoring proficient or advanced in math are 35%. The percentage of our students scoring unsatisfactory in math has experienced a slight decrease over 3 years, but we still have 4% of our population 3-5 scoring Unsatisfactory. In 3rd and 4th grade, we have 27% of our students scoring Advanced, and 23% of 5th grade scoring Advanced. This is a decrease in 3rd grade from the previous year, from 43% to 27%, and a decrease in 4th grade from 29% to 27%. In 5th grade, we have experienced a 7% increase in Advanced scores. Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' (Over a 1 year period, the rating is 'approaching' as well). Over 3 years, Students needing to catch up have a rating of 'approaching'. (Over a 1 year period, the rating for both of these subgroups is 'does not meet'). Over 3 years, Free/Reduced Lunch Eligible students have a rating of 'approaching.' Over 3 years, the Students with Disabilities, Minority Students and English Learners subgroups have a rating of 'Does Not Meet' (Over a 1 year period, the rating is "does not meet"). Over 3 years, all subgroups did not meet adequate growth.

Academic Achievement, Academic Growth, and Growth Gaps Summary in Writing

Overall, our writing scores have remained stable this year, with a decrease in our 3rd grade scores from 68% to 47% this past year. Over the past 3 years, 3rd grade has seen an increase in scores but the scores decreased this year from 68% to 47%. 4th and 5th Grade have remained stable over a 3 year period. Our 3rd grade students experienced a decrease of 21% in students scoring proficient/advanced from the previous year. Our 4th grade students experienced a decrease of 5% in students scoring proficient/advanced from the previous year; however, these current scores are 5% higher than what was experienced 3 years ago. 5th grade experienced a 1% increase in students scoring Proficient or Advanced this year. All of our subgroups experienced a decrease in writing performance over the previous year. Over 3 years, the performance of our ELL students is continuing to trend upward; however, they experienced a 6% decrease this year. Overall, ELL students scoring proficient or advanced in writing is 43%. After observing consistent decreases in the performance of our students with disabilities during the previous 3 years, this subgroup experienced an increase in scores of 11% over the past 3 years, they decreased by only 1%, bringing their percentage of Proficient or Advanced to 18%. Students scoring Advanced in Writing decreased in 3rd and 4th grade (12% to 5% in 3rd, and 9% to 6% in 4th), but increased in 5th grade from 7% to 10%. Over a 3 year period Academic Growth Gaps have an overall rating of 'Approaching' (Over a 1 year period, the rating is 'approaching'). Over 3 years, Free/Reduced Lunch Eligible, subgroup achieved a rating of 'Approaching' in Academic Growth Gaps. Over 3 years, Minority Students achieved a rating of 'Approaching in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'approaching'). Over 3 years, Students needing to catch up subgroup achieved a rating of 'approaching'. Over 3 years, Students with Disabilities subgroup achieved a rating of 'does not meet' in Academic Growth Gaps (Over a 1 year period, the rating for this subgroup is 'does not meet'). Over 3 years, the subgroup Minority Students has met adequate growth. Over 3 years, the subgroups Students with Disabilities, English Language Learners, and Students needing to catch up have not met adequate growth.

Priority Performance Challenges and Root Cause Analysis:

READING: Since 2009 we have been using the National Literacy Coalition Every Child a Reader (ECAR) framework as our core reading program to deliver in-class small group differentiated reading instruction. Through data analysis, frequent classroom observations, and meetings with teachers, we have identified a deficiency in the amount of time spent on text exposure to on-grade level and above text and reading strategies for all students. We feel we are providing adequate interventions to students who have identified needs in reading. However, we lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.

WRITING: Beginning in the 2011-2012 school year, we implemented a consistent school-wide framework for writing instruction. We are now in the fourth year of implementation of this intensive, skill-based writing structure. However after analyzing our data and meeting with teachers, we believe we are lacking a balanced approach to writing instruction. In grade level meetings we are discussing writing instruction, and a writing progression aligned with the Colorado Academic Standards for Reading, Writing and Communicating. Through these discussions and analyzing our data, we believe we lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.

MATH: For the past 3 years, we have been teaching math using a variety of resources. We have lacked a consistent framework and consistent expectations school-wide in the approach to teaching math that is aligned with the Colorado Academic Standards. This year we are implementing the *Engage NY Math* curriculum school-wide. We feel that this curriculum will help us address our need to have a consistent framework and consistent expectations for math instruction. The *Engage NY Math* curriculum will assist us with providing all students equal access to standards-based math instruction and addressing the standards for mathematical practice and math shifts which address the high expectations and rigor of the Common Core. Through meeting with teachers to plan instruction and review data we see a need to support teachers with this new implementation. Our data shows that students are not making progress in math, and we see a need to offer remediation and differentiation to support all students. We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps. We considered CO state standards in math as we looked at the delivery of math instruction. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our math scores as well as meeting adequate growth.

SCHOOL CULTURE AND CLIMATE: Our school improvement team of administrators, teachers and parents looked at local data as we evaluated trends in school culture and climate at Evans International. We utilized a variety of local assessment data to determine patterns and needs of classroom management strategies, school-wide expectations, and a safe and positive learning environment where all students achieve to high levels. The data considered included results of two school safety surveys completed by 3rd, 4th, and 5th graders during the 2013-2014 school year, data from office referrals and relation to locations in the school (i.e., classroom, recess), and results from a staff survey regarding strategies to support student achievement. Classroom observations, staff meetings, The Flippen Needs Assessment and SAC meetings were also used as opportunities to discuss school climate and collect data.

In meeting with teachers we found that we lack a consistent process or system as a school to promote school culture in a way that would increase student achievement. We have identified a need to continue to work with staff to provide training on strategies that would positively impact school culture.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)		Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	S	N/A	N/A	N/A
Academic Growth	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	ELP	N/A	N/A	N/A
Academic Growth Gaps	R	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.	The Students with Disabilities and Students Needing to Catch Up subgroups did not make adequate growth. The median growth percentile for Students with Disabilities was 37, earning a rating of "does not meet." The median adequate growth percentile needed to meet the goal was 66. The median growth percentile for Students Needing to Catch Up was 49, earning a rating of "approaching." The median adequate growth percentile needed to meet the goal was 64.	Although subgroup goals were not met, this is only a reflection on students in grade 3-5 on TCAP testing. We are encouraged by the performance of our K-3 grade students on building and district assessments. Generally, we see consistent growth in those grade levels in reading achievement throughout the school year. We are currently in our 6 th year of utilizing Every Child A Reader (ECAR) and feel the framework has set a solid foundation in reading for our students by focusing on skill-based instruction. However, we feel that by refining our core reading instruction to provide all students consistent exposure to on-grade level or above text we will start to see higher growth and achievement for all students.
	M	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and	This goal was not met for any subgroup. The median growth percentile for Free/Reduced Lunch Eligible students	Although subgroup goals were not met, we recognize that we have made, and will continue to make changes to how math

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		<p>55 if adequate growth was not met until a rating of meets is achieved.</p>	<p>was 43, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 54.</p> <p>The median growth percentile for Minority Students was 38, earning a rating of Does Not Meet. The median adequate growth percentile needed to meet the goal was 51.</p> <p>The median growth percentile for Students with Disabilities was 31, earning a rating of Does Not Meet. The median adequate growth percentile needed to meet the goal was 77.</p> <p>The median growth percentile for English Learners was 34, earning a rating of Does Not Meet. The median adequate growth percentile needed to meet the goal was 59.</p> <p>The median growth percentile for Students Needing to Catch Up was 41, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 80.</p>	<p>instruction is delivered school wide. To better prepare for and implement the CO Academic Standards we made a conscious decision starting last year to base instruction on the Colorado Academic Standards. We feel that this shift in instruction may have resulted in a lack of instruction in the traditional state tested areas and standards.</p>
	W	<p>Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved.</p>	<p>This goal was not met for any subgroup. The Minority Students subgroup did not make adequate growth. The median adequate growth percentile was 44 and needed to be 43 to meet the goal. The rating was approaching.</p> <p>The Students with Disabilities subgroup did not make adequate growth. The median adequate growth percentile for Students with Disabilities was 28, earning a rating of "does not meet." The median adequate growth percentile needed to meet the goal was 73.</p>	<p>Subgroup goals were not met, and we are concerned by the limited progress our students are making in writing as measured by TCAP. We began a school-wide implementation of the Every Child A Writer framework during the 2012-2013 school year. As we are only in the third year of implementation, we anticipated a decrease in TCAP scores due to implementation. However, the performance of our K-3 grade level students in writing is very encouraging and reflects positive growth in writing from beginning of the year to end of the year.</p>

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			<p>The English Learners subgroup did not make adequate growth. The median adequate growth percentile was 44 and needed to be 50 to meet the goal. The rating was approaching.</p> <p>The median growth percentile for Students Needing to Catch Up was 44, earning a rating of approaching. The median adequate growth percentile needed to meet the goal was 63.</p>	
Postsecondary & Workforce Readiness	N/A		N/A	N/A
	N/A		N/A	N/A

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	R	Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance.	We are not scoring at the 50 th percentile in reading on our 3 year Plan.	<p>We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
	M	Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance. Third Grade Reading, Writing and Math scores have declined over the past year.	We are not scoring at the 50 th percentile in math on our 3 year Plan and have not consistently experienced percentile growth of 5% each year.	<p>We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>

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	W	Evans International Elementary School's achievement in all content areas has remained relatively flat for the past 3 years. We have not seen significant increases or decreases in overall achievement or subgroup performance.	N/A	N/A
Academic Growth	R	Evans International Elementary School has a rating of Meets in Academic Growth in Reading and is making adequate growth over 3 years.	N/A	N/A
	M	Evans International Elementary School has a rating of Does Not Meets in Academic Growth in Math and is not making adequate growth over 3 years.	We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.	<p>We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>

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	W	Evans International Elementary School has a rating of Meets in Academic Growth in Writing and is making adequate growth over 3 years.	Although we made Adequate Growth in writing, we are rated as Approaching and have not seen 5% growth each year in our growth percentile.	<p>We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
	ELP	Evans International Elementary School has a rating of Meets in Academic Growth in Reading for ELL and is making adequate growth over 3 years	N/A	N/A
Academic Growth Gaps	R	Evans International Elementary School has remained relatively flat in all subgroups with a slight increase in our ELL and SPED students; however, the SPED growth gaps is still at a level of 'Does not meet.'	Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.	<p>We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
	M	Evans International Elementary School has experienced an overall rating of Does Not Meet on our 1 year and 3 year plans. And we are at a level of 'Does not meet' for each subgroup on our 1 year plan.	Over a 3 year period, none of our subgroups achieved adequate growth in math.	<p>We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student</p>

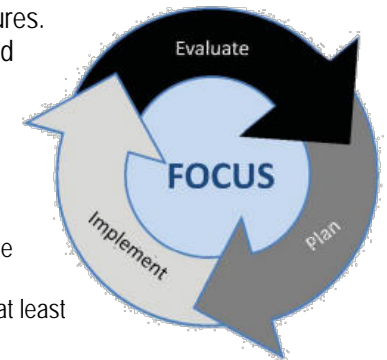
				achievement.
	W	Evans International Elementary has experienced an overall rating of Approaching on our 1 year and 3 year plans.	Over a 3 year period, minority students were the only subgroup to make adequate growth, though they still had an overall rating of Approaching.	<p>We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process.</p> <p>We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Postsecondary & Workforce Readiness		N/A	N/A	N/A
		N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	<p>We are not scoring at the 50th percentile in reading on our 3 year Plan.</p> <p>14% of our K-3 students are identified with an SRD.</p> <p>61% of students schoolwide met the BOY Dibels Benchmark in Reading</p>	<p>The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 51st percentile.</p> <p>The number of students identified as having a significant reading deficiency (SRD) will be reduced by 10%.</p> <p>The number of students reaching or exceeding grade level expectations (benchmark) on DIBELS Next will be at 80% or increased by 50% over previous year OR 72% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.</p>	<p>The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 55th percentile.</p> <p>The number of students identified as having a significant reading deficiency (SRD) will be reduced by 10%.</p> <p>The number of students reaching or exceeding grade level expectations (benchmark) on DIBELS Next will be at 80% or increased by 50% over previous year OR 72% of learners in each grade level will be at or above benchmark with their composite scores on DIBELS Next.</p>	<p>DIBELS NEXT, Progress Monitoring data, BURST, Scantron, ECAR PVPs, Grade level assessments, number of students on READ plan, weekly PLCs to plan reading instruction and review progress</p> <p>Decrease the number of students with a Significant Reading Deficiency and on a READ plan in K-3 by 5%</p>	<p>Enhance and improve standards-based core instruction including improving the use of grade level or above reading, writing, and math resources.</p> <p>Increase the knowledge and implementation of instructional strategies that support all students to meet benchmark in grades K-3.</p> <p>Implement strategies to create a positive school culture and high expectations among staff and students.</p>
		M	<p>We are not scoring at the 50th percentile in math on our 3 year Plan and have not consistently</p>	<p>The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the</p>	<p>The percentile ranking as compared to other schools in Colorado 2016 will increase by 6 percentile points to the</p>	<p>SMI, Scantron, Engage New York Mid-module and End of Module tests, regular PLCs to discuss progress with teams about math</p>	<p>Enhance and improve standards-based core instruction including improving the use of grade level or above reading,</p>

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			experienced percentile growth of 5% each year.	53 rd percentile.	59 th percentile.	instruction	writing, and math resources. Implement strategies to create a positive school culture and high expectations among staff and students.
		W	We are scoring at the 51 st percentile in writing on our 3 year Plan.	The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 54 th percentile.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 4 percentile points to the 58 th percentile.	Local Assessment data using NLC Every Child A Writer rubric to measure growth from beginning of the year to end of the year.	Enhance and improve standards-based core instruction including improving the use of grade level or above reading, writing, and math resources. Increase the knowledge and implementation of instructional strategies that support all students to meet benchmark in grades K-3. Implement strategies to create a positive school culture and high expectations among staff and students.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Although we made Adequate Growth in reading, we are rated as Meets and have not seen 5% growth each year in our growth percentile.	90% of students currently "meeting grade level expectations in reading" will stay at benchmark or above by the end of the school year	90% of students currently "meeting grade level expectations in reading" will stay at benchmark or above by the end of the school year	Dibels Composite scores Beginning of the year to End of the year.	N/A

				The number of students identified as having significant reading deficiencies and on a READ Plan will be decreased by 5% in K-3.	The number of students identified as having significant reading deficiencies and on a READ Plan will be decreased by 5% in K-3.		
		M	We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.	90% of students currently "meeting grade level expectations in math" will meet benchmark or above by the end of the school year	90% of students currently "meeting grade level expectations in math" will meet benchmark or above by the end of the school year	SMI and Scantron Math	Enhance and improve standards-based core instruction including improving the use of grade level or above reading, writing, and math resources. Implement strategies to create a positive school culture and high expectations among staff and students.
		W	Although we made Adequate Growth in writing, we are rated as Approaching and have not seen 5% growth each year in our growth percentile.	90% of students currently "meeting grade level expectations in writing" will meet benchmark or above by the end of the school year	90% of students currently "meeting grade level expectations in writing" will meet benchmark or above by the end of the school year	Local Assessment data using NLC Every Child A Writer rubric to measure growth from beginning of the year to end of the year.	Enhance and improve standards-based core instruction including improving the use of grade level or above reading, writing, and math resources. Implement strategies to create a positive school culture and high expectations among staff and students.
Academic	Median Growth	R	Over a 3 year period,	Reduce the number of	Reduce the number of	Decrease the number of	Enhance and improve

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Growth Gaps	Percentile, local measures		Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading	students identified as Students with Disabilities and Students Needing to Catch up with a significant reading deficiency (SRD) by 5%.	students identified as Students with Disabilities and Students Needing to Catch up with a significant reading deficiency (SRD) by 5%.	students with a Significant Reading Deficiency and on a READ plan in K-3 by 5%	standards-based core instruction including improving the use of grade level or above reading, writing, and math resources. Increase the knowledge and implementation of instructional strategies that support all students to meet benchmark in grades K-3. Implement strategies to create a positive school culture and high expectations among staff and students.
		M	Over a 3 year period, none of our subgroups achieved adequate growth in math.	50% (currently at 35%) of the number of students identified as Students with Disabilities will meet grade level expectations in math by the end of the year	60% (currently at 35%) of the number of students identified as Students with Disabilities will meet grade level expectations in math by the end of the year	SMI and Scantron Math	Enhance and improve standards-based core instruction including improving the use of grade level or above reading, writing, and math resources. Implement strategies to create a positive school culture and high expectations among staff and students.
		W	Over a 3 year period, none of our subgroups achieved adequate	30% (currently at 18%) of the number of students identified as	40% (currently at 18%) of the number of students identified as	Local Assessment data using NLC Every Child A Writer rubric to measure	Enhance and improve standards-based core instruction including

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			growth in writing.	Students with Disabilities will meet grade level expectations in writing by the end of the year	Students with Disabilities will meet grade level expectations in writing by the end of the year	growth from beginning of the year to end of the year.	improving the use of grade level or above reading, writing, and math resources. Implement strategies to create a positive school culture and high expectations among staff and students.
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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.

Root Cause(s) Addressed: **Reading** – We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text. **Writing**- We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process. **Math**- We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps. **School Culture and Climate** - We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Other: _____

[illegible]

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framework to students Kindergarten through 5 th grade to differentiate reading and provide all students exposure to developmentally appropriate reading skills targeted to students' instructional level.	2014 – May 2015	2015 – May 2016	Coach, Classroom Teachers	In-State Training/Staff Development Title I = \$5605.80 Out-of-State training/Staff Development Title I = \$5,000 Substitute Salaries Title I = \$2,380	Colorado Academic Standards and NLC Reading Proficiency Validation Plans to monitor student placement and mastery of essential skills. Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Reader is implemented to meet the needs of our teachers and students.	In Progress
Grade level teams (facilitated by the building leadership team) will use the Colorado Academic Standards and NLC Reading and Writing "Proficiency Validation Plans" to aid teachers in planning and aligning the written, taught, and assessed curriculum. Utilize team meetings and PLC times to align writing and inquiry-based instruction with the Colorado Academic Standards	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, GT Coordinator, ELD Teacher, Interventionist, Classroom Teachers, IB Coordinator	N/A	November 2014 – Develop a lesson planning template to be utilized for grade level planning. Utilize the Colorado Academic Standards to plan instruction and assessment and develop a curriculum.	In Progress In Progress
Hire full-time Instructional Coach to provide active and constructive support to all teachers regarding instructional practices on a consistent basis. Instructional Coach will spend time collaborating and planning with all grade level teams. Planning will continue to focus on utilizing CO Academic ELA and Math standards to ensure teaching is standards based and a variety of resources are utilized throughout instruction. Instructional Coach will facilitate	July 2014	July 2015	Principal	2014-2015 budget: Full-time Instructional Coach salary & benefits Title I = \$52,819 Stipend for Instructional Coach extra work days Title I = \$2322	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and feedback throughout the evaluation process August 2014 – May 2015 and August 2015 – May 2016. Teacher selection for coaching: Instructional Coach	In Progress 2014-2015 school year. Not Begun 2015-2016

collaboration between classroom teachers and provide professional development.					<p>will serve as Lead Mentor and support new staff to Evans. Instructional Coach will regularly observe in all classrooms at Evans and provide feedback, modeling, and support to staff around instruction and classroom management.</p> <p>Leadership team will meet with each grade level team once each week for 40 minutes for targeted PLC time to discuss instructional strategies, review data, monitor implementation of strategies in classrooms, specifically planning for core reading instruction.</p>	school year
<p>Hire .5 GT Coach to provide active and constructive support to teachers regarding instructional practices for advanced learners.</p> <p>GT Coach will provide professional development and provide instructional support to 4th and 5th graders who have been identified GT.</p> <p>GT Coach will provide enrichment and strategies to be used for all learners.</p>	July 2014	July 2015	Principal	<p>2014-2015 Budget: .5 GT Coach salary & benefits Title I = \$40,301.63</p>	<p>Teacher selection for coaching: We have strategically placed students identified as GT in 4th and 5th grades. The GT coach will provide support and flooding in the focus classrooms (i.e., coaching, modeling, co-teaching).</p> <p>To support all staff, during weekly PLC meetings, data will be reviewed and GT Coach will provide support for strategies and instructional planning. PLC meetings will also be utilized for</p>	In Progress 2014-2015 school year.

					collaboration among teachers about strategies they are finding effective.	
Teachers will attend staff development/trainings to address standards based instruction and assessment planning and development, ie. Common assessment training, BURST Reading Intervention and Amplify Dibels training, Kagan (Brain Based Learning), Concept-based, Gifted/Talented, IB training, SIOP training, NLC Reading, NLC Writing.	July 2014 – May 2015	July 2015 – May 2016	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	2014-2015 Budget: In-State Training/Staff Development Title I = \$5605.80 Out-of-State training/Staff Development Title I = \$5,000 Substitute Salaries Title I = \$2,380	August 2014 – Capturing Kids Hearts training for whole staff September 2014 – DIBELS Deep Reading assessment training for Instructional Coach, Interventionist, Assistant Principal and one teacher August 2014-ECAR/ECAW for 5 new teachers November 2014-IB Training for 5 new teachers February 2014-3 teachers for Gifted and Talented training Spring 2015-IB Training for 7 staff members	Completed Completed Completed Completed Not Begun Not Begun
Utilize PLC's and staff meetings to follow up on staff developments to ensure new knowledge and skills are implemented with fidelity.	August 2014-May 2015	August 2015-May 2016				
Implement NLC Every Child a Writer framework to students Kindergarten through 5 th grade to differentiate writing and provide all students exposure to developmentally appropriate writing instruction targeted to students' instructional level.	August 2014 – May 2015	August 2015 – May 2016	Instructional Coach, Classroom Teachers	2014-2015 Budget: In-State Training/Staff Development Title I = \$5605.80 Out-of-State training/Staff Development Title I = \$5,000 Substitute Salaries Title I = \$2,380	August 2014 – Utilize NLC Writing Rubric to evaluate writing and place students in appropriate level for instruction according to the state standards and NLC Proficiency Validation Plans for writing. Continually utilize Colorado Academic Standards and NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills.	In Progress

					Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Writer is implemented to meet the needs of our teachers and students	
Provide opportunities for professional development for staff to adequately support and incorporate Reading, writing, and IB strategies into learning and instruction. (ie., Treasures reading, NLC reading and writing, IB training)	July 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers	2014-2015 Budget: Bring in Trainers Title I = In-State Training/Staff Development Title I = \$5,605.80 Out-of-State training/Staff Development Title I = \$5,000	August 2014 and September 2014– new teachers attended NLC Reading and Writing trainings Fall 2014 and Winter 2015– send teachers to IB training sessions that are in support of our school goals	In Progress
Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor observation and coaching.	Quarterly – August 2014 – May 2015	Quarterly - August 2015 – May 2016	Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teachers	2014-2015 Budget: Salaries and benefits for substitute teachers Title I = \$2,380	Teachers will complete a mentor or peer observation reflection form and will meet to discuss, providing feedback and open communication with each other on a quarterly basis	Not Begun for 2014-2015 SY
Through scheduling and instructional planning, ensure consistent time is devoted to integrating ELA and math instruction into all content areas (to include science and social studies). Provide opportunities for exposure to real-world, meaningful activities and current events, allowing students to make connections to their learning and apply reading and writing skills across academic contents.	August 2014	August 2015	Classroom Teachers	2014-2015 Budget: Books Title I = \$15,000 Subscriptions Title I = \$3,000 Printing Title I = \$9,600	August 2014 and August 2015– develop classroom schedules to include integration of ELA and math standards into all content areas. Utilize PLC meetings and grade level planning to plan instruction and align resources to integrate ELA and math into all content areas and not teach science and	In Progress

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				IBO fees/dues Title I = \$8,000 Out-of-State training/Staff Development – IB training Title I = \$5,000	social studies as “stand alone” blocks of time. Teachers will utilize school wide books and subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly, Document Based Questioning, etc.) on a regular basis as a resource for reading and writing instruction that is on grade-level or above, contains literacy integrated with science and social studies, and of high interest to students.	
Provide common planning/PLC time for grade levels to collaborate and develop IB planners and units of inquiry that integrate literacy and math among all grade levels.	July 2014	July 2015	Administrators, Instructional Coach, Classroom Teachers	2014-2015 Budget: IBO fees/dues Title I - \$8,000	July 2014 – Develop a master schedule to include time for collaboration among grade level teams with support from the Instructional Coach	Completed
Utilize a variety of supplemental resources that are aligned to the common core in math. (ie. Engage NY Math, Math Progressions, Mountain Math, Common Core aligned Math workbooks and resources, Touch Math, SRA Connecting Math Concepts, Do the Math, Inquiry Boxes). These resources will help teachers provide extensions and extra practice to the core curriculum to support the needs of all students.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coaches, Classroom Teachers.	2014-2015 Budget: Supplies Title I = \$4,000 Books Title I = \$15,000 Printing Title I = \$9,600	During weekly team planning and PLC meetings share instructional strategies and resources to support and enhance math instruction. The Instructional Coach and GT Coach will provide support to staff around these planning areas. Staff will collaborate and plan instruction utilizing these resources to ensure alignment between Colorado Academic Standards and integration of Math standards throughout all content areas	In Progress.

Major Improvement Strategy #2: : Increase the knowledge and implementation of instructional strategies and refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3. (To include: concept-based instruction, differentiated instruction, creativity, critical thinking, inquiry, GT/enrichment, and higher level questioning.)

Root Cause(s) Addressed: **Reading** – We lack a system for delivering core reading instruction that focuses on text that is on-grade level or above and provides all students equal access to high quality text. **Writing**- We lack a system for delivering core writing instruction that provides all students with equal access to high-quality writing and modeling of the cognitive process that compose the writing process. **Math**- We lack a systematic approach to math instruction that is aligned with the Colorado Academic Standards and includes differentiation strategies to support the needs of all students and address achievement gaps. **School Culture and Climate** - We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

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)
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Utilize master schedule efficiently to maximize student learning time and eliminate distractions. The master schedule will include a schoolwide 120 minute reading block. Ensure pull-out, when necessary, is only used to provide additional instruction, not to replace instruction. The master schedule will also be used to support collaboration in order to hold all staff accountable for planning, teaching, and assessing.	August 2014	August 2015	Principal, Assistant Principal, Classroom Teachers, SPED Teachers, ELD Teacher, Interventionist	N/A	August 2014- Daily schedules include block for necessary SPED and ELD enrichment. Begin school-wide 120 minute reading block daily Grade level planning every Monday to plan reading with leadership team.	Completed Beginning December 1, 2014
Hire RtI Coach/Interventionist to provide targeted literacy and math support to students in Tier II who are not receiving SPED or ELD support. At-risk students will be identified	August 2014 – May 2015	August 2015 – May 2016	Principal, RtI Coach/Interventionist	2014-2015 Budget: Full Time RTI Coach/Interventionist salary & benefits Title I = \$50,726	Beginning in August and throughout 2014-2015 school year - Utilize benchmark assessments, progress monitoring, and teacher observation and	In Progress

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through assessment and progress monitoring and discussed during SST meetings (every 4-6 weeks) to ensure appropriate interventions are in place.					feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support.	
Implement targeted Tier II and III reading instruction (including, NLC Every Child a Reader framework, Horizons, BURST intervention, Saxon Phonics and Triumphs, and Treasure Chest, Reading Mastery, Horizons, etc.) to ELL students and students with disabilities to provide a double dose of daily reading instruction and exposure to developmentally appropriate reading skills targeted to students' instructional level.	August 2014 – May 2015	August 2015 – May 2016	English Language Development Teacher Special Education Teachers Instructional Coach	2014-2015 Budget: Books Title I = \$15,000	Grade level planning every Monday to plan reading with leadership team. Continually utilize the Colorado Academic Standards, progress monitoring, and NLC Reading Proficiency Validation Plans to monitor student placement and mastery of essential skills.	In Progress
ELD teacher will go in to focus classrooms each week to provide support to ELD students and coaching and co-teaching opportunities to the classroom teacher to support all learners.	August 2014-May 2015	August 2015-May 2016	Principal, ELD Teacher	2014-2015 Budget: Stipend & Benefits for ELD teacher: Title I = \$1,200	We have strategically placed students by language proficiency. The ELD teacher will provide support each week in the focus classrooms (i.e., coaching, modeling, co-teaching).	In Progress
Hire two general education and one ELD paraprofessional to provide additional literacy and math support to students identified as "at-risk."	August 2014 – May 2014	August 2015 – May 2016	Principal	2014-2015 Budget: Paraprofessional salaries & benefits Title I = \$61,274	Utilizing a push-in model of support the paraprofessionals will go into classrooms to provide targeted intervention and support to students in Tiers II and III on a daily basis. Students will receive core instruction from their	In Progress

					classroom teacher, intervention from their teacher or RtI Coach or ELD teacher, and an additional support/intervention from the paraprofessionals within the classroom setting.	
Ensure teachers are delivering differentiated instruction and appropriate interventions. Struggling students are identified through beginning, middle, end of year testing, progress monitoring, and SST meetings.	August 2014 – May 2015	August 2015 – May 2016	Administrators, RtI Coach/Interventionist, Counselor, Instructional Coach, Classroom Teachers, SPED and ELD Teachers	Books Title I = \$15,000 Electronic Media Title I = \$10,000	Teachers will demonstrate the implementation of interventions through lesson plans and observations.	In Progress
Utilize technology to differentiate and enhance instruction. Utilize teacher with expertise in technology to coach and provide staff training on utilizing new technology.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Classroom Teachers Teacher	Electronic Media Title I = \$10,000 Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,200	Continue to utilize technology (i.e., iPads, Netbooks, software, apps) in every classroom to provide differentiated learning opportunities and to enhance instruction	In Progress In Progress
Utilize technology as a resource for providing tiered support and interventions in reading and math. Purchase school wide subscriptions to; National Geographic, Time for Kids, etc.) and purchase school-wide online learning resources for teachers and students (i.e., Discovery Education, BrainPop, Reading Eggspress, MyOn, etc.). Students identified “at risk” and needing additional support will have	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coaches, Classroom Teachers.	2014-2015 Budget: Subscriptions Title I = \$3,000 Electronic Media Title I = \$10,000	Utilize technology (i.e., iPads, Netbooks, Macbooks, software, apps) in every classroom and resources to support and enhance reading and math instruction. Teachers will utilize school wide subscriptions (National Geographic, Time for Kids, etc.) on a regular basis as a	In Progress In Progress

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an account and regular opportunities to practice skills utilizing these resources (i.e., Reading Eggspress, Reading A-Z, MyOn, BURST Reading Intervention, Brain Pop, etc.).					<p>resource for reading and writing instruction that is on grade-level or above, contains literacy integrated with science and social studies, and of high interest to students. During PLC meetings, staff will collaborate and plan instruction utilizing these resources to ensure alignment between Colorado Academic Standards and integration of ELA standards throughout all content areas.</p> <p>All students will utilize MyOn as a resource for building reading fluency and comprehension. Students will read passages, take an assessment, and chart their progress throughout the program.</p>	
Utilize GT Coach to work with identified students.	August 2014 – May 2015	August 2015 – May 2016	Administrators Instructional Coach GT Coach Classroom Teachers RTI Coach/ Interventionst	.5 GT Coach salary & benefits Title I = \$40,301.63	Throughout 2014-2015 school year-using data from CoGat, Scantron, and a variety of assessments students will be identified and GT Coordinator will work teachers to develop a plan for students.	In Progress
Teachers will create plans to individualize instruction including	September 2014 –	August 2015 –	Administrators Instructional Coach		Teachers will work with GT Coordinator and	In Progress

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Literacy Plans, English Language Proficiency, READ Plans, and Advanced Learning Plans.	May 2015	May 2016	GT Coordinator Classroom Teachers Rtl Coach / Interventionist		Instructional Coach to develop plans. Plans will be updated throughout the year and shared with parents during conferences	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Implement strategies to create a positive school culture and high expectations among staff and students. Cause(s) Addressed: School Culture and Climate - We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Bring in <i>Flippen Group "Capturing Kids Hearts"</i> training to learn skills and strategies to foster a high-performing learning community and build a positive school culture.	July 2014		Administrators, All Instructional Staff	2014-2015 Budget: Bring In training Title I = \$22,400	July 28, 29, 30 th 2014 – Capturing Kids Hearts Training at Evans	Completed
During PLC's, collaborate and refine consistent school-wide strategies for establishing a safe and high-performing school culture.	August 2014-May 2015					In Progress
Promote positive school culture and recognize student achievement (i.e., Pride Assemblies, form a school culture/PRIDE team).	August 2014-May 2015	August 2015-May 2016	Administrators Counselor Instructional Staff	2014-2015 Budget: Stipend & benefits for Teacher Leader on PRIDE team: Title I = \$1,200	Hold quarterly Pride Assemblies. PRIDE team will meet quarterly to review local data, discuss strategies, and provide feedback to staff	In Progress

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					about school culture.	
After researching different programs, we believe the model offered by the Flippen Group "Capturing Kids Hearts" would be an effective method, when implemented with fidelity, to create a consistent school-wide structure.						

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 Accountability Provision #1: Parent Involvement/Communication

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.
- ☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Invite parents to beginning of the year Open House and Ice Cream Social before school begins to orient them to the school, Title I, and answer questions.	August 2014 and July 2015	All Certified Evans Staff members	Money for Ice Cream Parent Involvement Supplies Title I = \$1,267.21	Open House will be held before school starts. Parent participation, attendance, and feedback from Open House -August 2014 & July 2015.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary and clerical staff will be utilized to provide parent support, interpreting, etc. for parent events and parent-teacher conferences.	October 2014 & February 2015 October 2015 & February 2016	All Certified Evans Staff members	Interpreter Title I - \$500 Clerical Overtime Title I = \$1,000	Parent attendance at conferences with parents regarding student progress –
Hold a breakfast and invite parents into the school to ask questions and visit classrooms	August 2014 &	Principal, Assistant Principal	Pastries for Breakfast	Hold breakfast at the beginning of each semester. Parent participation,

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	August 2015		Parent Involvement Supplies Title I = \$1,267.21	attendance, and feedback from breakfast –August 2014 & August 2015.
Hold a parent night to invite parents into the school to learn more about ELA standards, IB, curriculum, and strategies they can use to support their students.	January 2015 April 2015	Principal, All Certified Evans Staff members	Parent Involvement Supplies Title I = \$1,267.21	Parent participation, attendance, and feedback from parent night focused on literacy and math strategies that parents can use at home to help their child
Actively recruit and encourage parent participation in PTO and SAC. Promote increased awareness and advertisement of monthly meetings and invite new parents to attend.	August 2014 – monthly – May 2015	Principal All Certified Evans Staff members	N/A	Attendance/sign-in sheets for PTO and SAC meetings from monthly meetings– throughout 2014-2015 and 2015-2016 school year. Advertise PTO and SAC meetings via email and phone messages to parents, the school website and marquee.
Encourage home school involvement and communication through daily planners and homework folders.	August 2014 August 2015	Principal	Cost of Planners Supplies Title I = \$5,000 Parent Involvement Supplies Title I = \$1,267.21	Purchase planners and homework folders for every student and hand out the first day of school- July 2014 and July 2015
Schedule a variety of after school activities for students to participate in throughout the school year; soccer, floor hockey, gymnastics, bowling, golf, piano lessons, choir, running club, basketball, orchestra, walking club, etc...	August 2014 - May 2015	Principal, Certified staff members	Compensation for instructors	Participation in after school activities throughout 2014-2015 and 2015-2016 school year
The school's Unified Plan and Parent Involvement Policy will be discussed and key points will be communicated during Open House. The plan and policy will be available for review by all parents upon request. A copy of the Parent/Student Compact will be sent home at the beginning of each school year.	August 2014 – May 2015	Principal	N/A	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact –throughout 2014-2015 school years.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	August 2014 – May 2015	Principal	N/A	The Policy and Compact are available for review upon request– throughout 2014-2015 school years. A copy of the Parent/Student Compact will be sent home at the beginning of

				each school year- August 2014 and 2015, and posted on the school's website.
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.

☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of all teachers and paraprofessionals will be monitored to ensure they are and remain Highly Qualified.	July/August 2014 and 2015; ongoing as necessary	Principal	Local funds	All teachers and paraprofessional are Highly Qualified-August 2014.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ol style="list-style-type: none"> Attend job fairs as needed Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during 1st semester Diligently check references when hiring new staff members 	Ongoing	Principal, Assistant Principal, Instructional Coach, IB Coordinator	N/A	All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council Retention of Highly Qualified teachers at end of school year

Title I Accountability Provision #3: Transition from Early Childhood Programs

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.

☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Provide space in school for outside agencies, Headstart and CPCD, to offer pre-school program in our community.	July 2014 – May 2015	Principal	Local = cost of space and utilities	Two classrooms will be designated for Headstart and CPCD at the start of the school year.

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The Evans kindergarten teachers will meet with the preschool teachers each spring and utilize assessment data to identify specific needs of students moving into kindergarten at our school.	May 2015 and May 2016	Kindergarten teachers	N/A	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction- May 2014 and 2015.
Full day kindergarten will be offered to all Evans students free of charge.	August 2014 August 2015	Principal		All kindergarten classes will be full day to provide our students access to curriculum and social skills learned and developed during kindergarten – Beginning August 2014 - 2015.

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.

☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<p>We coordinate funds in the following ways:</p> <ul style="list-style-type: none"> Title I funds: <ul style="list-style-type: none"> Salary of Instructional Coach Stipend for Instructional Coach Salary for Interventionist Stipend for IB/GT Coordinator Stipend for ELD Teacher Stipends parent classes Purchase intervention materials and instructional supplies Purchase of technology to support instruction Purchase of parent supplies Professional Development IB fees and activities Books and Subscriptions Local 	July 2014 – June 2015	Principal, Building Leadership Team, Classroom Teachers	Title I Local funds	We make budgetary decisions initially in the Spring for the following school year and then regularly throughout the school year. Budgets are adjusted based on staff development needs of teachers and instructional needs of students.

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

<ul style="list-style-type: none"> o Classroom materials and supplies o Enrichment (art, music, PE, technology, Spanish) supplies o Student health supplies o IB training, supplies, resources o Administrative supplies o Creative Units 				
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Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<i>Page # 5 - 8</i>
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	<i>Pages # 22 - 27 - Major Improvement Strategy 1</i> <i>Pages # 28 - 32 - Major Improvement Strategy 2</i> <i>Pages # 32 - 33 - Major Improvement Strategy 3</i>
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Teaching staff review state assessment information at the beginning of each school year. They review beginning, middle, and end of year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review common, subject-area, assessment data throughout the year and make adjustments to planning and instruction based on the information gathered.

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	During SAC (School Advisory Council) meetings, performance data, curriculum, and instructional strategies are shared with parents by administrators and teachers in a continual effort to cultivate collaborative partnerships focused on student success.
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Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	All teachers and paraprofessional are Highly Qualified-August 2014. Page 35
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Page 6 Data Narrative Page 28 Action Plan
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Pages 28-31 Action Plan
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Pages 33-35 Parent Involvement/Communication
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	Pages 35-36 Transition from Early Childhood Programs
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	<i>Pages # 22 - 27 - Major Improvement Strategy 1</i> <i>Pages # 28 - 32 - Major Improvement Strategy 2</i> <i>Pages # 32 - 33 - Major Improvement Strategy 3</i> <i>Pages # 33-37</i>



Evans International Elementary School Parent Involvement Policy

(Compact within)

act has been jointly developed and agreed upon by Evans International Elementary School staff members and parents of students in the School wide Title 1 Program

Parent Involvement Beliefs and Policy

The administration, staff, and parents of Evans International Elementary School believe that the improved academic achievement of each student is a responsibility shared by the entire school community. This includes the school district, school administration, school staff members, students, community members and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education.) Falcon School District 49's Board of Education believes that the education of each student is a responsibility shared by the school as well as parents.

Parent involvement activities in the school will include opportunities for:

- Effective, two-way communication between the school and parents
- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making

Compact

Responsibilities of the School

The school administration and staff will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet or exceed the state academic standards
- Facilitate and implement the district Title 1 Parent Involvement Policy
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy annually
- Provide the School Parent Involvement Policy to parents in an understandable format

- Invite parents to attend information meetings regarding their school's participation in Title 1, the requirements of Title 1 and the right of parents to be involved
- Inform parents about the goals and purpose of a School- wide Title 1 Program curriculum used at the school, assessments used to measure progress and expected student proficiency levels
- Provide materials and training to help parents work with their students to improve academic achievement
- Advise parents of their student's progress on a regular basis
- Be readily accessible to parents and provide opportunities for parents to meet with staff to discuss student progress
- Discuss and have parents sign the School- wide Title 1 Parent Involvement Policy and Compact each year
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities
- Fall 2014-Literacy Night will help to support parents in working with their student at home with reading and writing.
- Spring 2015- Math Night will help to support parents in working with their student at home with math.
- Pastries with Parents, August 2014-We will provide an overview of curriculum at Evans for parents.

Responsibilities of Parents

Parents will support their student's learning at home by:

- Ensuring that their child goes to school regularly and is on time each day
- Monitoring homework - providing a quiet time and place for completion of homework and reading
- Monitoring television watching
- Encourage positive use of extracurricular time
- Attending all parent / teacher conferences
- Volunteering in the classroom as able
- Participating in school activities - Family Literacy and Math Nights, field trips, student programs, etc. as able
- Communicating regularly with school staff regarding their student's needs and circumstances
- Supporting and following all rules, regulations, policies, and procedures of the school and school district

Responsibilities of the Student

Students will support their learning by:

- Working hard and doing their best in class
- Listening to and following instructions
- Staying on task and completing all assignments to the best of their ability
- Showing respect for self and others
- Following all school rules, regulations, policies and procedures

Parent/Guardian Signature Date

Student Signature Date

Parent/Guardian Signature Date

Teacher Signature Date

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name Evans International

Improvement Plan Type Improvement

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Shawnna Wolewski	HMS LIES SAC, DAAC	
Connie Shackelford	RES SAC	
Robert DeJean	EVANS Parent	
Christina (Tina) Oscarriello	SCHS SAC, DAAC	
Andrea Lane	SCHS Zone, Academic	
Carolyn Meritt	Parent	
Ken Colman	PRCC	

1) Date the Plan was presented to SAAC for review: November 18, 2014

2) Signature of Principal: Michelle Slyter

3) Signature of SAAC Chairperson: Shelly R. Dutcher

4) Signature of DAAC representative: Shawnna Wolewski

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name Evans International

Improvement Plan Type Improvement

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Michelle Patchen	REM 3 rd Grade Teacher	1) Date the Plan was presented to SAAC for review: <u>November 18, 2014</u>
Melanie McAllister	RES DACC	2) Signature of Principal: <u>Michelle Slyter</u>
Heather Ulrich	HMS 7 th grade teacher	3) Signature of SAAC Chairperson: <u>Shelly Demetrelis</u>
Loni Maher	HMS Inst. Coach	4) Signature of DAAC representative: <u>Shelly Demetrelis</u>
Jenny Brueckling	EIES A/R	
Michelle Slyter	EIES Principal	
Shelly Demetrelis	Parent HMS/EIES SAC REP	
Louides Stern	Parent SCHS / IB PAC	
Emily McMoran	Parent SCHS	
Tammy Harold	Parent SCHS	

2014-2015

Evans International

Improvement

School Accountability Committee:[illegible]

Position

- 1) Date the Plan was presented to SAAC for review:

November 18, 2014

- 2) Signature of Principal:**

Michelle Sytner

- 3) Signature of SAAC Chairperson:

Greg R. Gault

- 4) Signature of DAAC Representative:

Matthew Adlewark

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Pg. 5-10; Pg. 21-32
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	Pg. 18-32
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Pgs. 5-10; Pgs. 21-32
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	Pgs. 5-10; Pgs. 21-32

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	Pgs. 5-10; Pgs. 21-32
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Pgs. 5-10; Pgs. 13-16; Pgs. 21-32
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Pgs. 21-32
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Pgs. 21-32
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	Pgs. 31-32
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	Pgs. 21-32

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **2902** School Name: **FALCON ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	-	-	71.75%	-	-	
		M	70.11%	-	-	75.23%	-	-	
		W	54.84%	-	-	49.77%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			30	-	-	46	-	-	
		M	48	-	-	50	-	-	
		W	45	-	-	49	-	-	
		ELP	-	-	-	-	-	-	

School Code: **2902**

School Name: **FALCON ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	NO
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

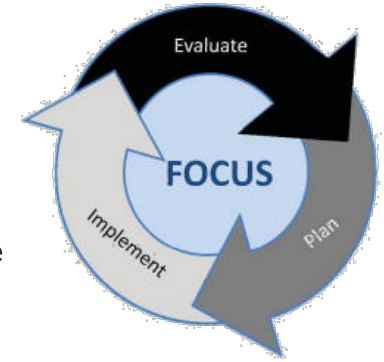
School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Malinda Keck/Principal
	Email	mkeck@d49.org
	Phone	719-495-5272
	Mailing Address	12050 Falcon Hwy; Peyton, CO 80831
2	Name and Title	Aimee Crespin/Assistant Principal
	Email	acrespin@d49.org
	Phone	719-495-5272
	Mailing Address	12050 Falcon Hwy; Peyton, CO 80831

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
<p>Narrative:</p> <p>Description:</p> <p>Falcon Elementary School of Technology is a Title 1 school located in Falcon, Colorado. We have been open since 1981 and currently have an enrollment of 303 students with approximately 48% of our students on free/reduced lunches. We have two teachers in each grade level for grade K-5 and we also have a full time reading interventionist. Our special education programs include Affective Needs for students who are on an IEP for emotional and behavioral concerns. Two other Special Education programs include an SLD program for students with learning disabilities and an SSN program for students with significant support needs due to intellectual disabilities. We also offer prospective classes in Technology, PE and Art for all students. As a school of Technology, we have 1:1 iPads for students in grades 3-5 and 1:3 iPads for students in grade K-2. Technology is utilized in all classrooms via iPads, Smartboards, and document cameras.</p>				

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

Team Involvement:

Our Advisory team analyzed data to determine root causes and to develop action steps. The team includes classroom teachers from all grade levels, special education teachers, specials teachers, an interventionist, parents, and administration. In our analysis, we considered the performance summary provided in the School Performance Framework report, TCAP, Scantron, DIBELS Next, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed TCAP data for Reading, Writing, Math, and Science during weekly PLC meetings. As an Advisory team, we found that the trends were consistent across all measures. Other data that helped us identify root causes included common formative assessments and our teaching practices. Based on the analysis, we determined priority needs and root causes. Each grade level team reviewed the plan and feedback was incorporated into the final plan. Student attendance was also reviewed. The average daily attendance at Falcon Elementary in 2011-2012 it was 94.3%, in 2012-2013 it was 95% and in 2013-2014 it was 95.63%. According to the 1 year SPF, below are the areas that are school received a "did not meet" or "approaching" rating:

Academic Achievement:

Reading/Writing----- Approaching

Academic Growth:

Math-----Approaching

Academic Growth Gaps:

Reading-----Approaching

Minority Students/Students needing to catch up-----Approaching

Math-----Approaching

Minority Students-----Approaching

Writing-----Approaching

Minority Students-----Does not meet

Trends and Priority Needs:

We exceeded State Targets in 3rd, 4th, and 5th grade in Writing and Math and in 5th grade Reading; however we did not meet state or district targets in Reading for 3rd and 4th grade. Writing was slightly below the state target in 3rd and 4th grade and slightly above in 5th grade. We continue to have difficulty moving students from partially proficient-to-proficient in all core subjects, especially in writing.

Percent of Students Scoring Partially Proficient on TCAP			
Year	Reading	Math	Writing
2011-12	17%	20%	39%
2012-13	18%	17%	44%
2013-14	23%	20%	37%

Reading

Academic Achievement in Reading

The student population for subgroups is too small to identify in Students with Disabilities and English Learners. TCAP scores in reading indicate that reading has had a steady decrease in the last three years: (2012-76.5%; 2013-71.3%; 2014-69.1%). Due to the decline and a rating of "approaching" on the SPF, we have identified this area as a priority performance challenge.

We had a higher percentage of girls score P/A than boys in 4th and 5th grade but the opposite was true for 3rd grade. Over the past year, we experienced a significant decrease in students scoring proficient and advanced in 3rd grade (79%-60%), a slight decrease in 4th grade (68%-62%) and a significant increase in 5th grade (67%-82%).

72% of our Fifth grade students scored proficient and advanced in vocabulary and 60% of our Third and Fourth graders scored proficient and advanced in vocabulary.

Academic Growth in Reading

As a whole, our students meet the state median growth percentile in reading, with median percentiles of 46 in 2012, 50 in 2013 and 46 in 2014.

Academic Growth Gaps in Reading

According to the 1 year SPF, growth gaps in Reading fell from Meets to Approaching for minority students. Median Growth Percentile was 53 for Minority students in reading and is now 35; however, adequate growth was met. We do not have a significant number of students with disabilities, but those who are identified perform below proficient in reading and are not making adequate growth. Median growth percentile for students with disabilities over the past three years is 38, which does not meet state expectations. Students needing to catch up have low growth in reading and writing. Median growth percentile for students needing to catch up over the past three years is 51, which is also approaching state expectations. Interim assessments and frequent progress monitoring indicate that our students with disabilities make significant growth during the school year, but because they are significantly below grade level, the growth is not sufficient to close the achievement gap which is why we have identified this as area as a priority performance challenge.

Root Cause and Verification

There is a lack of a consistent approach of making a bridge between learning to read and reading to learn across grade levels.

Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We have found that 43% of our incoming kindergarten students lacked necessary literacy skills.

As we reflect on our instructional practices, we agree that we lack a consistent approach of making a bridge between learning to read and reading to learn. In past years, we believe the lack of a clearly defined scope and sequence and focused instruction have contributed to the lack of adequate growth in reading achievement. The new common core standards will address this with the higher rigor expectations and mastery across grade levels. Upon reflection and discussion, we identified that teachers moving to new grade levels over the years and the addition of new staff members has contributed to not all teachers having a strong background in balanced literacy for the grade level they are teaching.

Current interventions have not been sufficient in closing the gap in reading, writing, and math for our students needing to catch up.

Interim assessments and frequent progress monitoring indicate that our students with disabilities as well as students on READ plans are making significant growth during the school year, but it is not enough growth to close the achievement gap. Intervention support did not always include a comprehensive program. The staff also identified that intervention support was available for reading but lacking for math and writing. Intervention blocks provide for scheduled interventions but we are understaffed in specialized departments to provide additional pullout/push in support.

Our Title 1 plan and our UIP are unified in identifying and recognizing the needs for increasing student achievement in our building. Once we identified the area of need through our root cause, plans were put into place through our Title 1 funds. Implementations that have been put in place include the instructional support of a Title 1 Interventionist. She will support students in reading during small and individual sets that have been identified through the RtI process using BURST, Reading Mastery, F & P Leveled Intervention Library, and Susan Barton. Staff also identified that we do not provide specific intervention support in writing; therefore, we have hired an interventionist to provide writing intervention support to all grade levels. This will involve small group or one-on-one support based on need. An Instructional Coach is also being utilized to provide modeling and professional development in the area of writing instruction to teachers. Another intervention we feel is missing is an intervention that will improve our school culture. For the 2013-2014 school year, we had 115 suspensions. We recognize that as a school, we need to develop a culture that is positive and supportive yet also includes high expectations for all students. In order to do this, we attended a Capturing Kids Hearts training school wide in order to build better relationships amongst staff and students and implement social contracts for consistent expectations in all academic areas. We further believe that reduced suspensions and increased positive interactions with all staff will increase student achievement.

Math:**Academic Achievement in Math:**

TCAP scores were above the state average in 3rd and 5th grade and slightly below in 4th grade. Math achievement has increased over the last year with a slight decrease from 2012-2013 (2012-76%; 2013-75.3%; 2014-74%). We continue to see an increase in the number of students scoring advanced (29.1% in 2012; 29.3% in 2013; 33% in 2014).

Academic Growth in Math:

Our average median growth percentile over the past 3 years is 50, which meets state expected performance.

Academic Growth Gaps in Math:

Our subgroups of Students with Disabilities, English Learners, or Students Needing to Catch up is too small to identify; however, we are approaching state expectations for Minority students according to the 1-year SPF.

Writing:**Academic Achievement in Writing:**

Writing continues to be an area of concern, with only about 52.6% of our students demonstrating proficiency on TCAP the past three years (2012-53.4%; 2013-47.6%; 2014-53%). Academic achievement in writing has remained stagnant with slight gains from 2013 to 2014. Performance in the areas of paragraph writing and grammar and usage were lower than other areas. Based on this information, we prioritized this as a priority performance challenge to increase student achievement in writing.

Academic Growth in Writing:

Our average median growth percentile over the past three years was 49, which meets state expectations.

Academic Growth Gaps in Writing:

Identified sub groups according to the 1-year SPF, indicates that we are approaching state expectations for Minority students and meet state expectations along with our Students Needing to Catch up. Based on this information, we identified Writing as a priority performance challenge to increase student achievement in writing.

Root Cause and Verification:

There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.

We have lacked a consistent approach to writing instruction in our school over the past 3 years. Lack of vertical alignment and interdisciplinary writing across curriculum, use of different terminology, and inconsistent expectations at the various grade levels has resulted in inadequate writing performance. With the implementation of Every Child a Writer program 3 years ago, we believed that we were addressing this issue; however, we did not see an increase of student achievement in writing. We have also identified that the scope and sequence of ECAW does not align to the common core and lacks style and expression. Based on our data and concerns of student achievement in writing, we piloted "CraftPlus" in two 4th grade classrooms this year through our Title 1 funds. This program aligns with the common core and fills the gaps that we saw in the ECAW program, therefore; we have moved to using CraftPlus in all grade levels for the 2014-2015 school year. Professional development has been implemented to support us in this area and will be included as an action step and is also an area of need.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	<u>Reading:</u> By the end of the 2013-2014 school year, 74.3% of the students will score proficient or advanced overall in TCAP reading.	<u>Reading:</u> Reading was at 69.1% and the target was not met by 5.2%	<u>Reading:</u> Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We lacked a master schedule that would allow for a specific intervention block for in-class interventions. Focused small group interventions were insufficient and not consistently provided. In past years, we believe the lack of a clearly defined scope and sequence and focused instruction have contributed to the lack of adequate growth in reading achievement. The new common core standards will address this with the higher rigor expectations and mastery across grade levels. <u>Writing:</u> With writing continuing to be an area of focus, an emphasis was placed on creating a strong writing foundation. Although, we met our target, writing remains an area of concern and we are determined to work toward our students growing in this area. Professional development has been implemented to support us in this area.
	<u>Writing:</u> By the end of the 2013-2014 school year, 50.6% of the students will score proficient or advanced overall on writing TCAP	<u>Writing:</u> Writing was at 53.1% and the target was met by 2.5%.	
Academic Growth	N/A	N/A	
	N/A	N/A	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 Growth Gaps	<p><u>Reading:</u></p> <p>By the end of the 2013-2014 school year, the Median Growth Percentile for Students Needing to Catch Up will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved</p>	<p><u>Reading:</u></p> <p>According to the SPF, the subgroup for Students Needing to Catch up was 51 which provided a rating of approaching.</p>	<p><u>Writing:</u></p> <p>Lack of vertical alignment and interdisciplinary writing across curriculum, use of different terminology, and inconsistent expectations at the various grade levels has resulted in inadequate writing performance. We also have identified lack of intervention support in the area of writing for students struggling in this area.</p>
	<p><u>Writing:</u></p> <p>By the end of the 2013-2014 school year, the Median Growth Percentile for Free/Reduced Lunch Eligible, Minority Students and Students needing to catch up will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.</p>	<p><u>Writing:</u></p> <p>The Median Growth Percentile for Free/Reduced Lunch Eligible was 41st percentile, which was below our target of 45th percentile. This was also true for our Students Needing to Catch Up as the Median Growth Percentile was 51st percentile and needed to reach a target of the 55th percentile. We received a rating of "approaching" in both of these categories.</p> <p>The Median Growth Percentile for our Minority students was the 34th percentile and received a rating of "does not meet".</p>	
Postsecondary & Workforce Readiness	N/A		
	N/A		

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p><u>Reading:</u> TCAP scores in reading indicate that reading has had a steady decrease in the last three years: (2012-76.5%; 2013-71.3%; 2014-69.1%)</p> <p>We have experienced a steady decrease in students scoring proficient and advanced in 3rd and 4th grade over the past 3 years and a 15% increase in 5th grade over the last year.</p> <p>Over the past 4 years, females have scored significantly higher than males on the 5th grade Reading TCAP assessment. This did not hold true for 2013 as the scores for males and females were both 67%. However, 2011, 2012, and 2014 data demonstrates this trend. Last year, 95% of our female students in 5th grade were P/A compared to 72% of our male students scoring proficient/advanced.</p>	17% of our K-3 students were on a READ plan during the 13-14 school year. We currently have 14% of students on a READ plan for the 2014-2015 school year.	There is a lack of a consistent approach to how teachers at FESoT teach reading in order to making a bridge between learning to read and reading to learn across grade levels.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Math: TCAP scores in Math have met the expected achievement performance level for the state according to the SPF with 75.23% P/A.</p> <p>Math achievement has remained consistent over the last 3 years (2012-76%; 2013-75.3%; 2014-74%).</p> <p>We continue to see an increase in the number of students scoring advanced (29.1% in 2012; 29.3% in 2013; 33.3% in 2014).</p> <p>Our 5th grade cohort consistently scored above the district over the past 3 years 2012 - as 3rd graders - FESoT 87% District 80%; 2013 - as 4th graders - FESoT 88% District 80%; 2014 - as 5th graders - FESoT 76% District 70%</p>	N/A	N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing: Writing continues to be an area of concern, with only about 53% of our students demonstrating proficiency on TCAP the past three years (2012-53.4%; 2013-47.6%; 2014-53%).</p> <p>Academic achievement in writing has remained stagnant with minimal gains. Females significantly outscored males in 3rd-5th grade over a 3-year period.</p> <p>Scores in grades 3-5 fell below the district for students scoring proficient and advanced.</p>	According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39 th in the state.	There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.
Academic Growth	Over the last three years, students have achieved adequate growth in the areas of reading, math and writing. Academic growth achieved a rating of "meets" according to the 1-year and the 3-year SPF.	N/A	N/A
Academic Growth Gaps	<p>Minority students did not make adequate growth in Writing according to the 3-year SPF</p> <p>Writing – Median Growth Percentile= 34 Median Adequate Growth= 45</p>	According to our 3-Year SPF, minority students did not make adequate growth in writing.	In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.

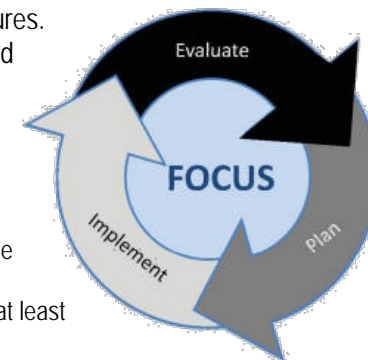
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Students with disabilities have not made adequate growth in the areas of Reading and Math:</p> <p>Reading: Median Growth Percentile: 38 Median Adequate Growth: 63</p> <p>Math: Median Growth Percentile: 36 Median Adequate Growth: 66</p>	According to our 3-Year SPF, students with Disabilities did not make adequate growth in reading and math.	Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up due to not using a comprehensive program focused on specific areas of need.
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	17% of our K-3 students were on a READ plan during the 13-14 school year. We currently have 14% of students on a READ plan for the 2014-2015 school year.	In all grade levels, students will make a minimum of "above average" growth for end of year DIBELS composite as calculated by the Amplify Growth Planning Tool, thereby decreasing the number of students on READ plans. K=65%; 1=64%, 2=71%, 3=76%, 4=64%, 5=77%	In all grade levels, students will make a minimum of "above average" growth for end of year DIBELS composite as calculated by the Amplify Growth Planning Tool thereby decreasing the number of students on READ plans. K=73%; 1=75%; 2=79%; 3=80%; 4=71%; 5=82%	DIBELS; BURST Diagnostic; Scantron Performance Assessments; Progress Monitoring; percentage of students on a READ Plan	#1. Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3 rd grade. #2. Develop and Implement effective, timely intervention strategies for reading and writing.
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A

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Academic Growth Gaps	Median Growth Percentile, local measures	R	<p>According to our 3-year SPF, we received an approaching rating with 71.75% of our students scoring P/A. Our state percentile ranking is only 48th in the state.</p> <p>According to our 3-Year SPF, students with disabilities up did not make adequate growth in reading.</p>	Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5% from 48th percentile to 53rd percentile.	Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC from 53rd percentile to 58th percentile.	DIBELS; Beginning, middle, end of year DIBELS Next, beginning and end of year Scantron Performance Assessments; BURST Diagnostic Assessments; BURST progress monitoring;	#1. Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3 rd grade.
		M	N/A	N/A	N/A	N/A	N/A
		W	<p>According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39th in the state.</p> <p>Minority students did not make adequate growth in writing.</p>	Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 7% from 39 th percentile to 46th percentile.	Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 7% from 46th percentile to 53rd percentile.	CraftPlus Rubric, Weekly writing assignments, teacher and interventionist observation along with timely feedback	#2. Develop and Implement effective, timely intervention strategies for reading and writing.

Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.

Root Cause(s) Addressed: There is a lack of a consistent approach of making a bridge between learning to read and reading to learn across grade levels.

(1) There is a lack of a clearly defined scope and sequence and focused instruction. (2) Teachers do not all have adequate training in balanced literacy.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Develop and utilize common formative assessments	Aug. 2014- May 2015	Aug. 2015- May 2016	Principal, Assistant Principal, Classroom teachers, Special Education teachers	Standards; Scope and Sequence	Develop and use common formative assessment in PLC meetings in all content areas. Utilize the results of the assessments to determine areas of strength as well as areas of needed growth. This analysis of data will identify students that need enrichment, interventions and also support teacher improvement and growth.	In progress
Implement Starfall Kindergarten Curriculum in both Kindergarten classrooms to increase rigor and build a strong foundation in early literacy grades.	Aug. 2014- May 2015	Aug. 2015- May 2016	Kindergarten teachers; Title 1 interventionist	Starfall Reading Curriculum	Implement new program with fidelity in both Kinder classrooms. Student data will be monitored to ensure student achievement is occurring in addition to teacher observation and evaluations.	In progress

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Created a reading committee to support in the implementation of a school wide reading initiative focused on increasing student achievement in reading. Initiative includes free books given to students in grade 3 rd and 4 th with child choosing a favorite book to read to administration; WatchDOGS reading to our students; Storytime at lunch with Admin and Counselors reading to students in grades K-3; Daily DEAR time; Reading/Blogging Buddies school wide; FES school wide book club for families to include a family movie night to watch the movie associated with the book; Invite community to read to our students; Schoolwide Read and Feed	Oct. 2014- May 2015	Aug. 2015- May 2016	Classroom teachers, Special Ed. Teachers, Title 1 Intervention Specialist; Specials teachers; Principal; Assistant Principal; ELL teacher;	Title 1: Books for Family Book club: 260 books @ \$4.33 each = \$1126	Begin with monthly reading committees to determine effectiveness of initiative and then move to quarterly meetings; use DIBELS progress monitoring data to determine student growth in reading;	In progress
Provide and share effective strategies of reading/writing instruction with teams and other grade levels through PLC's; staff meetings; and vertical alignments	Jan. 2015- May 2015	Aug. 2015- May 2016	Classroom teachers; Instructional coach	Mosaic of Thought/Balanced Literacy strategies; CraftPlus strategies; Writing Continuum;	Staff development and staff meetings focused on sharing writing strategies; Vertical Alignment conversations	Not yet begun
Utilize our 2 nd grade teacher as a GT/ALP coach to provide support to teachers with writing ALP's, meeting with parents and identifying students as gifted and talented.	Aug. 2014- May 2015	Aug. 2015- May 2016	Title 1 Writing Interventionist	Title 1: Stipends: \$1500 Benefits: \$300 Total: \$1800 8 sub days = \$1040 Benefits: \$208 Total: \$1248 Grand Total: \$3048	Implement ALP/GT support for teachers. Use Scantron Gains Analysis to determine progress.	In progress

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Hire substitute teachers to allow teachers to observe effective best instructional practices and strategies. The visiting teacher and the observed teacher will be given time to debrief and reflect on the observed lesson.	Through- out the school year	Through- out the school year	Classroom teachers, support from Elementary Schools in and out of district.	Title 1 Funds: 36 substitute teacher days at \$130 per day = \$4680 Benefits: \$936 Total: \$5616	Implementation of ideas from training and observations during informal evaluations and walkthrough in classroom.	In Progress
Utilize iPads and technology in all content areas to support achievement and engagement reading, writing, and math. Improve engagement in academic tasks through classroom sound systems to include student microphones. iPad integration with Smart Boards will also include apple TVs HDMI cables, stylus pens, and headphones.	Aug. 2014- May 2015	Aug. 2015- May 2016	Classroom teachers	Title 1 funds from 2013-2014 school year: Sound system: \$1300 per classroom X 18 = \$23,400. HDMI cables \$9.99 X 9 (2 cables per purchase) = \$90 Stylus pens 8 X 4.95 = \$40 Headphones 40 X \$2.40 = \$116 Apple TV \$100 X 18 = \$1800	iPads, standards, scope and sequence	In Progress
A technology integration specialist stipend will be utilized to provide tech related professional development to teachers to enhance their ability to deliver engaging lessons and to assist teachers in the utilization of apps for interventions, enrichment, and student presentations.	Aug. 2013- May 2014	Aug. 2014- May 2015	Classroom teacher; Building iCoach	Title 1 Funds: Stipend: \$1250 Benefits: \$250 Total: \$1500 4 sub days: \$520 Benefits: \$104 Total: \$624 Grand Total: \$2124	Standards, scope and sequence and iPads will be used.	In progress

Implement Storia School Edition e-books to increase reading support for students. This program provides for flexible independent and instructional reading for students for students to access anywhere on their iPads. Storia measures student progress in reading and comprehension support. Students can be grouped by ability as well.	Aug. 2014 - May 2015	Aug. 2015- May 2016	Title 1 Interventionist , SPED teachers, Classroom teachers, Specials Teachers	K-5 = \$2250	Implement instructional support through an instructional coach model to provide support in the area of writing instruction. We will use growth in writing scores to measure performance.	In progress
Develop a 1:1 iPad model for 2 nd grade by purchasing 8 more iPads. Students in grades 3-5 currently have a 1:1 model, which was provided by our Falcon Zone last year. In addition, we had purchased 30 iPads through Title 1 last year. Our current second grade teachers have expertise with this model. By purchasing 8 additional iPads, we will be closer to our goal of having enough iPads in order to have a 1:1 setting in our second grade classrooms. We will be able to utilize Storia, Scootpad and other educational resources to further support student achievement.	Oct. 2014 - May 2015	Aug. 2015- May 2016	2 nd grade classroom teachers	Title 1: 8 iPads at \$499 = \$3992	Utilize Storia, Scootpad and other educational resources to further support student achievement for our second grade students.	Not yet begun

Continue with a consistent implementation of Treasures Reading Program/Colorado State Standards in grades K-3 with continuity/consistency with a minimum of 90 minutes allotted for the reading block.	Aug 2014- May 2015, on a daily basis	Aug 2015- May 2016, on a daily basis	Classroom teachers; Special Ed. Teachers; English Language Development Teachers; Title 1 Intervention Specialist	Treasures Reading Program; Leveled Book Room; K-3 iPads will be used along with extension APPS that focus on blends, sight words, books that students can read/follow (Storia); Scootpad to support fluency and comprehension skills; Master Schedule aligned around a 90-minute reading block along with a 30 minute built in intervention time (Hawk Time) BURST is taught in the classroom by classroom teachers and support by interventionist for additional small groups	100% key personnel will utilize appropriate components of the Treasures Reading Program.	In Progress
4th-5th Grade teachers will use Treasures Scope & Sequence and relevant materials to ensure all essential skills are addressed in reading instruction while structuring instruction around effective comprehension strategies and integrating reading instruction through all content areas along with standards.	Aug. 2014- May 2015	Aug. 2015- May 2016	4 th and 5 th grade teachers	Treasures Reading Scope and Sequence; Leveled book room; "Mosaic of Thought" Comprehension Strategies; 1:1 iPads in grades 3-5 which include extension APPS that focus on blends, sight words, e-books (Storia); Scootpad to support fluency and comprehension skills; Master Schedule aligned around a 90-minute reading block along with a 30 minute built in Intervention Time (Hawk Time); BURST is taught in the classroom by classroom teachers and support by interventionist for additional small groups	Monthly literacy planning will reflect skills from Treasures Scope and Sequence Aug. 2013-May 2014.	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: Develop and Implement effective, timely intervention strategies for reading and writing.

Root Cause(s) Addressed: (1) Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up due to not using a comprehensive program focused on specific areas of need. 2) In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Provide training on effective interventions and progress monitoring: <ul style="list-style-type: none"> • PLC • Co-teaching strategies • Best practices for writing instruction • iPad and Technology Training/Schoology Support/ScootPad Training • READ Plans 	Aug. 2014 – May 2015 Share strategies during staff meetings/PD Days	Aug. 2014 – May 2015 Share strategies during staff meetings/PD Days	Principal, Assistant Principal, Title 1 Interventionist, Classroom Teachers, Instructional Coach; Building iCoach	Title 1: CraftPlus: DVD Set: \$199 On-site training = \$2900 Total: \$3099	Building trainers provide ongoing training to staff during PLC, staff meetings, and staff development days	In progress
Teachers will teach BURST during HAWK time, which is a block of time built into the daily schedule to support interventions within the classroom and pull-outs. Our SPED teacher will provide a comprehensive program of Susan Barton and/or Reading Mastery based on students needs.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Classroom Teachers, SPED, Title 1 Interventionist	N/A	Teachers' lesson plans and daily schedules reflect scheduled intervention times and co-teaching times beginning in Aug. 2014	In progress

Provide kindergarten screening for students entering kindergarten in Fall of 2015. Share this result of screening with parents and provide them with materials to practice over the summer in order to support their child for the upcoming school year.	Aug. 2014-May 2015	Aug. 2015-May 2016	Kindergarten teachers, Kindergarten parents, Principal, Assistant Principal	N/A	Use beginning of year assessment to help with grouping/placement.	In progress
Provide after school math and reading tutoring for students' grades 3-5 two days a week. Certified teachers will work on specific identified skills and concepts to help close the learning gaps in reading and math.	Oct. 2014-May 2015	Sept. 2015-May-2016	Staff members as tutors	Title 1 \$20 per hour 2X a week for 3 people = \$3840 Benefits: \$768 Total: \$4608	Student attendance tracked and progress will be monitored Oct.-May Engage NY for Math, Susan Barton Reading System, Reading Mastery and F & P Intervention Library will be used to track progress	In progress
Discuss RtI students and effectiveness of intervention strategies at focused PLC meetings once every three weeks (Hawk Kid Talk). Use RtI process to identify students needing Tier 2 and Tier 3 interventions. Discuss GT and Advanced students and specific enrichment support.	August 2014-May 2015	August. 2015-May-2016	Principal, Assistant Principal, Classroom teachers, Sped teachers, Title 1 Interventionist;	N/A	Share data, intervention strategies, and next steps.	In progress
Implement Healthy School Wellness policy to include various initiatives such as walking club, GoNoodle and Jammin' Minutes. These activities and interventions will increase attendance and support academic achievement.	Aug. 2014-May 2015	Aug. 2015-May 2016	PE teacher, Specials and classroom teachers, Principal, Assistant Principal, Title 1 Interventionist	Kaiser Permanente Grant	Activities will be scheduled and announced to families through the website, flyers, and all-calls. Data will be collected in terms of attendance and participation.	In progress

Provide students with Summer Bridge Learning Program books over the summer to practice and increase their learning. Students review prior learning and begin learning material from the grade level they are entering.	August 2014-May 2015	August 2015-May 2016	Classroom teachers	Title 1: 310 books @ \$3200.00	We will measure program success by the number of books returned by the beginning of the next school year.	In progress
Pre-test students on benchmark assessments such as DAZE, DIBELS Next, Scantron, Burst Diagnostic, and F&P when needed. For math, we use Scantron and Engage NY assessments in addition to AIMSWEB Mcomp. Quarterly writing samples and common rubrics will be used as a benchmark assessment in writing.	Aug. 2014-May 2015	Aug. 2015-May 2016	Title 1 Interventionist, SPED teachers, Classroom teachers, Specials Teachers	DIBELS Next, DAZE, Burst, F & P	New students will be assessed within their first week of attendance.	In progress
Implement ScootPad (on-line targeted intervention tool for Reading and Math) to increase the evaluation of student gaps in reading and writing and to target classroom learning more efficiently. Purchase site licenses of ScootPad one to one computing learning model to help differentiate and support student gaps in learning.	Aug. 2014 - May 2015	Aug. 2015-May 2016	Title 1 Interventionist, SPED teachers, Classroom teachers, Specials Teachers	Title 1 K-5 = \$1606	Site license will be purchased and implemented upon receipt. Progress will be monitored through data reports that the program provides.	In progress
Provide an interventionist to support to students for writing instruction. Students will get small group instruction or one on one support from our writing interventionist during a specified writing block as a push-in model.	Aug. 2014-May 2015	Aug. 2015-May 2016	Title 1 Writing Interventionist	Title 1: 5 ½ hours a day @ \$20 an hour: \$18,810 Benefits: \$3762.00 Total: \$22,572.00	Implement instructional support in writing through a writing interventionist. She will work with small groups of students on individual needs. PARCC Writing data and classroom rubrics will measure student progress.	In Progress

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Provide professional development with Capturing Kids Hearts. This training will provide teachers with strategies to create a positive school culture and environment. With our current high rate of behavior referrals and suspensions, Capturing Kids Hearts will create social contracts, which will allow for an improved school culture. We will also cover the hourly wage expenses of our paraprofessional staff and lunchroom monitors so that all staff can attend the training and support it's implementation.	Aug. 2014 - May 2015	Aug. 2015- May 2016	Title 1 Interventionist, SPED teachers, Classroom teachers, Specials Teachers; Principal; Assistant Principal; Counselor	Title 1: PD: \$22,605.48 Classified Staff wages: \$2121 Benefits: \$567 Grand Total: \$25,293	Implement strategies and social contracts through Capturing Kids Hearts to provide a positive culture. We will track behavior referrals as well as in/out of school suspensions.	Completed
Provide a stipend for a teacher to update our website with reading and writing resources to parents. Our school is moving to a "paperless" model and parents and students will use the website to stay connected to learning opportunities.	Oct. 2014 - May 2015	Aug. 2015- May 2016	Title 1 Interventionist,	Title 1: Stipend: \$360 Benefits: \$72 Total: \$432	A teacher will be paid a stipend to update the website with educational resources. A parent survey will be used to gauge to effectiveness of website resources.	In Progress
Incorporate "CraftPlus" writing program across all grade levels to increase student achievement in writing. Provide professional development (DVD/On-site training) to support instructional practices in writing with this new program.	Aug. 2014- May 2015	Aug. 2015- May 2016	Classroom teachers, SPED teachers, Title 1 Interventionist	CraftPlus across grade levels Use iPad Apps to support sentence building Title 1: DVD Set: \$199 On-site training = \$2900 Total: \$3099	Implement professional development on best writing practices with emphasis on grammar. Use classroom writing rubrics and writing samples to measure growth.	In progress

Our Title 1 Literacy/Interventionist Teacher implements reading intervention with Burst and F & P intervention library with schedule groups of students.	Aug. 2014 - May 2015	Aug. 2015- May 2016	Title 1 Interventionist,	Title 1: Salary \$34,000 Benefits 12,711 Total: \$46,711	Support students in small group with reading interventions (BURST and F & P Intervention Library) Progress is monitored via DIBELS.	In Progress
Utilize our 5th grade teacher as an instructional coach to provide modeling, professional development, and peer coaching opportunities with a focus on writing; however, she will provide support in other content areas as needed. She will support teachers one day per week to provide instructional guidance.	Aug. 2014 - May 2015	Aug. 2015- May 2016	Instructional Coach; Classroom teachers	Title 1: Salary \$3600 Benefits: \$720 Total: \$4320 Sub days 1X a week = 33 sub days Sub Pay \$4290 Benefits \$858 Total \$5148 Grand Total: \$9468	Provide instructional strategies and best practices to teachers with a focus on writing; however, support can be provided in other content areas based on need. We will use growth in writing scores to measure performance.	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 Accountability Provision #1: Parent Involvement/Communication

☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.

☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold School Advisory Council Meeting to explain our school-wide Title I program and review the Title I Compact.	Aug. 2015	Principal, SAC members, Parents	N/A	Meeting will be held no later than November 30. Parents will have access to the Title I Compact upon request.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	October, 2014 February 2015	Classroom teachers	Translator as needed (staff member)	At least 90% parent attendance at Fall conference - October 2014.
Host parent involvement activities during the school year: <ul style="list-style-type: none"> • Back to School Night • Doughnuts for Dads/Muffins for Moms • Family Nights/Student Showcase Nights • iPad Family Nights 	August, 2014 Spring 2015 Fall, 2014 Dec.2014-May2015 Oct. 2014 Nov.2014-May 2015	Principal, Assistant Principal, Teachers	Parent Involvement Nights/Activities/free books: \$4500	Evaluations and feedback from parents. Parental attendance
Kindergarten – second grade teachers will include home activities that support literacy and math skills in weekly newsletters.	Aug. 2014-May 2015	Kindergarten-Second grade teachers	N/A	Activity results will be returned to school with feedback from parents on a weekly basis.
The school's Unified Improvement Plan will be discussed at the November SAC meeting and key points will be communicated in the school newsletter. The plan will be	2014-15 school year	Principal SAC committee Members	N/A	All parents will be informed of and will have access to the school's Unified Plan by April, 2015.

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available for review by all parents upon request.				
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.
- ☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I Intervention Specialist and paraprofessionals will be monitored to ensure that they are highly qualified.	Summer 2014; ongoing as necessary	Principal	N/A	The Intervention Specialist and paraprofessionals are highly qualified.
Maintain a staff of highly qualified, high-quality teachers. We will only hire highly qualified teachers and have a low staff turnover.	Summer 2014, ongoing as necessary	Principal	N/A	100% teaching staff is highly qualified.

Title I Accountability Provision #3: Transition from Early Childhood Programs

- ☒ School Plan under State Accountability.
 ☐ Title IA School Improvement/Corrective Action Plan
 ☐ Application for a Tiered Intervention Grant.
- ☒ Title I school-wide or targeted assistance requirement.
 ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The Principal, kindergarten teachers, and Head Start teacher will meet at end of each semester. a. Discuss curriculum expectations with a strong focus on preschool literacy skills. b. Identify and resolve curricular issues.	Dec. 2014; and May 2015	Principal Kindergarten Teachers Head Start Teacher	N/A	Developed document of readiness skills by May 2015 that will be supported by Head Start staff.
The kindergarten teachers will meet with the Head Start teacher each spring and discuss the academic strengths and weaknesses of students moving into kindergarten.	May 2015	Kindergarten teachers Head Start teacher	N/A	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the 2015/16 school year.

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Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **2908** School Name: **FALCON HIGH SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			-	-	73.33%	-	-	76.22%	
		M	-	-	33.52%	-	-	37.46%	
		W	-	-	50%	-	-	57.08%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			-	-	11	-	-	48	
		M	-	-	78	-	-	42	
		W	-	-	39	-	-	46	
		ELP	-	-	-	-	-	-	

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School Name: **FALCON HIGH SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>96.5% using a 6 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.5%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	19.9	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

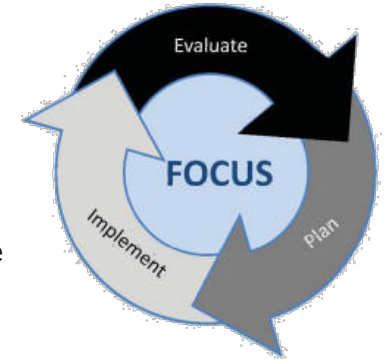
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cheryl Goodyear-DeGeorge
	Email	cldegeorge@d49.org
	Phone	719-495-5527
	Mailing Address	10255 Lambert Road, Falcon, CO 80831
2	Name and Title	Steve Oberg
	Email	soberg@d49.org
	Phone	719-495-5526
	Mailing Address	10255 Lambert Road, Falcon, CO 80831

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

1. **Description of School Setting and Process for Data Analysis:** Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1282 students with the following demographic breakdown: Asian: 3%, Black: 8%, Hispanic: 13%, Native American: 1%, White: 75%, and Free and Reduced lunch: 16%. FHS, the oldest high school in District 49, was founded in 1900. During the 2007 school year, students and staff moved into a new, eco-friendly building. FHS hosts four career academies, Health Sciences, Finance, Information Technology, and Art. There is also an ACE program, which includes an internship in a school-based print shop, as well as a 220+ student Air Force JROTC program. FHS offers over 20 AP and CU succeed classes and special education and resource programs that are inclusive by nature, while our mild to severe needs programs are primarily center-based.

Development of the Falcon High School UIP, begins before the first day with students. Professional Development prior to the start of the school year includes data analysis session of both TCAP and Scantron data with root cause analysis (define problem, collect/review data, identify possible causal factors, identify root cause(s), and recommend solutions. All staff are included in this work and the data/information provided to staff is also provided to the SAC. Discussions followed with the FHS Student council for their input also. This process was

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started the end of July, revisited in August, September, and finalized the beginning of November.

In an effort to move forward and address any areas of concern, student climate surveys, parent surveys and teacher surveys have been completed. Input is also being solicited from the community through parent meetings, the School Accountability committee and the PTSA organization at FHS. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. Over the past two years Professional Learning Community Groups (PLC) and Building Leadership teams (including administrators and teachers) have worked together to identify the greatest areas of need and plans for improvements in student achievement. Additional focus has been placed on professional development around differentiation strategies for our gifted and special education populations, as well as universal literacy and math strategies to help all student groups.

2. **Review Current Performance:** The FHS School Performance Framework (1 year) rates Falcon High School as a "Performance" school. FHS met all state expectations with the exception of Academic Growth Gaps. With percentage of points earned to meet state expectations at or above 60% FHS earned: 75.0% for Academic Achievement, 66.7% for Academic Growth, 86.7% for Postsecondary and Workforce Readiness, and met the 95% Test Participation expectation. FHS received and "Approaching" rating for Academic Growth Gaps at 50.0% of points earned. The disaggregated groups not meeting the state expectation for Academic Growth Gaps are listed below:

- Reading – Students with disabilities (Does Not Meet) and Students needing to catch up (Approaching)
- Mathematics – Minority students (Approaching) and Students needing to catch up (Approaching)
- Writing – Minority students (Approaching), Students with disabilities (Does Not Meet), and Students needing to catch up (Approaching)

Improvements from previous year:

- Reading – Minority students moved up to Meets (2013_2014) from Approaching (2012_2013)
- Mathematics – Students with disabilities moved up to Meets (2013_2014) from Approaching (2012_2013)
- Writing – Students needing to catch up moved up to Approaching (2013_2014) from Does not Meet (2012_2013)

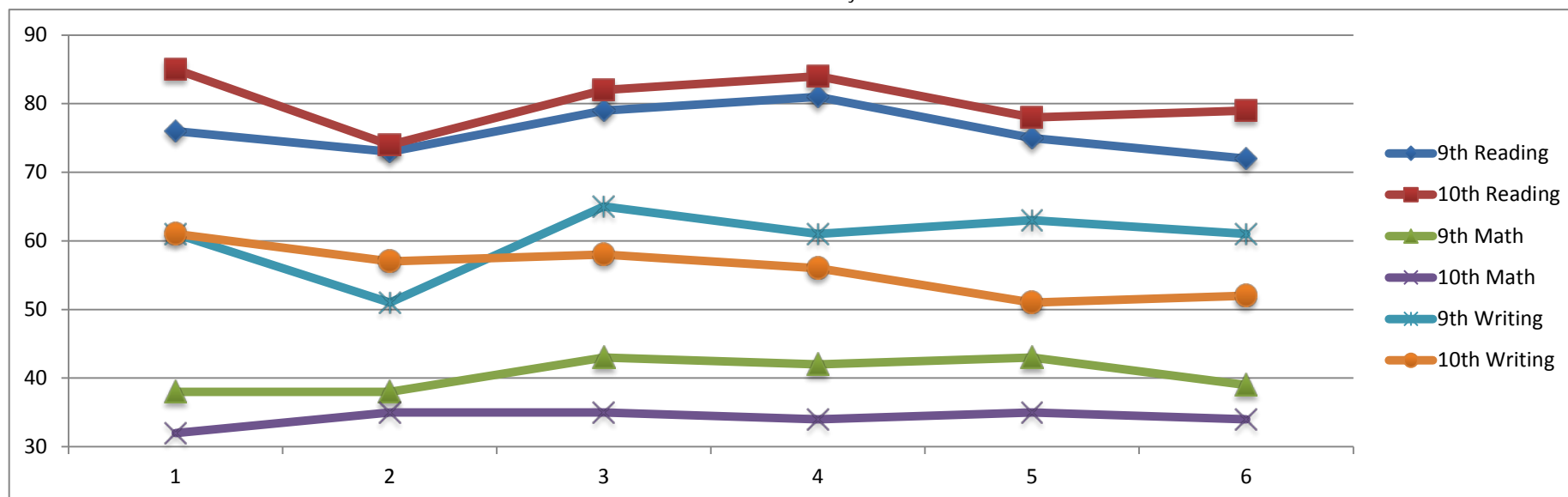
Decline from previous year:

- Writing – Students with disabilities moved down to Does Not Meet (2013_2014) from Approaching (2012_2013)

2014 TCAP Results for Academic Achievement:

- 9th Grade Reading 71% Proficient and Advanced (above the state and district averages)
- 10th Grade Reading 79% Proficient and Advanced (above the state and district averages)
- 9th Grade Writing 61% Proficient and Advanced (above the state and district averages)
- 10th Grade Writing 52% Proficient and Advanced (above the state and district averages)
- 9th Grade Math 39% Proficient and Advanced (above the district average and 1% below the state average)
- 10th Grade Math 34% Proficient and Advanced (above the state and district averages)

2009-2014 TCAP Summary Achievement Data

2014 TCAP Results for Academic Growth and Growth Gaps:**Reading**

	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
Median Growth Percentile									
Total	58	50	48	49	48	47	50	50	50
Grade 9	63	48	44	51	47	47	50	50	50
Grade 10	54	51	50	46	50	47	50	50	50
Minority/Non	49 / 60	39 / 53	51 / 47	47 / 50	45 / 49	47 / 47	50 / 50	52 / 49	51 / 50
FRL/Non	53 / 59	46 / 50	- / 48	49 / 48	48 / 48	40 / 49	49 / 51	50 / 50	50 / 51
IEP/Non	45 / 58	42 / 50	37 / 48	39 / 49	40 / 49	43 / 47	47 / 51	44 / 51	47 / 51
ELL/Non	- / 58	- / 50	- / 47	54 / 49	55 / 47	51 / 47	53 / 50	56 / 49	53 / 50
Girls/Boys	61 / 57	53 / 45	52 / 42	50 / 49	51 / 44	51 / 43	53 / 47	54 / 47	54 / 47

Math

	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
Median Growth Percentile									
Total	52	43	48	44	41	39	50	50	50
Grade 9	59	44	44	49	42	41	50	50	50
Grade 10	45	42	43	40	40	37	50	50	50
Minority/Non	49 / 53	40 / 44	51 / 47	43 / 45	39 / 43	36 / 40	48 / 51	48 / 50	49 / 51
FRL/Non	49 / 52	36 / 44	- / 48	40 / 44	42 / 41	39 / 40	47 / 51	47 / 51	48 / 51
IEP/Non	48 / 52	46 / 43	37 / 48	42 / 44	46 / 41	46 / 38	46 / 51	47 / 50	45 / 51
ELL/Non	- / 52	- / 50	- / 43	38 / 44	37 / 41	32 / 39	50 / 50	48 / 51	50 / 50
Girls/Boys	50 / 53	53 / 45	38 / 47	44 / 45	38 / 44	39 / 37	49 / 52	43 / 53	49 / 52

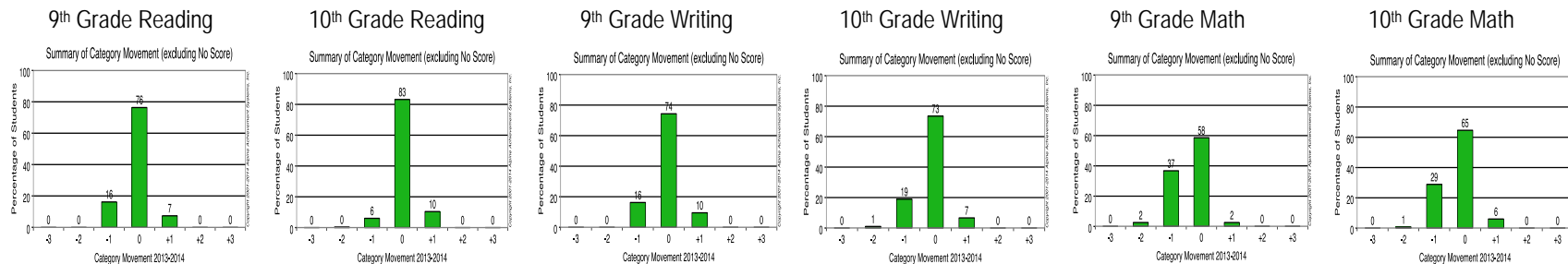
Writing

	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
Median Growth Percentile									
Total	57	46	46	45	43	45	50	50	50
Grade 9	62	50	50	49	43	47	50	50	50
Grade 10	55	40	42	41	44	44	50	50	50
Minority/Non	49 / 60	45 / 46	41 / 48	44 / 46	45 / 42	45 / 45	50 / 50	49 / 51	50 / 51
FRL/Non	58 / 57	47 / 46	- / 46	44 / 45	43 / 43	37 / 46	49 / 52	48 / 52	49 / 52
IEP/Non	40 / 57	53 / 45	37 / 47	38 / 45	50 / 43	44 / 45	46 / 50	46 / 50	46 / 51
ELL/Non	- / 57	- / 46	- / 46	49 / 45	52 / 43	50 / 45	54 / 49	52 / 50	51 / 50
Girls/Boys	61 / 55	48 / 44	50 / 41	46 / 43	47 / 41	46 / 43	52 / 48	51 / 49	52 / 48

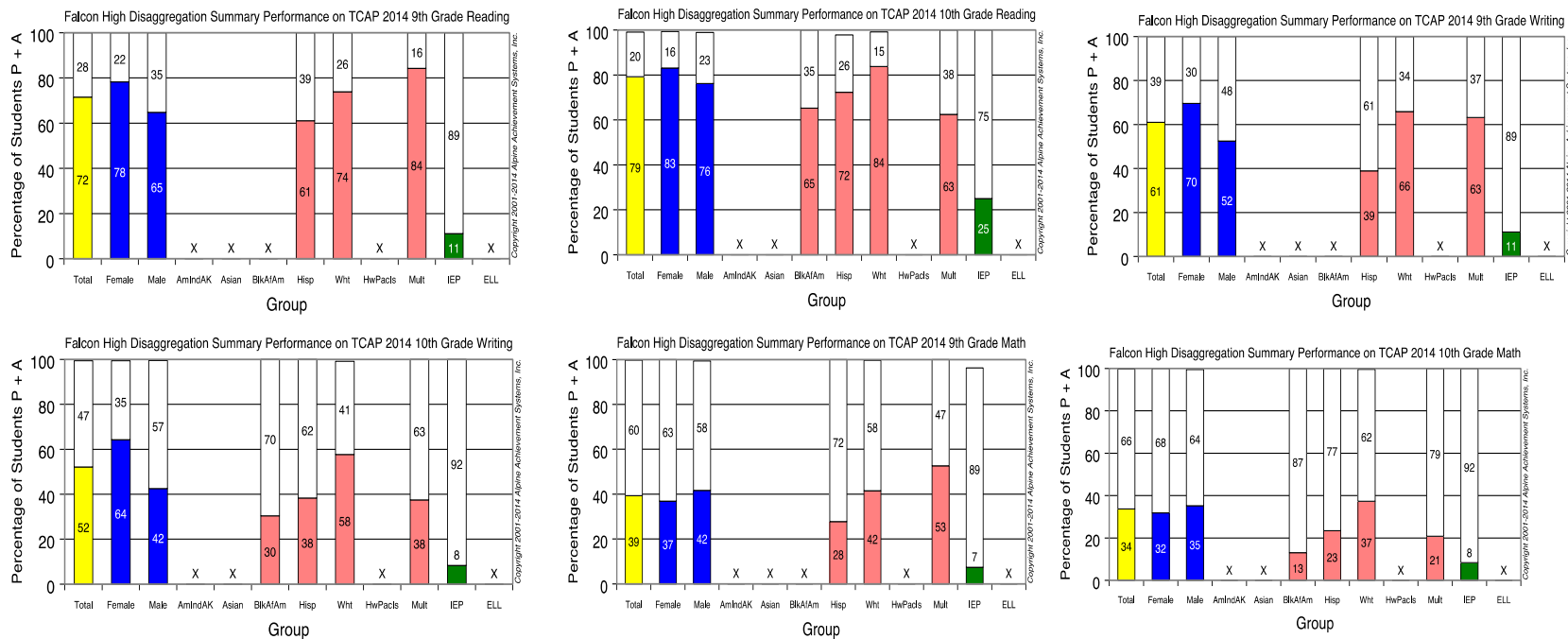
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Academic Growth Gaps present the greatest performance challenge for Falcon High School. Our greatest gaps exist with our students with disabilities in reading and writing. In both reading and writing our students with disabilities "Do Not Meet" the state performance expectations in all grade levels. We have seen great improvement in gaps for math (MGP 65/99) with our students with disabilities as we ensured that all students received grade level math instruction, with additional supports in math. Student with disabilities "Meet" the state performance expectations for math at all grade levels.



Disaggregated Achievement Data:



The Leadership team and other staff at Falcon have already begun working to analyze data and to identify leverage points to improve student achievement in Math and growth and growth gaps in all content areas. Student incentives are being put in place for students that perform well on Spring MAP tests as well as on CMAS and PARCC tests. Students that did not perform at a proficient level on the Fall MAP testing in Reading were evaluated by the RtI team and placed in interventions such as Reading Plus to address gaps in student skills/knowledge. Parents will be contacted by teachers to help include them as an integral part of their student's academic success. Students demonstrating substantial skill deficiencies on 2014 TCAP have been placed in intervention classes to help build background and skills in the area of Reading and Math. PLC teams, the instructional coach, and administration will work to establish writing and reading across the curriculum strategies to be used in all classes. Students struggling in math foundational concepts have been placed in an additional math class second semester to provide the instruction and interventions needed to build those foundational skills.

Data analysis of TCAP test results, student surveys, analysis of MAP test data as well as school common assessments, and class room walk-through data have all been used to help identify the root cause of our priority performance challenges. TCAP data analysis in all areas (math, reading, writing, and science) show lower achievement/growth with regard to standards that require students to read and write a variety of materials and to be able to analyze and problem solve using information gathered from written materials. TAP and walkthrough data shows that students are not consistently required to read and write at a depth of knowledge of 2 or above in all content areas. Many do not see the value of state or district tests and are often not actively engaged in an individual 5-10 year academic achievement and/or career plan.

Post Secondary Workforce Readiness:

<i>Postsecondary and Workforce Readiness</i>	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	342/282/283/272	94.4/94.7/96.5/92.3%	80%
Disaggregated Graduation Rate	3	3	100%	Exceeds			
Free/Reduced Lunch Eligible	1	1		Exceeds	66/63/45/41	87.9/93.7/95.6/85.4%	80%
Minority Students	1	1		Exceeds	88/68/54/60	92/94.1/98.1/93.3%	80%
Students with Disabilities	1	1		Exceeds	37/20/24/28	75.7/70/91.7/85.7%	80%
English Learners	0	0		-	N<16/N<16/N<16/N<16	-/-/-/%	80%
Dropout Rate	4	4		Exceeds	1544	0.5%	3.6%
Colorado ACT Composite Score	2	4		Approaching	275	19.9	20.0
Total	13	15	86.7%	Meets			

Priority and Performance Challenges:

Because our greatest area of need for improvement as indicated by our TCAP data analysis process and School Performance Framework was in the area of student academic growth and growth gaps, our School Improvement Committee prioritized these as the areas for focused improvement.

Reading Growth Gaps:

Students with disabilities and students needing to catch up are experiencing growth gaps.

Math Growth and Growth Gaps:

All students are experiencing lower than expected growth and growth gaps for all student subgroups, with the exception of students with disabilities.

Writing Growth Gaps:

All student subgroups are experiencing growth gaps.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Reading - NA	NA	Major Improvement Strategy #1 was not specific and targeted enough. Many of the teachers in the building (almost 50%) were hired after Professional Learning Community (PLC) training was offered at Falcon High School. Much of the year was spent on teaching staff about Professional Learning Communities and how they can work effectively. Since few common assessments were in place for the 2013_2014 school year, true data analysis in a PLC was difficult. Progress was made, but truly effective PLC is still a work in progress.
	Math - NA	NA	
	Writing - NA	NA	
Academic Growth	Reading - NA		With New Math Standards and no district or zone committee, developing an aligned and viable Math Curriculum was not realized in 2013_2014. In the Spring of 2014 a decision was made to use Engage New York Mathematics, a curriculum aligned to the Common Core Math Standards. These materials were not available until Fall of 2014. This curriculum is now in place and being implemented at FHS.
	Math - Students will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	The median growth percentile (MGP) was 42 and did not meet the target of at least 55. The rating remained at <i>Approaching</i> and did not reach a rating of <i>Meets</i> .	
	Writing - Students will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	The median growth percentile (MGP) was 46 and did not reach the target of 55, but did achieve a rating of <i>Meets</i> .	
Academic Growth Gaps	Reading - Students with Disabilities, English Learners and Students needing to catch up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students with Disabilities and Students needing to catch up achieved median growth percentiles (MGP) of 37 and 51 respectively, not meeting the target of 55 for either and not achieving a rating of <i>Meet</i> in either subgroup.	Major Improvement Strategy #3, the
	Math - All student subgroups will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students with Disabilities achieved a median growth percentile (MGP) of 65, exceeding the target of 55 and achieving a rating of <i>Meets</i> . Minority Students and Students needing to catch up achieved median growth percentiles	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		(MGP) of 42 and 44 respectively, not meeting the target of 55, and not achieving a rating of <i>Meets</i> for either subgroup.	implementation of effective research-based differentiation strategies was a very broad improvement strategy. At FHS the focus was true RtI strategies and a focus on instruction in addition to, not instead of grade level curriculum. This was very effective with our students with special needs in math. This same approach is being explored in reading and writing for 2014_2015.
	Writing - Minority Students, Students with Disabilities, and Students Needing to Catch Up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Minority students, Students with Disabilities, and Students Needing to Catch Up achieved median growth percentiles (MGP) of 41, 36, and 47 respectively, and did not achieve a rating of <i>Meets</i> in any subgroup.	
Postsecondary & Workforce Readiness	NA	NA	
	NA	NA	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
Academic Achievement (Status)	<p>Reading – 76.27% Proficient & Advanced on TCAP (the same as 2013) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9th 72%, 10th 79% (P & A on TCAP)</p> <p>2013 – 9th 75%, 10th 78% (P & A on TCAP)</p> <p>2012 – 9th 81%, 10th 84% (P & A on TCAP)</p> <p>2011 – 9th 79%, 10th 82% (P & A on CSAP)</p> <p>For the 9th grade the percent of students scoring P & A on the state assessment is at a 4 year low. 10th grade scores up 1% from 2013.</p>	NA	NA	
	<p>Math – 37.46% Proficient & Advanced on TCAP (2% decrease from 2013) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9th 39%, 10th 34% (P & A on TCAP)</p> <p>2013 – 9th 43%, 10th 35% (P & A on TCAP)</p> <p>2012 – 9th 42%, 10th 34% (P & A on TCAP)</p> <p>2011 – 9th 43%, 10th 35% (P & A on CSAP)</p> <p>For the 9th grade students, math scores dipped 4% from 2013. 10th grade the percent of students scoring P & A on the state assessment has remained flat over the past 4 years.</p>	NA	NA	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
	<p>Writing – 57.08% Proficient & Advanced on TCAP (no significant change from 2012) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9th 61%, 10th 52% (P & A on TCAP)</p> <p>2013 – 9th 63%, 10th 51% (P & A on TCAP)</p> <p>2012 – 9th 61%, 10th 56% (P & A on TCAP)</p> <p>2011 – 9th 65%, 10th 58% (P & A on CSAP)</p> <p>For the 9th and 10th grade, the percent of students scoring P & A on the state assessment has remained relatively flat with a slight downward trend over the past 4 years.</p>	NA	NA	
Academic Growth	<p>Reading – Falcon High School received a <i>Meets Rating</i> in this area according to the School Performance Framework in 2014 and a <i>Meets Rating</i> for the prior 2 years.</p> <p>According to the Colorado Growth Model in 2013: Higher Achievement and Lower Growth in Reading (Observed Growth Percentile: 48, Adequate Growth Percentile: 11)</p>	NA	NA	
	<p>Math – Falcon High School received an <i>Approaching Rating</i> in this area in 2014. Falcon High School also received an <i>Approaching Rating</i> in this area for the prior 2 years.</p> <p>According to the Colorado Growth Model in 2013: Higher Achievement and Lower Growth in Math (Observed Growth Percentile: 42, Adequate</p>	<p>In Math, Falcon High School did not meet the Median Adequate Growth Percentile (42/78) and did not make adequate growth for the 2014 school year.</p>	<p>Inconsistent application of an aligned and viable math curriculum at the 9th and 10th grade levels</p> <p>Little vertical articulation between the middle and high school</p> <p>Fractions, order of operations and other basic math skills missing for many students</p>	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Growth Percentile: 78)		Insufficient opportunities for students to communicate about math and how they solve problems through writing.
	<p>Writing – Falcon High School received a <i>Meets Rating</i> in this area and a <i>Meets Rating</i> for the prior 2 years</p> <p>According to the Colorado Growth Model in 2013: Higher Achievement and Lower Growth in writing (Observed Growth Percentile: 46, Adequate Growth Percentile: 39)</p>	NA	NA
Academic Growth Gaps	<p>Reading – Minority students received a <i>Meets Rating</i> on the School Performance Framework for 2014, and an <i>Approaching Rating</i> in 2013 and 2012.</p> <ul style="list-style-type: none"> - Minority Students 2014 – 51 (Median Adequate Percentile is 19). Did make adequate growth - Minority Students 2013 – 39 (Median Adequate Percentile is 20). Did make adequate growth. - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth. <p>Students needing to catch up received an <i>Approaching Rating</i> for the 2014, 2013 and 2012 school years.</p> <ul style="list-style-type: none"> - Students needing to catch up 2014 – 51 	In Reading, Falcon High School students with disabilities and students needing to catch up did not meet the Median Adequate Growth Percentile (37/91 and 51/72) and did not make adequate growth for the 2014 school year.	<p>Secondary teachers are not trained reading specialists.</p> <p>Reading strategies are not typically taught to secondary students, but rather students are merely offered opportunities and expected to read.</p> <p>Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>(Median Adequate Percentile is 72). Did not make adequate growth.</p> <ul style="list-style-type: none"> - Students Needing to Catch Up 2013 – 43 (Median Adequate Percentile is 72). Did not make adequate growth. - Students Needing to catch up 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth. <p>Students with Disabilities received a <i>Does Not Meet Rating</i> for 2014 and an <i>Approaching Rating</i> for the 2013, 2012 and 2011 school years.</p> <ul style="list-style-type: none"> - Students with Disabilities 2014 – 37 (Median Adequate Growth Percentile is 91). Did not make adequate growth. - Students with Disabilities 2013 – 42 (Median Adequate Percentile is 90). Did not make adequate growth. - Students with Disabilities 2012- 45 (Median Adequate Percentile is 92). Did not make adequate growth. <p>*Overall FHS received an <i>Approaching</i> rating in this area.</p>		
	<p>Math - Minority Students received an <i>Approaching Rating</i> for the 2014, 2013 and 2012 school years.</p> <ul style="list-style-type: none"> - Minority Students 2014 – 42 (Median Adequate Percentile is 90). Did not make adequate growth. 	<p>In Math, Falcon High School Minority students and students needing to catch up did not meet the</p>	<ul style="list-style-type: none"> - Inconsistent application of an aligned and viable Math curriculum at the 9th and 10th grade levels. - Little vertical articulation between the middle and high school.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> - Minority Students 2013 – 40 (Median Adequate Percentile is 90). Did not make adequate growth. - Minority Students 2012- 49 (Median Adequate Percentile is 95). Did not make adequate growth. <p>Students with Disabilities received a <i>Meets Rating</i> for the 2014, and an <i>Approaching Rating</i> 2013, 2012 and 2011 school years.</p> <ul style="list-style-type: none"> - Students with Disabilities 2014 – 65 (Median Adequate Percentile is 99). Did make adequate growth - Students with Disabilities 2013 – 46 (Median Adequate Percentile is 99). Did not make adequate growth. - Students with Disabilities 2012- 48 (Median Adequate Percentile is 99). Did not make adequate growth. <p>Students Needing to Catch Up received an <i>Approaching Rating</i> for 2014 and 2013 and a <i>Meets Rating</i> for the 2012 school year.</p> <ul style="list-style-type: none"> - Students Needing to Catch Up 2014 – 44 (Median Adequate Percentile is 99). Did not make adequate growth. - Students Needing to Catch Up 2013 – 44 (Median Adequate Percentile is 99). Did not make adequate growth. - Students Needing to Catch Up 2012- 50 (Median Adequate Percentile is 99). Did not make adequate growth. <p>*Overall FHS received an <i>Approaching</i> rating in</p>	<p>Median Adequate Growth Percentile (42/90 and 44/99) and did not make adequate growth for the 2014 school year.</p>	<ul style="list-style-type: none"> - Many students missing critical computation skills, such as fractions and use of order of operations - Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing. - Students struggling in math are placed in RtI interventions, such <i>Intermediate Math</i> instead of, not in addition to, grade level curriculum.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>this area.</p> <p>Writing - Students Needing to Catch Up received a <i>Approaching Rating</i> on the School Performance Framework for the 2014 school year, a <i>Does Not Meet Rating</i> for the 2013 school year and a <i>Meets Rating</i> for the 2012 school year.</p> <p>Students with Disabilities received a <i>Does Not Meet Rating</i> for the 2014 school year and an <i>Approaching Rating</i> for the past 3 years.</p> <ul style="list-style-type: none"> - Students with Disabilities 2014 – 36 (Median Adequate Percentile is 99). Did not make adequate growth. - Students with Disabilities 2013- 53 (Median Adequate Percentile is 99). Did not make adequate growth. - Students with Disabilities 2012- 40 (Median Adequate Percentile is 99). Did not make adequate growth. <p>Minority Students received an <i>Approaching Rating</i> for the 2014 school year and for the past 3 years.</p> <ul style="list-style-type: none"> - Minority Students 2014- 41 (Median Adequate Percentile is 51). Did not make adequate growth. - Minority Students 2013- 47 (Median Adequate Percentile is 59). Did not make adequate growth. - Minority Students 2012- 49 (Median Adequate 	<p>In Writing, Falcon High School students with disabilities, minority students and students needing to catch up did not meet the Median Adequate Growth Percentile (36/99, 41/51 and 47/90) and did not make adequate growth for the 2014 school year.</p>	<ul style="list-style-type: none"> - Additional teacher training needed in reading and writing processes and strategies across all content areas. - Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts. - Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2. - Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.). - Extensive use of guided notes and reduced writing expectations for students on IEPs.

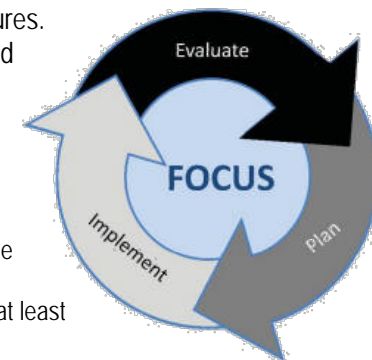
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
	<p>Percentile is 59. Did not make adequate growth).</p> <p>*Overall FHS received an <i>Approaching</i> rating in this area.</p>			
Postsecondary & Workforce Readiness	<p>Falcon High School's Colorado ACT Composite Score of 19.9 did not meet the State expectation of 20.0. School met expectations in 2013, 2012 and 2011 school years.</p> <p>Overall, FHS received an <i>Approaching</i> rating in this category.</p>	NA	NA	
	<p>For past 3 years, FHS has met or exceeded the State Graduation and Dropout Rates. For the 2014 school year FHS exceeded the state graduation expectations and drop out rates. The graduation rates for all subgroups received an <i>Exceeds Rating</i> in 2014.</p>	NA	NA	

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*.

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	NA			
		M	NA			
		W	NA			
		S	NA			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	NA			
		M	In Math, Falcon High School students received a rating of "Approaching," not meeting the Median Adequate Growth Percentile (42/78) and did not make adequate growth for the 2014 school year.	Students will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron Scale scores in Fall and Winter for the 9 th and 10 th grade. Common assessments from Engage New York pre and post scores for the Spring units of Engage New York.
		W	NA			
		ELP	NA			
Academic Growth Gaps	Median Growth Percentile, local measures	R	In Reading, Falcon High School students with disabilities did not meet the Subgroup Median Adequate Growth Percentile (37/91) and did not make adequate growth for the 2014 school year. Students needing to catch up received a rating of	Students with disabilities and students needing to catch up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students with disabilities and students needing to catch up will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron Scale scores in Fall and Winter for the 9 th and 10 th grade. Common assessments English 1 and English 2 pre and post scores for the Spring units.

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			"Approaching," not meeting the Subgroup Median Adequate Growth Percentile (51/72) and did not make adequate growth for the 2014 school year.				
		M	In Math, Falcon High School minority students received a rating of "Approaching," not meeting the Subgroup Median Adequate Growth Percentile (42/90) and did not make adequate growth for the 2014 school year. Students needing to catch up received a rating of "Approaching," not meeting the Subgroup Median Adequate Growth Percentile (44/99) and did not make adequate growth for the 2014 school year.	Minority students and students needing to catch up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Minority students and students needing to catch up will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron Scale scores in Fall and Winter for the 9 th and 10 th grade. Common assessments from Engage New York pre and post scores for the Spring units of Engage New York.	Major Improvement Strategy #1: Develop and Implement with Fidelity an Aligned and Viable Math Curriculum Grades 6-10 (Engage New York at grades 9 and 10)
		W	In Writing, Falcon High School minority students received a rating of "Approaching," not meeting the Subgroup Median Adequate	Students with disabilities, minority students, and students needing to catch up will increase the median growth percentile (MGP) to at least 55	Students with disabilities, minority students, and students needing to catch up will increase the median growth percentile (MGP) to at least 60	Common assessments for Freshman Composition and English 2 pre and post scores for the Spring units.	Major Improvement Strategy #2: Develop training, resources, and assessments to effectively provide instruction and feedback for students to analyze text and respond

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			Growth Percentile (41/51) and did not make adequate growth for the 2014 school year. Students needing to catch up received a rating of "Approaching," not meeting the Subgroup Median Adequate Growth Percentile (47/90) and did not make adequate growth for the 2014 school year. Students with disabilities did not meet Subgroup Median Adequate Growth Percentile (36/99) and did not make adequate growth for the 2014 school year.	until a rating of "Meets" is achieved.	until a rating of "Meets" or "Exceeds" is achieved.		in writing to multi-part prompts at a depth of knowledge above 2 across the curriculum.
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disaggregated Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT		NA				
	Other PWR Measures		NA			Not all students have a completed ICAP (Individual College/Career Plan) to help guide them to course selections as they move toward graduation.	Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individual Education Plans for all students, ensuring

						eligibility for concurrent enrollment and other college and career options for students.
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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Develop and Implement with Fidelity an Aligned and Viable Math Curriculum Grades 6-10 (Engage New York at grades 9 and 10)

Root Cause(s) Addressed: Inconsistent application of an aligned and viable Math curriculum at the 9th and 10th grade levels. Little vertical articulation between the middle and high school and insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Implement the use of the Engage New York Math curriculum for Algebra I, Algebra II, and Geometry	08/2014-05/2015	Evaluate success of Engage New York and plan for 2015 beginning June 2014	Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS	Cost of notebooks and copies of online curriculum – cost TBD – estimated at about \$5000.00	Ongoing – beginning 08/2014 through 05/2015	In progress
Provide 2 days of curriculum review and alignment for the high school math teachers	09/2014	Evaluate additional need in 6/2015	Falcon Zone Leader, Principal FHS	Cost of 8 substitute teachers for 2 day - ~ \$1600.00	September 22 and 23, 2014	Completed
Creation of a Math Curriculum Committee Grades 6-10	11/2014-05/2015 High	Include middle school beginning	Curriculum Coordinator for Falcon	Time set aside for monthly meetings - ~2 hours per month	November 2014	To begin December 2014

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	School	02/2015	Zone			
Review and Analyze data from Engage New York Common assessment problems	09/2014-05/2015	June 2015	Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS	PLC time - 90 minutes per week on delayed start to school day	Beginning September 2014 and ongoing through May 2015	In progress
Creation of Math Lab class for struggling students in addition to their regular math class.	08/2014-05/2015	08/2015-05/2015	Principal FHS, Falcon Zone Leader	Additional 0.2 FTE to teach the 2 Math Lab classes.	August 2014 – May 2015	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

- **Major Improvement Strategy #2:** Develop training, resources, and assessments to effectively provide instruction and feedback for students to analyze text and respond in writing to multi-part prompts at a depth of knowledge above 2 across the curriculum. **Root Cause(s) Addressed:** Additional teacher training needed in reading and writing processes and strategies across all content areas, insufficient opportunities for students to analyze text and respond in writing to multi-part prompts, insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Work with Social Studies and Language Arts departments to develop Professional Development for teachers on teaching and using the FHS common writing rubric across content areas.	01/2015		Social Studies Department Chair and Language Arts Department Chair	2 sub days for 4 teachers at ~\$800.00	Provide rough draft of the PD to Zone Curriculum Coordinator by January 15, 2015	In Process
Work with Social Studies and Language Arts departments to deliver Professional Development for teachers on teaching and using the FHS common writing rubric across content areas.	02/2015-05/2015	Evaluate continued need 06/2015	Social Studies Department and Language Arts Department	NA	Begin delivery of PD to all content PLCs on 02/04/15	Not Begun
Develop at least four methods that can be used across content areas to teach students to analyze text.	01/2015		Language Arts, Zone Curriculum Coordinator	1 sub day for 2 teachers at ~\$200.00	Provide rough draft of the PD to Zone Curriculum Coordinator by January 30, 2015	In Process
Deliver through PLCs, at least four methods that can be used across content areas to teach students to	02/2015-05/2015	Review 08/2015	Language Arts, Zone Curriculum	NA	Begin delivery of PD to all content PLCs on 02/25/15	Not Begun

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analyze text.			Coordinator			
Develop and administer a common writing assessment across content areas grade for inter rater reliability	04/2015	08/2015 and 05/2016	Principal FHS	1 day sub for 4 teachers at ~ \$400.00	Provide rough draft of the common writing assessment to Zone Curriculum Coordinator by March 15, 2015	Not Begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individual Education Plans for all students, ensuring eligibility for concurrent enrollment and other college and career options for students. **Root Cause(s) Addressed:** Not all students have a completed ICAP (Individual College/Career Plan) to help guide them through course selection as they move toward graduation and career/college readiness.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Work with Director of Concurrent Enrollment on guidelines for completion of ICAPs and requirements for concurrent enrollment.	08/2014-10/2014	Ongoing	Director of Concurrent Enrollment, FHS Counselors	NA	Template and process/guidelines to be completed by October 2015. 5-10 students enrolled in concurrent enrollment for Spring term 2015	Completed
Meet with all 12 th graders to ensure that they have a college/career plan. (May be hard copy)	08/2014-12/2014	Ongoing	Senior FHS Counselor	NA	All senior schedules completed for Spring term per ICAP by 01/2015	Completed
Complete ICAP for all 10 th and 11 th graders.	08/2014-01/2015	Ongoing	Sophomore and Junior FHS Counselors	NA	ICAP completion report 01/2015 and again 04/2015	In Progress
Provide the opportunity for all 10 th and 11 th graders to take the Accuplacer for free at FHS.	01/2015 - 04/2015	08/2015-12/2015	PPCC and Director or Concurrent Enrollment, CTE Director	Additional Security for students during testing at ~ \$150.00	11 th graders tested in January 2015 and 10 th graders tested in April 2015	Not Begun
Expand Course offerings by 4-5 classes for college and career options	09/2014-12/2015	08/2015-05/2016	CTE Director, FHS Zone Curriculum	TBD – Transportation costs for 1-2 days per week for Agriculture class and tests for	BOE Course Approvals in December 2014 and again in April 2015	In Progress

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			Coordinator, FHS Principal	special math classes at ~\$2500.00		
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 1110 District Name: FALCON 49 School Code: 2906 School Name: FALCON MIDDLE SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators		Measures/ Metrics		2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.		
			-	71.35%	-	-	76.7%	-			
			M	-	51.63%	-	-	60.94%		-	
			W	-	58.34%	-	-	66.41%		-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.		
			Elem	MS	HS	Elem	MS	HS			
		M	-	24	-	-	48	-			
		M	-	59	-	-	46	-			
		W	-	41	-	-	51	-			
		ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

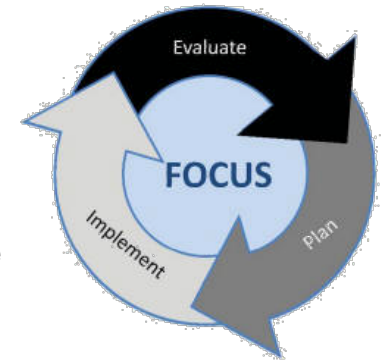
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Brian Smith – Principal
	Email	bsmith@d49.org
	Phone	(719) 495-5222
	Mailing Address	9755 Towner Ave. Peyton, CO 80831
2	Name and Title	Amanda Maranville – Assistant Principal
	Email	amaranville@d49.org
	Phone	(719) 495-5229
	Mailing Address	9755 Towner Ave. Peyton, CO 80831

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
Narrative: <ul style="list-style-type: none"> Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6th, 7th, and 8th grades. Falcon Middle School has approximately 930 students that all take core classes in Reading, Writing, Mathematics, Science, and Social Studies. All students also have the opportunity to take two different exploratory classes each 9-week quarter. As part of our professional development during the 14-15 school year, all FMS staff reviewed the 1 year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data gallery walk where they identified positive and negative trends in our data for each grade level, compared our data to other middle schools, and also looked at disaggregated data for our different subgroups. Staff collaborated to identify the priority performance challenges from this data that lead to the development of action steps to improve our student achievement. Falcon Middle School was approaching for the state performance expectation in academic growth gaps for Reading, Mathematics, and Writing. More specifically, our students with disabilities population did not meet expected growth gaps in the areas of reading and math. Our Free/Reduced Lunch eligible students also 				

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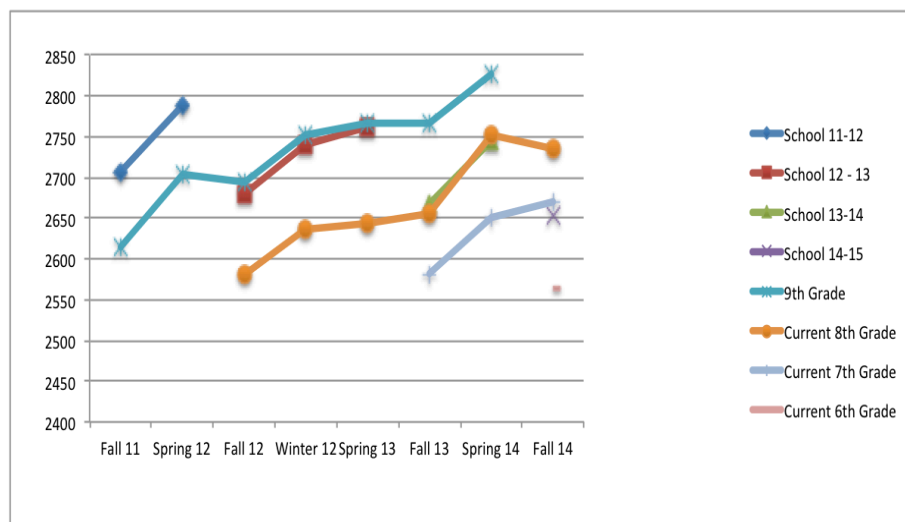
School Name: FALCON MIDDLE SCHOOL

did not meet the expected growth in Math. In looking at growth in thirds as well, the staff determined that many of our students that were on the bubble between partially proficient and proficient did not grow into the higher category, indicating the need for additional focus on intervention for students to reach proficiency. Emphasis was also desired to move more students into the advanced category, so a strong need for quality differentiation is needed to meet the needs of individual learners. These were the specific priorities that they staff felt needed to be addressed in the 14-15 school year.

- The performance targets set for Falcon Middle School in the previous year all related to academic growth gaps. Falcon Middle School was approaching in this area for the 11-12 school year and also for the 12-13 school year, which is why the targets remained for the 13-14 school year. Falcon Middle School worked to close these achievement gaps through the continuation of Intervention/Enrichment time and the utilization of their Understanding by Design units. Falcon Middle was again approaching in the area of Academic Growth Gaps for the 13-14 school year. While many of the gaps remained the same, there were several that showed additional growth over the past year as Falcon Middle demonstrated growth similar to the state. Falcon Middle School made gains to close achievement gaps for Students with Disabilities and Free/Reduced Lunch Eligible students when looking at the 1-year SPF reports for 2013 and also for 2014. Each of these areas changed their rating from "Does not Meet" to "Approaching" when comparing the two years. Our Minority Students and Students needing to catch up remained approaching when comparing the two years. Each of the subgroup Median Growth Percentiles were close to 50 (all being in the 40's) indicating that we are showing slightly slower growth when compared to the state. We will continue work in these areas so that we can get our percentiles above 50, indicating that we are closing these achievement gaps faster when compared to the state. The increase in active engagement for all students will help with this process. The staff has also received data binders this year to look at individual student progress in their achievement. This will also help to identify our bubble groups to ensure that we work towards getting all students to Proficiency and not having additional students fall back below Proficiency.
- To identify specific trends in our building related to Reading and Mathematics, FMS staff utilizes the Scantron tests to look at the gains students make from year to year to monitor regular student growth. The graphs below show the progress students have made in these areas based on Scantron. In looking at the graphs, each of our grade levels of students are showing consistent gains in reading and math when tested multiple times each year. Our current 8th grade group showed a drop in math from the end of 7th grade to the beginning of 8th grade indicating a gap in their learning of the math skills. This same group showed a similar drop in the previous year (from 6th to 7th grade) in Reading. The reading teachers then focused on some specific skill intervention as they taught their curriculum, which helps in seeing the consistent gain for reading this year. We will look at similar steps in math for this group of students so that they can show consistent gains over the course of the year. Our current group of 7th graders showed a similar trend in reading from 6th to 7th grade Scantron tests this year, though they were more flat in their progress. Teachers will again want to focus on closing some skill gaps to get this group back on an upward trend as well.

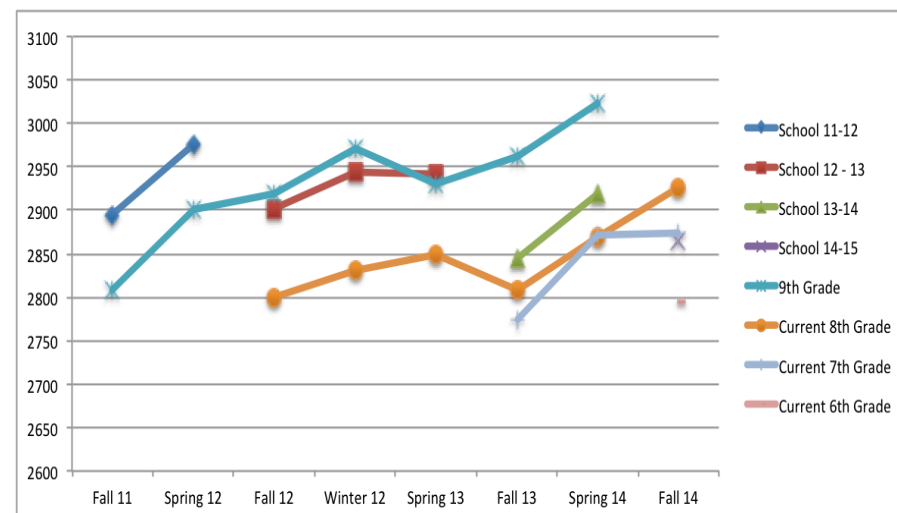
MATH	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2707	2789						
School 12 - 13			2680	2740	2762			
School 13-14						2667	2744	
School 14-15								2654
9th Grade	2614	2703	2695	2751	2766	2766	2827	
Current 8th Grade			2581	2637	2643	2656	2753	2735
Current 7th Grade						2582	2652	2669
Current 6th Grade								2564

Scantron Math Gains

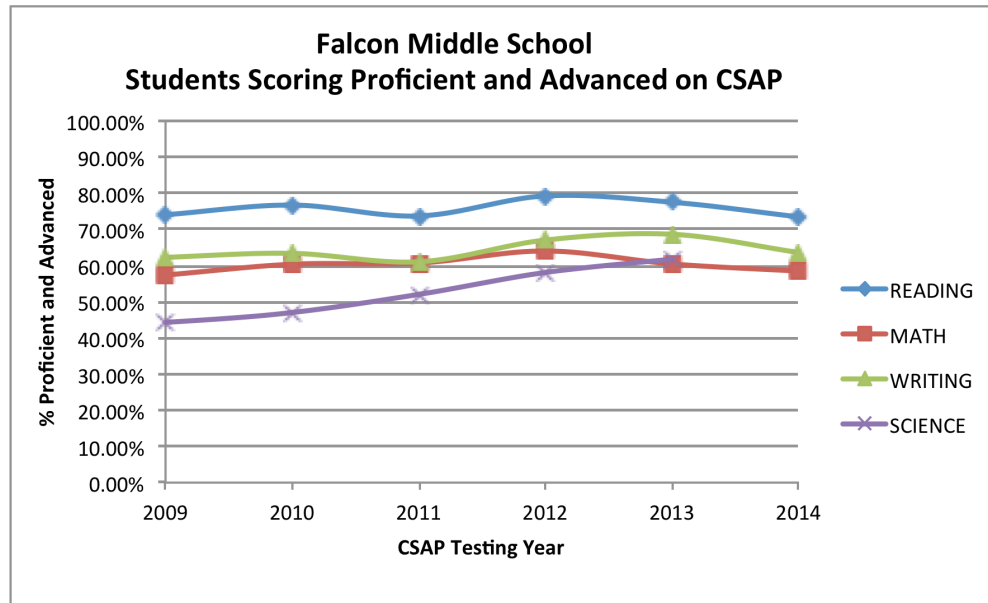


READING	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2895	2975						
School 12 - 13			2902	2945	2941			
School 13-14						2845	2918	
School 14-15								2864
9th Grade	2808	2901	2918	2971	2930	2961	3022	
Current 8th Grade			2800	2830	2850	2808	2869	2926
Current 7th Grade						2774	2871	2874
Current 6th Grade								2794

Scantron Reading Gains



- In looking at the achievement data for Falcon Middle School (see graph below), it can be seen that the achievement is overall somewhat flat over a 6-year trend. Falcon Middle School demonstrated slight declines seen in the areas of Reading, Math, and Writing. Over the past three years, Falcon Middle School has undertaken the process of realigning curriculum to the Colorado Academic Standards. The Language Arts Classes were split into separate Reading and Writing classes, with a new ECAW (Every Child a Writer) program being utilized in all writing classrooms. All curriculum areas continue to look at their Understanding by Design Unit plans to ensure coverage of the state standards. There is also new staff at different grade levels now that are working to help enhance the rigor level of the curriculum so that students can develop a deeper understanding of what they are learning. Math has full integrated the CPM Common Core curriculum now in all three grade levels. The Reading classes are selected more rigorous texts in both Fiction and Nonfiction to help build understanding. Writing teachers just received the new ECAW training as well to ensure appropriate alignment to the standards exists. So far, some holes in the curriculum have been identified and teams are working to fill them as they rework the units.



	2009	2010	2011	2012	2013	2014
READING	74.00%	76.67%	73.67%	79.20%	77.47%	73.41%
MATH	57.33%	60.33%	60.67%	63.98%	60.41%	58.43%
WRITING	62.33%	63.33%	61.00%	67.01%	68.61%	63.58%
SCIENCE	44.00%	47.00%	52.00%	58.06%	61.72%	

- Priority Performance Challenges:** The Priority Performance Challenges at Falcon Middle School consist of: Students with disabilities did not meet in academic growth gaps according to the 3 year SPF. English Language Learners and Students needing to catch up were both approaching according to the 3 year SPF. Free/Reduced lunch eligible students and Students with disabilities do not meet in academic growth gaps according to the 3 year SPF. Minority Students, English Language Learners, and Students needing to catch up are all approaching according to the 3 year SPF. Free/Reduced Lunch Eligible students, Students with Disabilities, English Language Learners, and Students needing to catch up are all Approaching according to the 3 year SPF.
- Process used to prioritize performance challenges:** On August 29, 2014 FMS staff participated in an achievement data galley walk. Staff were divided into their teams to identify strengths and also areas of focus for the 2014-2015 school year. Seven different stations presented data related to each specific grade level, a comparison to other middle schools in the area, school growth data, data related to our special education population, and growth data by thirds movement for each group of students. After visiting each station, teachers shared the positives and areas for growth with their teams and identified the top three for each. This information was then presented to the staff and like items were grouped together. The commonalities between all of the groups were the identified priority performance challenges. Staff determined that there were 2 specific goals that needed to be addressed to help close the gaps that existed within our priority performance challenges. These goals included: 1. Effective active learning strategies need to be incorporated to help ensure the learning needs of all of our students are met. 2. Additional opportunities for engagement to help students collaborate with others to build a deeper level of understanding is needed. The goals directly tie to the root cause identified in the previous school year. Staff feel that we made progress in closing many of our achievement gaps, but that we must continue to ensure effective differentiation is utilized to meet the individual learning needs.
- Root Cause:** Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

- How Root Cause was identified: Upon identifying the priority performance challenges, staff determined that all of the challenges directly related to effective differentiation. It was determined that a specific focus on our active learning strategies, student collaboration during learning, and requiring all students to restate, answer, cite, and explain in all classes is needed to help build a higher level of understanding and stronger command of the knowledge and skills. A focus on getting students to experience education in different ways through strategies, technology, and career/college exploration (through ICAP) is needed.
- Stakeholder involvement: Falcon Middle School's Administrative team, Leadership team, Faculty, PTSA, and School Accountability Committee were all involved in the review of school achievement data to prioritize our performance challenges. Staff initially reviewed the achievement data and prioritized challenges through a data walk taking place on a Professional Development Day. The summary of their findings was presented to both the PTSA and School Accountability Committee for review and input. The feedback and ideas from these parent-run committees was used to formulate the actions steps within this unified improvement plan. The plan was then presented for review and approval to the School Accountability Committee on October 2, 2014.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	All of the Targets set for FMS in 13-14 were related to Academic Growth Gaps. Falcon Middle School came very close in meeting many of the desired growth percentiles in 12-13 with respect to the different disaggregated groups. Many of the groups showed increased growth and had growth percentiles indicating similar growth as compared to the state. This can be attributed to the specific focus on our Special Education populations and differentiation for all learners in the classroom. In looking closely at the data, additional focus is still needed in the area of students with disabilities. We have received consultation in this area and have restricted the way that co-taught classes are offered so that students are receiving additional intensive support for the 14-15 school year. The Intervention and Enrichment period is also continuing to take place so that our achievement gaps can continue to close.
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	<p>We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in the area of Reading of:</p> <ul style="list-style-type: none"> Students w/Disabilities: 55 Students Needing to Catch up: 55 	<p>In the area of reading, our targets were not met when looking at the 3 year SPF. The students with disabilities group had a percentile of 37, which was further from the desired target and it remained constant from the previous year as well. Our Students needing to catch up had a percentile of 48, which was close to the stated target.</p>	<p>According to the 1 year SPF, our students with disabilities did not meet in the area of reading in 12-13, but it is now approaching in this area for 13-14, which shows that we have made progress in closing this gap.</p> <p>According to the 1 year SPF, our free/reduced lunch eligible students did not meet the expected growth in the area of math for 12-13, but it is now</p>
	<p>We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in the area of Math of:</p> <ul style="list-style-type: none"> Free/reduced lunch: 55 Minority students: 55 Students with disabilities: 55 English language learners: 55 Students Needing to Catch up: 55 	<p>In the area of Math, our free and reduced lunch subgroup had a percentile of 38. The minority student subgroup had a percentile of 48 and our students with disabilities had a growth percentile of 39. The ELL subgroup had a percentile of 43 and students needing to catch up had a percentile of 48. All of these growth percentiles were below the targets set for the 13-14 school year. Our minority student subgroup and students needing to catch up subgroup were closer to achieving the stated target and achieved a growth percentile indicating fairly similar levels of growth as compared to the state.</p>	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in the area of Writing of:</p> <ul style="list-style-type: none"> • Free/reduced lunch: 55 • Students with disabilities: 55 • English language learners: 55 • Students Needing to Catch up: 55 	<p>In the area of writing, our free and reduced lunch students had a percentile of 49. The students with disabilities subgroup had a percentile of 40 and the ELL subgroup had a percentile of 48. Our students needing to catch up demonstrated a median growth percentile of 50. Our free/reduced lunch eligible, ELL students, and students needing to catch up populations indicated similar or faster growth as compared to the state and were close to meeting the desired targets.</p>	<p>approaching for 13-14, which shows that we have made progress in closing this gap.</p> <p>According to the 1 year SPF, our students with disabilities did not meet expected growth in the area of writing for 12-13, but it is now approaching for 13014, which shows that we have made progress in closing this gap.</p>
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading – 73.41% Proficient and Advanced on TCAP (4.06% decrease from 2013; 76.70% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework.</p> <p>2014 – 73.41% (Proficient and Advanced on TCAP)</p> <p>2013 – 77.47% (Proficient and Advanced on TCAP)</p> <p>2012 – 79.20% (Proficient and Advanced on TCAP)</p> <p>2011 – 73.67% (Proficient and Advanced on TCAP)</p> <p>2010 – 76.67% (Proficient and Advanced on TCAP)</p> <p>2009 – 74.00% (Proficient and Advanced on TCAP)</p>	N/A	N/A
	<p>Math – 58.43% Proficient and Advanced on TCAP (1.98% decrease from 2013; 60.94% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework.</p> <p>2014 – 58.43% (Proficient and Advanced on TCAP)</p> <p>2013 – 60.41% (Proficient and Advanced on TCAP)</p> <p>2012 – 63.98% (Proficient and Advanced on TCAP)</p> <p>2011 – 60.67% (Proficient and Advanced on TCAP)</p> <p>2010 – 60.33% (Proficient and Advanced on TCAP)</p> <p>2009 – 57.33% (Proficient and Advanced on TCAP)</p>	N/A	N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
	<p>Writing – 63.58% Proficient and Advanced on TCAP (5.03% decrease from 2013; 66.41% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework.</p> <p>2014 – 63.58% (Proficient and Advanced on TCAP)</p> <p>2013 – 68.61% (Proficient and Advanced on TCAP)</p> <p>2012 – 67.01% (Proficient and Advanced on TCAP)</p> <p>2011 – 61.00% (Proficient and Advanced on TCAP)</p> <p>2010 – 63.33% (Proficient and Advanced on TCAP)</p> <p>2009 – 62.33% (Proficient and Advanced on TCAP)</p>	N/A		N/A
Academic Growth	<p>Reading – According to the state data from the School Performance Framework, Falcon Middle made adequate growth in this area. The state identified the median adequate growth percentile as 26 and we showed a median growth percentile of 44. According to the School Performance Framework, we received a rating of Approaching in this area.</p>	N/A		N/A
	<p>Math – According to the state data from the School Performance Framework, Falcon Middle did not make adequate growth in this area. The state identified the median adequate growth percentile as 61 and we showed a median growth percentile of 43. According to the School Performance Framework, we received a rating of Approaching in this area.</p>	N/A		N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing – According to the state data from the School Performance Framework, Falcon Middle made adequate growth in this area. The state identified the median adequate growth percentile as 42 and we showed a median growth percentile of 50. According to the School Performance Framework, we received a rating of Meets in this area.</p>	N/A	N/A
Academic Growth Gaps	<p>Reading - According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free and reduced lunch students “meet” this area with median growth percentile of 45 where the subgroup’s median adequate growth percentile was 30. Minority students “meet” this area with median growth percentile of 49 where the subgroup’s median adequate growth percentile was 29. Students with Disabilities “did not meet” in this area as they needed to show an adequate growth percentile of 65 and Falcon Middle students had a growth percentile of 37. English Learners are “approaching” this area with median growth percentile of 40 where the subgroup’s median adequate growth percentile was 47. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 61 and Falcon Middle students had a growth percentile of 48.</p> <p>Math – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students “does not meet” in this area and needed to</p>	<p>Overall, Falcon Middle is approaching in the area of Reading Academic Growth Gaps according to the 3 year SPF.</p> <p>Students with disabilities did not meet in academic growth gaps according to the 3 year SPF.</p> <p>English Language Learners and Students needing to catch up were both approaching according to the 3 year SPF.</p> <p>Overall, Falcon Middle is approaching in the area of Math Academic Growth Gaps according</p>	<ul style="list-style-type: none"> Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs. Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>show an adequate growth percentile of 67 and Falcon Middle students had a growth percentile of 38. Minority students are “approaching” in this area and needed to show an adequate growth percentile of 69 and Falcon Middle students had a growth percentile of 48. Students with disabilities “does not meet” in this area and needed to show an adequate growth percentile of 91 and Falcon Middle students had a growth percentile of 39. English Learners are “approaching” in this area and needed to show an adequate growth percentile of 84 and Falcon Middle students had a growth percentile of 43. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 88 and Falcon Middle students had a growth percentile of 48.</p> <p>Writing – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students are “approaching” in this area and needed to show an adequate growth percentile of 51 and Falcon Middle students had a growth percentile of 49. Minority students “meet” this area with median growth percentile of 50 where the subgroup’s median adequate growth percentile was 47. Students with disabilities are “approaching” in this area and needed to show an adequate growth percentile of 77 and Falcon Middle students had a growth percentile of 40. English Learners are “approaching” in this area and needed to show an adequate growth percentile of 69 and Falcon Middle students had a growth percentile of 48. Students needing to catch up are “approaching” in this</p>	<p>to the 3 year SPF.</p> <p>Free/Reduced lunch eligible students and Students with disabilities do not meet in academic growth gaps according to the 3 year SPF.</p> <p>Minority Students, English Language Learners, and Students needing to catch up are all approaching according to the 3 year SPF.</p> <p>Overall, Falcon Middle is approaching in the area of Writing Academic Growth Gaps according to the 3 year SPF.</p> <p>Free/Reduced Lunch Eligible students, Students with Disabilities, English Language Learners, and Students needing to catch up are all Approaching according to the 3 year SPF.</p>	<ul style="list-style-type: none"> Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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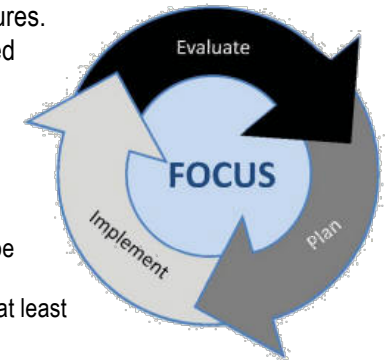
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	area and needed to show an adequate growth percentile of 73 and Falcon Middle students had a growth percentile of 50.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	Students with disabilities did not meet in academic growth gaps according to the 3 year SPF. English Language Learners and Students needing to catch up were both approaching according to the 3 year SPF.	Even though 73% of our students of our students are P/A in reading, our current state percentile ranking is only the 53 rd percentile in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 53% to 57%.	Even though 73% of our students of our students are P/A in reading, our current state percentile ranking is only the 53 rd percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 57% to 61%.	Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)	Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom. Falcon Middle School will implement ICAP effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.
		M	Free/Reduced lunch eligible students and Students with disabilities do not meet in academic growth gaps according to the 3 year SPF. Minority Students,	Even though 58% of our students of our students are P/A in math, our current state percentile ranking is only the 62 nd percentile in the state. Our goal is to increase our school percentile ranking in math	Even though 58% of our students of our students are P/A in math, our current state percentile ranking is only the 62 nd percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in math	Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring) Common Formative and Summative Assessments administered quarterly in the	Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom. Falcon Middle School will implement ICAP effectively to

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			English Language Learners, and Students needing to catch up are all approaching according to the 3 year SPF.	as measured by CMAS/PARCC by 6% from 62% to 68%.	as measured by CMAS/PARCC by 6% from 68% to 74%.	core classes(4 times during the year)	ensure students are exposed to course opportunities that focus on their learning interests and strengths.
		W	Free/Reduced Lunch Eligible students, Students with Disabilities, English Language Learners, and Students needing to catch up are all Approaching according to the 3 year SPF.	Even though 64% of our students of our students are P/A in writing, our current state percentile ranking is only the 62 nd percentile in the state. Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 62% to 68%.	Even though 64% of our students of our students are P/A in writing, our current state percentile ranking is only the 62 nd percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 68% to 74%.	<p>Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring)</p> <p>Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)</p> <p>ECAW (Every Child a Writer) Cold Prompts administered 2 times during the year based on the PVP (Proficiency Validation Plan) for the ECAW Program</p>	<p>Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.</p> <p>Falcon Middle School will implement ICAP effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.</p>
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

Root Cause(s) Addressed: Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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

☐ Colorado Graduation Pathways Program (CGP) ☐ 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)
	2014-15	2015-16				
Establish SMART Goals at the beginning of the year to target the specific achievement goals for each core area and small team	Sept. 2014	Sept. 2015	Admin, Team Leaders, FMS Staff	Time at the August Professional Development Day	FMS Staff will submit Team and Core SMART Goals so that they can be posted in the Team Room for monitoring of progress. Each Team and Core will determine 1 goal focused on student achievement.	2014-15 SMART Goals have been submitted already and are in progress to be posted in the Team Room.
6 th Grade Reading Team and 7 th Grade Reading & Language Arts will Update and Revise the current UBD Unit Plans for the established curriculum to focus on student mastery of the standards.	By May 2015	By May 2016	Admin, Language Arts Teachers, Falcon Zone Curriculum Administrator, Instructional Coach	Use weekly Core PLC time to work on realignment. Budget money will also need to be devoted to purchase new resources aligned to the common core and Engage NY.	FMS Staff will submit revised UBD Plans to their core administrator as revisions are made so that they can be added to the curriculum binders in the team room	In Progress – 6 th Grade Reading has begun the transition to Engage NY. 7 th Grade Reading and Writing are in the process of realigning curriculum as well to include more rigorous texts and regular ECAW Utilization.

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All writing teachers will attend the new ECAW Training for common core implementation and receive the resources to ensure curriculum is aligned appropriately.	August 2014	N/A – Refresh Training if needed Aug. '15	Writing Teachers	\$3500 for the purchase of iPads for each Writing teacher to use the new resources versus buying individual resources binders.	FMS Writing Teachers will use the iPads to track student progress and monitor the student mastery of the standards. Regular reports will be printed from the new electronic system quarterly to determine student mastery of the content.	In Progress – The iPads have been purchased
Develop, Revise, and Utilize common formative and summative assessments in regular instruction to determine student mastery of the standards.	By May 2015	By May 2016	All FMS Staff	Time on Professional Development Days and Weekly Core Meetings to review assessments and make necessary revisions	Staff will meet weekly with their core administrator during weekly PLC Meetings and on professional development days and provide updated copies of assessments to core administrator.	Constantly In Progress – Staff have submitted their common assessments for 1 st quarter and will turn in their data after the 1 st Quarter is complete.
Create appropriately clustered co-taught classes for students requiring additional support in the classroom. Utilize clustering amongst teams to also create groupings of students needing additional advanced level challenges in their instruction.	August 2014	August 2015	FMS Special Education Team, Core Teachers, Counselors, and Admin.	Time at the end and beginning of school years to create appropriately scheduled classes based on students needs.	The Special Education Teachers will collaborate with the counselors and team leaders to ensure that our co-taught classes are appropriately populated. The co-taught classes will also be taught with regular on-grade level curriculum so that all students are receiving the appropriate level of instruction. Counselors will also receive guidance on how to effectively populate these classes from a Special Education Consultant.	Schedules are complete for the 14-15 school year. The training for counselors is also complete.
Reduce the amount of raise and respond questioning taking place in the classrooms so that additional opportunities for pair shares and student collaboration can take place to	By May 2015	By May 2016	All FMS Staff	N/A	Administrators will conduct regular classroom observations to look for student-to-student collaboration activities in	In Progress – Observation have begun, which include feedback back to teachers on the implementation of this practice.

enhance understanding.					lesson plans and in observed instruction to see that this is taking place.	
Implement the R.A.C.E. format (or similar variation) in classrooms so that students will Restate, Answer, Cite and Explain in all core and explore classes to help build a deeper understanding of the content. A special emphasis will be placed on Citing and Explaining to help determine the level of student understanding and their process of gathering the information.	By May 2015	By May 2016	All FMS Staff	N/A	Teacher will post the format in their classrooms and also include it on regular common formative/summative assessments. Copies of assessments will be submitted and evidence of this practice will be seen in observations and lesson planning with the core administrators.	In Progress – Teams have begun planning the implementation of this practice. They have also established measurements for this to be included in the evaluation SLO's.
Receive professional development on the incorporation of active learning strategies in the classroom to enhance student engagement.	Ongoing training through May 2015	Ongoing training through May 2016	All FMS Staff & Instructional Coach	Time on the Professional Development taking place on September 26 th and January 16 th , and through the regular Monthly Monday Admin PLC Workshops.	Admin and the Instructional Coach will provide initial training and overview. Teachers will be selected for each PD Day to provide a mini lesson illustrating the strategies that they use in their lessons. Staff will be expected to reflect on these sessions and set a goal for when they could implement the strategy in their classroom as well.	The initial training took place on Monday, September 15 th . The all staff rotation and strategy sharing took place on September 26 th . Another round will take place in January and through the next Admin PLC.
Enhance the use of Schoology used throughout classes at FMS to enhance the engagement of instruction for students.	Ongoing through 14-15 school year.	Ongoing through 15-16 school year.	FMS Teachers and Schoology Liaison	Approx. \$10,000 for the upgrade of electrical system and network system at FMS to add an additional lab and network locations for additional computers for this purpose. (Zone, Facilities, & Building Funds)	Facilities will coordinate for the wiring and network upgrades at FMS. FMS Staff will begin incorporating Schoology into their classes. The Schoology Liaison for FMS will attend trainings and help provide additional trainings for staff on the use of Schoology in their classrooms.	In Progress – The wiring is currently taking place for this upgrade. The Schoology Liaison also attended his initial workshop and will prepare training for staff so that they can implement this resource.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #1: Falcon Middle School will implement ICAP effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.

Root Cause(s) Addressed: Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Sustain the utilization of ICAP and College in Colorado to enhance the student exploration of college and career opportunities and enhance the information provided to parents on this process.	March 2014	March 2015	FMS Counselors	Schedule times in March in between CMAS Testing to complete grade level requirements for ICAP.	FMS Counselors will schedule times with classes for students to complete the ICAP Requirements. Parents will receive information through the autodialer and website on what these requirements are and how they can assist.	Not Yet Begun – However, we have plans to conduct these sessions in between CMAS sessions before spring break so as not to conflict with CMAS Testing in April/May.
Meet with 49-Pathways Coordinators to ensure that FMS is prepared to implement the pathways effectively and start students on the correct path toward graduation with the new state requirements.	By May 2015	Continue Implementation through May 2016	FMS Admin, Counselors, and D49 Pathways Coordinators	Time to meet with the team and also future budget resources for curriculum materials and/or CTE courses to ensure the pathways are implemented effectively.	FMS Administration and Counselors will meet with the D49 Pathways coordinators and share the process with team leaders so that it can be implemented at FMS. A presentation will be prepared to share with staff, students, and parents to begin the planning process for students with the ICAP.	Not yet begun
Attend the Colorado ICAP Summit to learning the new requirements and	December	N/A	Administration and	No budget needed at this	FMS Administration and Counselors will attend the	Staff have registered for the

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systems with ICAP and determine steps needed for proper implementation.	3, 2014		Counselors	time.	Colorado State ICAP Summit conference on December 3, 2014. A tool kit will be provided at the conference that the team can then use to plan next steps for implementation at FMS.	Summit.
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a Schoolwide Program (Optional)

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.			School Accountability Committee:
Name	Position		
Brian Smith	Principal		
Amanda Maranville	Assistant Principal		
Chad Belveal	Assistant Principal/Athletic Director		
Susan Thomas	Dean of Students		
Lisa Murdock	Counselor		
Spencer Owen	Counselor		
Ariel Hull	6 th Grade Team Leader		
David Power	6 th Grade Team Leader		
Carolyn Dennis	7 th Grade Team Leader		
Maddie Bellflower	7 th Grade Team Leader		
Bridgette Shannon	8 th Grade Team Leader		
Bob Eaton	8 th Grade Team Leader		
Fawn Copeland	Explore Team Leader		
Jeanette Ninemire	Special Education Team Leader		
Kevin Henderson	Instructional Coach & GT Coordinator		
Kava Lientz	Administrative Assistant & SAAC Member		
Karen Hobson	Parent & SAAC Chair		
Andrea Carpenter	Parent, DAAC Representative, SAAC Member		
Chris Bombria	Parent, SAAC Member, PTA President		
Sandra Graham	Community Member, and SAAC Member		
Kim Lucas	Cons. Fam. Sci. Teacher & SAAC Member		
Melissa Smith			


1) Date the Plan was presented to SAAC for review:

October 2, 2014 & November 19, 2014


2) Signature of Principal:



3) Signature of SAAC Chairperson:



4) Signature of DAAC representative:



Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **2877** School Name: **FALCON VIRTUAL ACADEMY** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	71.43%	73.33%	75.34%	76.87%	77.38%	
		M	70.89%	52.48%	33.52%	69.86%	38.06%	26.19%	
		W	53.52%	57.77%	50%	50.68%	57.46%	54.76%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			23	30	14	33	53	50	
		M	47	72	93	42	31	43	
		W	42	52	46	59	46	50	
		ELP	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>93.8% using a 5 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	1%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	19.9	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

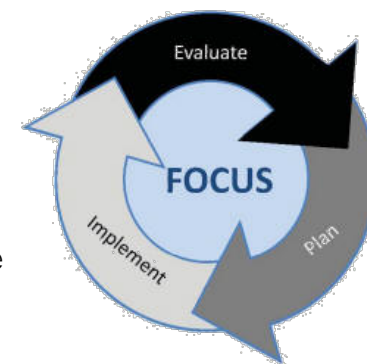
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David P. Knoche, Principal
	Email	dknoche@d49.org
	Phone	719 494-8940
	Mailing Address	6113 Constitution Ave., Colorado Springs, Co 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
<p>Narrative: Falcon Virtual Academy is in its fifth year of existence. FVA utilizes a blended-model program that includes project-based learning opportunities, face-to-face teacher contact, additional in-person tutoring sessions and social interaction with peers. The data in this report was analyzed by the teaching staff and reviewed by the School Accountability Committee (SAC). This is designed to be a working document to guide the future direction of the school.</p> <p>Analysis of the information needs to be broken into two components, elementary and secondary. At the elementary</p>				

level, FVA uses TCAP (3-6), Scantron (3-6) DIBELS (K-6), SMI (3-6), CMAS (4-5) and K-12.com progress monitoring data to provide information on each of the students. For student in grades 7-12, FVA uses TCAP (7-10), Scantron (7-10), SMI (7-10), CMAS (7-8), class grades (7-12), transcripts and Fuel Ed progress monitoring tools for student evaluation. The 2013-14 one-year executive summary report shows that FVA elementary level is approaching in math and writing and meets in reading. At the middle school level FVA is approaching in math and writing and meets in reading. At the high school level FVA meets in reading and writing and is approaching in math. CMAS results indicated Falcon Virtual Academy students were at or just below state levels in Science and Social Studies at 4,5,7 and 8th grade levels. While we would like to see these scores higher, this was the first year of implementation and now we can use the results, to help us better target particular deficits.

3-6: The P/A data reveals that FVA outperforms the state in grades 4-6 reading and state and D49 in grades 5-6. Additionally, we equaled both state and district results for 4th grade writing and outperformed both the district and state for grades 5-6. Our 3rd grade reading and writing scores are not acceptable and we are addressing them as a priority performance challenge. In math, FVA students in grades 4-5 outperformed both D49 and the state, while our 3rd and 6th graders failed to meet district and state averages. A noticeable trend 3rd -6th grade is that FVA outperforms at the proficient level, but underperforms at the advanced level. This is also a priority improvement challenge for the upcoming years.

7-10: In grades 7-9, FVA P/A students outperformed both D49 and the state in reading and our 10th graders exceeded D49 averages but tied the state. As writers, FVA outperformed both D49 and the state in grades 9-10 and tied the state and failed to meet D49 scores in 8th grade. 7th graders did not meet state or district averages in writing. In 7th grade, FVA met the state average for proficient students in math but our advanced scores were well below district and state averages. In grades 8 and 10, FVA fell below state and district averages in proficient and advanced levels while 9th graders exceeded D49, but fell below the state. Increasing all test scores for advanced students is an identified priority improvement challenge at FVA.

3-10 Reading: With the exception of 3rd grade, FVA had very strong reading scores. An in depth look at reading data using the Item Map without students (IMws) reveals that 8 of the top 10 items missed by 3rd and 4th grade students focused on drawing inferences using contextual clues. Identifying main ideas and details was the second most missed item for this group. The IMws shows no clear patterns of skill deficits for 5th and 6th graders in reading, however, our 5th graders missed 12 of 22 Depth of Knowledge (DOK) 3 questions and our 6th graders missed 17 of 21 DOK 3 questions. In 7th grade, students struggled with responding to and discussing literature, while 8th graders

struggled with analyzing text to make predictions and identifying main idea and details. Once again, DOK 3 questions were the significant deficit for 9th and 10th graders. In 9th grade, 15 of the top 16 questions missed were DOK 3 and in 10th grade 18 of 22 were DOK 3.

3-10 Writing: Increasing writing scores remains a priority at FVA. Overall, FVA 3rd and 4th graders struggled with punctuation, grammar and spelling. Being able to generating topic sentences and develop ideas was also as significant deficiency for 4th grade. FVA 5th-10th graders had significant issues across the board with writing to a variety of modes and genres. Additionally, 7-9 grades missed at 75% of DOK 3 questions out of the 10 13 questions missed.

3-10 Math: Math scores are far lower than desired. There are two major trends grades 3-10. The first trend is that FVA students struggle significantly with the high depth of knowledge questions across the math content. More DOK 2 questions were missed in math than in reading or writing. The second trend is that across the board, FVA students are unable to successfully analyzing and creating symbolic representations of math equations. This includes, graphs, charts and tables. In general, 90-100% of the top 16 most frequently missed questions were DOK 2 and 3 for all grades. At grades 8-10, the top 21 most frequently missed questions were DOK 2 and 3. Additionally, estimation, real world problem solving and geometry skills were deficient in grades 4 and 6-10.

CMAS 4, 7 Social Studies: At 4th grade, 74% of our students scored at the moderate proficiency level while only 0% were strong and 4% were distinguished. Our primary goal is to move the group of students who are moderate to the strong proficiency level. At 7th grade, 42% scored limited, 47% scored moderate and 5 % scored strong and distinguished. We must decrease the percentage of students in the limited and moderate levels, while increasing our percentage of students scoring strong to at least 50%.

CMAS 5, 8 Science: FVA 5th graders scored 24% limited, 38% moderate, 38% strong and 0% distinguished. Our goal is to move the 38% of students scoring moderate into the strong category and decreasing the number of students scoring limited. At 8th grade, 40% scored limited, 42% scored moderate and 18 % scored strong and 0% distinguished. We must decrease the percentage of students in the limited and moderate levels, while increasing our percentage of students scoring strong to at least 50%.

Our priority performance challenges were determined by where FVA had the largest gaps between our data and state and federal data expectations.

Major Improvement Strategy #1: Hone the Response to Intervention program to emphasize data driven decision-making. Root Cause(s) Addressed: Ensure the academic gaps of our students are being addressed early enough in the academic year to ensure students are making adequate yearly growth, to include reading, writing and math interventions for students not at grade level starting at the beginning of the academic year. Early screening, testing and progress monitoring have identified this challenge.

Major Improvement Strategy #2: Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices. Root Cause(s) Addressed- Insufficient levels of rigor and inability of students to successfully complete DOK 2 and 3 questions at the 3-10 levels, resulting in lower student achievement, especially at Advanced level and students inability to apply their learning to real world situations. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.

Major Improvement Strategy #3: Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students. Root Cause(s) Addressed: Continued implementation of the Fuel Ed curriculum for grades 7-12 while encouraging students to attempt more rigorous coursework at all grade levels. The low number of students choosing to participate in concurrent enrollment and other D49 Pathways determined this root cause.

Major Improvement Strategy #4: Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade. Root Cause(s) Addressed: Our 3rd grade reading scores for proficient and advance fall below state expectations, only 52 % of 3rd grade students are currently performing at a proficient level. 2013-14 TCAP scores

determined this root cause.

These major improvement strategies were identified through input from the FVA teachers, administration and SAC committee members. The priority of the strategies was determined by the amount of growth/achievement necessary to meet our targets.

For the second year in a row, FVA remained at the “performance” level according to the School Performance Framework. This is due in part to targeted interventions and a specific RtI plan that includes increased student progress monitoring and early identification of learning gaps. These systems are designed to close achievement gaps and ensure academic growth. Additionally, the Project Based Learning training (Buck Institute) for the entire FVA teaching staff kicked off our school year to increase the level of rigor and real world application of learning for students. Finally, FVA hired a .75 Advanced Learning Facilitator and another secondary math teacher to provide additional support and instruction to students in order to foster post secondary readiness. Our K-12 counselor is working in concert with district level administrators to expand our concurrent enrollment program and post secondary readiness programs.

When the data team reviewed the disaggregated data, there were not significant gaps between our groups. There were a gap between males and females but it was not significant. FVA continues to have the issue of small representative samples at most of the elementary grade levels for TCAP and CMAS. This results in a big impact on scores if one or two students at a grade level do not test, are not proficient or our small number of advanced students underperform. These trends were verified by the Falcon Virtual Academy staff and SAC which reviewed all student data that was collected.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R – Maintain a status of approaching on SPF and achieve an increase of at least 2% in reading as measured by TCAP	<p>No – E – dropped from 75.81% to 75.34 a decrease of .47%</p> <p>No – M – increased from 76.15% to 76.87% an increase of .72%</p> <p>No – HS – dropped from 79.1% to 77.38% a decrease of 1.72%</p>	<p>Elem – The overall drop was affected by the low third grade reading scores. These scores were due in part to the large number of non-readers enrolled at FVA at the beginning of the academic year.</p> <p>MS – At the middle school level we saw an increase, but not enough of a gain. Reading deficiencies need to be addressed during a semester schedule like it is during the high school trimester schedule.</p> <p>HS – At the high school the drop is due to a need to build in reading interventions in the trimester schedule like math interventions are built into the schedule.</p>
	M – Maintain a status of approaching on SPF and achieve an increase of at least 2% in math as measured by TCAP	<p>Yes – E – increased from 63.93% to 69.86% an increase of 5.93%</p> <p>No – M – dropped from 45.87% to 38.06% a decrease of 7.81%</p> <p>No – HS – increased from 25.37% to 26.19% an increase of .82%</p>	<p>Elem – Scores increased in math. The math interventions were tied to SMI math scores and lesson were assigned individually.</p> <p>MS – Scores decreased in math. The math interventions were being implemented but not early enough in the year. More progress monitoring of A+ students is needed.</p> <p>HS – Scores increased in math at the high school level. It was easier to implement the math interventions using the high school trimester schedule. Additional math support was hired.</p>

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	W – Maintains a status of approaching on SPF and achieve an increase of at least 2% in writing as measured by TCAP	No – E – increased from 49.18% to 50.68% an increase of 1.5% No – M – dropped from 59.63% to 57.46% a decrease of 2.17% Yes – HS – increased from 47.76% to 54.76% an increase of 7%	Elem – Scores increased by not as much as needed. A targeted writing class time is run on K-6 only days. MS – Scores decreased in writing. Weekly PLC meetings are addressing the needs of struggling writers at the middle school and high school levels. HS – Scores increased due to consistent expectations in writing and a systematic writing process being taught.
Academic Growth	R – Maintain a status of meets on SPF and achieve an increase of at least 2% in reading as measured by TCAP	No – E – decreased from 63 to 33 a 30 point decrease No – MS increased from 52 to 53 a 1 point increase Yes – HS increased from 39 to 50 an 11 point increase	Elem – Scores dropped significantly in reading due mainly to poor scores in third grade. As mentioned, this was due to an unusually high number of 3 rd grade non-readers being enrolled at FVA. MS – Scores increased by not as much as expected. There is a need to address reading deficiencies within a semester schedule. HS – Scores increased due to a more rigorous curriculum of reading for analysis at the high school level.
	M – Maintain a status of meets on SPF and achieve an increase of at least 2% in Math as measured by TCAP	Yes – E – increased from 36 to 42 a 6 point increase No – MS – decreased from 46 to 31 a 15 point decrease No – HS decreased from 53 to 43 a 10 point decrease	Elem – The scores increased due to strategic, targeted math interventions and an online math club. MS – The scores dropped. It is difficult to address math deficiencies within a semester schedule. HS – The scores dropped due to interventions

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	W – Maintain a status of meets on SPF and achieve an increase of at least 2% in reading as measured by TCAP	No – E – decreased from 60 to 59 a 1 point decrease No – MS – decreased from 62 to 46 a 16 point decrease No – HS – decreased from 51 to 50 a 1 point decrease	not being implemented early enough in the school year. Elem – Scores dropped because not enough writing samples were required to enable teachers to intervene with writing deficiencies. MS – Scores dropped because of the change from K-12 curriculum to the more rigorous FuelEd curriculum and the new writing expectations. HS – Scores dropped insignificantly. Writing deficiencies were not being addressed during weekly PLC's .
Academic Growth Gaps	R – Maintain a status of meets on SPF and achieve a increase of at least 2% in reading	E –	
	M – Maintain a status of meets on SPF and achieve an increase of at least 2% in math W – Maintain a status of meets on SPF and achieve an increase of at least 2% in writing		
Postsecondary & Workforce Readiness	Additional 2% reduction in drop out rate.	No – increased from 0% to 1%	
	21	No – decreased from 21 to 19.9	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	ES – Status is Meets in Reading and Approaching in Math and Writing. We need to increase reading proficient averages in the third grade. The other grades should increase by at least 2% each school year. We need to increase math and writing proficient percentages by 2% and 4% respectively.	Hone the Response to Intervention program to emphasize data driven decision-making.	Ensure the academic gaps of our students are being addressed early enough in the academic year to ensure students are making adequate yearly growth, to include reading, writing and math interventions for students not at grade level starting at the beginning of the academic year. Early screening, testing and progress monitoring have identified this challenge.
	MS – Status is Meets in Reading and Approaching in Math and Writing. We need to increase reading by 2% while math and writing need to increase by 14% and 8% respectively. HS – Status is Meets in Reading and Writing and Approaching in Math. A 2% increase in reading and writing will keep FVA growing. An 8% increase is needed in math.	Hone the Response to Intervention program to emphasize data driven decision-making.	Ensure the academic gaps of our students are being addressed early enough in the academic year to ensure students are making adequate yearly growth, to include reading, writing and math interventions for students not at grade level starting at the beginning of the academic year. Early screening, testing and progress monitoring have identified this challenge.
Academic Growth	Elem – Approaching in Reading, Does Not Meet in Math and Meets in Writing. We need to close the gap in early literacy and work on increasing writing skills at this level. Math gaps at the elementary school level need to be addressed with more targeted interventions.	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.	Insufficient levels of rigor and inability of students to successfully complete DOK 2 and 3 questions at grades 3 rd -10 th , resulting in lower student achievement, especially at the advanced level as well as students inability to apply their learning to real world situations. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.

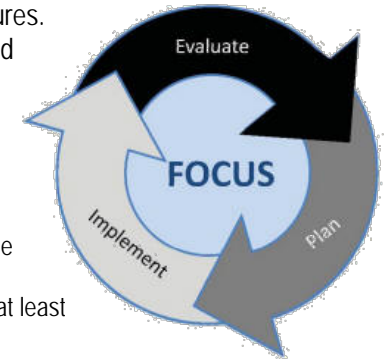
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	MS and HS – Meets in Reading, Does Not Meet in Math and Approaching in Writing. We need to increase our A+ math interventions at the middle and high school levels.	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.	Insufficient levels of rigor and inability of students to successfully complete DOK 2 and 3 questions at grades 3 rd -10 th , resulting in lower student achievement, especially at the advanced level as well as students inability to apply their learning to real world situations. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.
Academic Growth Gaps	Elem – Meets in Reading, Does not meet in math and meets in writing	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.	Insufficient levels of rigor and inability of students to successfully complete DOK 2 and 3 questions at grades 3 rd -10 th , resulting in lower student achievement, especially at the advanced level as well as students inability to apply their learning to real world situations. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.
	MS – Meets in Reading, Does not meet in math and Approaching in writing		
	HS – Approaching in Reading, Approaching in math and Meets in writing		
Postsecondary & Workforce Readiness			

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*.

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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.



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School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R Our third grade reading scores were well below state and district averages		<p>In grades K-3 the goal will be to reduce the number of students with significant reading deficiencies at the beginning of the year by 50% compared to the end of the year on DIBELS tests.</p> <p>In grades 4-6 the goal will be to reduce the number of students with significant reading deficiencies at the beginning of the year by 50% compared to the end of the year on DIBELS tests.</p>	<p>Continued use and increased progress monitoring of the Reading Plus reporting functions. All Reading Plus students will be discussed weekly at the PLC meetings by RtI coordinator and teachers.</p> <p>Continued implementation of the Barton reading program for our lower readers and dyslexic students. Parents will be held accountable through progress monitoring and reading goals and deadlines.</p>	Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3 rd grade.
		M Our math scores are still at the "approaching" level. Math scores have not increased at the desired percentage rate. At the middle and high school level our math interventions were not implemented early enough in the academic year to reap	The goal is to decrease the number of students scoring below proficient on SMI math and Scantron math tests by 50% comparing BOY to EOY results.	The goal is to decrease the number of students scoring below proficient on SMI math and Scantron math tests by 50% comparing BOY to EOY results.	<p>Math teachers are increasing tutoring opportunities for all students. The first trimester is being utilized for math remediation to better prepare students to enter Algebra I and Geometry.</p> <p>Teachers are progress monitoring through A+, Scantron, and class grades. Struggling students are</p>	Hone the Response to Intervention program to emphasize data driven decision-making.

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			appropriate growth.			being identified and discussed during weekly PLC meetings. An online math club has been created and is being progress monitored at the elementary level.	
		W	Writing deficiencies at the elementary level were not identified and addressed early enough. At the middle school level there was a change in curriculum that significantly changed the writing instruction for those students.	E- 1.7 % growth M- 0.4 growth H- 4.0 growth		Teachers are requiring more writing samples and offering more tutoring opportunities in writing. More writing support through online resources are also being offered. Writing will be evaluated by teachers using the TCAP writing rubric 6 trait+1.	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.
		S	Students were not able to answer DOK 2 and 3 level questions.	To achieve an increase of at least 2% in science as measured by CMAS	To achieve an increase of at least 2% in science as measured by CMAS	FVA is implementing a project-based learning model that requires students to demonstrate their application of knowledge in real world scenarios.	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Third grade reading scores were significantly below state and district averages.			FVA is implementing a targeted focus on K-3 literacy to ensure all students are reading at grade level by the end of third grade. We are progress monitoring students through the DIBELS AD program and providing parents with individualized reading strategies to use with their children to increase their	Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase

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						reading scores to attain adequate progress to catch them up to grade level.	reading proficiency by 3 rd grade.
		M	Students were not able to answer DOK 2 and 3 level math questions on TCAP or CMAS.			FVA is implementing a project-based learning model that requires students to demonstrate their application of knowledge in real world scenarios.	Hone the Response to Intervention program to emphasize data driven decision-making.
		W	Writing deficiencies were not specifically and strategically addressed during weekly PLC meetings.			Students with writing deficiencies are being identified and a plan is being developed for these students during weekly PLC meetings.	Implementation of Project-Based Learning to focus on higher level thinking skills and high return instructional practices.
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	Academic deficits were not identified and interventions were not assigned early enough in the school year.	Move remaining 50% of students identified as "catch up" to the State's level of typical growth as measured by TCAP	Move remaining students identified as "catch up" to the State's level of typical growth as measured by TCAP	Continued use and increased progress monitoring of the ReadingPlus reporting functions. All ReadingPlus students will be discussed weekly at the PLC meetings by RtI coordinator and teachers. Continued implementation of the Barton reading program for our lower readers and dyslexic students. Parents will be held accountable through progress monitoring and reading goals and deadlines.	Hone the Response to Intervention program to emphasize data driven decision-making.
		M	Academic deficits were not identified and	Move remaining 50% of students identified as	Move remaining students identified as	A math intervention program is being used at the	Hone the Response to Intervention program to

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			interventions were not assigned early enough in the school year.	"catch up" to the State's level of typical growth as measured by TCAP	"catch up" to the State's level of typical growth as measured by TCAP	elementary school level to help catch up students learn automaticity of math facts. A+ math is being used more effectively at the high school level and is being implemented at a higher level in the middle school. Struggling students are being identified and a plan for them is being developed during weekly PLC meetings.	emphasize data driven decision-making.
		W	Academic deficits were not identified and interventions were not assigned early enough in the school year.	Move remaining 50% of students identified as "catch up" to the State's level of typical growth as measured by TCAP	Move remaining students identified as "catch up" to the State's level of typical growth as measured by TCAP	Students with writing deficiencies are being identified and a plan is being developed for these students during weekly PLC meetings.	Hone the Response to Intervention program to emphasize data driven decision-making.
Postsecondary & Workforce Readiness	Graduation Rate		Graduation numbers were affected by a small sample size.	92% graduation rate	96% graduation rate	The counselor will train designated staff on ICAP and attend the ICAP Summit. All students will be required to complete the ICAP in grades 6-12. The counselor will develop individualized graduation plans for all seniors and progress monitor weekly. The counselor will work with district to expand the concurrent enrollment program. The counselor and the ALF will work together to	Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students.

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					increase the number of college applications, scholarships and grants students will apply for.	
	Disaggregated Grad Rate		N/A	N/A		
	Dropout Rate	Drop out rates were affected by a small sample size.	Additional 2% reduction in drop out rate	Additional 2% reduction in drop out rate	The administration will continue to refine the enrollment process to track graduation cohorts and appropriately code students in the SIS prior to the start of school. Counselor and other designated staff will ensure all students in grades 6-12 fill out the ICAP information yearly.	Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students.
	Mean CO ACT	In our first years as a school, our high school population consisted of more at risk students.	A mean score of 22 on the ACT	Since FVA did not meet the goal of 22 for 13-14, we are keeping the 15-16 goal at 22.	The counselor will facilitate an onsite ACT prep course and onsite PLAN testing prior to March 1 st .	Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are

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						college and/or workforce ready by implementing individualized pathways for students.
	Other PWR Measures	As FVA continues to evolve from an at risk population to a college prep school, our focus is to increase the percentage of students going directly to post-secondary institutions after high school.	From the graduating class of 2014, approximately 60% of graduates went directly onto post secondary institutions.	65% of graduating seniors will attend a post secondary institution within one year of high school.	FVA will increase college-counseling opportunities to include, college visits, college fairs, college application and scholarship assistance.	Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students.

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Clarify the Response to Intervention process for focused intentional data driven decision-making. Root Cause(s) Addressed: Unclear systematic early identification of academic gaps at the beginning of the school year to ensure students are making adequate yearly growth, to include reading, writing and math interventions for students not at grade level starting at the beginning of the academic year. Sporadic early screening, testing and progress monitoring have identified this challenge.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Increase the use of A+ math curriculum, Reading Plus and a writing intervention with lessons targeted to students not attaining mastery within formative assessments.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	7-12 grade teachers, student support coaches	Included in curriculum contract costs.	Weekly progress monitoring utilizing reporting tools within A+, Reading Plus and writing support during weekly PLC meetings	In progress
Utilize trimester system to increase remediation opportunities for below grade level students to adequately prepare for Algebra I and English success	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	High school teachers, Student Support Coaches, Rtl Coordinator	N/A	Weekly progress monitoring utilizing reporting tools within A+, Reading Plus and writing support during weekly PLC meetings	In progress
Create common assessments with	September	September	H.S. math	N/A	Student success on combined	In progress

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interdisciplinary content between math and science to ensure real world connections in content areas	2014 – May 2015 with weekly progress monitoring	2015– May 2016 with weekly progress monitoring	and science teachers		course projects and real world application of their learning	
Hired a math student support coach and an additional secondary math teacher to address our below grade level students and provide support for high achieving math students	May 2014 with weekly progress monitoring	Continue September 2014– May 2015 with weekly progress monitoring	Admin	Additional personnel	Student success on combined course projects and real world application of their learning	Completed
Increase face-to-face interactions in building for below grade level students with additional personnel and by extending in building days and hours of operation.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-12 teachers, Student Support Coaches, RtI Coordinator, Admin	N/A	Increase in student achievement in class grades and standardized assessments	In Progress
Increase the use of the Scholastic Math Inventory test for placement, testing and progress monitoring of all students.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	RtI Coordinator, Student Support Coaches, 3-10 teachers	Licenses for 2014-2015 paid for by district Title 1 funds.	Six week progress monitoring utilizing reporting tools within SMI during weekly PLC meetings	In Progress
Increase participation in the online math facts club focusing on positive behavioral supports in grades K-6	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-6 teachers	N/A	Weekly progress monitoring reporting tools to measure student growth during weekly PLC meetings	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices. Root Cause(s) Addressed: Insufficient levels of rigor and inability of students to successfully complete DOK 2 and 3 questions at grades 3rd-10th, resulting in lower student achievement, especially at the advanced level as well as students inability to apply their learning to real world situations. This was determined by the startling amount of DOK 2 and 3 questions missed across grade levels and content areas on both TCAP and CMAS testing.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
All FVA teachers participated in a 3-day project based learning training by the Buck Institute.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-12 teachers Admin	Building funds- \$8,900	Quality of the projects created and the level of engagement of students	In progress
Teachers are required to create at least on project per trimester/semester in every class. Projects are designed to increase rigor and engagement and to address a real world community problem.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-12 teachers Admin	N/A	Students are able to think more critically and successfully answer DOK 2 and DOK 3 questions on standardized assessments and other evaluation tools.	In progress
Inclusion of community stakeholders and critical friends in the presentation, feedback and evaluation portion of the projects.	September 2014 – May 2015 with	September 2015 – May 2016 with	K-12 teachers Admin Community	N/A	Number of community stakeholders participating in this partnership	In progress

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	weekly progress monitoring	weekly progress monitoring	Members			
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Support students in the development and maintenance of personalized post secondary plans for grades 7-12 to foster post-secondary and workforce readiness, while increasing their eligibility and participation in D49 Pathways programs. Ensure all students are college and/or workforce ready by implementing individualized pathways for students. Root Cause(s) Addressed: Fidelity of implementation of online curriculum for grades 6-12 fostering more rigorous coursework at all grade levels. Inconsistent completion of students completing ICAPS.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
FVA will implement an ACT Prep program for all juniors prior to the spring testing window.	November 2014 – April 2015 Progress monitoring within the program	September 2015 – April 2016 Progress monitoring within the program	Counselor Advanced Learning Facilitator Rti Facilitator Admin HS Teachers	E-knowledge ACT Power Prep \$ 89.99 per student-Building funds	Student participation in ACT, Feedback, and increased test scores	In progress
The FVA Counselor will attend the ICAP Summit and facilitate ICAP training and development with designated staff members.	September 2014 – May 2015 Monitored monthly	September 2015 – May 2016 monitored monthly	Counselor Advanced Learning Facilitator Rti Facilitator Admin	College in Colorado ICAP Summit- \$\$\$\$-Building funds	100% of students completing initial ICAP	In progress

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			Secondary Teachers			
Counselor will host parent information meetings to provide information about D49 Pathways, scholarships, college visits, financial aid info, career fairs and other post secondary opportunities.	September 2014 – May 2015 By each meeting/visits	September 2015 – May 2016 By each meeting/visits	Counselor Advanced Learning Facilitator Rtl Coordinator	Transportation \$ 500-building funds	Attendance Sheets Student Participation Quantity of college applications Number of Scholarships/grants	In progress
Hire an Advanced Learning Facilitator work with and identify gifted and talented students and to partner with teachers to develop ways to meet the needs of advanced students.	September 2014 – May 2015 Monitored weekly	September 2015 – May 2016 Monitored weekly	Advanced Learning Facilitator Teachers	Additional Personnel- District funds	Number of ALP's completed by deadlines Number of students identified G/T student performance in grades and standardized testing	Hiring completed Remainder in progress
Establish a system for addressing motivation with underachieving students.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	Rtl Facilitator Counselor Teachers Student Support Coaches Admin	Conferences- Building funds Incentives/Rewards- Building funds	Academic success in classes and standardized test scores for identified underachieving students	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #4: Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade. Root Cause(s) Addressed: Our 3rd grade reading scores for proficient and advance fall below state expectations, only 52 % of 3rd grade students are currently performing at a proficient 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Increase consistent schooling using the K12.com online school by expediting crucial conversations with struggling learning coaches. K-6 teachers have been trained and empowered to do this.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-6 Teachers Learning Coaches Admin	N/A	Weekly progress benchmark percentages in K-12 online school.	In progress
Targeted interventions implemented with fidelity by learning coaches by eliminating the invitational approach.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-6 Teachers RtI Facilitator Learning Coaches Admin	\$3000 for interventions – building funds	Weekly progress and usage in assigned interventions	In progress
Increase in building learning opportunities focused on the needs of specific reading groups during K-6 only school days	September 2014 – May 2015 with weekly progress	September 2015 – May 2016 with weekly progress	K-6 Teachers RtI Facilitator Advanced Learning Facilitator	N/A	N/A	In progress

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	monitoring	monitoring	Admin			
Celebrate students and parents who are doing the right things to achieve reading growth by hosting regular data meetings so families are connected to growth mindset.	September 2014 – May 2015 Quarterly	September 2014 – May 2015 Quarterly	K-6 Teachers RtI Facilitator Advanced Learning Facilitator Learning Coaches Students Admin	\$400 – in building funds	Attendance and participation by families in the celebration ceremonies.	In progress

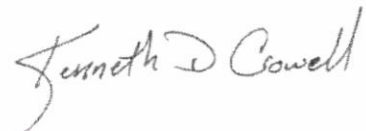
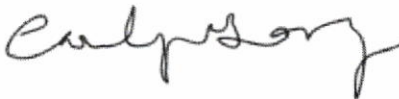
* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a School-wide Program (Optional)

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:	
Name	Position	1) Date the Plan was presented to SAAC for review:	December 18, 2014
Domonique Chavez	Family Support / Title I		
Melissa Brown	Title I Math Coordinator		
Jennie Urquiza	Title I Reading Coordinator	2) Signature of Principal:	
Maggie Johnson Ted Hernandez Michaela Caruso Shelly Kochera	Reading Interventionist Community Member Parent Parent	Ken Crowell	
Alicia Chavez	Reading Interventionist	3) Signature of SAAC Chairperson:	
Karla Ash Travis Thomas	Director of Assessment & Compliance Student	Carolyn Gery	
Rich Mestas	Chief Academic Officer	4) Signature of DAAC representative:	
Carolyn Gery	Title I Coordinator / Director		

Travis Rosales Zone Director Alex Cotrell - Student

School Name GOAL Academy

Improvement Plan Type Improvement

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2014-15

Organization Code: 1110

District Name: FALCON 49
SPF Year: AEC: Improvement

School Code: 3475 School Name: GOAL ACADEMY

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Achievement (Status)	State Required Measure TCAP, CoAlt/ , Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60 th percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: Meets * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			-	-	35.40%	-	-	41.28%	
		M	-	-	4.40%	-	-	4.78%	
		W	-	-	14.60%	-	-	19.13%	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60 th percentile for AECs.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	-	-	46.8	-	-	42	
		M	-	-	42.0	-	-	31	
		W	-	-	43.4	-	-	40	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	86.46%	88.92%	Overall AEC Rating for Growth Gaps: Meets * Consult your AEC School Performance Framework for the ratings for each measure.	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	7.69%	11.08%		
	Supplemental Measure: Returning Student Rate Description: the criteria for returning student rate was: Expectation: below 90 percent but at or above 60 percent of students	60.0%	72.8%		
	Supplemental Measure: Student Re-engagement Rate Description: the criteria for student re-engagement was: Expectation: below 90 percent but at or above 60 percent of students	60.0%	61.7%		
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60 th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	55.8%	43.8% completing using the 7 year rate	Does Not Meet	Overall AEC Rating for Postsecondary & Workforce Readiness: Meets * Consult your AEC School Performance
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60 th percentile of all AECs (baseline of 2009-10).	11.3%	15.7%	Approaching	

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	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60 th percentile of all AECs (baseline of 2009-10).	15.5	16.4	Meets	Framework for the ratings for each measure.
	Supplemental Measure: Workforce Readiness Description: the percent of students to meet or exceed readiness benchmark was: Expectation: below 90 percent but at or above 60 percent of students	60.0%	87.4%	Meets	
	Supplemental Measure: Concurrent Enrollment (CCE) Completion Rate Description: % of CCE courses completed with college credit earned was: Expectation: below 90 percent but at or above 60 percent of courses	60.0%	93.2%	Exceeds	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	(All Schools) The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	AEC: Improvement	Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review by January 15, 2015. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identi
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 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.

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School Name: GOAL ACADEMY

School Improvement Support (SIS) Grant	Title I competitive grant that support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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): <div style="display: flex; justify-content: space-between; padding: 5px;"> <input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> <input type="checkbox"/> Other: _____ </div>	

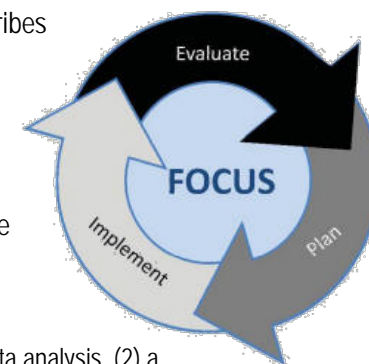
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ken Crowell, Executive Director
	Email	Kd.crowell@goalac.org
	Phone	719-671-0483
	Mailing Address	107 W. 11 th St. Pueblo, Co 81003
2	Name and Title	Karla Ash, Director of Assessment, Accountability, and Compliance
	Email	kk.ash@goalac.org
	Phone	720-260-8179
	Mailing Address	1824 N. Main St., St #9, Longmont, Co 80501

School Code: 3475

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the AEC SPF 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). 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 strategies is encouraged.
<p>Narrative: GOAL Academy is an online Alternative Educational Campus (AEC) with 98% of students qualifying as at-risk (Oct 2014) Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, 10 day or more suspension, previous school expulsion and overage and under-credited. The 2013-14 TCAP data capture the academic results for 19.3% of GOAL's student population (full population =3132). GOAL Academy operated 21 drop-in sites throughout the state in 2012-2013, and has expanded to 24 sites and 3132 students during the 2013-14 school year. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Director of Accountability of Compliance, the Director of Research and Development, the Chief Academic Officer, the Assistant Executive director, one Regional Director, one Academic Director, the directors of ELL and SPED, math and reading interventionists, and academic specialists. A rough draft of the plan was then sent to Senior leadership and the 6 Regional Directors. The Plan was reviewed and approved by the SAC and the Board of Directors.</p> <p>In addition to our online curriculum, GOAL Academy has 22 MOU's (Memorandum Of Understanding) with a variety of community colleges and tech schools throughout the state</p>				

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of Colorado providing concurrent enrollment opportunities, workforce development courses, and experiential education intended to support the education of our diverse population. GOAL Academy also partners with judicial districts to support resolution of student truancy issues following a comprehensive intervention plan implemented by GOAL Academy staff members. Additionally GOAL Academy utilizes a robust student intervention program designed to support student success. The EOTS (Every Opportunity to Succeed) student intervention process includes in-house support services as well as partnerships with external agencies collaborating to support student challenges such as homelessness, economic hardships, teen parents, and student/family mental health issues. GOAL Academy recognizes that working with mental health agencies, the department of probation, housing agencies, food banks, homeless shelters, and other community agencies in which GOAL Drop In Centers and GOAL students are located is essential to student success. GOAL's collaborative community approach is a core value in serving a diverse population such as GOAL's.

Review Current Performance:

Academic Growth

Reading:

Reading: Growth Target – MGP – 45 **Target was not met.** There was an increase of 1 MGP from 41 in 2013 to 42 in 2014.

GOAL Academy made a concentrated effort to engage students in our remedial reading program and saw growth within the program. However, GOAL remains focused on improving student reading levels as this has a direct impact on success in multiple subjects and curricula.

Math:

Math: Growth Target - MGP – 45 **Target was not met.** There was an increase of 2 MGP with a MGP of 29 in 2013 and a MGP of 31 in 2014.

Writing:

Writing: Growth Target – MGP – 45 **Target was not met.** Scores remained constant at a MGP of 40 for both 2013 and 2014.

Post-Secondary Readiness – Target: Continue to score “meets”. Target was met. Mean ACT increased from 16.1 in 2012 to 16.3 in 2013. Further GOAL Academy's Board of Directors has committed to policy that all GOAL students graduate with either concurrent enrolment college credits and/or Workforce Certification.

Student Engagement

Truancy Rate: Target - <7.69% **Target was not met.** The truancy rate has a slight decrease from 11.9% to 11.08%

Post Secondary Workforce Readiness

Completion Rate – Target 45% **Target was not met.** There was a slight increase in the completion rate from 42.8% in 2013 to 43.8% in 2014.

Dropout Rate: Target 17.6% **Target was met.** The dropout rate decreased from 24.9% in 2013 to 15.7% in 2014.

Trend Analysis:

Academic Status:

	2012 %PA	2013 % PA	2014 %PA
Reading	42.8%	41.8%	41.28%
Writing	20.9%	22.2%	19.13%
Math	2.4%	5.4%	4.78%

Reading

School-wide Reading CSAP/TCAP Scores have essentially been stable.

2012 (N=448) - 42.8% P and A

2013 (N=1085) – 41.3% P and A

2014 (N=1325) – 41.28% P and A

Writing

School-wide Writing CSAP/TCAP Scores have remained stable:

2012 N= 448 - 20.9% P and A

2013 N=1086 – 21.5% P and A

2014 N=1328 – 19.13% P and A

Math

School-wide Writing CSAP/TCAP Scores have remained stable.

2012 (N =454) 2.4% P and A;

2013 (N = 1095) 5.4% P and A

2014 (N=1338) 4.78% P and A

Academic Growth

	2012 MGP	2013 MGP	2014 MGP		
Reading	41	41	42		
Writing	40	40	40		
Math	28	29	31		

GOAL Academy's **reading** MGP has remained stable .

The **writing** MGP has remained stable over the past three years.
 The MGP for **math** shows a very slight positive 3-year trend.

Post-secondary / Workforce Readiness

ACT: GOAL Academy ACT composite score has shown an increase over the past 4 years.

2011 - 15.6 2012 – 16.1 2013 – 16.3 2014 – 16.4

Completion Rate:

2011- 24.85 % 2012 - 31.3% 2013 – 42.8% 2014 – 43.8%

GOAL Academy's completion rate has shown an increase from 2011 (24.85), to 2014 (43.8%).

Dropout rate:

2011- 17.3 2012 – 10.2 2013 – 24.9 2014 – 15.7

It was discovered that there was an adjustment in how dropout coding was done on the EOY report between 2012 and 2013. Students who dropout over the summer, were previously not included in the school rate. Prior to this correction our rate was 11.5, which is a slight decrease in performance from 2012 when the dropout rate was 10.2 (not adjusted). The corrected rate for 2013 is 24.9. We will consider this a new baseline and write our plan to improve from this rate. The dropout rate decreased significantly from 2013- 24.9% to 2014 – 15.7%.

Student Engagement - Not reported prior to the 2013 SPF. GOAL Academy did not have an attendance reporting method that aligned with the state's attendance/truancy calculations until the start of the 2012 school year. Attendance – 2012-13 was a baseline year for attendance and the school achieved an attendance rate of 87.1, which is a "Meets" rating. Truancy - 2012-13 was a baseline year for truancy and the school achieved a truancy rate of 11.9, which is an "Approaching" rating. The Attendance and Truancy rate remained stable over the past two years.

Priority Improvement Challenges:

As a Title I Focus school, we address the low achievement of identified disaggregated groups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities and English Learners). While the performance of most of the sub groups is slightly lower than our whole population, it should be noted that in some cases, these groups are performing better than the whole, as seen with the students with disabilities in reading, math, and graduation rate. We do find that our English Learners have a lower MGP in reading and a lower graduation rate than the rest of the disaggregated groups. . We find the opportunity to increase all student groups to adequate levels, thus we have identified priority opportunities that apply to all student groups, and aren't isolated to the identified disaggregated groups.

Reading	Median Growth Percentile
Whole population	40
Free/Reduced Lunch	39
Minority Students	38
Students with Disabilities	43
English Learners	33

Writing	Median Growth Percentile
Whole population	40
Free/Reduced Lunch	38
Minority Students	38
Students with Disabilities	40
English Learners	40

Math	Median Growth Percentile
Whole population	31
Free/Reduced Lunch	29
Minority Students	29
Students with Disabilities	51
English Learners	26

Graduation Rate	Rate
Whole population	43.8
Free/Reduced Lunch	34.2
Minority Students	32.1
Students with Disabilities	44.7
English Learners	28

The following areas were identified as priority improvement (challenges) opportunities, as GOAL Academy's progress in these areas are not meeting AEC standards and improving the school's performance in these areas are essential to the previously identified school-wide goals. While we will continue to work diligently towards ensuring every student shows at least one year's growth in one year's time in reading and math, recent national research indicates that High-Risk students will need substantially longer time frames to achieve one year of academic growth. We will also remain focused on the pursuit of 100% graduation rate.

1. Lack of academic growth:
Although GOAL Academy made a concentrated effort on remediating in the area of reading over the last four years, the growth achieved in other internal assessments has not been reflected in the current measures for AEC norms.
2. The truancy rating of 11.08% is short of AEC norms of 7.69 %.
3. GOAL Academy showed a significant increase in completion rate over the last four years, (4.85% in 2011 to 43.8% in 2014) and will continue to work towards the AEC norm of 55.8%. All disaggregated groups (Free/Reduced Lunch, Minority Students, Students with Disabilities and English Learners) received a Does Not Meet, so all strategies identified in the action plan to increase the completion rate will be implemented with these groups.
4. GOAL Academy's dropout rate of 15.7% is higher than the AEC norm of 11.3%

Root Cause Analysis.

As a Title I Focus school, we are required to address specifically the low achievement of identified disaggregated groups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities and English Learners). While the performance of these groups is at a level that does not meet state AEC expectations, an analysis of the data shows that the performance of these groups is not lower than other groups. We find that all student groups are not performing at adequate levels, and as a result have identified root causes that apply to all student groups, and aren't isolated to the identified disaggregated groups.

Root Causes:

- 1) The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.

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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 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)			
Academic Growth	Reading – MGP = 45	Target was not met. There was an increase of 1 MGP from 41 in 2013 to 42 in 2014.	The completion rate of our remedial programs was not adequate in order for our students to make growth in both reading and math. (Reading Plus and Think through Math)
	Math – MGP = 45	Target was not met. There was an increase of 2 MGP with a MGP of 29 in 2013 and a MGP of 31 in 2014.	
	Writing – MGP = 45	Target was not met. Scores remained constant at a MGP of 40 for both 2013 and 2014.	
Student Engagement	Attendance – 86.46%	Target was met. Attendance was 88.92%	Lack of fidelity in following our Every Opportunity to Succeed Policy (RtI) resulted in high truancy rates.
	Truancy – 7.69%	Target was not met. Truancy was 11.08%	
Postsecondary & Workforce Readiness	Completion Rate – 45%	Target was not met – There was a slight increase in the completion rate from 42.8% in 2013 to 43.8% in 2014.	GOAL Academy has added programs that allow multiple paths toward completion, which has allowed us to increase our completion rate each year, coming closer to the state expectation. The school is also growing exponentially each year. GOAL Academy implemented summer programs to keep students engaged through
	Dropout Rate– 17.6%	Target was met The dropout rate decreased from 24.9% in 2013 to 15.7% in 2014.	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			the summer months.

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	Reading School-wide Reading CSAP/TCAP Scores have essentially been stable. 2012 (N=448) - 42.8% P and A 2013 (N=1085) - 41.3% P and A 2014 (N=1325) - 41.28% P and A Writing School-wide Writing CSAP/TCAP Scores have remained stable: 2012 N= 448 - 20.9% P and A 2013 N=1086 - 21.5% P and A 2014 N=1328 - 19.13% P and A		
	Math School-wide Writing CSAP/TCAP Scores have remained stable. 2012 (N =454) 2.4% P and A; 2013 (N = 1095) 5.4% P and A 2014 (N=1338) 4.78% P and A		
Academic Growth	GOAL Academy's reading MGP has remained stable over the last 3 years. 2012 – 41, 2013 –	Lack of academic growth in all subject	The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	41, 2014 -42 The writing MGP has remained stable over the past three years with a MGP of 40 each year	areas for both grades assessed.	engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.
	The MGP for math shows a very slight positive 3-year trend. 2012 – 28, 2013 – 29, 2014 - 31	Lack of academic growth in all subject areas for both grades assessed.	
Student Engagement	The attendance rate has remained stable for the last 2 years, and meets AEC expectations with an 88.92 % attendance rate.		
	The truancy rate has remained stable for the last 2 years, but does not meet AEC expectations with a 11.08% truancy rate.	The truancy rating of 11.08% is short of AEC norms of 7.69 %.	The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.
Postsecondary & Workforce Readiness	GOAL Academy's completion rate has shown an increase from 2011 (24.85), to 2014 (43.8%).	GOAL Academy's Completion rate of 43.8% is lower than the state AEC expectations of 55.8%	The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.
	GOAL Academy's dropout rate decreased significantly from 2013- 24.9% to 2014 – 15.7%.	The dropout rate of 15.7% is higher than the state AEC expectations of 11.3%	The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.

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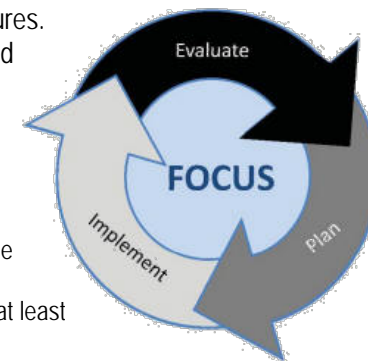
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Section IV: Action Plan(s)

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R					
		M					
		W					
		S					
	Supplemental Measure(s)	R					
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP)	R	Inadequate academic growth in all subject areas for both grades assessed.	Currently GOAL Academy's score is at the 48 th percentile, with a target to increase 11 percentile points to 59 th percentile	Additional increase of 11 percentile points to put us at the "meeting" range with a 70 th percentile	Reading Plus and Accuplacer	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity. 3) Ensure the remedial reading program, Reading Plus, is used with fidelity.
		M	Inadequate academic growth in all subject areas for both grades assessed.	Currently GOAL Academy's score is at the 27 th percentile, with a target to increase 8 percentile points to 35 th percentile	Additional increase of 8 percentile points to put us at the 43 rd percentile	Think through Math – completion rate through prescribed pathway and Accuplacer	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity. 2) Ensure the remedial math program, Think through math, is used with fidelity.
		W	Inadequate academic growth in all subject areas for both grades assessed.	Currently GOAL Academy's score is in the 43 rd percentile, with a target to increase 10.5 percentile points to	Additional increase of 10.5 percentile points to put us at in the "meeting" range with a 63.8 th percentile	Write to learn	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity. 3) Ensure the remedial reading

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				53.5 th percentile			program, Reading Plus, is used with fidelity.
		ELP					
	Supplemental Measure(s)	R					
		M					
		W					
		ELP					
Student Engagement	Attendance Rate						
	Truancy Rate		The truancy rating of 11.08% is short of AEC norms of 7.69%.	9%	7.69%	Tracking weekly attendance rates	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity.
	Supplemental Measure(s)						
Postsecondary & Workforce Readiness	Completion Rate		GOAL Academy's Completion rate of 43.8% is lower than the state AEC expectations of 55.8%	49.8%	55.8%	Tracking course completion rate.	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity.
	Dropout Rate		The dropout rate of 15.7% is higher than the state AEC expectations of 11.3%	13%	11.3%	Track dropout rate through the weekly family support meetings (Rtl) ensuring every student who exits as a dropout, has been given every opportunity to succeed.	1) Expand the EOTS process to utilize academic growth metrics and ensure it is implemented with fidelity.
	Mean CO ACT						
	Supplemental Measure(s)						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Expand the Every Opportunity to Succeed (EOTS) process to utilize academic growth metrics and ensure it is implemented with fidelity. **Root Cause(s) Addressed:** The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the 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)
 ☐ Colorado Graduation Pathways Program (CGP)
☐ Diagnostic Review Grant
☐ School Improvement Support Grant
☐ 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)
	2014-15	2015-16				
Develop Academic Metric that reflects student's mastery and pace for individual course	August, 2014 – Oct, 2014		Academic and Innovations Team	none	<ul style="list-style-type: none"> Test iterations of the tool Create prototype 	Completed
Develop Academic Metric that reflects student's mastery and pace for graduation	August, 2014 – Oct, 2014		Academic and Innovations Team	none	<ul style="list-style-type: none"> Test iterations of the tool Create prototype 	In Progress
Beta test metric system wide	Nov – Dec, 2014		Academic and Innovations Team	none	<ul style="list-style-type: none"> Conduct initial pilot of a small portion of date Expand data collection to the whole organization to test capacity Run 2-5 cycles 	Not begun

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					<ul style="list-style-type: none"> Review data sets 	
Train how to utilize metric at all appropriate levels within the EOTS	Dec., 2014		Academic and Innovations team and Prof. Development department		<ul style="list-style-type: none"> Develop training materials Schedule training Implement training 	Not begun
Utilize 4-week Data Based Inquiry (DBI) cycle to monitor SMART Goal process.	Jan-June 2105	August, 2014 – May, 2016	Academic and Innovations Team, Regional Directors		<ul style="list-style-type: none"> Conduct data review process Determine action steps based on data analysis 	Not begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Ensure the remedial math programs, Think Through Math and Odysseyware CART (Common Core Assessment & Remediation Tool) curriculum, are used with fidelity.

Root Cause(s) Addressed: The emphasis of GOAL resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the 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) ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Diagnostic Review Grant ☐ School Improvement Support Grant ☐ 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)
	2014-15	2015-16				
Train new and returning staff	Ongoing	Ongoing	Director of Math Intervention & Assessment and Math Specialist Team	Salary and Benefits – Title 1 funds \$59,841 Math Director and Title 1 Math Interventionist salary and benefits-\$55,000 1. Internal trainings can be provided free of cost via Google Hangouts On Air video conferencing. 2. Professional services and staff development from Think Through Math \$7,980. 3. Additional webinars from Think Through Math are also available free of cost in system.	All staff will be trained by September 2014/2015. Tutorials and FAQ's will be easily accessible to all staff through the <i>myGOAL</i> , <i>myWorld</i> student orientation coursework, weekly Monday Memo staff newsletter distribution, Think Through Math system resources, and Google Documents. Recording of prior trainings or on-demand webinars available by request.	September 2014/Complete Ongoing as new staff is hired
Enroll students in Think	May-Sept,	May-Sept,	Director of Math	SY14-15: \$22.50 per	Administer Accuplacer	October

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Through Math or Odysseyware CART programs as needed demonstrated by Accuplacer math assessment scores, unsatisfactory or partially proficient math TCAP scores, or ICAP Specialist recommendation.	2014	2015	Intervention & Assessment and ICAP team	license, 600 total licenses (\$13,500) for 9 months (ending 6/30/15) SY15-16: TBD	for placement scheduling and enrollment by October 1, 2014.	2014/Complete Ongoing if schedule changes are needed
Monitor the implementation, usage, and engagement in the program through weekly and biweekly coach, site and school reports. This information will be shared with Regional Directors and Zone Directors to identify needs in regards to student engagement and success.	October 2014 – June 2015	October 2015 – June 2016	Director of Math Intervention & Assessment and Math Specialist Team	N/A	<p>GOALS:</p> <p>November 1, 2014- 50% of students started TTM or CART program statewide</p> <p>December 1, 2014- 100% of students started TTM or CART program statewide.</p> <p>January 15, 2015- 100% of students will have an average of 3 lessons passed each week in TTM program, or 40% complete in CART course.</p> <p>February 1, 2015- 100% of students will have an average of 5 lessons passed each week in TTM program, or 80% complete in CART course.</p>	In Progress
Growth will be measured by Accuplacer, and completion of	Ongoing		Director of Math Intervention &	N/A	Students will take the Accuplacer in the	In Progress

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TTM pathway or Odysseyware CART course			Assessment, and math intervention team		Spring of 2015. Students may take the next prescribed TTM pathway or Odysseyware CART course as needed to gain grade level readiness	
After completion of a TTM pathway or Odysseyware CART course students will be enrolled into next appropriate math course to encourage growth towards grade level math.	2014-2015 School Year		Director of Math Intervention & Assessment, ICAP Specialists, and Math Specialist Team		Students may take the next prescribed TTM pathway or Odysseyware CART course as needed to gain grade level readiness Following completion of the remediation pathway (TTM or Odysseyware CART) students will be placed into Pre-algebra or higher. If a pathway is completed below a 70% target lesson pass rate, a custom pathway will be built for student to address individual needs.	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.

School Code: 3475

School Name: GOAL ACADEMY

Major Improvement Strategy #3: Ensure the remedial reading program, Reading Plus®, is used with fidelity resources has been focused on meeting our high-risk students' social emotional needs to re-engage them in school. Higher emphasis on academic expectations and growth are our next area of focus, while maintaining the ability to support the social emotional needs of the students.

Root Cause(s) Addressed: The emphasis of GOAL

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)
 ☐ Colorado Graduation Pathways Program (CGP)
☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
 ☐ 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)
	2014-15	2015-16				
Train all staff on importance of literacy to a "whole" student	Ongoing	Ongoing	Director of Literacy and literacy team	Title 1 funds for salary and benefits - \$56,940 Director, Interventionist- \$51,900 and stipends for training of SW staff- \$9,000 Title I funds- Stipend of employees to implement interventions- \$9,000 SW staff	All Associate Regional Directors, Zone Directors, Academic Specialists and Academic Coaches will be trained by January 2015 and continuing throughout the school year as new staff members are hired.	In progress
Train all staff on Reading Plus®	Ongoing	Ongoing	Director of Literacy and literacy team	Title I funds- Stipend of employees to implement interventions- \$9,000 SW staff	100% of Regional Directors, Zone Directors, Academic Specialists and Academic Coaches will be trained in Reading Plus® by January 2015 and continuing throughout the school year as new staff members are hired.	In progress

School Code: 3475

School Name: GOAL ACADEMY

					<p>Tutorials and FAQ's will be easily accessible to all staff through the <i>myGOAL, myWorld</i> student orientation coursework, e-mail distribution, Reading Plus® system resources, and Google Documents.- Completed</p> <p>Recording of prior trainings or on-demand webinars available by request.</p>	
Complete AIP plan for all students based upon Accuplacer scores	Ongoing	Ongoing	Director of Literacy	None	<p>Students complete Accuplacer upon enrollment to GOAL Academy. Students complete InSight assessment based upon Accuplacer scores. Results are used to identify students in need of an AIP. 40% of ILPs will be completed by December 100% of ILPs will be completed by March 2015</p>	In progress
Student monitoring: Director of Literacy will monitor the implementation and engagement in the program	September 2014 – May 2015	Ongoing	Director of Literacy and Reading Interventionists	None	Students will be evaluated using their SeeReader levels in Reading Plus®, as well	In progress

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through weekly and biweekly coach, site and school reports. This information will be shared with Associate Academic Officer and Academic Directors to identify needs in regards to student engagement and success.					as the Accuplacer, at the suggestion of the Academic Coach or Academic Interventionist.	
Monitor the completion rate of students completing the prescribed course of remediation	Ongoing	Ongoing	Literacy Coordinator and Reading Interventionists	None	Targets: 25% complete (completed 80 SeeReaders) March, 2015 40% complete (completed 80 SeeReaders) May, 2015	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 Schools Operating a Schoolwide Program (Optional)
-

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name Horizon Middle School

Improvement Plan Type Performance

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:	
Name	Position		
Michelle Patchen	REM 3 rd Grade Teacher	1) Date the Plan was presented to SAAC for review:	
Melanie McAllister	RES DACC		11/18/14
Heather Ulrich	HMS 7 th grad. teacher	2) Signature of Principal:	
Lori Maher	HMS Inst. Coach		
Jenny Brudling	EIES AP	3) Signature of SAAC Chairperson:	
Michelle Slyter	EIES Principal		
Shelly Demetrelis	Parent HMS/EIES SAC REP	4) Signature of DAAC representative:	
Lourdes Stern	Parent SCHS / IB PAC		
Emily McMorran	Parent SCHS		
Tammy Harold	Parent SCHS		

**Unified Improvement Plan
Signature Cover Page (school level)
2014-2015**

School Name Horizon Middle School

Improvement Plan Type Performance

Name	Position
Shaunna Walewski	HMS/EIES SAC PTO DAAC
Connie Shackelford	TRES SAC
Robert DeJean	EVANS Parent
Christina(Tina) Ciccarriello	SCHS SAC, DAAC
Audra Lane	SCHS zone Academic Dean
Carolyn Meritt	Parent
Ker Colhan	MFLC

School Accountability Committee:

- Date the Plan was presented to SAAC for review:
11/18/14
- Signature of Principal:
- Signature of SAAC Chairperson:

- Signature of DAAC representative:

**Unified Improvement Plan
Signature Cover Page (school level)
2014-2015**

School Name Horizon Middle School

Improvement Plan Type Performance

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
John Robinson	parent	1) Date the Plan was presented to SAAC for review: <div style="text-align: center; font-size: 1.2em;">11/18/14</div>
John Schynas	Parent	
Cynthia M. Bely	Teacher	2) Signature of Principal: <div style="text-align: center; font-size: 1.2em;">Dustin Harris</div>
Hector H. Lopez	Teacher	
Lori K. Burrell	Parent	3) Signature of SAAC Chairperson:
James J. Rader	Administrator / Parent	
Matthew Bely	Parent	4) Signature of DAAC representative: <div style="text-align: center; font-size: 1.2em;">Matthew Bely</div>

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **4102** School Name: **HORIZON MIDDLE SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			-	71.43%	-	-	67.72%	-	
		M	-	52.48%	-	-	46.73%	-	
		W	-	57.77%	-	-	59.26%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			-	32	-	-	51	-	
		M	-	71	-	-	42	-	
		W	-	49	-	-	55	-	
		ELP	-	57	-	-	72	-	

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School Name: **HORIZON MIDDLE SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

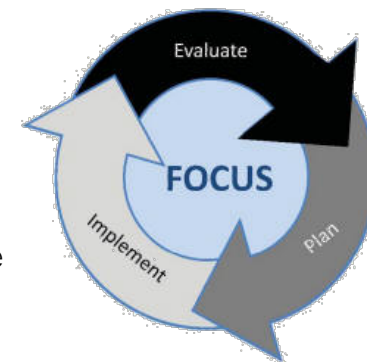
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dustin Horras, Principal –Horizon Middle School
	Email	dhorras@d49.org
	Phone	719-495-1167
	Mailing Address	1750 Piros Drive, Colorado Springs, CO 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Horizon Middle School serves approximately 630 students in 6th – 8th grade and is located on the eastern edge of Colorado Springs. Horizon is on the southwest border of the Falcon School District 49 boundary. Horizon is a school-wide Title I school with approximately 56% of our students qualifying for free or reduced lunch. Horizon is an authorized International Baccalaureate school delivering the Middle Years Programme (MYP). All students enrolled at Horizon are part of the IB program. All students take classes covering all areas of IB curriculum and criteria including: Mathematics, Individuals & Societies, Sciences, Language & Literature, Language B (Spanish or French), Physical & Health Education, Design (Gateway to Technology, Industrial Arts, Broadcasting, Media), Arts (visual arts, choir, band, orchestra, theater). Horizon also has a strong English Language Development program that services approximately 10% of our students. Horizon services students who have an Individualized Education Plan (IEP), who account for approximately 13% of our school population. In addition to providing SLD (specific learning disability) and Speech-Language services, center-based programs include services for students designated SED (serious emotional disability), SSN (significant

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support needs), and ID (intellectual disability). Horizon's student population is diverse for our district, the make-up of our student population includes approximately 52% white, 24% Hispanic, 11% black, 8% multi-racial, and 4% Asian. Approximately 51% of our students are male and 49% female. The Unified Improvement Plan was developed with input from, and reviewed by, our staff during team and leadership meetings and our School Accountability Committee (SAC).

Horizon's performance on state assessments in reading, math and writing has decreased in each area over the past three years. 2014 TCAP data show an overall decrease of 5% since 2012, with 8th grade exhibiting the largest decrease in performance of 10%. Over this same time period, our ELL and SPED populations have shown slight, 2 and 3% increases. 2014 TCAP data continue to show concerns with math performance. From 2012 to 2014, overall math performance has decreased by 9%, with all grade showing similar dips in performance between 8-10%. However, over the past year we have experienced slight increases in both 6th and 8th grades. Although our ELL and SPED performance has decreased slightly and remained stable over three years, both experienced slight increase over the past year. In writing, 2014 TCAP data show an overall decrease of 5% since 2012, with 7th and 8th grade exhibiting the largest decreases in performance of 7 & 8%. Over this same time period, our ELL and SPED populations have shown 3% increases, while over the last year these groups have shown increases in performance of 8% and 5%.

We began utilizing new measures for assessing student performance in reading and math with the start of the 2014 school year. We are now utilizing ReadingPlus as a screener for all students at the beginning, middle, and end of year. We are then utilizing this data to develop and deliver interventions for students through ReadingPlus that are designated "low-efficiency-low capacity". Our beginning of the year, 2014 data, show that 54% of our students are below grade level and designated as low-efficiency and low-capacity. In math, we are using Scholastic Math Inventory (SMI) as a beginning, middle, and end of year screener. We are also adding an additional screening period at the end of Quarter 1 this year. Our beginning of the year, 2014 results, show 33% of our students are at a "basic" level, which is considered below grade level. SMI results also show 44% of students at a "below basic" level which is far below grade level.

Horizon is showing positive signs and improvement in growth, particularly in the areas of reading, writing, and English Language Proficiency (ELP). Both reading and writing have overall ratings of "meets" and ELP has a rating of "exceeds". In looking at our longitudinal we are seeing more mixed results. As students move from 5th to 8th grade approximately 35% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 31% of students in these grades have moved down a level, from proficient to partially proficient. In writing, approximately 30% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 25% of students in these grades have moved down a level, from proficient to partially proficient. As in achievement, math remains an area of concern as the overall rating is "approaching". Our longitudinal data is also concerning. As students move from 5th to 8th grade approximately 15% are moving up a level from either partially proficient to proficient or from proficient to advanced. However, approximately 59% of students in these grades have moved down a level, from proficient to partially proficient or from partially proficient to unsatisfactory.

Although reading and math have an overall rating of "approaching" over 1 and 3 years, in the area of growth gaps, we are seeing positive signs in many subgroups as performance has increased by more than 5%, even though the MPG was not met. In writing, we have an overall rating of "meets" over 1 and 3 years, with all subgroups, except Students with Disabilities, meeting MPG. Although MPG was not met for Students with Disabilities, the MPG increased by 14% over previous year. In reading, over 1 year, Students with Disabilities, English Learners, and Students Needing to Catch Up did not meet MPG. However, over 1 year, Students with Disabilities experienced an 8% increase in MPG over the previous year. In math, over 1 year, Minority Students, Students with Disabilities, English Learners, and Students Needing to Catch Up did not meet MPG. However, Minority Students experienced an 8% increase in MPG over the previous year, English Learners experienced a 13% increase over the previous year, Students with Disabilities experienced an 10% increase in MPG over the previous year, and Students Needing to

Catch Up experienced a 6% increase in MPG over the previous year.

As indicated in a recent needs assessment completed by the Flippen Group, we have an issue with the design and delivery of math instruction. Meaning the taught curriculum is not necessarily standards driven and instructional strategies need to vary in order to meet the demand the standards require. This same needs assessment indicates an issue with delivery of reading instruction. We have a need to spend more quality time on instructional strategies that actively engage students in learning as well as aligning strategies and learning experiences to the level of thinking standards demand. Our goal is to provide a consistent model, feedback, and expectations on the instructional design and delivery of standards. We have a need to collaborate, participate in professional development, and provide support to staff, students, and parents in order to gain consistent improvement in learning, achievement, expectations, and culture. Through staff collaboration, feedback, and observations we have been able to verify these concerns and have determined: There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.

The needs assessment also indicates a concern and need to address the morale and culture, as well as increasing focus on consistent strategies and expectations. Through one on one interviews with teachers and parent feedback, many of these concerns have been verified. Staff want and have the desire to improve and do great things for kids, but desire support and focus. We have also identified a need to increase dialogue and corrective teaching with students as we continue to develop a student driven culture. This also includes placing enhanced responsibility and accountability with students academically and behaviorally. In addition, providing consistent motivation and recognition for students for their academic achievement is necessary. We've identified that our parents, particularly our ELL parent population, need to be more engaged in the school and with student learning. Through school walk-throughs and teacher interviews, we have identified a need to improve relationships and communication with students and families while also establishing a culture focused on students and pride in self and school. We have verified this need and the belief that Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.

We have a need to provide intensive support and intervention in reading and math in all grades. We need to utilize technology to assist in the delivery of intervention as well as enhancement for students. Our goal is to utilize technology in a blended learning model with instructional staff. We also have a need to improve the implementation and use of best practices, including establishing a culture of high expectations and a commitment to student learning, growth, and improvement. We've identified a need to increase services, support, and achievement of our GT students. Through collaboration, feedback, and discussion we agree: There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
Academic Growth	R	N/A	N/A	N/A
	M	N/A	N/A	N/A
	W	N/A	N/A	N/A
	ELP	N/A	N/A	N/A
Academic Growth Gaps	R	<i>By the end of the 2013-2014 school year, the following Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved: Students with Disabilities, English Learners, and Students Needing to Catch Up will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 45 if above adequate growth percentile).</i>	Yes, target was met in the 1-year plan for Students with Disabilities, improving the MPG by 8% points from an MPG of 44 to 52. Although the overall rating remains "approaching", we did improve by more than 5% points. The target was met in the 3-year plan. The target was not met for English Learners or Students Needing to Catch Up. Both of these subgroups maintain a rating of "approaching". The MPG for English Learners remained the same at 49 and the MPG for Students Needing to Catch Up increased by 1% point from 48 to 49. The target was met in the 3-year plan.	We believe our Students with Disabilities performed better than other subgroups due to a formalized plan of planning, instruction, and intervention. We are continuing this during this year and expanding greatly on it by implementing consistent expectations and plans for reading intervention across the school.
	M	<i>By the end of the 2013-2014 school</i>	Unable to assess the target for Free/Reduced	Although subgroup goals were not met in all

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p><i>year, the following Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved:</i></p> <p><i>Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners, and Students Needing to Catch Up will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 45 if above adequate growth percentile).</i></p>	<p>Lunch Eligible Students on the 1-year plan as we show and N or less than 20. However, the target was not met in the 3-year plan although the overall rating moved from "does not meet" to a rating of "approaching".</p> <p>Yes, target was met in the 1-year plan for Minority Students, improving the MPG by 8% points from an MPG of 33 to 41. Although the overall rating moved from "does not meet" to a rating of "approaching", we did improve by more than 5% points. The target was not met in the 3-year plan although the overall rating moved from "does not meet" to a rating of "approaching".</p> <p>No, target was not met in the 1-year plan for Students with Disabilities, the MPG decreased by 10% points from an MPG of 40 to 30. The overall rating moved from "approaching" to a rating of "does not meet". The target was met in the 3-year plan.</p> <p>Yes, target was met in the 1-year plan for English Learners, improving the MPG by 13% points from an MPG of 39 to 52. Although the overall rating moved from "does not meet" to a rating of "approaching", we did improve by more than 5% points. The target was met in the 3-year plan.</p> <p>Yes, target was met in the 1-year plan for Students Needing to Catch Up, improving the MPG by 6% points from an MPG of 35 to 41. Although the overall rating moved from "does not meet" to a rating of "approaching", we did</p>	<p>subgroups, we are encouraged by the changes we have and continue to make to math instruction. To better prepare for and implement the new CO state standards we made a conscious decision to base instruction on the new state standards. We are encouraged by the performance of our English Learners and the growth we see from them in state testing, including ACCESS.</p>

Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			improve by more than 5% points. The target was met in the 3-year plan.	
	W	<p><i>By the end of the 2013-2014 school year, the following Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of meets is achieved: Free/Reduced Lunch Eligible, Students with Disabilities, English Learners, and Students Needing to Catch Up will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 45 if above adequate growth percentile).</i></p>	<p>Yes, target was met for all subgroups and overall in the 1-year plan.</p> <p>We achieved an overall rating of meets on the 1-year plan.</p> <p>Unable to assess the target for Free/Reduced Lunch Eligible Students on the 1-year plan as we show and N or less than 20. However, the target was not met in the 3-year plan as there was no change in MPG.</p> <p>Yes, target was met in the 1-year plan for Minority Students, improving the MPG by 13% points from an MPG of 43 to 56. The overall rating moved from "approaching" to a rating of "meets". The target was met in the 3-year plan with an overall rating of "meets".</p> <p>Yes, target was met in the 1-year plan for Students with Disabilities, improving the MPG by 14% points from an MPG of 40 to 54. Although the overall rating remains "approaching", we did improve by more than 5% points. The target was not met in the 3-year plan.</p> <p>Yes, target was met in the 1-year plan for English Learners, improving the MPG by 17% points from an MPG of 41 to 58. The overall rating moved from "approaching" to a rating of "meets". The target was met in the 3-year plan.</p> <p>Yes, target was met in the 1-year plan for</p>	<p>We are encouraged by the overall improvement in writing performance across the building. We were able to achieve an overall rating of "meets" as well as meet targets in all subgroups individually. There was, and continues to be, a concerted effort in aligning writing to the new standards, which includes a great deal more of interdisciplinary and technical writing. This is a topic of conversation and planning throughout the school as part of our Professional Learning Community.</p>

Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			Students Needing to Catch Up, improving the MPG by 10% points from an MPG of 47 to 57. The overall rating moved from "approaching" to a rating of "meets". The target was not met in the 3-year plan.	
Postsecondary & Workforce Readiness		N/A	N/A	N/A
		N/A	N/A	N/A

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	R	Achievement on TCAP in grades 6-8 has declined 5% over the last 3 years: 2012- 72% P/A, 2013- 69% P/A, 2013-67% P/A. We have experienced a 2% decrease in 6th grade scores and decreases of 3% and 10% in 7 th and 8 th grades of the same over the last three years. In the past year, 7 th grade scores experienced a		There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>1% increase. 6th and 8th grades experienced a decrease of 3% and 2% in the past year.</p> <p>We have experienced a 2% increase in the performance of our ELL students over the past three years.</p> <p>Overall, ELL students scoring proficient or advanced in reading is 42%, a decrease from the previous year (48%), but an increase over three.</p> <p>Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.</p> <p>In the past year, students with disabilities scores have increased performance from 15% P/A to 28% P/A.</p> <p>The percentage of our students scoring unsatisfactory has experienced a 4% increase over 3 years.</p> <p>Overall, 9% of students are scoring unsatisfactory in reading, grades 6-8.</p> <p>Our 2014 beginning of the year ReadingPlus data shows 54% of our students, grade 6-8, are below grade level and are designated as low-efficiency and low-capacity.</p>	<p>We are not scoring at the 50th percentile in reading and have not consistently experienced percentile growth of 5% each year.</p>	<p>improve teaching and learning.</p> <p>There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.</p> <p>Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Achievement on TCAP in grades 6-8 has declined 9% over the last 3 years: 2012- 55% P/A, 2013- 46% P/A, 2013-46% P/A.</p> <p>We have experienced a 10% decrease in 6th grade scores and decreases of 9% and 8% in 7th and 8th grades of the same over the last three years.</p> <p>In the past year, 6th grade scores experienced a 3% increase, 8th grade scores experienced a 4% increase, and 7th grade scores experienced a decrease of 8% in the past year.</p> <p>We have experienced a 2% decrease in the performance of our ELL students over the past three years.</p> <p>Overall, ELL students scoring proficient or advanced in math is 33%, a increase from the previous year of 6%, but a slight decrease over three years of 2%.</p> <p>Over 3 years the performance of our students with disabilities has remained the same, with 14% P/A.</p> <p>In the past year, students with disabilities scores have decreased performance from 16% P/A to 14% P/A.</p> <p>The percentage of our students scoring unsatisfactory in 6-8 grade has experienced a 9% increase over 3 years.</p> <p>Overall, 20% of students are scoring unsatisfactory in math, grades 6-8.</p>	<p>We are not scoring at the 50th percentile in writing and have not consistently experienced percentile growth of 5% each year.</p>	<p>There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.</p> <p>There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.</p> <p>Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.</p>

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>Our 2014 beginning of the year Scholastic Math Inventory (SMI) data on shows 23% of our student, grades 6-8, are proficient or advanced.</p> <p>SMI results show 33% of students, grades 6-8, are at a Basic level, below grade level.</p> <p>SMI results show 44% of students, grades 6-8, are Below Basic, far below grade level.</p>		
	W	<p>Achievement on TCAP in grades 6-8 has declined 5% over the last 3 years: 2012- 63% P/A, 2013- 60% P/A, 2013-58% P/A.</p> <p>Performance in 6th grade scores has remained the same over three years, 59% P/A.</p> <p>Performance has decreased in both 7th and 8th grades over three years. A decrease of 7% in 7th grade and 8% in 8th grade.</p> <p>We have experienced a 3% increase in the performance of our ELL students over the past three years.</p> <p>Overall, ELL students scoring proficient or advanced in reading is 40%, an increase from the previous year (32%), and an increase over three years of 3%.</p> <p>Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.</p> <p>In the past year, students with disabilities scores</p>	<p>Although we are at the 52nd percentile, we are not seeing 5% growth each year in our percentage of proficient/advanced students.</p>	<p>There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.</p> <p>There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.</p>

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Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>have increased performance from 12% P/A to 17% P/A.</p> <p>The percentage of our students scoring unsatisfactory has experienced a 2% increase over 3 years.</p> <p>Overall, 3% of students are scoring unsatisfactory in writing, grades 6-8.</p>		Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.
Academic Growth	R	<p>Achieved an Academic Growth rating of meets over 1 year and over 3 years.</p> <p>Made adequate growth over 3 years -Median Growth Percentile achieved over 3 years is 52. Median Adequate Growth Percentile needed to achieve over 3 years is 28.</p> <p>Made adequate growth over 1 year -Median Growth Percentile achieved over 1 year is 51. Median Adequate Growth Percentile needed to achieve over 1 year is 32.</p> <p>We have begun utilizing a new screener for reading achievement and growth with the start of the 2014 school year that is directly tied to our system of intervention. We will monitor the growth at Middle and End of year.</p> <p><u>Longitudinal data shows:</u></p> <p>From 5th to 6th grade, 5% of our students moved up a level, from partially proficient to proficient and 5% moved from unsatisfactory to partially proficient. 7% of students moved down a level, from proficient to partially proficient.</p> <p>From 6th to 7th grade, 9% of our students moved up a level, from partially proficient to proficient and</p>	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>5% moved from proficient to advanced. 9% of students moved down a level, from proficient to partially proficient and 5% moved from partially proficient to unsatisfactory.</p> <p>From 7th to 8th grade, 7% of our students moved up a level, from partially proficient to proficient and 6% moved from proficient to advanced. 10% of students moved down a level, from proficient to partially proficient and 5% moved from advanced to proficient.</p>		
	M	<p>An Academic Growth rating of approaching over 1 year and over 3 years.</p> <p>Adequate growth was not made over 3 years - Median Growth Percentile achieved over 3 years is 42. Median Adequate Growth Percentile needed to achieve over 3 years is 71.</p> <p>Adequate growth was not made over 1 year - Median Growth Percentile achieved over 1 year is 40. Median Adequate Growth Percentile needed to achieve over 1 year is 67.</p> <p>We have begun utilizing a new screener for math achievement and growth with the start of the 2014 school year that is directly tied to our system of intervention. We will monitor the growth at Middle and End of year.</p> <p><u>Longitudinal data shows:</u></p> <p>From 5th to 6th grade, 5% of our students moved up a level, from partially proficient to proficient and 5% moved from proficient to advanced. 7% of students moved down a level, from proficient to partially proficient and 10% moved from partially</p>	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>proficient to unsatisfactory.</p> <p>From 6th to 7th grade, 2% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 14% of students moved down a level, from proficient to partially proficient, 12% moved from partially proficient to unsatisfactory, and 5% moved from advanced to proficient.</p> <p>From 7th to 8th grade, 3% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 6% of students moved down a level, from proficient to partially proficient, 3% moved from advanced to proficient, and 10% moved from partially proficient to unsatisfactory.</p>		
	W	<p>Achieved an Academic Growth rating of meets over 1 year and over 3 years.</p> <p>Made adequate growth over 3 years -Median Growth Percentile achieved over 3 years is 51. Median Adequate Growth Percentile needed to achieve over 3 years is 45.</p> <p>Made adequate growth over 1 year -Median Growth Percentile achieved over 1 year is 55. Median Adequate Growth Percentile needed to achieve over 1 year is 49.</p> <p><u>Longitudinal data shows:</u></p> <p>From 5th to 6th grade, 10% of our students moved up a level, from partially proficient to proficient and 2% moved from unsatisfactory to partially proficient. 5% of students moved down a level, from proficient to partially proficient and 4%</p>	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>moved from advanced to proficient.</p> <p>From 6th to 7th grade, 14% of our students moved up a level, from partially proficient to proficient and 10% moved from proficient to advanced. 5% of students moved down a level, from proficient to partially proficient.</p> <p>From 7th to 8th grade, 6% of our students moved up a level, from partially proficient to proficient and 2% moved from proficient to advanced. 15% of students moved down a level, from proficient to partially proficient and 7% moved from advanced to proficient.</p>		
	ELP	<p>Achieved an Academic Growth rating of exceeds over 1 year and over 3 years.</p> <p>Made adequate growth over 3 years -Median Growth Percentile achieved over 3 years is 72. Median Adequate Growth Percentile needed to achieve over 3 years is 57.</p> <p>Made adequate growth over 1 year -Median Growth Percentile achieved over 1 year is 72. Median Adequate Growth Percentile needed to achieve over 1 year is 57.</p> <p>We have experienced significant improvement in the performance of our English Language Students.</p>	N/A	N/A
Academic Growth Gaps	R	<p>An Academic Growth Gaps rating of approaching over 1 year and over 3 years.</p> <p>Over 3 years, Free/Reduced Lunch Eligible and Minority Students achieved a rating of meets in Academic Growth Gaps.</p>		

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		<p>Over a 1 year period the rating for Minority students is meets.</p> <p>Over 1 year and 3 years, Students with Disabilities, English Learners, and Students Needing to Catch Up have a rating of approaching.</p> <p>Although adequate growth was not made – Students with Disabilities experienced an 8% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 52. Median Adequate Growth Percentile needed to achieve over 1 year is 73.</p>	N/A	N/A
	M	<p>An Academic Growth Gaps rating of approaching over 1 year and over 3 years.</p> <p>Over 3 years, Free/Reduced Lunch Eligible and Minority Students have a rating of does not meet in Academic Growth Gaps. Students with Disabilities, English Learners, and Students Needing to Catch Up have a rating of approaching.</p> <p>Over 1 year, Students with Disabilities have a rating of does not meet in Academic Growth Gaps. Minority Students, English Learners, and Students Needing to Catch Up have a rating of approaching.</p> <p>Although adequate growth was not made – Students with Disabilities experienced a 10% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 30. Median Adequate Growth Percentile needed to achieve over 1 year is 96.</p>	N/A	N/A

Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
		<p>Although adequate growth was not made – Minority Students experienced an 8% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 41. Median Adequate Growth Percentile needed to achieve over 1 year is 77.</p> <p>Although adequate growth was not made –English Learners experienced a 13% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 39. Median Adequate Growth Percentile needed to achieve over 1 year is 52.</p> <p>Although adequate growth was not made – Students Needing to Catch Up experienced a 6% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 41. Median Adequate Growth Percentile needed to achieve over 1 year is 91.</p>			
	W	<p>Achieved an Academic Growth Gaps rating of meets over 1 year and over 3 years.</p> <p>Over 3 years, Minority Students achieved a rating of meets in Academic Growth Gaps.</p> <p>Free/Reduced Lunch Eligible, Students with Disabilities, English Learners, and Students Needing to Catch Up have a rating of approaching.</p> <p>Over 1 year, Minority Students, English Learners, and Students Needing to Catch Up achieved a rating of meets in Academic Growth Gaps.</p> <p>Students with Disabilities has a rating of approaching.</p>	N/A		N/A

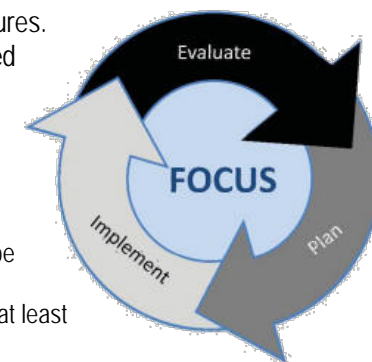
Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Although adequate growth was not made – Students with Disabilities experienced a 14% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile achieved over 1 year is 54. Median Adequate Growth Percentile needed to achieve over 1 year is 84.		
Postsecondary & Workforce Readiness		N/A	N/A	N/A
		N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	<p>We are currently at the 39th percentile in reading.</p> <p>We are not scoring at the 50th percentile in reading and have not consistently experienced percentile growth of 5% each year.</p>	The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 43 rd percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 4 percentile points to the 47 th percentile or above.	<p>ReadingPlus – Beginning, Middle, and End of Year.</p> <p>Curriculum-Based Measures (cbm) – progress monitoring.</p> <p>Common content area assessments.</p> <p>CMAS PARCC</p>	<p><u>Major Improvement Strategy 1:</u></p> <p>Implement strategies to create a culture of respect and high expectations among staff and students.</p> <p><u>Major Improvement Strategy 2:</u></p> <p>Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated</p>

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							instruction, cooperative learning, inquiry, and higher-level questioning.
							<p><u>Major Improvement Strategy 3:</u></p> <p>Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.</p>
		M	<p>We are at the 39th percentile in math.</p> <p>We are not scoring at the 50th percentile in writing and have not consistently experienced percentile growth of 5% each year.</p>	<p>The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 45th percentile or above.</p>	<p>The percentile ranking as compared to other schools in Colorado 2016 will increase by 6 percentile points to the 51st percentile or above.</p>	<p>Scholastic Math Inventory (SMI) – Beginning, Middle, and End of Year.</p> <p>Curriculum-Based Measures (cbm) – progress monitoring.</p> <p>Common content area assessments.</p> <p>CMAS PARCC</p>	<p><u>Major Improvement Strategy 1:</u></p> <p>Implement strategies to create a culture of respect and high expectations among staff and students.</p> <p><u>Major Improvement Strategy 2:</u></p> <p>Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated instruction, cooperative learning, inquiry, and higher-level questioning.</p> <p><u>Major Improvement Strategy 3:</u></p>

							Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.
		W	<p>We are at the 52nd percentile in math.</p> <p>Although we are at the 52nd percentile, we are not seeing 5% growth each year in our percentage of proficient/advanced students.</p>	The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 58 th percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 6 percentile points to the 64 th percentile or above.	<p>Common content area assessments.</p> <p>School-wide writing expectations and rubric norming.</p>	<p><u>Major Improvement Strategy 1:</u></p> <p>Implement strategies to create a culture of respect and high expectations among staff and students.</p> <p><u>Major Improvement Strategy 2:</u></p> <p>Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated instruction, cooperative learning, inquiry, and higher-level questioning.</p>
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Implement strategies to create a culture of respect and high expectations among staff and students.

Root Cause(s) Addressed: Academic pride, school spirit, and the implementation of instructional best practices need to improve across the school. There has been a lack of adequate, purposeful, and meaningful feedback provided to students and staff.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices.	July 2014 - May 2015	July 2015 - May 2016	Principal	<u>2014 – 15</u> Title – salary \$71,120 benefits - \$21,336	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation	Completed
Substitute teachers will be utilized in order to provide opportunities for teachers to attend professional development model and participate in peer observation and coaching opportunities.	August 2014 – May 2015	August 2015 – May 2016	Principal, Teaching Staff	<u>2014 – 15</u> Title – \$1,900 Local Funds -	Feedback and evaluation of professional development and observations.	Not begun
Staff training in effective instructional practice and integration, implementation of instructional program, creating an environment/culture of high	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator,	<u>2014 – 15</u> Title – \$28,000	Feedback and evaluation of professional development and observations.	In Progress

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expectations focused on students. - IB, differentiated instruction, Renaissance (PRIDE), KAGAN, math, reading, and writing.			Teaching staff, Special Education and ELD Teachers	Title – \$1,000 (mileage) Local Funds -		
Bring Restorative Justice dialogue training into the building. Training will strengthen the Horizon community, prevent bullying, reduce peer conflict, improve achievement, and reduce discipline issues.	July 2014 – August 2014		Principal, Assistant Principal, Teaching Staff	<u>2014 – 15</u> Title – \$4,000	Evidence of improved dialogue and relationships between staff and students as well as between students. Evidence of increased student achievement on end of year assessments	In Progress
Provide stipend for implementing Renaissance school improvement/pride program and expectations. Renaissance will help create high expectations for academic and behavioral performance or students, increasing motivation and school spirit. Stipend for 6 teachers - \$500 each (team will meet throughout school year to plan assemblies and activities)	July 2014 – May 2015	July 2015 – May 2016	Administrators, Instructional Staff.	<u>2014 – 15</u> Title I – \$3,000	Evidence of increased student achievement and motivation. Attendance at events. Number of students reaching academic and behavioral goals	In Progress
Increase parent involvement through Open House, Pastries with Parents. Literacy/math parent information nights, ELL parent nights, Arts night, culture night. Purchase student planners to increase communication between home and school	August 2014 – May 2015	July 2015 – May 2016	All Instructional and Administrative staff	Title I - \$3, 000	Feedback from Title I parent survey of programs at the end of the programs. Student use of planners	In Progress
Provide continuous feedback and staff development on the expectations for creating, supporting, and maintaining a student-focused environment.	July 2014 – May 2015	July 2015 – May 2016	Administrators, Instructional Staff.	N/A	Evidence of increased use of effective instructional practices through evaluation and collaborative conversations.	In Progress

Connect with the community through Veterans Day assembly and other various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)	August 2014 – May 2015	August 2015 – May 2016	All Instructional and Administrative staff	Local	Scheduling and completion of assemblies/guest speakers.	In Progress
Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project. Greenhouse will be utilized for community outreach and to supply fresh food and plants to various community organizations.	August 2014 – May 2015	August 2015 – May 2016	All Instructional and Administrative staff	Grant Writing Title – \$ 8,940	Grant writing process to gain funding for greenhouse. Greenhouse built, designed, and utilized for instruction.	In Progress – beginning stages
Train and implement Why Try and SmartGirl curriculum to support student self-management and advocacy.	August 2014 – May 2014	August 2015 – May 2016	Administrators, Instructional Staff.	Local	Evidence of groups formed and met with.	Not Yet Begun
Increased focus and instruction with Approaches to Learning and Learner Profile in all classes.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers	N/A	Evidence of increased collaboration and planning to incorporate these skills into daily lessons.	Not yet Begun
Ensure implementation, review, and revision of ICAP process each year for all students	August 2014 – May 2015	August 2015 – May 2016	Administrators, counselors, GTT teacher	N/A	Evidence of ICAP completion and revision at least twice during the school year	In process

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants

Major Improvement Strategy #2: Enhance the knowledge, implementation, and planning of purposeful, standards-based instruction, including improving the use of effective instructional practices: concept-based teaching, differentiated instruction, cooperative learning, inquiry, and higher-level questioning.

Root Cause(s) Addressed: There has been inconsistent use of utilizing standards in planning for and delivering instruction. An over reliance on curriculum, and textbooks, has occurred due to a lack of consistent expectations and freedom to incorporate effective instructional techniques. There have not been consistent expectations for collaborative planning time and staff has not always had the opportunities to participate in discussions to improve teaching and learning.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices.	July 2014 - May 2015	July 2015 - May 2016	Principal	<u>2014 - 15</u> Title - salary \$71,120 benefits - \$21,336	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation	Completed
Substitute teachers will be utilized in order to provide opportunities for teachers to attend professional development, model and participate in peer observation and coaching opportunities.	August 2014 - May 2015	August 2015 - May 2016	Principal, Teaching Staff	<u>2014 - 15</u> Title - \$2,250	Feedback and evaluation of professional development and observations.	Not begun
Provide opportunities for professional development for staff to adequately support and incorporate instructional best practices in reading and writing and IB strategies into learning and instruction.	August 2014 - May 2015	August 2015 - May 2016	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers	<u>2014 - 15</u> Title - \$28,000 Title - \$1,000 (mileage) Local Funds -	Feedback and evaluation of professional development and observations.	In Progress
Develop a master schedule that provides additional, common, planning time for instructional staff to collaborate	May 2014 -	May 2015 - August	Principal	None	Schedule developed and implemented	Complete

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and plan aligned, standards-based instruction.	August 2014	2015				
Develop a schedule and expectations for Professional Learning Community (PLC) time that creates expectations for: planning, analyzing data, reviewing IB units-criteria-rubrics, contacting parents, collaboration, and RtI	May 2014 – August 2014	May 2015 – August 2015	Administrators	None	Schedule developed and implemented	Complete - Ongoing
Staff training in effective instructional practice and integration, implementation of instructional program, creating an environment/culture of high expectations focused on students. - IB, differentiated instruction, Renaissance (PRIDE), KAGAN, math, reading, and writing.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers	<u>2014 – 15</u> Title – \$28,000 Title – \$1,000 (mileage) Local Funds -	Feedback and evaluation of professional development and observations.	In Progress
Provide time for staff to “norm” their expectations for use of rubrics on a continuous basis.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator	None	Schedule developed and implemented	Complete - Ongoing
Provide time for vertical alignment and professional development during staff development days as well through Intensive Learning Team (ILT) committee.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator	None	Schedule developed and implemented	Complete - Ongoing
Incorporate High-Impact instructional strategies (cooperative learning, effective questioning, learning maps, into planning and curriculum development	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator	None	Schedule developed and implemented	Complete - Ongoing
Utilize backwards design to build and create quality units and assessments.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator	None	Schedule developed and implemented	Complete - Ongoing

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Implement Lego MindStorm curriculum from UCCS during math/science classes. Also offer Robotics after school club.	August 2014 – May 2015	TBA	Instructional Staff	Local	Training through UCCS, implementation and use of curriculum. Robotics club established, meeting, and competing.	In progress
Provide opportunities for project-based, STEM learning for all students through science, math, and PRIDE classes.	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coach, IB Coordinator, Instructional Staff	<u>2014 – 15</u> Title I – \$15,350 (books) \$8,940 (supplies)	Feedback and evaluation of staff and lessons.	In progress
Publish science fiction comic book to help promote scientific literacy at the elementary level.	October 2014 – May 2015	October 2015 – May 2016	Instructional Staff	Title: \$ 8,940 Local	Comics written, published, and presented to elementary school	In progress
Ensure master schedule provides time for year-long world language instruction for all students. Implement language carousel in 6 th grade, allowing all students to gain exposure to Spanish and French prior to making choice.	August 2014 – May 2015	August 2015 – May 2016	Administrators, World Language Staff	N/A	Schedule developed and implemented	Complete
Implement project-based learning opportunities through grant writing, construction, design, and experimental learning through GreenHouse project. Greenhouse will be utilized for community outreach and to supply fresh food and plants to various community organizations.	August 2014 – May 2015	August 2015 – May 2016	All Instructional and Administrative staff	Grant Writing Title – \$ 8,940	Grant writing process to gain funding for greenhouse. Greenhouse built, designed, and utilized for instruction.	In Progress – beginning stages

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

Root Cause(s) Addressed: There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have been grouped based on ability during core classes and students with high intervention needs have not been given the opportunity to take enrichment classes and have been placed in intervention classes in their place. There have not been consistent expectations for intervention classes nor resources in place to support effective implementation. We have lacked "real" data that ties directly to intervention needs and processes.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Before/After- school tutoring for students needing additional support in Math and Language Arts.	August 2014 – May 2015	August 2015 – May 2016	Teaching Staff, Principal	<u>2014 – 15</u> Title I - \$3750 for stipends for teachers to meet with students after school	Improved classroom performance and summative assessments, SMI, ReadingPlus, PARCC.	In progress
Purchase technology to increase student access of intervention curriculum and to increase student access for use in writing and research.	July 2014		Principal	Title I - \$10,000 Local Funds -	May 2015 – successful implementation of Interventions	In Progress
Hire an Interventionist to provide reading and/or math interventions to student in 6 th , 7 th , 8 th grade. Interventionist will also be very involved in RTI process, collecting and analyzing data, collaborating with teachers and parents and ensure students are receiving needed intervention. Provide stipend for Interventionist to work 5 additional days.	July 2014 – May 2015	August 2015 – May 2016	Principal	<u>2014 – 15</u> Title I – Salary - \$48,680 Benefits - \$14,607 Addti'l days – Stipend - \$1,335	December 2014 – evaluation of interventions and mid-year data May 2015 – evaluation of interventions and end-of-year data	Completed
Hire a full-time para-professional to	July 2014-	August	Principal, ELD	<u>2014 – 15</u>	May 2015 -Improved	In progress

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support ELL students in the classroom	May 2015	2015 – May 2016	teacher	Title I – Salary \$12,316.50 Benefits - \$3,694.95	performance and engagement of ELL students	
Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings & competition)	August 2014 – April 2015	August 2015 – May 2016	Principal, Teaching staff	<u>2014 – 15</u> Title I – \$2,000	April 2015 – Success and participation in Knowledge Bowl team	In progress
Hire a half-time (.5) Gifted and Talented teacher to provide consistent instruction, extension and challenge to our GT students as well as provide coaching and oversight with teachers in implementing ALP's	July 2014 – May 2015	July 2015 – May 2016	Principal	<u>2015 – 16</u> Title I - Salary Benefits	December 2015 – evaluation of GT students mid-year data May 2016 – evaluation of GT students end-of-year data	Unfilled for 2014-15 school year. Planned for 2015-16
Provide stipend to staff for implementing Geography Bowl, providing opportunity to students to showcase their research and literacy skills (approx. 12 meetings & competition)	November 2014 – March 2015	November 2015 – March 2016	Principal, Teaching staff	<u>2014 – 15</u> Title I – \$1,000	April 2015 – Success and participation in Geography Bowl team	In progress
Provide stipend to staff for implementing Battle of the Books, providing opportunity to students to showcase their reading and comprehension skills (approx. 15 meetings & competition)	September 2014 – March 2015	September 2015 – March 2016	Principal, Teaching staff	<u>2014 – 15</u> Title I – \$1,400	April 2015 – Success and participation of Battle of the Books team	In progress
Offer Adult English, and US citizenship classes to parents and community members (classes offered two nights per week)	August 2014 – May 2015	August 2015 – May 2016	Principal, English Language Development Teacher	<u>2014 – 15</u> Stipends for Teacher Title I \$3,000	Participation and attendance of parents and community members at classes– throughout 2014-2015 school years.	Offer Adult English, and US citizenship classes to parents and community members
Purchase additional, supplemental materials to support math and reading instruction; Big Ideas journals, CPM algebra textbooks & tiles, NLC books	August 2014 – May 2015	August 2015 – May 2016	Principal, Teaching staff	<u>2014 – 15</u> Title I – \$15,350 (books)	May 2015 – success of students utilizing resources	In Progress

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for reading groups, additional novels,				\$8,940 (supplies) Local Funds -		
Utilize technology as a resource for providing interventions in reading and math. Purchase BrainPop Jr subscription to provide students with online access to tools that can enhance and support learning that can be utilized at school and home. Yearly Subscription cost = \$3,000	August 2014 – May 2015	August 2015 – May 2016	Principal, Teaching staff, IB Coordinator	<u>2014 – 15</u> Title I – \$1,495	May 2015 – success of students utilizing resources	In Progress
Utilize technology as a resource for providing interventions in reading and math. Purchase Discovery Education subscription to provide additional, supplemental, online resources for staff to utilize to enhance learning and instruction.	August 2014 – May 2015	August 2015 – May 2016	Principal, Teaching staff, IB coordinator	<u>2014 – 15</u> Title I – \$1,600	May 2015 – success of students utilizing resources	In Progress
Utilize technology as a resource for providing interventions in reading and math. Purchase Lenovo thinkpads to deliver reading and math interventions. Technology will be used to screen/assess students three times per year in reading and math. Will also be used daily in delivering ReadingPlus intervention at all grade levels.	August 2014 – May 2015	TBA	Principal, Teaching staff, Interventionist	<u>2014 – 15</u> Title I – \$10,000 Local Funds -	May 2015 – successful implementation of Interventions	In Progress
Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices.	July 2014 - May 2015	July 2015 – May 2016	Principal	<u>2014 – 15</u> Title – salary \$71,120 benefits - \$21,336	Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and	Completed

					quarterly formal/informal evaluation	
Purchase cbm (curriculum based measurement) licenses to utilize for progress monitoring students receiving intervention services in reading	August 2014 - May 2015	TBA	Administration, Instructional Staff	Title I – \$1,200 Local Funds -	August 2014 – May 2015 – success and achievement of students and utilization of progress monitoring data.	In progress
Through master schedule, ensure all students have the opportunity to participate in enrichment classes.	August 2014 – May 2015	August 2015 – May 2016	Administration	N/A	Schedule developed and implemented.	Complete

* 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 Schools Operating a Schoolwide Program (Optional)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<i>Page # 5 - 7</i>
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	<i>Pages # 25 - 27 - Major Improvement Strategy 1</i> <i>Pages # 28 - 30 - Major Improvement Strategy 2</i> <i>Pages # 31 - 34 - Major Improvement Strategy 3</i>
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Student achievement data is analyzed and discussed with staff, with a focus on areas of improvement and growth. Staff and students participate in perception surveys. Information from Needs Assessment is also reviewed and utilized.
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	Staff review state achievement data each fall and building level data throughout each year. Parents review this data through/during SAC meetings and other meetings as requested. The UIP and Title plan are reviewed the year and plans are made to make revisions as needed as well as planning for the following year. Parents and staff are provided opportunities to provide feedback and thoughts throughout plan development.

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	Section III: Data Narrative and Section IV: Action Plan	All staff is Highly Qualified each year. Staff is retained through a variety of instructional support and staff development provided throughout the year and ongoing feedback from the Instructional Coach. A culture of pride and high expectations creates an environment and place where staff want to be.
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	Section III: Data Narrative and Section IV: Action Plan	Teaching staff review state assessment information at the beginning of each school year. They review beginning, middle, and end of year math and reading data to make adjustments to instruction and student intervention schedules. Teachers also review common, subject-area, assessment data throughout the year and make adjustments to planning and instruction based on the information gathered. Weekly RtI meetings are held to discuss student needs and make adjustments to their instruction.
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	Section IV: Action Plan	Grade level and Team RtI meetings are held weekly to discuss student needs. Students are assigned to reading and math intervention classes based on assessment needs as well as performance in class and teacher recommendation. Performance in intervention classes is continuously reviewed to ensure student needs are met.
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	Section IV: Action Plan	Parents will receive frequent communication from the school to ensure they remain informed. School level communication will occur to all parents to share information about school events and encourage their involvement. Each grade level team will send weekly emails to inform parents on what students will be working on during the upcoming week in all content areas. Open House, Pastries with Parents, Parent-Teacher conferences, and an Arts night will be held.
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	Section IV: Action Plan	N/A
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	Section IV: Action Plan, Resource Column	<p><i>Pages # 25 - 27 - Major Improvement Strategy 1</i></p> <p><i>Pages # 28 - 30 - Major Improvement Strategy 2</i></p> <p><i>Pages # 31 - 34 - Major Improvement Strategy 3</i></p>



Horizon Middle School Parent Involvement Policy (Compact within)

This compact has been jointly developed and agreed upon by Horizon Middle School staff members and parents of students in the School-wide Title 1 Program

Parent Involvement Beliefs and Policy

The administration, staff, and parents of Horizon Middle School believe that the improved academic achievement of each student is a responsibility shared by the entire school community. This includes the school district, school administration, school staff members, students, community members and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education.)

Parent involvement activities in the school will include opportunities for:

- Effective communication between the school and parents
- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making



Compact

Responsibilities of the School

The school administration and staff will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet or exceed the state academic standards
- Facilitate and implement the district Title 1 Parent Involvement Policy
- Involve parents in the planning, review and improvement of the School Parent Involvement Policy annually
- Provide the School Parent Involvement Policy to parents in an understandable format
- Invite parents to attend information meetings regarding their school's participation in Title 1, the requirements of Title 1 and the right of parents to be involved
- Inform parents about the goals and purpose of a School-wide Title 1 Program curriculum used at the school, assessments used to measure progress and expected student proficiency levels
- Provide materials and training to help parents work with their students to improve academic achievement
- Advise parents of their student's progress on a regular basis
- Be readily accessible to parents and provide opportunities for parents to meet with staff to discuss student progress
- Inform parents of the School-wide Title 1 Parent Involvement Policy and Compact each year and post on school website
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities
- **Annual Title I meeting will be held on Thursday, August 14, 2014.**

Responsibilities of Parents

Parents will support their student's learning at home by:

- Ensuring that their child goes to school regularly and is on time each day
- Monitoring homework - providing a quiet time and place for completion of homework and reading
- Monitoring television watching
- Encourage positive use of extracurricular time
- Attending all parent / teacher conferences
- Volunteering in the classroom as able
- Participating in school activities – Title I annual meeting, Open House, Family Literacy and Math Nights, field trips, student programs, parent-teacher conferences, etc. as able
- Communicating regularly with school staff regarding their student's needs and circumstances
- Supporting and following all rules, regulations, policies, and procedures of the school and school district

Responsibilities of the Student

Students will support their learning by:

- Working hard and doing their best in class
- Listening to and following instructions
- Staying on task and completing all assignments to the best of their ability
- Showing respect for self and others
- Following all school rules, regulations, policies and procedures

Parent/Guardian Signature Date

Parent/Guardian Signature Date

Student Signature Date

Teacher Signature Date

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **4251** School Name: **IMAGINE INDIGO RANCH** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	71.35%	-	76.94%	82.9%	-	
		M	70.11%	51.63%	-	80.36%	57.98%	-	
		W	54.84%	58.34%	-	59.13%	73.84%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			26	23	-	41	53	-	
		M	41	61	-	43	41	-	
		W	37	37	-	41	54	-	
		ELP	-	-	-	-	-	-	

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School Name: **IMAGINE INDIGO RANCH**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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.	Pending EMO site visit 2014.

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

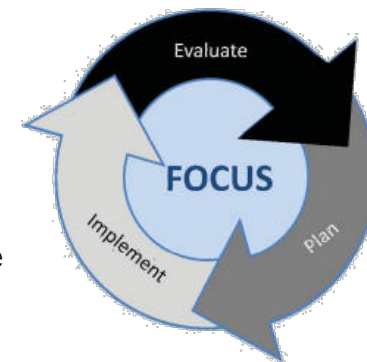
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Frank Fowler, Principal
	Email	frank.fowler@imagineschools.com
	Phone	719-495-7360
	Mailing Address	6464 Peterson Road, Colorado Springs, CO 80923
2	Name and Title	Scott Hunter, Asst. Principal
	Email	scott.hunter@imagineschools.com
	Phone	719-495-7360
	Mailing Address	6464 Peterson Road, Colorado Springs, CO 80923

School Code: 4251

School Name: IMAGINE INDIGO RANCH

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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
<p>Narrative:</p> <p>Imagine Indigo Ranch is a PK-8 classical education public charter school in Falcon District 49. Our classical education is based on the Core Knowledge curriculum. The current year is the beginning of our seventh year as a school. After an extensive application process, we received unanimous approval from the Board of Education and were granted a renewal of our charter in 2013 with a five year extension. Our campus began in seven modular units in an open field area while our permanent facility was being built. This is our sixth year at our permanent campus in Colorado Springs. This year, in partnership with Imagine Schools and the Imagine Indigo Ranch Board of Education, Frank Fowler was chosen as our new principal and Scott Hunter, our new assistant principal. Our school is comprised of approximately 20% military families which contribute to a somewhat mobile population and 25% minority students in 3rd – 8th grade. Our school model is based on parent choice and parent involvement and we have an extremely knowledgeable and highly involved parent community. Parents volunteer twenty hours each year and their support is invaluable. Currently our student population is growing and we are at 86% of capacity adding new students weekly.</p>				

School Code: 4251

School Name: **IMAGINE INDIGO RANCH**

Process and Stakeholder Involvement:

Multiple committees and stakeholders had an opportunity to contribute to the Imagine Indigo Ranch UIP. Our SAC committee reviewed the School Performance Framework and discussed the outcomes from our recent TCAP assessments. Imagine Indigo Ranch also has a governing board and they have the opportunity to review and share regarding our UIP. Finally, our Academic Achievement Task Force thoroughly reviewed the data and made recommendations for the UIP. This task force is comprised of one parent who is also a first grade teacher at IIR, one fourth grade teacher, one fifth grade teacher, the academic coach, and both principals. All these entities had initial meetings conducted to familiarize everyone with the Unified Improvement Plan process and form. Subsequent meetings included discussions and determinations around relevant data used to identify priority needs, analysis of data, and root cause analysis and identification.

Performance Analysis:

Our school is on Performance status. Six years of data was analyzed to determine academic performance trends. The data included CSAP/TCAP results and school administered interim assessment results (examples –SAT10, DIBELSNext, and Galileo). The performance indicator areas that the school did not meet state expectations were Academic Growth and Academic Growth Gaps. We have identified several specific areas of potential growth. These include student's lack of comprehension when reading non-fiction text, students needing to catch up lack mastery of grade level Math skills, and the lack of academic growth in our special education students. Last year we targeted underperforming student subgroups that did not meet adequate MGP in Math and Reading. Previously the improvement strategy attempted to provide professional development to help close these academic performance gaps. Currently, we have modified our action steps to include STAR Renaissance Math/Reading computer adaptive testing (CAT) results to progress monitor student growth and adjust teaching strategies to target specific areas of need.

Data Trends:

In analyzing the available data, we looked for the most significant increases or decreases within grade levels or disaggregated groups in order to determine which trends were the most notable. They are as follows:

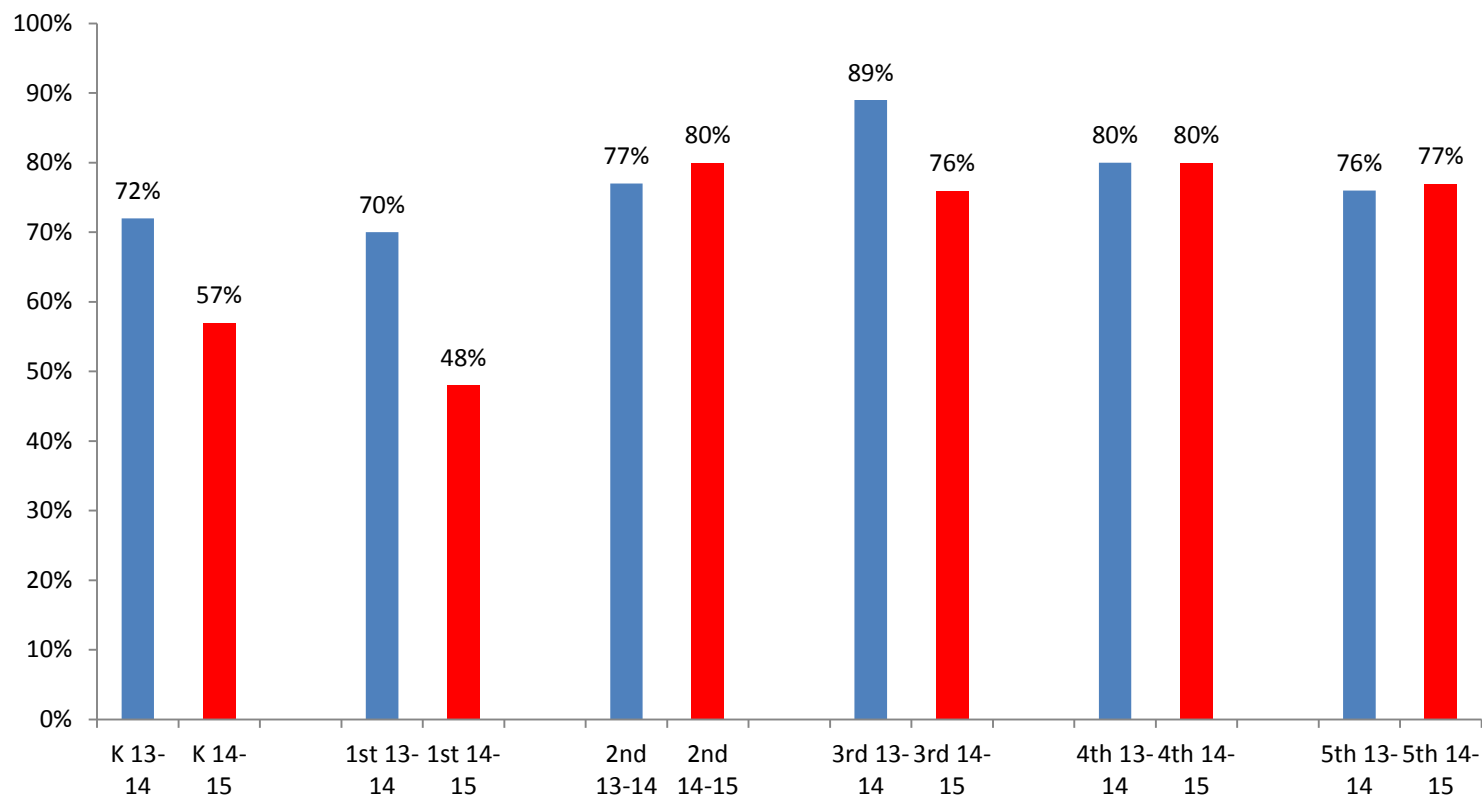
We identified the following trends in Academic Achievement: The percent of 3rd grade students who scored Proficient or Advanced on Reading (TCAP) was stable from 82% to 83% to 82% between 2012-2014, well above the minimum state expectation of 72%. The percent of 8th grade students who scored Proficient or Advanced on Writing (TCAP) increased from 68% to 75% to 82% between 2012-2014, well above the minimum state expectation of 58%. The percent of 4th grade students who scored Proficient or Advanced on Math (TCAP) was stable from 77% to 80% to 80% between 2012-2014, well above the minimum state expectation of 70%.

We identified the following trends in Academic Growth: The MGP of 5th graders in Reading decreased from 53 to 47 to 24 between 2012-2014 dropping below the state expectation of 26 MGP. The MGP of 6th graders in Writing increased then decreased from 50 to 65 to 45 between 2012-2014 dropping near the state expectation of 37 MGP. The MGP of 4th graders in Math decreased from 44 to 40 to 30 between 2012-2014 dropping well below the state expectation of 41 MGP.

We identified the following trends in Academic Growth Gaps: Our three year Performance Framework reported that students with disabilities received a 27 MGP in Reading which does not meet the state expectation of 79 AGP. Our three year Performance Framework reported that minority students received a 38 MGP in Writing which does not meet the state expectation of 43 AGP. Our three year Performance Framework reported that students eligible for free and reduced lunch received a 48 MGP in Math which meets the state expectation of 47 AGP.

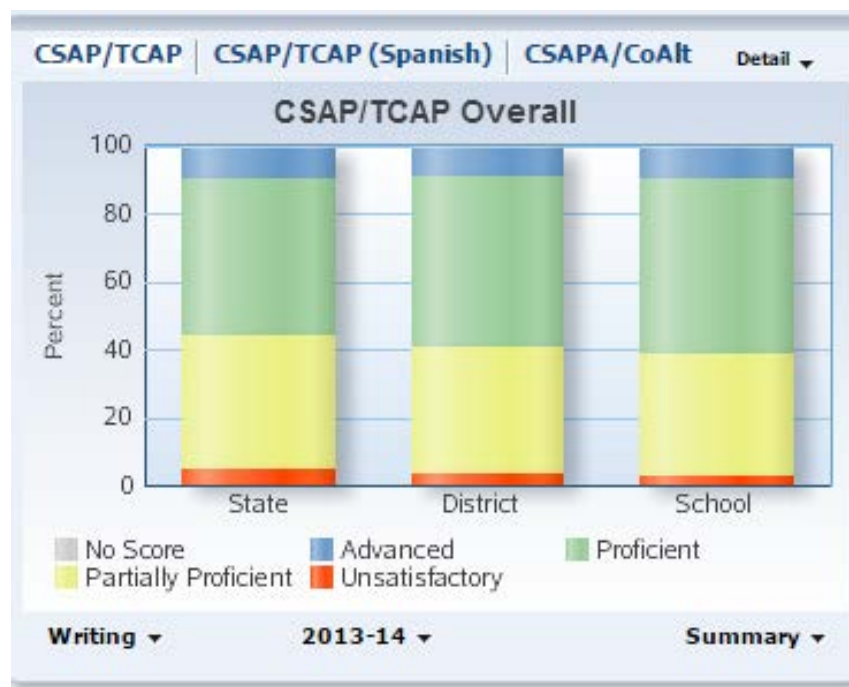
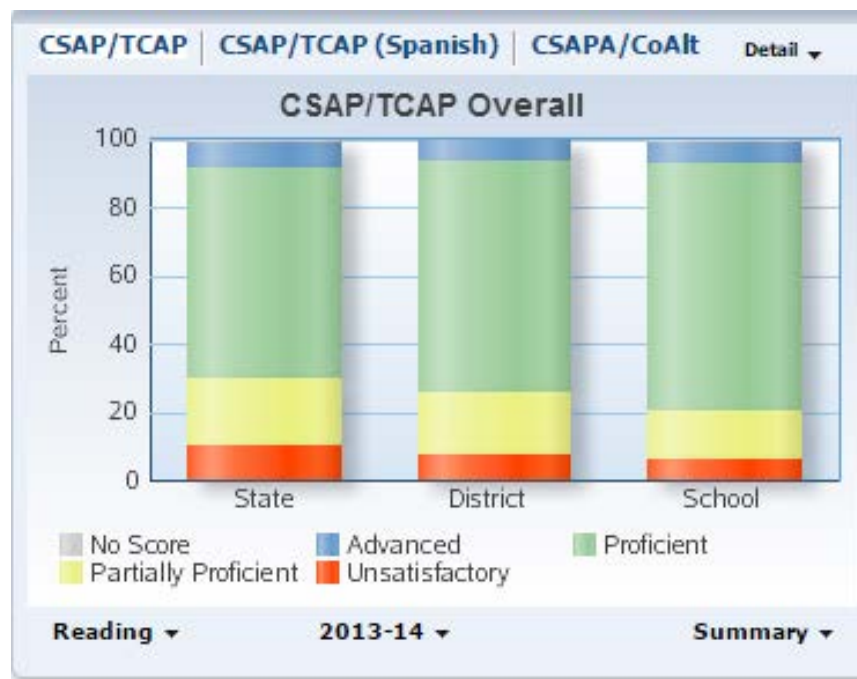
These current trends represent a continuation identified in prior years.

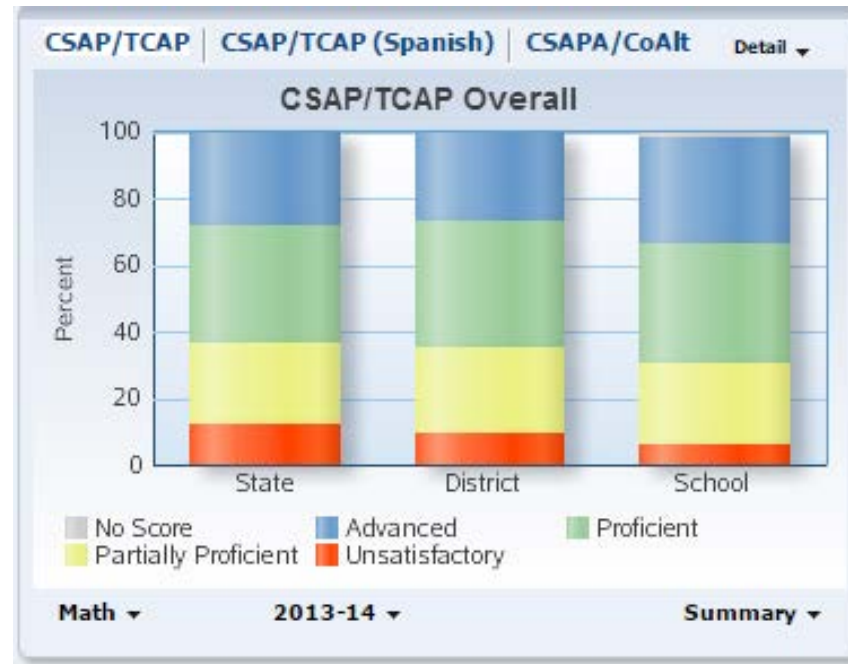
DIBELSNext BOY % of Students At or Above Benchmark



School Code: 4251

School Name: **IMAGINE INDIGO RANCH**





Priority Performance Challenges:

Our priority performance challenges are; 5th grade Reading due to a decline in the MGP the last three years which continues to be well below minimum state expectations, 4th grade Math has also dropped the last three years; and finally, students with disabilities in Reading, Math and Writing are also well below state expectations. Trends in our data over time helped us prioritize and identify the most significant challenges. We used all local and state metrics available to determine which trends were statistically most significant. Once we identified root causes for the low scores, we were able to target specific goals in order to focus our efforts in the coming year.

Root Causes

Data from 5th grade Reading TCAP results show 29% of students were below Proficient and lacked comprehension when reading non-fiction text.

Data from 4th grade Math TCAP results show 20% of students were below Proficient and lacked foundational Math skills, these students are not closing the learning gain gaps.

Special education services from the district including ELL, Resource, OT, Speech, and the Psychologist, have been a challenge for multiple years because of issues with communication and inconsistencies with special education staff. Our annual data historically shows a continual deficiency in the lack of academic growth in our special education students. TCAP data was used to determine the significance of the learning gaps of our students with disabilities who need to catch up.

School Performance Framework (SPF): According to the One and Three Year SPF, IIR is required to adopt and implement a *Performance* plan. On both SPF's, IIR earned *Meets* in the performance indicator of Academic Achievement however, earned *Approaching* in the performance indicators of Academic Growth and Academic Growth Gaps.

Academic Achievement:

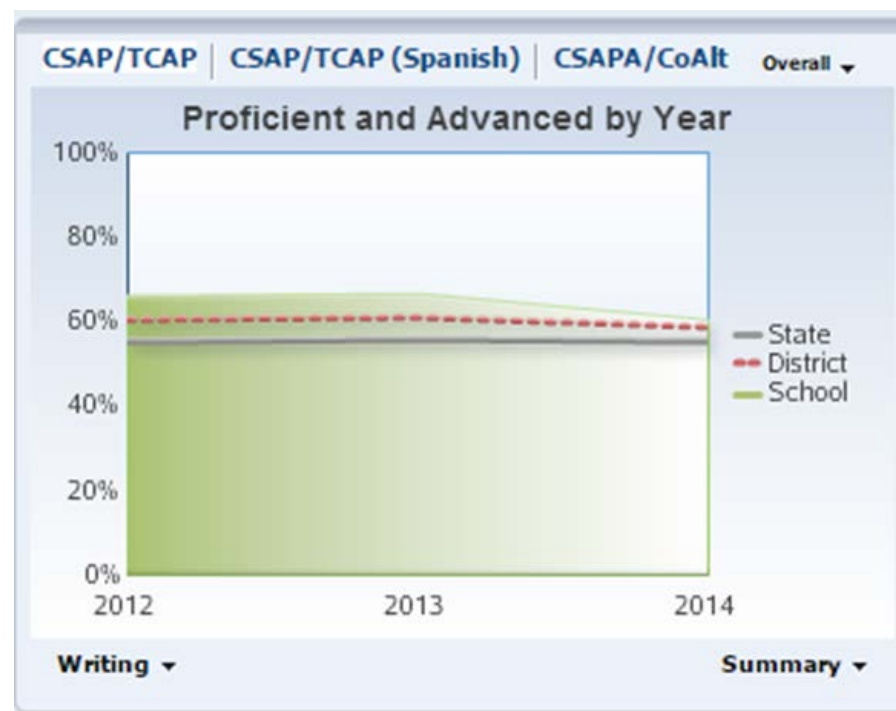
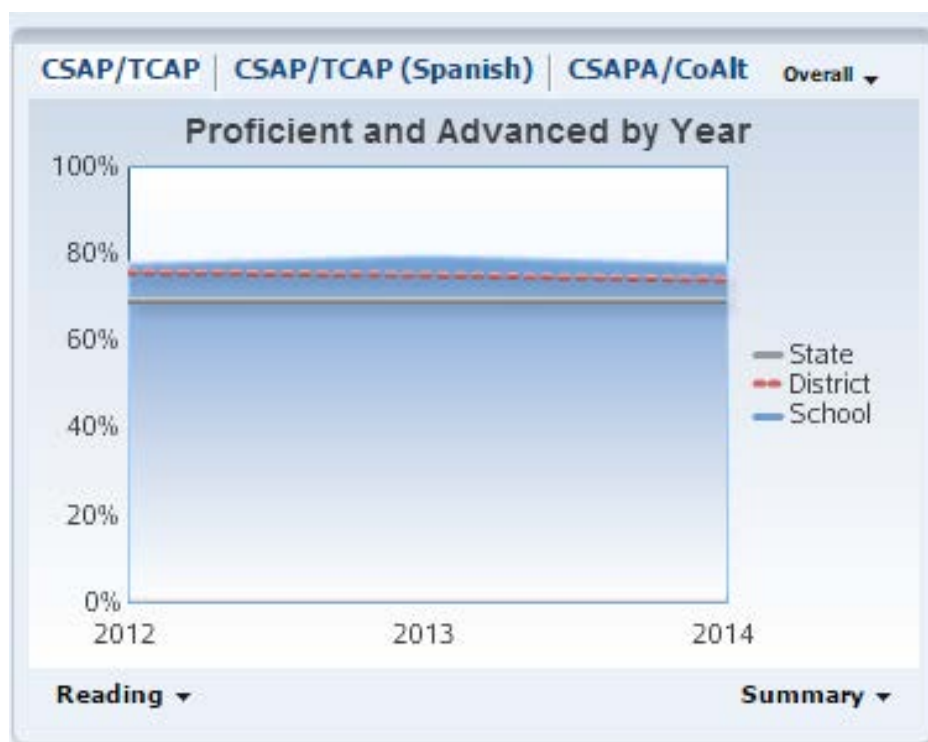
		Reading						Writing						Math					
		2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
IIR		96	72	81	82	83	82	60	57	56	68	60	60	96	80	83	86	93	79
Falcon 49	3rd	79	76	80	82	78	73	62	61	60	58	58	75	78	80	76	80	81	77
Colorado		73	70	73	74	73	72	54	50	51	52	51	51	69	71	70	71	72	72
IIR		75	83	77	70	77	74	56	69	67	52	62	55	75	89	84	77	80	80
Falcon 49	4th	72	73	71	73	78	74	58	57	64	52	61	52	79	77	76	77	80	75
Colorado		65		65	67	68	67	51	50	56	49	53	52	70	70	71	71	72	72
IIR		x	83	88	78	70	75	x	67	75	64	59	54	x	67	75	71	75	73
Falcon 49	5th	75	77	77	74	75	79	65	66	69	61	59	61	65	70	72	70	69	70
Colorado		69	70	69	69	70	71	58	57	60	58	57	55	63	66	66	64	65	65
IIR		86	83	77	88	86	72	82	80	70	75	76	50	68	85	60	64	64	46
Falcon 49	6th	75	80	74	80	77	75	65	64	65	62	61	60	63	66	64	65	61	58
Colorado		72	72	71	73	73	71	61	57	62	56	58	57	63	61	63	61	62	61
IIR			91	77	79	88	84		76	71	79	82	79		77	63	62	47	56
Falcon 49	7th	75	74	71	74	72	73	68	64	64	70	66	63	56	53	58	59	53	52
Colorado		67	68	67	68	68	69	62	58	59	62	61	61	54	49	53	53	55	55
IIR				86	78	78	89			73	68	75	82			55	56	58	57
Falcon 49	8th	68	72	70	72	73	70	56	60	59	62	63	61	52	55	54	55	54	57
Colorado		64	68	67	67	67	66	53	55	54	55	56	56	50	51	51	52	51	52

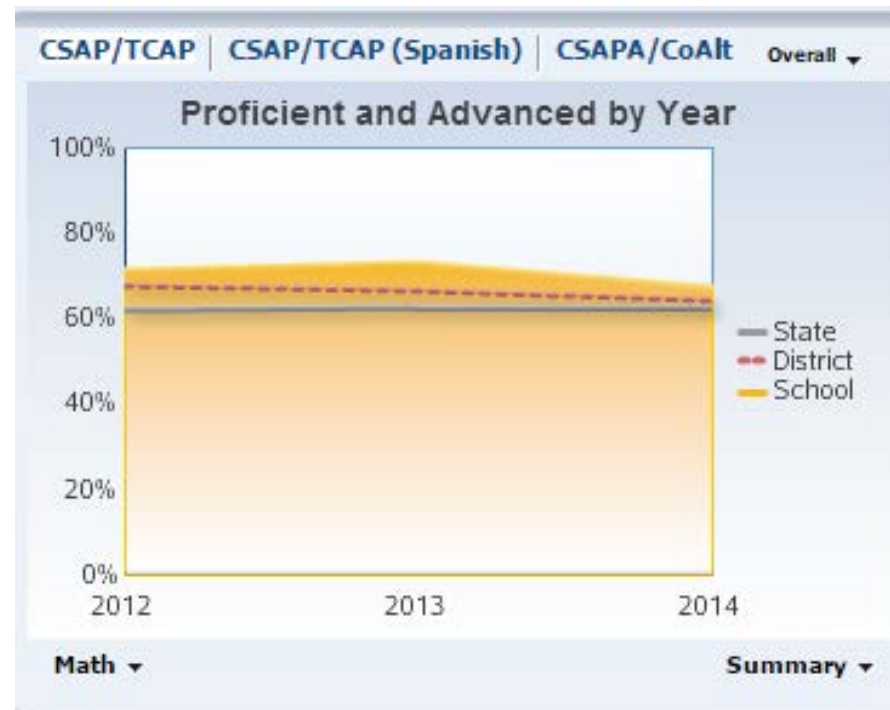
TCAP Reading - IIR performed consistently at or above the state and district percentage of students scoring proficient/advanced in third, fourth, seventh, and eighth grades. The percentage of fifth and sixth grade students scoring proficient is equal and above the state percentage of students scoring proficient/advanced but is lower than the district percentage of students scoring proficient/advanced. However, the longitudinal data reflects a marginal change in performance (percent of students scoring Proficient/Advanced) from 2009-2014.

TCAP Writing - IIR performed consistently at or above the state and district percentage of students scoring proficient/advanced in fourth, seventh, and eighth grades. The percentage of third grade students scoring proficient is equal and above the state percentage of students scoring proficient/advanced but is lower than the district percentage of students scoring proficient/advanced. The percentage of fifth and sixth grade students scoring proficient/advanced is lower than the district and state averages. However, the longitudinal data reflects a marginal change in performance (percent of students scoring Proficient/Advanced) from 2009-2014.

TCAP Math - IIR performed consistently at or above the state and district percentage of students scoring proficient/advanced in third, fourth, fifth, seventh, and eighth grades on the 2014 TCAP Math Assessment; however, there was a drop in TCAP performance in sixth grade. The longitudinal data reflects a marginal change in performance (percent of students scoring Proficient/Advanced) from 2009-2014. The most notable drop in performance is between fifth and sixth grade.

With the change of student population, this year's beginning of the year benchmark on DIBELSNext reading scores show room for growth. This year we have implemented STAR Renaissance; this computer adapted test (CAT) allows teachers to adjust their instruction throughout the year using current, relevant data to differentiate. Quarterly testing data is immediately available to teachers, which allows them to create accommodation groups using CCSS target points based on each student's needs. Combined with progress monitoring in DIBELSNext, teachers can immediately recognize effective instruction.





Imagine Indigo Ranch School Growth Summary

Grades K to 5 Falcon 49

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores and Transitional Colorado Assessment Program (TCAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.



COLORADO
Department of Education

Reading									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
	Median Growth Percentile								
Total	45	45	31	47	47	48	50	50	50
Grade 4	38	44	44	47	49	49	50	50	50
Grade 5	53	47	24	47	46	47	50	50	50
Minority/Non	47 / 45	39 / 50	28 / 35	47 / 47	49 / 47	50 / 47	48 / 52	48 / 52	48 / 52
FRL/Non	- / 45	27 / 49	- / 31	44 / 48	44 / 49	47 / 46	46 / 53	46 / 53	45 / 54
IEP/Non	- / 46	- / 47	- / 32	35 / 48	41 / 48	38 / 49	40 / 51	41 / 51	40 / 51
ELL/Non	- / 46	- / 44	- / 32	50 / 47	56 / 47	49 / 48	51 / 50	51 / 50	50 / 50
Girls/Boys	46 / 43	54 / 40	40 / 26	49 / 46	47 / 48	53 / 44	52 / 48	51 / 49	53 / 47

Percent Catching Up									
Total	38.9	35.3	31.4	36.8	41.3	38.8	36.8	37.2	34.3
Grade 4	-	-	-	30.6	41.2	40.6	36.6	36.9	34.1
Grade 5	-	-	22.7	41.1	41.3	37.1	36.9	37.5	34.4
Minority/Non	- / 40.7	- / -	26.1 / -	36.6 / 37.1	42.1 / 40.6	35.1 / 41.3	34.1 / 41.9	34.6 / 42.1	30.8 / 40.9
FRL/Non	- / 35.4	- / 35.7	- / 32.4	33.5 / 38.8	34.1 / 45.4	- / 38.9	33.5 / 44.4	33.6 / 45.1	29.9 / 43.5
IEP/Non	- / 40.0	- / 48.0	- / 37.9	16.0 / 45.6	15.3 / 55.6	16.5 / 49.7	20.2 / 42.4	19.7 / 43.7	17.5 / 40.6
ELL/Non	- / 40.0	- / 32.3	- / 34.4	39.6 / 36.5	28.9 / 42.6	21.2 / 40.0	34.1 / 38.3	34.4 / 38.8	31.1 / 36.0
Girls/Boys	45.5 / -	- / 42.9	- / 30.0	40.5 / 34.2	40.1 / 42.0	47.4 / 33.4	39.2 / 34.9	38.8 / 36.0	36.9 / 32.3

Percent Keeping Up									
Total	69.9	76.3	66.7	76.0	76.9	76.1	78.5	77.0	76.7
Grade 4	61.7	80.8	67.1	75.3	77.9	74.5	76.8	75.2	75.1
Grade 5	82.7	71.0	66.2	76.7	75.7	77.8	80.3	79.0	78.4
Minority/Non	64.5 / 71.6	65.9 / 81.3	60.8 / 70.1	71.5 / 77.9	75.6 / 77.5	75.3 / 76.5	72.4 / 81.7	71.0 / 80.3	70.6 / 80.3
FRL/Non	- / 68.4	50.0 / 81.4	- / 66.7	69.2 / 77.8	69.9 / 79.1	75.0 / 76.2	68.9 / 83.1	67.1 / 82.1	66.4 / 82.0
IEP/Non	- / 70.8	- / 76.1	- / 66.4	46.9 / 76.9	63.8 / 77.4	57.1 / 77.1	59.3 / 79.1	57.8 / 77.6	56.1 / 77.4
ELL/Non	- / 70.0	- / 76.3	- / 66.9	81.8 / 75.8	81.2 / 76.7	73.1 / 76.3	71.1 / 79.4	69.9 / 78.0	68.2 / 78.0
Girls/Boys	78.1 / 62.3	79.5 / 72.6	63.8 / 69.6	78.6 / 73.5	77.9 / 75.8	79.3 / 73.0	80.3 / 76.5	78.7 / 75.1	79.7 / 73.6

Percent Moving Up									
Total	12.6	19.7	10.7	18.0	15.4	17.6	21.5	19.9	20.4
Grade 4	9.7	20.9	12.5	20.3	17.3	17.3	22.3	20.5	20.8
Grade 5	17.0	18.3	8.6	15.5	13.4	17.8	20.7	19.2	20.1
Minority/Non	13.3 / 12.4	16.3 / 21.4	4.3 / 14.5	17.1 / 18.4	12.7 / 16.7	17.5 / 17.6	16.4 / 24.4	14.9 / 22.9	15.4 / 23.6
FRL/Non	- / 12.5	13.6 / 21.0	- / 10.7	15.6 / 18.7	12.2 / 16.5	11.4 / 17.7	13.7 / 25.7	12.4 / 24.1	12.4 / 24.9
IEP/Non	- / 12.9	- / 19.8	- / 10.7	8.3 / 18.3	6.9 / 15.7	8.6 / 18.0	11.4 / 21.9	9.9 / 20.2	10.4 / 20.8
ELL/Non	- / 12.9	- / 20.3	- / 10.8	22.6 / 17.8	12.1 / 15.6	13.2 / 17.8	14.5 / 22.5	13.7 / 20.8	13.2 / 21.6
Girls/Boys	7.4 / 16.9	24.2 / 14.8	10.2 / 11.1	20.1 / 16.1	17.5 / 13.4	19.8 / 15.4	23.2 / 19.8	21.6 / 18.1	23.1 / 17.7

School Code: 4251

School Name: IMAGINE INDIGO RANCH

Imagine Indigo Ranch Grades K to 5 Falcon 49

Math									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
	Median Growth Percentile								
Total	44	47	37	49	46	42	50	50	50
Grade 4	44	40	30	49	48	43	50	50	50
Grade 5	46	50	48	50	43	41	50	50	50
Minority/Non	41 / 44	46 / 47	33 / 43	50 / 49	48 / 45	41 / 43	48 / 51	49 / 50	47 / 52
FRL/Non	- / 43	47 / 47	- / 38	50 / 49	45 / 46	43 / 42	46 / 53	47 / 53	46 / 53
IEP/Non	- / 45	- / 47	- / 38	43 / 50	37 / 47	30 / 44	39 / 51	37 / 51	41 / 51
ELL/Non	- / 44	- / 46	- / 38	49 / 49	53 / 45	41 / 42	50 / 50	52 / 50	49 / 50
Girls/Boys	46 / 41	49 / 45	45 / 31	50 / 49	47 / 45	43 / 42	50 / 50	51 / 48	51 / 49

Percent Catching Up									
Total	25.0	13.8	-	26.9	22.8	17.3	23.2	23.3	20.3
Grade 4	36.4	-	-	31.7	27.3	21.3	28.5	27.8	24.7
Grade 5	-	-	-	22.3	18.7	13.2	17.7	18.7	16.0
Minority/Non	- / 28.0	- / -	- / -	25.0 / 28.7	20.4 / 25.0	14.8 / 19.1	21.1 / 27.3	21.6 / 26.7	17.8 / 25.2
FRL/Non	- / 22.6	- / 17.4	- / -	25.7 / 27.6	18.5 / 25.5	- / 17.1	20.8 / 28.8	21.0 / 28.5	17.7 / 26.0
IEP/Non	- / 31.0	- / 20.0	- / -	10.3 / 33.2	11.7 / 28.2	9.4 / 21.3	10.8 / 27.1	11.0 / 27.5	9.7 / 24.2
ELL/Non	- / 26.5	- / 11.5	- / -	27.3 / 26.9	19.0 / 23.2	12.5 / 17.6	21.8 / 24.0	22.5 / 23.8	18.0 / 21.6
Girls/Boys	- / -	- / -	- / -	26.9 / 26.9	20.1 / 25.3	18.5 / 16.2	23.6 / 22.9	24.9 / 21.7	20.6 / 20.1

Percent Keeping Up									
Total	58.6	68.6	53.9	61.3	63.1	57.0	62.2	64.8	64.0
Grade 4	59.7	73.3	45.1	61.6	67.2	58.5	62.6	65.0	64.3
Grade 5	57.1	63.1	64.3	61.1	58.7	55.5	61.8	64.5	63.6
Minority/Non	58.6 / 58.7	68.2 / 68.8	42.9 / 61.8	55.8 / 63.7	61.0 / 64.1	51.4 / 59.8	55.0 / 66.3	58.9 / 68.2	55.6 / 69.0
FRL/Non	- / 58.0	54.5 / 71.2	- / 53.9	54.4 / 63.3	56.6 / 65.1	45.2 / 57.2	50.4 / 68.5	54.6 / 70.3	51.5 / 70.7
IEP/Non	- / 59.5	- / 69.1	- / 55.0	40.9 / 62.2	40.0 / 64.2	39.6 / 58.1	42.1 / 63.1	42.3 / 65.8	44.6 / 64.8
ELL/Non	- / 58.8	- / 68.4	- / 55.0	50.8 / 61.7	55.6 / 63.4	46.8 / 57.5	53.6 / 63.6	58.4 / 65.8	54.0 / 65.7
Girls/Boys	60.3 / 56.9	75.3 / 61.2	55.4 / 52.6	61.0 / 61.7	63.5 / 62.7	55.6 / 58.3	61.5 / 62.9	65.8 / 63.8	63.7 / 64.2

Percent Moving Up									
Total	13.5	25.0	17.2	23.5	25.5	18.0	25.6	27.6	25.1
Grade 4	17.1	31.6	13.0	25.3	30.8	20.8	27.1	29.4	26.6
Grade 5	9.1	19.0	23.1	21.8	20.3	15.6	24.2	25.8	23.8
Minority/Non	23.8 / 9.4	29.2 / 23.2	7.0 / 26.0	21.8 / 24.3	27.9 / 24.3	14.3 / 20.3	22.3 / 28.1	25.7 / 29.1	20.9 / 28.6
FRL/Non	- / 11.8	- / 29.2	- / 17.2	22.2 / 23.9	23.6 / 26.2	15.0 / 18.1	20.3 / 29.7	23.4 / 30.9	19.4 / 29.7
IEP/Non	- / 13.5	- / 25.3	- / 17.6	17.0 / 23.8	19.3 / 25.9	12.3 / 18.5	15.5 / 26.2	15.9 / 28.3	16.3 / 25.7
ELL/Non	- / 13.9	- / 23.7	- / 17.8	14.3 / 23.9	30.0 / 25.3	24.6 / 17.7	23.4 / 26.1	25.9 / 28.0	21.3 / 26.1
Girls/Boys	12.8 / 14.3	37.2 / 10.8	21.7 / 12.8	23.0 / 23.9	26.5 / 24.6	18.9 / 17.2	25.1 / 26.2	28.8 / 26.4	25.3 / 25.0

Writing									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
	Median Growth Percentile								
Total	47	44	32	46	52	47	50	50	50
Grade 4	47	47	45	45	54	43	50	50	50
Grade 5	49	44	25	46	50	50	50	50	50
Minority/Non	47 / 47	49 / 44	29 / 38	46 / 46	51 / 53	47 / 46	49 / 51	48 / 52	48 / 52
FRL/Non	- / 49	37 / 44	- / 33	44 / 46	48 / 54	46 / 47	47 / 53	46 / 52	46 / 53
IEP/Non	- / 49	- / 47	- / 31	40 / 46	46 / 53	39 / 47	40 / 51	43 / 51	42 / 51
ELL/Non	- / 47	- / 42	- / 33	54 / 45	59 / 52	49 / 46	54 / 49	48 / 50	51 / 50
Girls/Boys	53 / 42	53 / 35	40 / 26	49 / 42	56 / 49	52 / 41	54 / 47	54 / 47	53 / 47

Percent Catching Up									
Total	32.8	38.2	18.6	32.8	44.9	37.8	34.9	38.2	35.2
Grade 4	31.1	46.7	25.0	33.3	49.9	35.4	36.1	39.9	36.7
Grade 5	36.4	31.6	11.8	32.3	40.6	40.4	33.5	36.7	33.6
Minority/Non	- / 36.0	40.0 / 36.8	14.3 / 22.9	31.3 / 33.8	42.9 / 46.3	38.2 / 37.5	32.2 / 38.6	33.6 / 44.1	31.0 / 40.7
FRL/Non	- / 33.3	- / 39.3	- / 18.8	28.7 / 34.8	38.3 / 48.1	31.0 / 38.0	30.6 / 42.0	32.5 / 46.8	29.8 / 43.2
IEP/Non	- / 35.6	- / 44.1	- / 20.3	18.0 / 37.1	19.4 / 51.6	23.5 / 41.8	18.0 / 38.8	19.8 / 42.5	17.9 / 39.3
ELL/Non	- / 31.3	- / 38.1	- / 19.7	39.7 / 32.2	44.6 / 45.0	32.1 / 38.1	34.2 / 35.2	32.2 / 40.5	31.9 / 36.4
Girls/Boys	31.3 / 34.3	43.3 / 34.2	22.2 / 16.3	39.9 / 28.5	51.2 / 41.0	46.5 / 32.7	39.3 / 31.6	43.4 / 34.5	39.2 / 32.2

Percent Keeping Up									
Total	75.2	72.3	63.1	68.3	74.2	68.4	72.2	73.6	73.3
Grade 4	77.8	69.5	70.0	67.7	76.7	67.9	71.8	74.5	74.2
Grade 5	72.3	76.2	56.6	68.9	71.1	68.8	72.5	72.7	72.4
Minority/Non	77.3 / 74.7	75.9 / 70.8	56.4 / 67.2	63.8 / 70.3	74.0 / 74.2	66.7 / 69.2	67.3 / 74.4	68.0 / 76.5	67.6 / 76.1
FRL/Non	- / 76.4	- / 75.3	- / 63.1	61.4 / 70.1	68.6 / 75.7	70.8 / 69.3	62.0 / 76.2	63.0 / 78.0	62.9 / 77.5
IEP/Non	- / 75.0	- / 72.0	- / 63.7	58.3 / 68.5	75.0 / 74.1	45.8 / 69.2	52.6 / 72.6	56.7 / 74.0	55.8 / 73.6
ELL/Non	- / 75.0	- / 71.7	- / 62.7	70.0 / 68.3	75.5 / 74.1	80.7 / 67.8	67.3 / 72.7	65.2 / 74.7	66.6 / 74.1
Girls/Boys	85.2 / 63.8	76.8 / 66.7	64.9 / 60.9	72.3 / 63.8	76.6 / 71.2	72.3 / 63.7	75.8 / 67.8	77.0 / 69.4	76.3 / 69.4

Percent Moving Up									
Total	18.1	31.5	17.4	23.8	30.0	23.5	26.8	28.6	27.5
Grade 4	22.7	41.8	22.7	24.2	36.1	22.2	28.6	30.7	30.1
Grade 5	12.8	16.2	11.9	23.4	22.7	24.8	25.1	26.4	25.1
Minority/Non	19.0 / 17.7	22.3 / 30.8	18.2 / 17.0	24.0 / 23.7	27.8 / 31.0	23.2 / 24.1	23.6 / 28.5	23.7 / 31.3	23.7 / 29.7
FRL/Non	- / 19.4	- / 32.5	- / 17.4	23.3 / 23.9	26.5 / 31.1	13.6 / 23.7	19.4 / 30.3	19.9 / 32.6	19.4 / 31.3
IEP/Non	- / 18.3	- / 31.9	- / 17.6	13.6 / 24.0	37.5 / 29.9	6.5 / 24.2	15.2 / 27.1	18.6 / 28.8	17.0 / 27.8
ELL/Non	- / 18.3	- / 32.2	- / 17.6	28.6 / 23.6	23.4 / 30.3	32.7 / 23.0	23.4 / 27.3	21.3 / 29.6	22.2 / 28.3
Girls/Boys	25.6 / 10.0	36.5 / 25.0	17.0 / 17.9	26.6 / 20.9	32.4 / 27.3	29.0 / 17.4	30.3 / 23.0	31.9 / 24.6	30.6 / 24.0

School Code: 4251

School Name: IMAGINE INDIGO RANCH

Imagine Indigo Ranch School Growth Summary

Grades 6 to 8 Falcon 49

A three-year summary of student growth using the Colorado Growth Model

School growth rates are determined by combining growth percentiles from individual students. Growth rates for individual students are calculated by comparing their Colorado Student Assessment Program (CSAP) scores and Transitional Colorado Assessment Program (TCAP) scores in reading, writing, and mathematics over consecutive years. These individual growth scores are combined into a single number: the school's median growth percentile.

Higher growth schools can be distinguished from lower growth schools by comparing median growth percentiles. Higher median growth percentiles indicate higher growth rates for students in those schools, regardless of the school's achievement. For example, a low-achieving school can show high growth rates or a high-achieving school can show low growth rates.

The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up through achievement levels—and those that are not growing fast enough.

This summary presents all results for three consecutive years, making it easy to see if there is a trend in the data, and how this trend might be changing. In some cases it is useful to compare one group with another, such as boys versus girls, to see if a gap exists in the growth rates for different sub-populations at the school, district, or state level.

The state median growth percentile for any grade is 50*. Schools or other groups with medians less than 50 are growing at a slower rate than the state. Schools and grade levels with numbers at or above 50—colored green in the table for easy reference—are growing as fast or at a faster rate than the state.

School totals are based only on those grades with growth data. District and state totals in this report reflect the grade span for the school shown, not all grades in the district.

All medians and percentages are rounded to whole numbers. Missing data in the table reflect fewer than 20 students in the group; their data cannot be shown to ensure adequate protection of their privacy.

FRL = Free/Reduced Lunch eligible, or students of poverty.

IEP = Individualized Education Plan, or Special Education students.

ELL = English Language Learners, or students whose first language is not English.

Note that percentages in the catch up/keep up/move up calculations do not add up to 100, either within or across categories. For additional definitions and details go to <http://www.schoolview.org/performance.asp>

*In rare cases state median growth percentiles vary slightly. For ease of interpretation these variations from 50 are not displayed in this report.



COLORADO
Department of Education

Reading									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
	Median Growth Percentile								
Total	52	52	55	53	48	49	50	50	50
Grade 6	48	43	56	53	47	46	50	50	50
Grade 7	50	54	54	56	49	51	50	50	50
Grade 8	57	71	55	51	48	51	50	50	50
Minority/Non	51 / 52	57 / 50	61 / 53	50 / 54	48 / 48	50 / 48	48 / 51	50 / 50	49 / 51
FRL/Non	- / 53	70 / 48	- / 55	49 / 54	45 / 49	56 / 49	48 / 52	48 / 51	48 / 52
IEP/Non	- / 52	- / 53	- / 55	55 / 53	39 / 49	50 / 49	47 / 50	47 / 51	48 / 50
ELL/Non	- / 52	- / 52	- / 54	57 / 53	53 / 48	55 / 48	49 / 50	54 / 49	52 / 50
Girls/Boys	55 / 46	50 / 53	58 / 49	57 / 49	52 / 43	53 / 45	53 / 47	54 / 46	53 / 47

Percent Catching Up									
Total	30.8	50.0	40.0	40.9	35.0	38.5	33.5	32.2	31.9
Grade 6	-	-	45.8	44.8	33.3	41.0	35.5	34.5	32.2
Grade 7	-	-	-	39.5	32.8	40.2	33.0	31.1	32.2
Grade 8	-	-	-	39.1	38.1	34.7	32.0	30.9	31.3
Minority/Non	- / -	- / -	- / 40.9	36.4 / 44.6	31.7 / 37.8	36.6 / 40.2	29.9 / 40.4	29.9 / 36.8	28.3 / 38.6
FRL/Non	- / 38.1	- / 50.0	- / 40.0	32.8 / 44.9	29.5 / 38.4	- / 38.2	29.6 / 41.4	29.4 / 38.2	28.1 / 39.6
IEP/Non	- / 33.3	- / 54.2	- / 46.4	29.2 / 45.3	17.6 / 42.1	25.8 / 44.5	19.5 / 38.0	18.3 / 37.1	19.8 / 36.2
ELL/Non	- / 32.0	- / 50.0	- / 39.4	33.9 / 41.5	31.0 / 35.3	30.5 / 39.1	27.0 / 36.8	29.7 / 33.5	27.2 / 34.4
Girls/Boys	- / -	- / -	- / -	42.9 / 39.6	43.3 / 30.6	45.3 / 34.2	37.9 / 30.2	36.2 / 29.2	34.4 / 30.0

Percent Keeping Up									
Total	86.0	81.2	82.1	80.7	77.9	75.8	78.3	79.6	78.3
Grade 6	81.8	71.4	71.4	79.2	75.5	71.4	77.8	78.5	77.0
Grade 7	83.8	86.4	81.3	82.6	75.8	75.3	76.1	77.4	76.4
Grade 8	96.6	96.2	97.0	80.2	82.7	81.2	81.1	83.2	81.8
Minority/Non	85.0 / 86.4	78.0 / 82.6	87.2 / 79.8	75.7 / 83.0	76.7 / 78.4	74.2 / 76.6	72.0 / 81.6	74.5 / 82.4	72.5 / 81.6
FRL/Non	- / 85.5	- / 79.2	- / 82.8	76.1 / 81.9	71.9 / 79.6	71.4 / 75.9	69.6 / 82.2	71.2 / 83.6	69.5 / 82.6
IEP/Non	- / 86.6	- / 81.1	- / 81.5	67.3 / 81.0	55.1 / 78.6	61.0 / 76.5	61.6 / 78.7	61.2 / 80.1	61.0 / 78.8
ELL/Non	- / 85.7	- / 81.1	- / 82.4	72.1 / 80.9	85.9 / 77.6	74.7 / 75.8	68.2 / 79.5	73.1 / 80.5	69.8 / 79.6
Girls/Boys	93.8 / 70.0	80.5 / 82.1	85.2 / 79.0	85.0 / 76.2	81.3 / 74.0	79.5 / 71.9	81.5 / 74.9	82.8 / 76.2	81.0 / 75.4

Percent Moving Up									
Total	17.8	16.8	12.1	13.3	13.2	11.5	13.0	13.7	12.2
Grade 6	15.7	8.5	8.1	12.4	9.7	10.4	13.4	13.1	13.3
Grade 7	23.3	21.1	11.4	15.7	15.1	11.8	13.9	14.4	12.5
Grade 8	15.4	31.8	19.2	11.9	15.1	12.3	11.5	13.5	10.8
Minority/Non	8.6 / 22.2	15.8 / 17.3	6.1 / 14.9	11.5 / 14.2	10.2 / 14.7	10.6 / 11.9	9.7 / 14.9	10.4 / 15.6	9.4 / 14.0
FRL/Non	- / 17.2	- / 17.8	- / 12.3	11.3 / 13.9	7.8 / 14.9	4.9 / 11.6	8.2 / 15.5	8.6 / 16.5	7.8 / 14.7
IEP/Non	- / 18.1	- / 16.9	- / 12.5	10.6 / 13.4	3.8 / 13.5	10.6 / 11.5	7.1 / 13.2	6.6 / 13.9	6.0 / 12.4
ELL/Non	- / 18.1	School Code: 4251			11.5 / 13.3	School Name: IMAGINE INDIA		9.8 / 15.3	8.2 / 12.5
Girls/Boys	18.3 / 16.7	17.6 / 15.7	9.4 / 14.8	15.8 / 10.8	15.6 / 10.6	13.2 / 9.7	14.8 / 11.1	16.3 / 11.1	14.2 / 10.2

School Code: 4251 School Name: IMAGINE INDIGO RANCH

Imagine Indigo Ranch Grades 6 to 8 Falcon 49

Math									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
	Median Growth Percentile								
Total	37	40	47	51	43	44	50	50	50
Grade 6	23	29	28	44	39	37	50	50	50
Grade 7	52	43	53	54	40	43	50	50	50
Grade 8	23	63	67	52	50	55	50	50	50
Minority/Non	45 / 34	43 / 38	54 / 41	49 / 51	43 / 43	45 / 44	48 / 52	50 / 51	48 / 52
FRL/Non	- / 40	45 / 37	- / 47	47 / 52	37 / 45	55 / 44	47 / 52	48 / 52	47 / 52
IEP/Non	- / 37	- / 40	- / 47	49 / 51	34 / 44	39 / 45	47 / 51	45 / 51	45 / 51
ELL/Non	- / 37	- / 40	- / 44	56 / 50	51 / 43	42 / 45	50 / 50	53 / 50	51 / 50
Girls/Boys	37 / 36	37 / 43	49 / 43	52 / 49	45 / 41	46 / 43	51 / 50	52 / 49	51 / 50

Percent Catching Up									
Total	9.3	6.4	15.5	16.8	11.8	12.9	12.8	13.5	12.7
Grade 6	-	-	10.0	17.3	13.3	13.1	16.1	17.6	16.2
Grade 7	-	-	15.0	20.6	9.0	9.9	11.3	11.8	11.6
Grade 8	-	-	-	13.3	13.2	15.2	11.5	11.7	10.8
Minority/Non	- / 8.3	- / 10.7	12.5 / 17.6	15.1 / 18.1	9.2 / 13.8	10.5 / 14.9	10.4 / 16.4	11.6 / 16.4	9.9 / 16.9
FRL/Non	- / 10.8	- / 8.3	- / 15.5	15.7 / 17.2	8.8 / 13.4	8.7 / 12.9	10.2 / 16.9	11.3 / 17.0	10.0 / 17.1
IEP/Non	- / 10.5	- / 7.1	- / 18.0	8.2 / 18.9	4.1 / 13.9	3.1 / 15.6	5.6 / 14.6	5.1 / 15.6	5.4 / 14.6
ELL/Non	- / 9.8	- / 6.4	- / 16.1	17.7 / 16.7	9.7 / 12.0	5.0 / 13.4	10.2 / 13.8	12.1 / 14.0	9.8 / 13.8
Girls/Boys	14.8 / -	3.8 / 9.5	17.6 / 12.5	16.6 / 16.9	13.0 / 10.9	14.0 / 11.9	13.2 / 12.4	14.8 / 12.2	12.2 / 13.1

Percent Keeping Up									
Total	36.9	48.2	47.0	56.0	51.2	50.4	56.7	58.6	57.7
Grade 6	38.3	40.7	37.8	52.2	46.5	43.4	56.6	58.8	58.4
Grade 7	46.9	50.0	41.2	58.3	49.2	47.0	54.1	56.0	54.0
Grade 8	20.8	65.2	76.2	58.0	59.1	63.8	60.1	61.3	60.1
Minority/Non	41.9 / 34.7	40.0 / 51.2	55.2 / 43.7	50.1 / 58.6	46.5 / 53.3	50.0 / 50.6	48.0 / 61.2	51.6 / 62.1	50.0 / 61.8
FRL/Non	- / 36.6	- / 49.5	- / 46.5	45.9 / 58.5	39.2 / 54.6	48.7 / 50.4	42.8 / 62.6	46.1 / 63.8	44.2 / 63.6
IEP/Non	- / 37.6	- / 48.2	- / 46.9	50.0 / 56.1	28.1 / 51.9	42.4 / 50.8	42.2 / 57.1	40.4 / 59.0	40.5 / 58.1
ELL/Non	- / 37.3	- / 47.7	- / 46.4	58.2 / 55.9	55.2 / 51.0	44.9 / 50.6	45.6 / 58.2	50.3 / 59.7	48.2 / 59.1
Girls/Boys	33.3 / 44.1	41.5 / 57.4	43.5 / 50.0	54.8 / 57.2	50.8 / 51.6	50.6 / 50.3	55.9 / 57.6	58.4 / 58.7	56.6 / 58.7

Percent Moving Up									
Total	6.2	10.3	11.7	18.8	13.4	12.8	17.8	19.0	16.2
Grade 6	6.5	5.7	6.5	18.0	14.7	11.7	19.9	23.8	20.5
Grade 7	-	-	17.4	21.7	14.4	13.6	17.2	19.5	15.8
Grade 8	-	-	-	16.6	10.6	13.6	16.1	12.0	11.1
Minority/Non	10.0 / 4.4	5.0 / 12.5	- / 10.9	15.4 / 20.6	10.0 / 15.2	11.6 / 13.4	14.8 / 19.9	16.8 / 20.4	13.5 / 18.2
FRL/Non	- / 6.8	- / 11.5	- / 11.7	13.9 / 20.3	6.8 / 15.8	11.5 / 12.9	13.1 / 20.8	15.4 / 21.2	12.0 / 19.0
IEP/Non	- / 6.3	- / 10.3	- / 11.9	8.8 / 19.1	8.9 / 13.6	14.3 / 12.8	12.8 / 18.0	13.5 / 19.2	12.9 / 16.4
ELL/Non	- / 6.3	- / 9.0	- / 10.3	16.7 / 18.8	11.1 / 13.5	14.9 / 12.8	14.5 / 18.4	17.2 / 19.3	13.6 / 16.8

Writing									
	2012	2013	2014	2012	2013	2014	2012	2013	2014
	School			District			State		
Median Growth Percentile									
Total	53	60	51	52	49	53	50	50	50
Grade 6	50	65	45	49	48	55	50	50	50
Grade 7	57	50	61	58	48	51	50	50	50
Grade 8	65	64	47	49	50	52	50	50	50
Minority/Non	53 / 54	55 / 64	50 / 51	51 / 52	46 / 51	55 / 52	50 / 51	50 / 51	50 / 50
FRL/Non	- / 55	45 / 61	- / 51	47 / 53	42 / 51	49 / 53	48 / 53	48 / 52	49 / 52
IEP/Non	- / 53	- / 60	- / 51	50 / 52	39 / 50	44 / 54	45 / 51	45 / 51	44 / 51
ELL/Non	- / 53	- / 60	- / 51	55 / 52	45 / 49	53 / 53	55 / 49	53 / 50	54 / 50
Girls/Boys	53 / 54	57 / 62	60 / 44	52 / 51	53 / 45	57 / 49	54 / 47	53 / 47	53 / 48

Percent Catching Up									
Total	31.6	45.5	27.5	29.5	31.7	30.5	23.5	27.0	25.7
Grade 6	-	56.0	25.8	32.3	32.5	34.8	27.0	31.0	29.3
Grade 7	-	-	-	32.9	35.9	31.0	24.6	29.6	28.1
Grade 8	-	-	-	23.7	25.6	24.4	19.0	19.6	18.9
Minority/Non	- / 40.9	- / 57.7	33.3 / 23.3	27.1 / 31.2	28.9 / 33.8	29.4 / 31.3	20.9 / 27.3	24.0 / 31.4	22.7 / 30.0
FRL/Non	- / 36.4	- / 47.2	- / 27.5	20.3 / 33.4	25.5 / 35.3	41.4 / 30.2	19.8 / 29.6	22.7 / 33.9	21.9 / 31.8
IEP/Non	- / 32.3	- / 47.5	- / 31.8	13.2 / 33.8	12.9 / 37.1	9.7 / 36.7	10.9 / 26.8	11.5 / 31.0	11.1 / 29.5
ELL/Non	- / 32.4	- / 45.5	- / 27.1	25.4 / 29.7	23.0 / 32.3	26.3 / 30.6	21.2 / 24.5	23.6 / 28.4	22.8 / 26.8
Girls/Boys	- / -	50.0 / 40.9	40.0 / 15.4	34.3 / 26.8	41.8 / 26.4	36.5 / 27.2	27.9 / 20.7	32.0 / 23.7	29.9 / 22.9

Percent Keeping Up									
Total	74.3	79.5	76.6	68.1	69.9	70.4	66.1	71.4	69.0
Grade 6	73.5	84.9	67.6	65.9	72.1	75.3	68.1	73.4	70.4
Grade 7	77.8	65.8	70.5	73.0	66.9	65.7	63.9	69.9	67.7
Grade 8	70.4	88.5	96.6	65.3	70.5	70.4	66.5	71.0	68.9
Minority/Non	80.0 / 71.6	66.7 / 84.5	74.2 / 77.6	65.4 / 69.4	65.8 / 71.9	70.6 / 70.3	59.8 / 69.5	65.3 / 74.7	63.6 / 72.0
FRL/Non	- / 74.5	- / 81.6	- / 76.4	58.8 / 70.6	60.2 / 72.5	79.4 / 70.2	55.0 / 70.8	60.7 / 76.0	58.7 / 73.4
IEP/Non	- / 74.3	- / 79.3	- / 76.9	53.1 / 68.5	45.2 / 70.5	58.4 / 70.9	46.0 / 66.5	48.2 / 71.9	47.5 / 69.4
ELL/Non	- / 75.7	- / 80.0	- / 76.9	57.9 / 68.4	56.5 / 70.4	68.0 / 70.5	57.4 / 67.2	62.6 / 72.6	61.8 / 70.0
Girls/Boys	80.5 / 59.4	81.7 / 76.1	76.8 / 76.5	72.1 / 63.2	75.6 / 62.6	75.0 / 64.6	70.5 / 60.8	75.0 / 67.1	72.4 / 64.8

Percent Moving Up									
Total	15.6	32.3	21.4	15.1	19.0	19.0	15.1	18.3	17.8
Grade 6	14.6	38.3	22.6	16.5	22.6	23.0	19.2	21.7	20.9
Grade 7	28.6	25.8	19.4	20.6	22.4	21.3	16.4	21.3	21.0
Grade 8	0.0	-	-	7.4	11.6	12.3	9.1	11.8	11.3
Minority/Non	20.0 / 13.3	32.1 / 32.3	22.2 / 21.1	13.3 / 16.0	15.8 / 20.5	16.6 / 20.3	12.0 / 16.9	14.4 / 20.6	14.7 / 19.8
FRL/Non	- / 15.9	- / 33.8	- / 21.7	12.1 / 16.0	13.2 / 20.6	16.7 / 19.1	9.8 / 17.7	11.9 / 21.5	12.2 / 20.7
IEP/Non	- / 15.6	- / 31.5	- / 22.2	13.3 / 15.1	8.1 / 19.3	7.1 / 19.5	7.1 / 15.3	9.5 / 18.5	9.2 / 18.0
ELL/Non	- / 15.9	- / 31.5	- / 22.0	12.0 / 15.2	13.1 / 19.2	16.6 / 19.0	10.7 / 15.7	12.9 / 19.1	13.4 / 18.6
Girls/Boys	14.5 / 17.9	29.6 / 35.9	17.8 / 25.6	18.1 / 11.9	22.2 / 15.2	21.8 / 15.8	17.4 / 12.5	20.6 / 15.7	20.0 / 15.4

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	Yes, we met goal.	<p>The school had difficulties with the implementation of a consistent progress monitoring and reporting process which impeded the ability of teachers to learn how to utilize data to optimize effective instruction. The primary focus is data related to LA and Reading with a lack of emphasis on Math.</p> <p>Teachers have not been able to dedicate the time and collaborative planning focus necessary to make vertical alignment a comprehensive and continually improving component of classroom instruction.</p> <p>Special education services from the district including ELL, Resource, OT, Speech, and the Psychologist, have been a challenge for multiple years because of issues with communication and inconsistencies with special education staff. It has been our experience that the identification and qualifying process has literally taken years with some students. Our annual data historically shows a continual deficiency in the lack of academic growth in our special education students.</p>
Academic Growth	N/A	No goals were previously set due to overall performance meeting academic growth.	
Academic Growth Gaps	Reading: Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	<p>Middle School met the target.</p> <p>Elementary did not meet the target.</p> <p>Minority students underperformed receiving a median growth percentile of 28. (They were 27 points away from reaching the 55 MGP goal.)</p> <p>Students needing to catch up underperformed receiving a median growth percentile of 35. (They were 20 points away from reaching the 55 MGP goal.)</p>	
	Math: Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	<p>Neither Elementary nor Middle School met the target.</p> <p>Elementary minority students underperformed receiving a MGP of 33. (They were 22 points away from reaching the 55 MGP goal.)</p>	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		Middle school minority students were approaching receiving a MGP of 54. (They were only 1 point away from reaching the 55 MGP goal.)	
Postsecondary & Workforce Readiness	N/A	N/A	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	We are consistently stable at Performance status.	N/A	N/A	
	The percent of 3 rd grade students who scored Proficient or Advanced on Reading (TCAP) was stable from 82% to 83% to 82% between 2012-2014, well above the minimum state expectation of 72%.			
	The percent of 8 th grade students who scored			

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Proficient or Advanced on Writing (TCAP) increased from 68% to 75% to 82% between 2012-2014, well above the minimum state expectation of 58%.</p> <p>The percent of 4th grade students who scored Proficient or Advanced on Math (TCAP) was stable from 77% to 80% to 80% between 2012-2014, well above the minimum state expectation of 70%.</p>		
Academic Growth	<p>The MGP of 5th graders in Reading decreased from 53 to 47 to 24 between 2012-2014 dropping below the state expectation of 26 MGP.</p> <p>The MGP of 6th graders in Writing increased then decreased from 50 to 65 to 45 between 2012-2014 dropping near the state expectation of 37 MGP.</p>	<p>Growth (MGP from 53-24) in 5th grade Reading has declined in the last three years and has been well below minimum state expectations.</p>	<p>Data from TCAP results show 29% of students were below Proficient and lacked comprehension when reading non-fiction text.</p>
	<p>The MGP of 4th graders in Math decreased from 44 to 40 to 30 between 2012-2014 dropping well below the state expectation of 41 MGP.</p>	<p>Growth (MGP from 44-30) in 4th grade Math over the last three years has dropped below minimum state expectations.</p>	<p>Data from TCAP results show 20% of students were below Proficient and lacked foundational Math skills, these students are not closing the learning gain gaps.</p>
Academic Growth Gaps	<p>Our three year Performance Framework reported that students with disabilities received a 27 MGP in Reading which does not meet the state expectation of 79 AGP.</p> <p>Our three year Performance Framework reported</p>	<p>Growth MGP for students with disabilities in Reading is 27 well below the state expectation of 79 AGP, Math is 28 MGP</p>	<p>Special education services from the district including ELL, Resource, OT, Speech, and the Psychologist, have been a challenge for multiple years because of issues with communication and inconsistencies with special education staff. Our annual data historically shows a continual deficiency in the lack of academic growth in our special</p>

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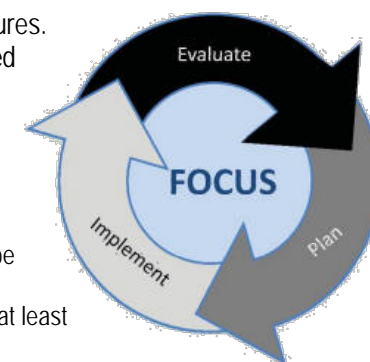
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	that minority students received a 38 MGP in Writing which does not meet the state expectation of 43 AGP.	and the state expectation is 72 AGP; Writing is 32 MGP and the state expectation is 81 AGP.	education students.
	Our three year Performance Framework reported that students eligible for free and reduced lunch received a 48 MGP in Math which meets the state expectation of 47 AGP.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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

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levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	The following district achievement targets utilize last year's SPF: Elementary 69% Middle School 79%	Growth (MGP from 53-24) in 5th grade Reading has declined in the last three years and has been well below minimum state expectations.	5 th grade students in Reading will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Four STAR Renaissance benchmark tests during the year, quarterly. *Three DIBELS benchmark tests during the year, one in the fall, one in winter and one in spring. McCall Crabbs formative comprehension tests; Riggs Orthography testing	STAR Renaissance Reading computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.
		M	The following district achievement targets utilize last year's SPF: Elementary 75% Middle School 62%	Growth (MGP from 44-30) in 4th grade Math over the last three years has dropped below minimum state expectations.	4 th grade students in Math will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Four STAR Renaissance benchmark tests during the year; quarterly. Saxon placement, benchmark and unit testing. Khan Academy online tutoring to enhance classroom instruction.	STAR Renaissance Math computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.

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		W	The following district achievement targets utilize last year's SPF: Elementary 61% Middle School 80%	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	Growth MGP for students with disabilities in Reading is 27 well below the state expectation of 79 AGP,	Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Four STAR Renaissance benchmark tests during the year, quarterly. *Three DIBELS benchmark tests during the year, one in the fall, one in winter and one in spring. McCall Crabbs formative comprehension tests; Riggs Orthography testing	STAR Renaissance Reading computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.
		M	Growth MGP for students with disabilities in Math is 28 MGP and the state expectation is 72 AGP;	Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Four STAR Renaissance benchmark tests during the year; quarterly. Saxon placement, benchmark and unit testing. Khan Academy online tutoring to enhance classroom instruction.	STAR Renaissance Math computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need.
		W	Growth MGP for students with disabilities in Writing is 32 MGP and the state expectation is 81 AGP.	N/A	Underperforming Student Subgroups will increase the median growth percentile (MGP) to at least 45 if	ECAW PVP's documenting student growth with bi-monthly reviews.	ECAW will be implemented for K-2; 3 rd – 8 th will continue using Step Up and Six Traits as well as other Writing

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					adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.		curriculum in conjunction with ECAW PVP's across grade levels.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: STAR Renaissance Reading computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need. **Root Cause(s) Addressed:** Data from TCAP results show 29% of students were below Proficient and lacked comprehension when reading non-fiction text.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Success in reading is essential for continued growth in all other content areas. For this reason we aim for all	2014-2015	2015-2016	Instructional staff and administration	Local funds	Teacher and administrative reviews quarterly.	In progress now and through 2016

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students to be proficient in reading by third grade so they can read to learn rather than be learning to read.						
*Implementation of curriculum maps and curriculum calendars with mid-year reviews.	2014-2015	2015-2016	Instructional staff and administration	Local funds	Teacher and administrative reviews mid-year.	In progress now and through 2016
*A variety of online instructional enrichment resources will be used in the classrooms. Examples will include but are not limited to i-Station, FRCC, Readworks.org, phonogramspage.com, Star Fall, and the Pike's Peak Literacy Strategy.	2014 - 2015	2015-2016	Instructional staff; parent volunteers	Internet technology	Utilization will be noted in teacher lesson plans, curriculum maps and unit plans	In progress now and through 2016
*Regular progress monitoring meetings will create a professional learning community atmosphere in which teachers can share the academic status of their students and subsequently share ideas and needs.	Bi-monthly	Bi-monthly	Instructional staff and school leaders	Local funds	Attendance is expected and progress monitoring forms will be turned into administration each meeting. Data trackers will be created for each grade level to monitor assessment data.	In progress now and through 2016.
*Classroom observations and walk-throughs by school leaders	Through-out the school year.	Through-out the school year.	All school leaders and school leaders from Imagine Schools	Local funds	Documented feedback from school leaders on observations and walk-throughs	In progress now and through 2016.
*Staff development training and support in effective delivery of instruction as related to the Charlotte Danielson Teacher Performance Framework and evaluations tracked in the Teachescape electronic evaluation system.	2014-2015	2015-2016	Instruction staff and school leaders	Local Funds	Documentation will be noted in teacher lesson plans, regular teacher observations and summative evaluation formats	In progress through 2016.
*Staff professional development on Classical Education and the Socratic Method	2014-2015	2015-2016	Instructional staff	Local funds	Utilization in lesson plans, instructional objectives, at staff meetings and teacher observation tool	In progress through 2016.
READ Act guidelines will be utilized in the classroom, as students are	2014-2015	2015-2016	Instructional staff	Local funds	READ Act state requirements and deadlines will be met.	In progress through 2016.

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identified, to drive specific intervention according to grade level.						
*Full implementation will be accomplished of the Imagine Schools Academic Excellence Framework	2014 - 2015	2015- 2016	All stakeholders specified in the Framework plan	Local funds	Inclusion in meeting agendas, campus plans and imbedded in every way possible across the spectrum of the school.	In progress now through 2016.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: STAR Renaissance Math computer adaptive testing (CAT) results allow teachers to progress monitor student growth and adjust teaching strategies to target specific areas of need. **Root Cause(s) Addressed:** Data from TCAP results show 20% of students were below Proficient and lacked foundational Math skills, these students are not closing the learning gain gaps.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
*Implementation of curriculum maps and curriculum calendars with mid-year reviews.	2014-2015	2015-2016	Instructional staff and administration	Local funds	Teacher and administrative reviews mid-year.	In progress now and through 2016
*A variety of online instructional enrichment resources will be used in the classrooms. Examples will include but are not limited to Khan Academy, Saxon Math websites, XtraMath, and i-Station	2014 - 2015	2015-2016	Instructional staff	Internet technology	Utilization will be noted in teacher lesson plans, curriculum maps and unit plans	In progress now and through 2016
*Regular progress monitoring meetings will create a professional learning community atmosphere in which teachers can share the academic status of their students and subsequently share ideas and needs.	Bi-monthly	Bi-monthly	Instructional staff and school leaders	Local funds	Attendance is expected and progress monitoring forms will be turned into administration each meeting. Data trackers will be created for each grade level to monitor assessment data.	In progress now and through 2016.
*Classroom observations and walk-	Through-	Through-	All school	Local funds	Documented feedback from	In progress now and through

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throughs by school leaders	out the school year.	out the school year.	leaders and school leaders from Imagine Schools		school leaders on observations and walk-throughs	2016.
*Staff development training and support in effective delivery of instruction as related to the Charlotte Danielson Teacher Performance Framework and evaluations tracked in the Teachscape electronic evaluation system.	2014-2015	2015-2016	Instruction staff and school leaders	Local Funds	Documentation will be noted in teacher lesson plans, regular teacher observations and summative evaluation formats	In progress through 2016.
Current schedules will allow staff to conduct vertical planning meetings across grade levels.	2014-2015	2015-2016	Instructional staff	Local funds	Utilization in lesson plans, instructional objectives, at staff meetings	In progress through 2016.

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: ECAW will be implemented for K-2; 3rd – 8th will continue using Step Up and Six Traits as well as other Writing curriculum in conjunction with ECAW PVP's across grade levels. **Root Cause(s) Addressed:** Based on our data, we clearly haven't had structures in place for students needing to catch up.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
*Implementation of curriculum maps and curriculum calendars with mid-year reviews.	2014-2015	2015-2016	Instructional staff and administration	Local funds	Teacher and administrative reviews mid-year.	In progress now and through 2016
*Regular progress monitoring meetings will create a professional learning community atmosphere in which teachers can share the academic status of their students and subsequently share ideas and needs.	Bi-monthly	Bi-monthly	Instructional staff and school leaders	Local funds	Attendance is expected and progress monitoring forms will be turned into administration each meeting. Data trackers will be created for each grade level to monitor assessment data.	In progress now and through 2016

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*Classroom observations and walk-throughs by school leaders	Through-out the school year.	Through-out the school year.	All school leaders and school leaders from Imagine Schools	Local funds	Documented feedback from school leaders on observations and walk-throughs	In progress now and through 2016.
*Staff development training and support in effective delivery of instruction as related to the Charlotte Danielson Teacher Performance Framework and evaluations tracked in the Teachescape electronic evaluation system.	2014-2015	2015-2016	Instruction staff and school leaders	Local Funds	Documentation will be noted in teacher lesson plans, regular teacher observations and summative evaluation formats	In progress through 2016.
*Staff professional development on Classical Education and the Socratic Method	2014-2015	2015-2016	Instructional staff	Local funds	Utilization in lesson plans, instructional objectives, at staff meetings and teacher observation tool	In progress through 2016.
Adjustments to the RTI process and current communication with SpEd services are being implemented.	2014-2015	2015-2016	Instructional staff	Local funds	Documentation and training of the RTI process with the utilization of Alpine Achievement	In progress through 2016.

* 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 Schools Operating a Schoolwide Program (Optional)

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Tracy	teacher	
Quinn	teacher	
C. Over	teacher	
Amber	teacher	
Tracy	teacher	
Stephanie Bradshaw	teacher	
Van Godby	teacher	
Ellen Callahan	teacher	
Michelle Lulich	teacher	
Deanna Richter	teacher	
Callie Ford	teacher	
Ashley Finner	teacher	
David Jones	teacher	

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **5779** School Name: **MERIDIAN RANCH INTERNATIONAL SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	-	-	80.02%	-	-	
		M	70.11%	-	-	76.81%	-	-	
		W	54.84%	-	-	60.41%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			27	-	-	57	-	-	
		M	44	-	-	50	-	-	
		W	40	-	-	55	-	-	
		ELP	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

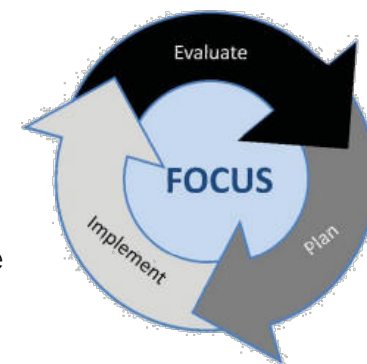
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kimberly Leon- Principal
	Email	kleon@d49.org
	Phone	719-494-2902
	Mailing Address	10480 Rainbow Bridge Dr. Peyton CO 80831
2	Name and Title	Edward Kulbacki -Assistant Principal
	Email	ekulbacki@d49.org
	Phone	719-494-2903
	Mailing Address	10480 Rainbow Bridge Dr. Peyton CO 80831

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative: Meridian Ranch Elementary School (MRES) is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing students in grades K-5. Meridian Ranch has approximately 720 students that all receive core and differentiated instruction in Math, Reading, Writing, and Perspective courses (Gym, Music, Art, Technology, and Project Based Learning).

As part of our Unified Improvement Plan development the DLT (Data Leadership Team) members reviewed the 1 year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments such as TCAP, DIBELS, and Scantron scores from the past 3 years at Meridian Ranch. The team found trends in the disaggregated data amongst many different subgroups. They then prioritized those trends analyzing what growth points should be attacked immediately to target growth and success for the students at MRES. DLT team members then collaborated to identify the priority performance challenges from the eight identified data trends that led to the development of action steps by the BLT (Building Leadership Team) to improve our student achievement. Both the DLT and BLT are made up of different members of the staff and include teachers and administration. The following describes the data trends and Priority Performance Challenges found in MRES data for the staff and students to focus on during the 2014-2015 school year as we all strive to continue to be a high performing school in the Falcon School District. Meridian Ranch is a “Performance” school. We meet in all three Performance indicators including Academic Achievement, Academic Growth, and Academic

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Growth Gaps. However, in our disaggregated data Students with disabilities are “approaching” in Reading, Writing, and Math. Free and Reduced students are in the “does not meet” range in Writing. Meridian Ranch’s data shows that the school “meets” in all other data subgroups. The performance target set for Meridian Ranch in the previous UIP was that all subgroups will improve median growth percentile by 5 percentile points or to 55 if adequate growth was met. The 2014 School Performance Framework shows that Meridian Ranch met most of the performance goals set in the 2013 UIP. However, “minority students” in mathematics decreased from 51% to 44% and remained at Approaching. At the same time “students needing to catch up went from the 66 percentile in 2013 to the 47 percentile in 2014. Subgroup totals were at “Meets” or “Exceeds” in total for all subjects in 2014 except for Mathematics, which is “Approaching”.

To determine the notable trends for this year’s Unified Improvement Plan the team considered 3 years of standardized data from TCAP, MCLASS (DIBELS), and Scantron. The following trends are what the team felt were the most notable. In Reading, for minority students our median growth percentiles have decreased over a three-year span from 62% in 2012 to 61% in 2013 and 59% in 2014. Although well above the state average these percentages continue to trend downward. In Reading, the number of students who are proficient in Non-sense Word Fluency (NWF) at the beginning of second grade is below their scores from prior years and below the district standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was an 11% decrease in proficiency from 1st grade to 2nd grade in NWF. In Reading Scantron results, the number of students who met the Target goal has decreased by 12 % from 2011-2014. The Mean score for all students has decreased by more than 100 in the same time period. The score went from 2506 to 2399. Meridian Ranch is 16% better than the state average in Reading on TCAP. Our 4th grade has raised their Reading scores every year since 2009 as well as increasing the number of advanced students over the years.

In Writing, there is a disparity between boys and girls median growth percentile. The average disparity over a three-year trend has been that 10% more girls meeting their median growth goal than boys. The state average over the same three-year period shows only a 6% gap, which shows there is a greater disparity between boys and girls achievement in grades 3-5 at Meridian Ranch than what is normal at the state level. The percentage disparity of students who were P/A in 2012 was 25%. In 2013 the disparity was 22%. In 2014 the disparity was 26%. These numbers are high compared to a disparity of 8 and 9 percent in math and writing between boys and girls. The number of students who have scored PP or U in writing in grades 4-5 has increased over the last 3 years. In 4th grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U’s. In 5th grade the data shows 36 PP/U’s in 2012, 38 in 2013, and 42 in 2014.

In Math, our total median growth percentile in 4th and 5th grade has dropped sharply over the last three years. In 2012 it was 58%, in 2013 it was 52%, and in 2014 it was 40%. Meridian Ranch now sits at 10% below the state median growth percentile of 50%. In Math Scantron results, the number of students who met the Target goal has decreased following the same cohort of kids since 2011 – 2014. For example third graders (2011) went from 70% to 67% (4th) to 57% (5th), which indicated a downward trend. In Reading, Writing, and Math the growth gaps have all been closing and improving in each of the last three years.

The priority performance challenges were selected by the DLT reviewing all of the discovered trends and then prioritizing them individually. Each member of the committee individually prioritized the notable trends. We took the top three priorities and turned them into our priority performance challenges. Our first priority performance challenge is in Writing. It was clear that there was a large gap in achievement and growth between males and females. There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls were meeting their median growth goal than boys. Our second priority performance challenge is in Math. Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013. Our last priority performance challenge is in K-2 Early Literacy. The number of students who are proficient in NWF at the end of first grade declined at the beginning of 2nd grade, which is below that cohort’s scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 12%. Below is the data that shows these priority performance challenges.

	2012 TCAP Writing % of P/A (grades 3-5)	2013 TCAP Writing % of P/A (grades 3-5)	2014 TCAP Writing % of P/A (grades 3-5)
Girls	71	71	73
Boys	47	49	50

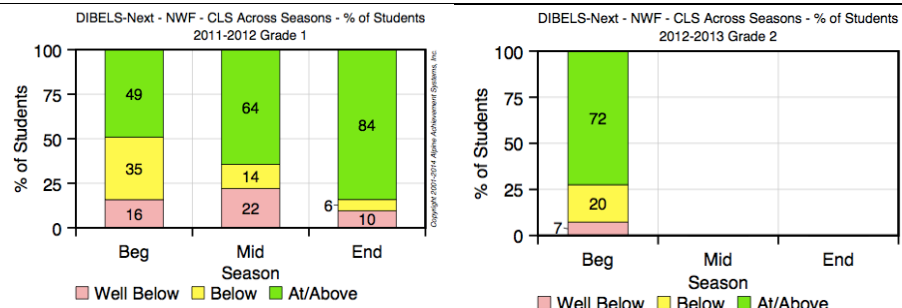
information gathered through alpine achievement

MATH								
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2011-2012			Met Target	Growth Category				
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	279	1705	60%	40	72	75	92	2357
Aggregate	279	1705	60%	40	72	75	92	2357
2012-2013			Met Target	Growth Category				Testing Period 1(7/25/12 to 9/14/12)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	270	1705	57%	36	80	95	59	2350
Aggregate	270	1705	57%	36	80	95	59	2350
2013-2014			Met Target	Growth Category				Fall(7/29/13 to 9/30/13)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	429	1705	52%	50	155	178	46	2272
Aggregate	429	1705	52%	50	155	178	46	2272



The next step in developing our UIP was to investigate the root causes of our priority performance challenges. Our BLT (Building Leadership Team) had two meetings where they looked at the trends, priority performance challenges' and developed the root causes. In Reading, the main causes of our declining NWF scores were as follows: lack of focus on Phonics across all grade levels, professional development in early literacy skills such as phonics and phonemic awareness, and not progress monitoring NWF in DIBELS after BOY in 2nd grade. In Math, a revolving door with curriculum has been a challenge. The staff is excited about the rigor and commitment to NY Engage. Prior to the implementation of NY Engage, the prior curriculum lacked the rigor necessary for students to reach mastery of the Common Core Standards. There has also been some inconsistency with vertical alignment. Another root cause is that the implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago. The district is now fully implementing the standards. In Writing, our root causes include a lack of training and commitment to the curriculum. There are also inconsistencies with multiple programs and how they train teachers. The most glaring root cause is the lack of motivation for boys to want to write.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The targets were met, However, "minority students" in mathematics decreased from 51% to 44% and remained at Approaching. At the same time "students needing to catch up went from the 66 percentile in 2013 to the 47 percentile in 2014. Subgroup totals were at "Meets" or "Exceeds" in total for all subjects in 2014 except for Mathematics, which is "Approaching."	We met in all three Performance indicators including Academic Achievement, Academic Growth, and Academic Growth Gaps. However, in our disaggregated data Students with disabilities are "approaching" in Reading, Writing, and Math. Free and Reduced students are in them "does not meet" range in Writing. Meridian Ranch's data shows that the school "meets" in all other data subgroups. The performance target set for Meridian Ranch in the previous UIP was that all subgroups will improve median growth percentile by 5 percentile points or to 55 if adequate growth was met. The 2014 School Performance Framework shows that Meridian Ranch met most of the performance goals set in the 2013 UIP. In last year's UIP, Meridian Ranch's major improvement strategies were to create a systematic, explicit, and targeted response to intervention. Action steps were implemented right away to include a very systematic master calendar. This guaranteed all students received first instruction as well as interventions as needed.
Academic Growth	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The targets were met, However, "minority students" in mathematics decreased from 51% to 44% and remained at Approaching. At the same time "students needing to catch up went from the 66 percentile in 2013 to the 47 percentile in 2014. Subgroup totals were at "Meets" or "Exceeds" in total for all subjects in 2014 except for Mathematics, which is "Approaching."	
Academic Growth Gaps	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The targets were met, However, "minority students" in mathematics decreased from 51% to 44% and remained at Approaching. At the same time "students needing to catch up went from the 66 percentile in 2013 to the 47 percentile in 2014. Subgroup totals were at "Meets" or "Exceeds" in total for all	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		subjects in 2014 except for Mathematics, which is "Approaching."	
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth Gaps	<p>Reading- for minority students our median growth percentiles have decreased over a three-year span from 62% in 2012 to 61% in 2013 and 59% in 2014. Although well above the state average these percentages continue to trend downward</p> <p>Reading- the number of students who are proficient in NWF at the beginning of second grade is below their scores from prior years and below the district standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was an 11% decrease in proficiency from 1st grade to 2nd grade in NWF</p> <p>Reading- Scantron results, the number of students who met the Target goal has decreased by 12 % from 2011-2014. The Mean score for all students has decreased by more than 100 in the same time period. The score went from 2506 to 2399.</p>	<p>Reading- In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 11%.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • MRES lacks a focus on Phonemic Awareness and Phonics skills across all grade levels • MRES lacks professional development in early literacy skills such as phonics and phonemic awareness • No progress monitoring NWF in DIBELS after BOY in 2nd grade

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Meridian Ranch is 16% better than the state average in Reading on TCAP. Our 4th grade has raised their Reading scores every since 2009 and has the most advanced students ever.</p> <p>Math- our total median growth percentile in 4th and 5th grade has dropped sharply over the last three years. In 2012 it was 58%, in 2013 it was 52%, and in 2014 it was 40%. Meridian Ranch now sits at 10% below the state median growth percentile of 50%.</p> <p>Math- Scantron results, the number of students who met the Target goal has decreased following the same cohort of kids since 2011 – 2014. For example third graders (2011) went from 70% to 67% (4th) to 57% (5th), which indicated a downward trend.</p>	<p>Math- Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013</p>	<p>Math:</p> <ul style="list-style-type: none"> • No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment • Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards • The implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago.
	<p>Writing- there is a disparity between boys and girls median growth percentile. The average disparity over a three-year trend has been that 10% more girls meeting their median growth goal than boys. The state average over the same three-year period shows only a 6% gap, which shows there is a greater disparity between boys and girls achievement in grades 3-5 at Meridian Ranch than</p>	<p>Writing- There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Lack of topics/prompts that engage our male population in writing • Lack of training and commitment to the writing curriculum last year • Lack of motivation for boys to want to write

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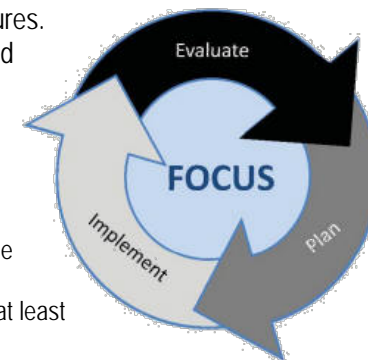
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>what is normal at the state level. The percentage disparity of students who were P/A in 2012 was 25%. In 2013 the disparity was 22%. In 2014 the disparity was 26%. These numbers are high compared to a disparity of 8 and 9 percent in math and writing between boys and girls. The number of students who have scored PP or U in writing in grades 4-5 has increased over the last 3 years. In 4th grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U's. In 5th grade the data shows 36 PP/U's in 2012, 38 in 2013, and 42 in 2014.</p> <p>Overall: In Reading, Writing, and Math the growth gaps have all been closing and improving in each of the last three years.</p>	were meeting their median growth goal than boys.	
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2 nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1 st to 2 nd grade in NWF of 11%.	Even though 81.3% of our students of our students are P/A in reading, our current state percentile ranking is only 70th in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5.4% from 70% to 75.4%	Even though 81.3% of our students of our students are P/A in reading, our current state percentile ranking is only 70th in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5.4% from 70% to 75.4%	CMAS/PARCC Benchmark overall academic achievement scores administered in the spring will meet or exceed the achievement targets.	-Close the Non-sense word fluency gap for all second grade students before they enter third grade
		M	Our median growth percentile in TCAP for 4 th and 5 th grade declined from 58% in	Even though 62.5% of our students of our students are P/A in math, our current state	Even though 62.5% of our students of our students are P/A in math, our current state	CMAS/PARCC Benchmark overall academic achievement scores administered in the spring	-Raise our level of rigor in math in order to increase our overall growth rates

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			2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013.	percentile ranking is only 66 th in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6.5% from 66% to 72.5%	percentile ranking is only 66 th in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6.5% from 66% to 72.5%	will meet or exceed the achievement targets.	
		W	There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls were meeting their median growth goal than boys.	Even though 68.8% of our students of our students are P/A in reading, our current state percentile ranking is only 53rd in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 7.1% from 60% to 67.1%	Even though 68.8% of our students of our students are P/A in reading, our current state percentile ranking is only 53rd in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 7.1% from 60% to 67.1%	CMAS/PARCC Benchmark overall academic achievement scores administered in the spring will meet or exceed the achievement targets.	- Increase the level of proficiency of our male writers in order to close the 22% gap between our boy/girl subgroup in writing
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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- Increase the level of proficiency of our male writers in order to close the 22% gap between our boy/girl subgroup in Writing.

Root Cause(s) Addressed:

- Lack of topics/prompts that engage our male population in writing
- Lack of training and commitment to the writing curriculum last year

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Evaluate the current curriculum for topics that are high interest to our male students	Nov-May	Aug-May	Administration and all classroom teachers and special education teachers	N/A	Curriculum reviews in PLC meetings to locate and evaluate various possible topics/prompts	In Progress
Provide additional training in CraftPlus, the current writing program	Mar-May	Aug	Administration and all classroom teachers	Local Funding	Progress monitoring of male students growth using writing rubrics	Not Begun
Establish a male mentoring program with a focus on writing growth and engagement	Nov-May	Aug-May	Male staff members	N/A	Student writing conferences bi-weekly within the mentoring program. Male teachers will meet	In Progress

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					quarterly to monitor growth and engagement. They will also plan semester assembly for male students in grades 3-5	

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Raise our level of rigor in math in order to increase our overall growth rates.
Root Cause(s) Addressed:

- No consistency in math programs over the past few years and inconsistent and/or lack of vertical alignment
- Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards
- The implementation of the new Colorado Academic Standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago which measured two different sets of standards.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Continue the implementation of our EngageNY math curriculum to provide needed consistency and needed rigor to prepare for the PARCC Assessments	Aug-May	Aug-May	Administration and all classroom teachers	Local Funding	Pre/post assessments for each module. Data will be brought to PLC meetings to evaluate and make instructional adjustments	In Progress
Provide teacher teams the needed time for vertical alignment to ensure the essential and rigorous Colorado Academic Standards are the focus of instruction	Aug. May	Aug. May	All grade level teams	N/A	Curriculum Maps and team discussions during PLC's	In Progress
Evaluate our BOY, MOY, and EOY Scantron data with the EngageNY Module assessments to ensure accurate alignment of Colorado Academic Standards	Aug-May	Aug-May	Administration and data leadership team	N/A	BOY, MOY, and EOY data digs that are led by the data leadership team and shared out to the staff	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: Close the Non-sense word fluency gap for all second grade students before they enter third grade.

Root Cause(s) Addressed:

- Lack of focus on Phonemic Awareness and Phonics skills across all grade levels
- Lack of professional development in early literacy skills such as phonics and phonemic awareness
- Limited progress monitoring NWF in DIBELS after BOY in 2nd grade

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Provide professional development in early phonemic and phonic strategies for teachers in grades K-3	Aug-May	Aug-May	Administration and all K-3 teachers	Local Funding/READ Act funding	BOY, MOY, and EOY benchmark assessments as well as progress monitoring reports from Amplify.	In Progress
Progress monitor NWF throughout the entire second grade year and provide needed interventions	Aug-May	Aug-May	All 2 nd grade teachers	N/A	Progress monitoring in DIBELS Next	In Progress
Investigate the structure of our ELA block and evaluate the amount of focus that is placed on phonemic and phonic direct instruction	Jan-May	Aug-May	Administration, classroom teachers, and special education teachers	Local funding	Administrative observations, curriculum reviews, and staff input.	Not begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **6483** School Name: **ODYSSEY ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	-	-	71.37%	-	-	
		M	70.11%	-	-	62.34%	-	-	
		W	54.84%	-	-	47.96%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			32	-	-	52	-	-	
		M	53	-	-	52	-	-	
		W	45	-	-	48	-	-	
		ELP	28	-	-	66	-	-	

School Code: **6483**

School Name: **ODYSSEY ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: ODYSSEY ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

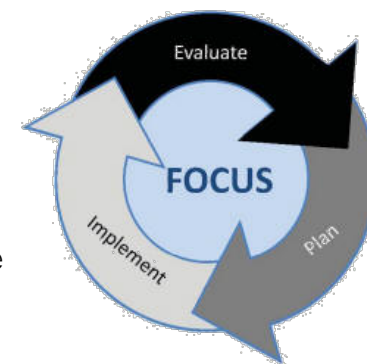
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Pamela Weyer, Principal
	Email	pweyer@d49.org
	Phone	719-494-8617
	Mailing Address	6275 Bridlespur Avenue Colorado Springs, CO 80922
2	Name and Title	Rebecca Thompson, Assistant Principal
	Email	rthompson@d49.org
	Phone	719-494-8618
	Mailing Address	6275 Bridlespur Avenue Colorado Springs, CO 80922

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Narrative:

Description- *Odyssey Elementary is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K -5th grade school serving a diverse population of 550 students. We currently have a teaching staff of 40 dedicated and hardworking teachers. Students come to OES from a variety of cultural backgrounds. The school has approximately 43% of the students eligible for free/reduced lunch. OES is a Title I school.*

Team Involvement- *The Leadership team reviews data (to include SPF and Section 1 on the Unified Improvement Plan) annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, and*

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administration through our School Performance Frameworks. OES “meets” the state and federal expectation for academic achievement (overall), along with academic growth and growth gaps (subgroups).

Review of data sources-

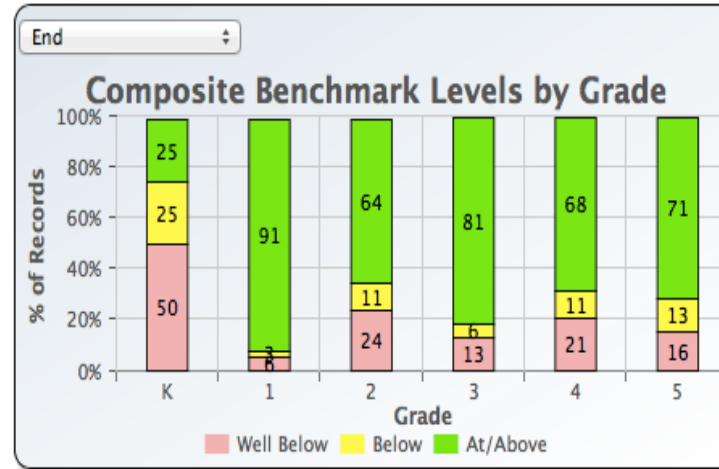
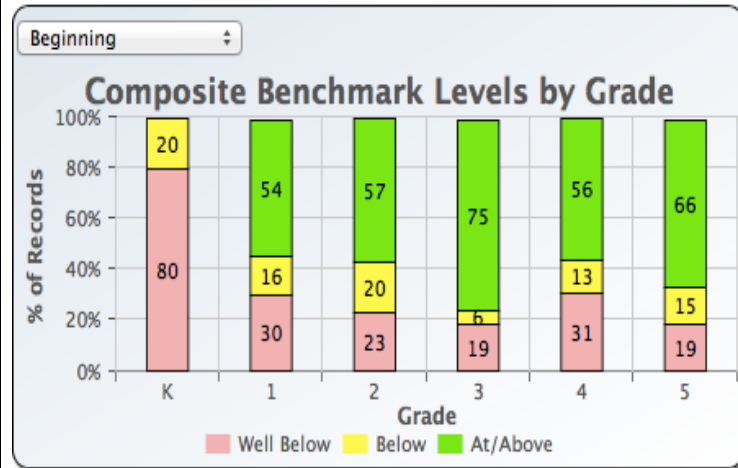
In examining our 1 year and 3 year SPF, we notice that our three year data is actually more positive, meaning that our state testing from last year was not our best. Our third grade achievement data was especially discouraging in reading, writing and math. Our growth data, however, was very good in reading, writing, and in our ELL population of students where we either met or exceeded the state expectation.

2014 TCAP testing results have recently been released and we were quite disappointed to see that our 3rd graders had an 11 percentage points decrease in our 3rd grade reading achievement. Based on this drop, along with our historic downward trend in 3rd grade reading achievement over the past few years, we have determined that we have some work to do in the area of reading instruction to ensure that more students are leaving third grade as proficient readers. It does not appear that any one subgroup is the cause for the low scores, as it is consistent across the board. Based on our current needs assessment, we have a greater number of students each year who are not leaving third grade as proficient readers. We have also identified that we are under-identifying G/T students and are not currently meeting the needs of highly proficient students. We need to consider ways to best meet their needs. ELD, STEM, Technology and Rtl all are still areas where support is needed to help students advance in reading and math.

Over the years, our staff has learned more about the needs of Dyslexic students and is seeking training, instructional strategies and interventions to best meet the needs of the 15-20% of our students who have this reading challenge. In collaboration with school, zone and district funding, we are become a LEx school where teachers are trained to recognize and provide strategies for students who need accommodation and skills to overcome dyslexia. Many of the action steps in our Major Improvement strategy #1 are in place to address this need. A comprehensive screening process was used to identify the appropriate students. Professional development includes 5 days of literacy training through The Colorado Literacy and Learning Center to increase knowledge of the literacy process and to provide teaching strategies to meet the needs of a diverse classroom of reading abilities. We examine our interventions on an ongoing basis to ensure students are making adequate gains.

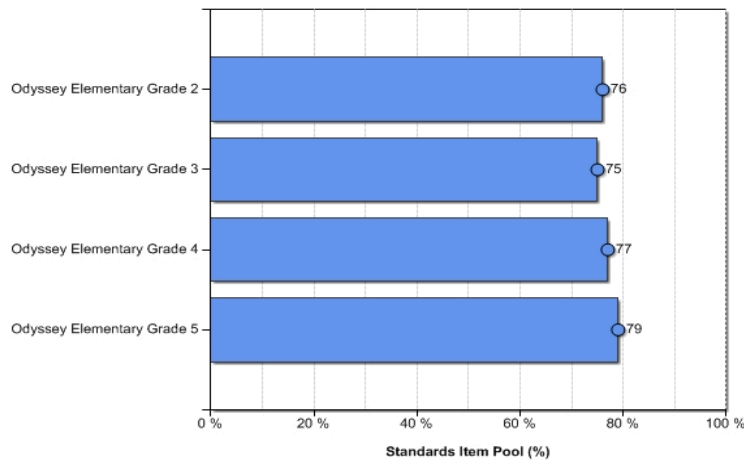
Data is analyzed from many sources to include, Scantron, DIBELS, and our new computerized intervention program, as well as READ plans to see if data trends exist across multiple measures. DIBELS data has a great accessibility now with participation in the state grant received for Amplify (MClass), which allows for digital progress monitoring and accountability. This tool allows teachers and administrators to pinpoint areas of strength and growth areas easily. It also allows for viewing of progress monitoring data by all teachers who interact and support students with Reading. In all content areas, discussions around rigor are taking place to ensure students are ready for the increased expectations in regards to Colorado Standards. Scantron (reading and math) data is also used three times per year to determine student success in grades 2-5. Since we now have READ plan data from one full year, we can include this measure to determine the number of students who have a significant reading deficiency each year and monitor the effectiveness of the plans to reduce the number of students who need them. All data from DIBELS, Scantron and READ plans is included below:

Beginning/End of the year DIBELS



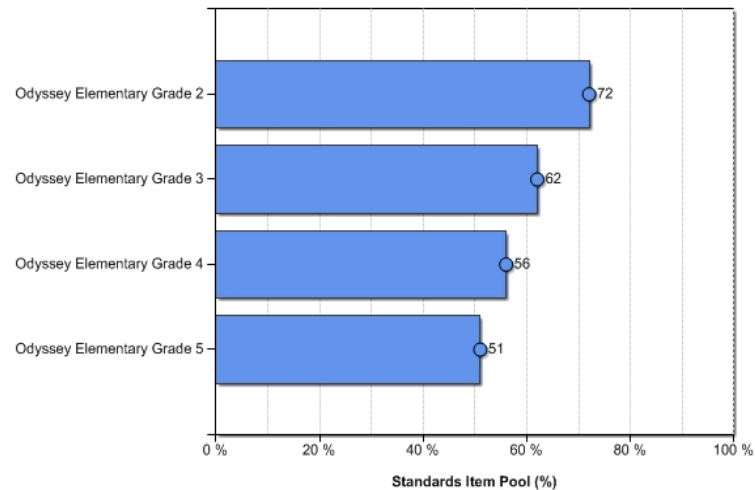
Reading Scantron for 2013-14

Reading Overall SIP
Report Date: 10-24-2014

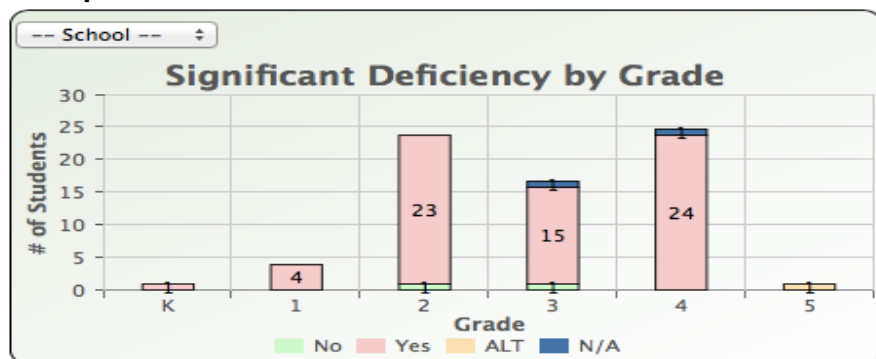


Math Scantron

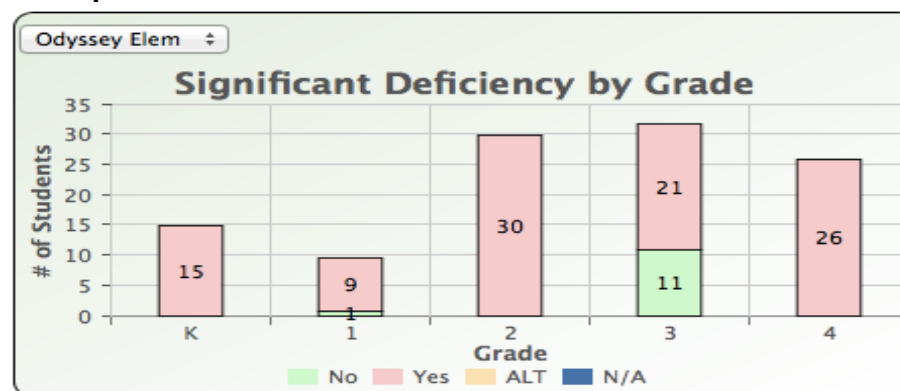
Math Overall SIP
Report Date: 10-24-2014
Version: English



READ plan data from 2013-14



READ plan data from 2014-15



While state assessments are an important measure, it is only one of the measures we use to determine whether students are continuing to grow academically. Historically, we have focused primarily on academic achievement of our students without dedicating the same focus on growth. This year, partly due to SB 191, our entire staff has increased our examining data relative to the growth of students in a variety of assessments. Teachers are individually looking at data to insure that students are making more than adequate growth to be successful. With the implementation of the READ Act, there is also more concentration to analyze DIBELS data to diagnose and intervene in whatever area a child experiences a reading component deficit.

Scantron benchmark assessments give us a more frequent view of student performance over time as we analyze gains made from the beginning of the year, mid year, and end of the year. Skills are identified and interventions are applied to fill learning gaps.

While making a consistent 3% growth each year is our goal, it is also important for us to consider how cohort groups of students are performing over the course of the year to see if they are making adequate gains. Scantron allows us to consider scores by teacher, subgroup and grade to determine which groups to target and which skills are lacking. Over the course of the next 2 years, we will continue to track the progress of all subgroups so that interventions and instructional strategies are aligned with the students with the most need.

Notable Trends and Priority Challenges:

The priority challenges for our school are:

Math scores have decreased

Math growth and growth gaps are the area we are still in the approaching category

Math achievement scores have decreased

Reading scores have decreased

Reading growth consistently meets the state expectation

Positive growth is occurring across all content areas

Root Cause & Verification:

Because our academic growth meets the state expectation, we focused on determining a root cause for academic achievement in reading and math and used previous TCA, Scantron, and DIBELS data to make this determination. The following root causes were determined by a team:

- We need to examine and verify that our assessments reading, writing, and math are aligned with the curriculum. Communication between support staff and regular education teachers is critical to provide a cohesive and consistent approach to the curriculum. In writing we need a school-wide alignment of both expectations by grade level, practice in evaluating written assignments and to continue our newly consistent approach to teaching writing. In math, we need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.*
- We need to go through the literacy standards to ensure that teachers are focusing on the critical skills/standards at each grade level.*
- In order for adequate academic achievement and maximized growth to occur, students must have their initial need met: the need for a safe, orderly and inviting learning environment.*
- A number of students in each grade level continue to have challenges in reading even with the support of reading interventionists and Special Education teacher. We have determined that a targeted intervention for students who exhibit dyslexic traits, along with certain instructional strategies might better meet their needs. To do this, our school will restructure many ways we use our title funds to meet the needs of very specific learners and more training will be provided in the area of literacy to all teachers.*
- We have also identified that our school is under identified in G/T. In order to push proficient readers into higher learning, we must address the needs of our proficient readers.*
- ELD student needs will be addressed with more support from an ELD para, along with the ELD teacher*
- STEM skills (specifically math) will be addressed through a STEM para to support students in Math, along with the STEM teacher*

Stakeholder Plan Development:

Our School Advisory Committee (SAC) examined our School Performance Framework to consider possible causes as well as strategies to address the areas our school did not meet the state expectation. The principal and assistant principal met with all grade level teams and support

teachers to examine root causes and build an action plan to address the causes. The School Advisory Committee (SAC) reviewed the School Performance Framework to consider the data and suggestions for improvement in all areas where we did not meet the state expectation for growth gaps. Central Office administrative staff will also review the plan. Action steps are posted throughout the school to inform our school community of the steps we will take to address student achievement. Parent involvement will include an annual STEM night when families will be able to participate in activities to enhance math and science skills. Preschool parents are always invited to participate in any activities where parents are invited. We also have annual presentations to parents to explain how Title programs/interventions and schoolwide initiatives support all students but specifically students who have academic struggles in reading, writing or math.

The School Advisory Committee (SAC) is informed of the Title I budget that was created at the end of the previous year. The principal and/or Title I interventionists present the types of Title I interventions to be used throughout the year at a yearly SAC meeting. In addition, at our Back to School Night parents are informed that we receive Title I funds to support literacy and math in our school. The school's parent compact and policy is attached to this UIP. Each year the SAC also reviews the UIP.

Teacher recruitment of highly qualified teachers is essential for increased achievement. Overall, OES continues to have many teachers retained from year to year. This year, a total of 3 teachers were hired to fill vacancies. We work with the Human resources department to ensure only highly qualified teachers are offering instruction. All of our interventionists also meet the highly qualified expectation for a title school.

Parent Involvement will also be increased this year to provide parents with multiple opportunities to learn more about the strategies used within the school to assist their children. Interventionists will train parents in providing the best support at home in reading and math. Multiple opportunities around reading and math will be offered to encourage parents to get involved in their child's school and education such as Bingo for Books and STEM night.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	n/a	n/a	
	n/a	n/a	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 Growth	n/a	n/a	<p>Reading: Since we are meeting our target in all of the subgroups except Students with Disabilities, we might not be doing the correct interventions or for the students. A new intervention program and training has been introduced at the beginning of the 2014-2015 school year.</p> <p>Math: While our MGP has gone up or stayed the same in each area it has not gone up as fast as we hoped. We believe the reason for this is that we have only had school wide interventionist for one year. This year the interventionists are school wide and we are focusing in math in at the intermediate level.</p>
	n/a	n/a	
Academic Growth Gaps	Reading: By the end of the 2013-14 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved	The target was met in 4 of the 5 student subgroups. Our median student growth percentile in Reading (Students with Disabilities) was 38 as measured by SGP and has the rating of Does Not Meet.	
	Math: By the end of the 2013-14 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved	The target was met in 2 of the 5 student subgroups. Our median student growth percentile in Math, Free/Reduced Lunch Eligible (44), Minority Students (52), Students with Disabilities (47) all have the rating of approaching. English Learners (56) and students needing to catch up (58) meet MGP as measured by SGP.	
Postsecondary & Workforce Readiness	n/a	n/a	
	n/a	n/a	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	Reading Proficient & Advanced combined for 3 rd -5 th grades: 2012-74%; 2013-74%; 2014-71% <ul style="list-style-type: none"> Overall, reading achievement has continually gone down while student growth has increased. Academic growth meets the state expectations. Students With Disabilities have continually gone down. 	In the last 3 years Students with Disabilities do not meet state expectations for growth.	We need to go through the literacy standards to ensure that teachers are focusing on the critical skills/standards at each grade level. A number of students in each grade level continue to have challenges in reading even with the support of reading interventionists and Special Education teacher. We have determined that a targeted intervention for students who exhibit dyslexic traits, along with certain instructional strategies might better meet their needs. To do this, our school will restructure many ways we use our title funds to meet the needs of very specific learners and more training will be provided in the area of literacy to all teachers.
	Math Proficient & Advanced combined for 3 rd -5 th grades: 2012-70%; 2013-64%; 2014-62% <ul style="list-style-type: none"> Academic growth is approaching state expectations. Math achievement is going down but student growth is going up. 	Supporting struggling students to fill gaps while trying to also teach them grade level standards.	STEM skills (specifically math) will be addressed through a STEM para to support students in Math, along with the STEM teacher.

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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	<p>We have met the states expectations for growth in reading, and writing but not in math.</p> <p>Our median growth in each area over three years is: Reading- 52, Math 52 and Writing 48</p>	Even though Median Growth Percentile went from 49 to 52 our rating in math went from meets to approaching.	<p>Teachers do not have a consistent math program due to the new Common Core Standards. Currently all the teachers are pulling math resources form many different sources.</p> <p>This was the second year that we have had math interventionist at all grade levels and we were able to see growth but not enough. Math interventionist will be in their third year at all grade levels to help us improve in student growth.</p>
	ELP- We have exceeded adequate growth on both the 1 & 3 year SPF	N/A	N/A
Academic Growth Gaps	<p>Reading:</p> <ul style="list-style-type: none"> Student with disabilities continue to not meet the state expectation for growth. Students with disabilities are currently at 38 but need to grow to 63. All other subgroups have gone up over the last 3 years. 	Students with Disabilities are our largest challenge in reading.	<p>Students with disabilities are being better identified for specific needs and those areas are being addressed.</p> <p>We might not have been using the correct programs to help Students with Disabilities. This year all interventionist and SPED teachers are using a new program to help with the need.</p>
	<p>Math:</p> <ul style="list-style-type: none"> Free/Reduced Lunch, Minority Students, and Students with Disabilities are approaching state expectations. Students with Disabilities subgroup had the largest gap (29 percentile points) and are approaching the state expectation. There is less of a gap this year than there was last year. Even though we are still approaching 	Students with Disabilities are still an area that needs to have more growth.	We need to examine and verify that our assessments in math are aligned with the curriculum. Communication between support staff and regular education teachers is critical to provide a cohesive and consistent approach to the curriculum. We need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.

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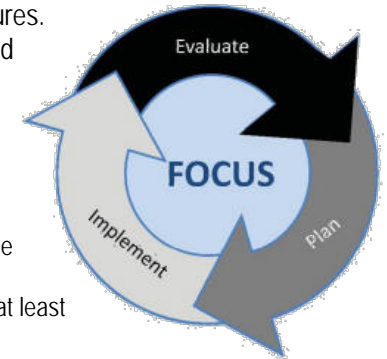
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>state expectations, we are making good growth. We now have two areas that meet state expectations; English Learners and Students Needing to Catch Up are meeting the states expectation.</p> <p>Writing:</p> <ul style="list-style-type: none"> Over the last three years writing has met the state expectations for growth gaps. English Language Learners exceed the state expectations, and Minority Students Meet the state expectations. Free and Reduced Lunch, Students with Disabilities, and Students Needing to Catch Up are approaching the state expectations. 	<p>Students with Disabilities are the greatest need for improvement with 21 percentile points behind state expectations.</p>	<p>We have found that the current writing program that we are using is not helping us close the gaps and the we are in the process of determining a new program that will meet the needs of all of our students.</p>
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Our achievement in reading does not meet the state's expectation	We are currently performing at the 38 th percentile. Our goal is to be at the 43 th percentile.	Our goal for the 2015-16 SY is to be at the 48 th percentile.	The state will continue to provide a school percentile ranking	: Ensures that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing individualized instruction to meet all learner profiles, including students with

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							Dyslexic characteristics
		M	Our achievement in math does not meet the state's expectation	We are currently performing at the 21 st percentile. Our goal is to be at the 27 th percentile.	Our goal for the 2015-16 SY is to be at the 33 rd percentile.	The state will continue to provide a school percentile ranking	: Ensures that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing individualized instruction to meet all learner profiles, including students with Dyslexic characteristics
		W	Our achievement in writing does not meet the state's expectation	We are currently performing at the 24 th percentile. Our goal is to be at the 38 th percentile.	Our goal for the 15-16 SY is to be at the 45 th percentile	The state will continue to provide a school percentile ranking	: Ensures that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing individualized instruction to meet all learner profiles, including students with Dyslexic characteristics
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	n/a	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
		W	n/a	n/a	n/a	n/a	n/a
		ELP	n/a	n/a	n/a	n/a	n/a

Academic Growth Gaps	Median Growth Percentile, local measures	R	See same target as achievement from above	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
		W	n/a	n/a	n/a	n/a	n/a
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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 that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners and providing individualized instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading, math and writing.

Root Cause(s) Addressed: Due to the fact that our achievement in reading, writing and math has gone down, we need to examine and verify that our assessments in reading and math are aligned with the curriculum. Communication between support staff and regular education teachers is critical to provide a cohesive and consistent approach to the curriculum. In writing we need a school-wide alignment of both expectations by grade level, practice in evaluating written assignments and to continue our newly consistent approach to teaching writing. In math, we need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards. In reading, we have many interventions in place but are not meeting the needs of many students who exhibit dyslexic traits.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

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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)
	2014-15	2015-16				
Train staff to unwrap standards, establish essential skills, and use PLCs to create common assessments Math (2013-14), Reading (2014-15) and Writing (2015-16)	August – May 2014-15	August – May 2015-16	Administration All classroom & Discovery teachers	n/a	Math notebooks by team Lists of essential skills Uploads to Schoology	In progress
Support the creation of working notebooks, & uploads to Schoology by grade level, to house all standards, common assessments and learning scales in math (2013) and reading (2014) and writing (2015)	August – May 2014-15	August – May 2015-16	Administration All classroom & Discovery teachers	n/a	Quarterly checks of notebooks by administration at PLC meetings & Uploads to Schoology	In progress
Specific students in need K-5 will be instructed through a Title I interventionist using specific intervention programs in the areas of Math and Reading, aligned with a diagnosed reading/math need	August – May 2014-15	August – May 2015-16	Title I intervention teachers	Federal funding: Title I \$44,616	# of students who are progress monitored each week by interventionists and # of students who exit the support programs, DIBELS & AIMSweb	In progress
Interventionists and new staff will be professionally trained in research-based intervention and small group instructional programs	August – May 2014-15	August – May 2015-16	Title I intervention teachers and new staff	Federal funding: Title I \$3,700	# of students who are progress monitored each week by interventionists and # of students who exit the support programs	In progress
Purchase resources and Increase use of technological resources to enhance learning for Tier 1, 2, and 3 students (projectors and SMART boards) to meet visual and hands-on learning styles	August – May 2014-15	As needed 2015-16	All classroom teachers K-5	Federal funding: Title I \$8,000	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	Purchase- Completed Use- Ongoing
'Parent Involvement Nights' will help educate parents in how to best help their child to succeed in reading / math and form a positive, comfortable	LEx-Sept. Read/Math-Jan	LEx-Sept. Read/Math	Staff and Administration	Federal funding: Title I \$5,500	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In progress

relationship between families & staff	2014-15	2015-16				
Provide an on-line assessment and progress monitoring tool (Mclass/Amplify) that supports the RtI process and helps K-3 rd & 4 th and 5 th grade teachers to determine gaps in their students' understandings in reading	August – May 2014-15	August – May 2015-16	4 th and 5 th grade teachers	Federal funding: Title I \$3400	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	Ongoing
RtI Support: Provide substitute coverage to allow teachers to review specific and targeted needs of upcoming students in the RtI process (during SST meetings) throughout the year and to provide coverage for the classroom teacher to provide progress monitoring to struggling readers	August-May 2014-15	August-May 2015-16	Administrators Counselor All classroom teachers K-5	Federal funding: Title I \$2200	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	Ongoing
RtI Support: Provide substitute coverage to allow teachers to delve into interventions and create READ and RtI plans in Alpine Achievement	Sept. 2014	Sept. 2015	All classroom teachers K-5	Federal funding: Title I \$1200	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	Completed
Technology Integration Specialist will provide tech related professional development to enhance teachers' ability to create engaging lessons and deliver apps for interventions	August – May 2014-15	Aug.- May 2015-16	Technology Integration Specialist Classroom Teachers	Federal Funding Title I \$1500 stipend	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In Progress
Provide a half time G/T teacher to push proficient readers into higher level reading instruction and learning	August-May 2014-15	Aug. – May 2015-16	Teachers	Federal Funding Title I \$20,688	Increased number of students moving from proficient to advanced	Beginning
Provide additional ELD para support by making our half time person into a full time para to provide support to our struggling ELD students in reading	August – May 2014-15	August-May 2015-16	ELD teacher and para	Federal Funding Title 1 \$7,958	Increased academic achievement for all ELL students	Beginning
Provide a STEM para to our STEM program which will increase the amount	August-May	Aug. – May	STEM para and teacher	Federal Funding Title I	Increased scores in CMAS (Science), Science Scantron	Beginning

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of support (math and reading) to all students in the STEM lab	2014-15	2015-16		\$15,609		
Recruit and retain highly qualified teachers where teachers feel valued and choose to remain in our school through a collaborative hiring process with multiple stakeholders	2014-15	2015-16	Admin	n/a	Teacher satisfaction and evaluation	Ongoing
To support the literacy instruction grades 2-4, hire three paras, one at each grade level to support students in reading and math	2014-15	2015-16		Federal Funding Title 1 \$55,962	DIBELS, Scantron, PARCC, Fountas & Pinnell	Beginning
Purchase electronic media to supplement the classroom instruction with a reading and math online program- Lexia & Scootpad	2014-15	2015-16		Federal Funding Title I \$6,000 for 2014-15 only	Scantron, DIBELS, PARCC	Beginning
Provide professional development in the area of READING through The Colorado Literacy and Learning Center to provide every teacher with the foundations needed for literacy instruction, specifically in the area of Dyslexia	2014-15	n/a	Lynne Fizthugh (consultant through Colorado Literacy and Learning Center)	District funding- Title II	Scantron, DIBELS, Fountas & Pinnell, PARCC	Completed
Provide supplies for addressing the needs of dyslexic students to include electronic subscriptions, phonics materials and additional curriculum resources (Take Flight, Rite Flight, Learning Ally, Times Tails, 2+ 2, Handwriting without Tears, etc.)	August-May 2014-15	August – May 2015-16	Classroom Teachers and LEx Interventionists	Federal Funding Title I \$12,663	Progress monitoring data	In progress
Provide Take Flight intervention to students in grades 2-4 who through multiple assessment measures have demonstrated traits of dyslexia.	August – May 2014-15	August-May 2015-16	Take Flight intervention specialists	Zone and District FTE provided	DIBELS & AIMSWeb	Beginning
Group identified students for	August &	August &	Classroom	n/a	DIBELS, Scantron, PARCC	Beginning

intervention purposes and instructional strategies within grades 2-4 to meet the needs of dyslexic profiled students	May 2014-15	May 2015-16	Teachers in grades 2-4			
Use a variety of assessments to determine the success of our programs	August-May 2014-15	August-May 2015-16	Classroom Teachers/Administration/ Interventionists/ Rtl team	n/a	DIBELS, AIMSweb, PARCC, Fountas & Pinnell, Scantron Grade level common assessments	Ongoing
Preschool teacher will work in close collaboration and other staff to ensure that preschool students coming to Kindergarten are well prepared for their Kindergarten experience	2014-15	2015-16	Preschool and Kindergarten staff	n/a	BOY assessment scores GOLD preschool assessment	Ongoing

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the *Capturing Kids' Hearts* relational framework.

Root Cause(s) Addressed: In order for adequate academic achievement and maximized growth to occur, students must have their initial need met: the need for a safe, orderly and inviting learning environment.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Teachers will create class 'social contracts' at the beginning of each school year	August 2014	August 2015	All classroom and Discovery teachers	n/a	Observable class contracts in each classroom	Completed
Greet all students at the start of the day in some manner either physically or verbally	August – May 2014-15	August-May	All classroom and Discovery teachers	n/a	Observation and periodical checks by administration	In progress

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		2015-16				
All school personnel will utilize the "4 Questions" from the Capturing Kid's Hearts program to help redirect a child who is not following the rules of the contract	August – May 2014-15	August-May 2015-16	Administration and All classroom and Discovery teachers	n/a	Observation and periodical checks by administration	In progress
Process champion identified teacher and admin will continue to coach and train around the Capturing Kids' Hearts philosophy	August – May 2014-15	August-May 2015-16	Zone Leader Administration 2 School Representatives	n/a	Quarterly reports and outcomes from committee meetings	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: In order to maximize student learning potential, all staff will adhere to the Wellness Policy and will participate in the events coordinated by the Coordinated School Health Committee in conjunction with the Community First Committee.

Root Cause(s) Addressed: In order for adequate academic achievement and maximized growth to occur, students must be healthy, both mentally and physically.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Staff will allow students to consume 'treats' at school parties only 4 times per year (1 time per quarter). All other celebrations will consist of foods from the "Wellness Guidelines".	August – May 2014-15	August-May 2015-16	Administration All Staff Students/Parents	n/a	Observation by students, teachers and parents	In Progress
Staff will change "Fat Fridays" to "Fit Friday" each month and offer healthy snack alternatives in the Teacher's Lounge	August – May 2014-15	August-May 2015-16	Administration All Staff	n/a	Observation of ratio of healthy snacks to unhealthy snacks offered in the lounge	In Progress

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Multiple staff members will participate in the District Fitness Challenge	Spring 2014	Fall 2015	Administration Staff	Coordinated School Health Grant	Number of steps taken/hours spent in exercise or pounds lost	In Progress
The "Community First" committee will lead students, parents and staff in a school wide "Turkey Trot" run/walk and healthy breakfast.	November 2014	November 2015	Administration All Staff Students/Parents	Coordinated School Health Grant	Number of students, parents and staff participating in the run	Completed for 2014
All students will be involved in a <i>Jump Rope for Heart</i> activity during PE class	April 2015	November 2015	PE Teacher Students	n/a	Data on minutes of jumping collected by PE teacher	In progress
All 3 rd , 4 th and 5 th grade students will participate in "Fitnessgram" fitness testing and goal setting	October 2014 & April 2015	October 2015 & April 2016	PE Teacher Students	n/a	Results of increased growth measured from pretest in October to post test in April	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 Schools Operating a Schoolwide Program (Optional)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	<i>The comprehensive needs can be found on page 6 in the Data Narrative and on page 19 in the Action Plan.</i>
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	<i>Our reform strategies to strengthen core programming can be found on page 6 in the Data Narrative and page 19 in the Action Plan.</i>
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	The professional development plan is outlined on page 6 in the data narrative and pages 19 & 22 in the Action Plan.
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	The plan to involve the community (staff and parents) is described in the Data Narrative pages 9 & 10 and also in the Action Plan on page 20

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	Teacher recruitment is addressed on page 10 in the Data Narrative and on pages 21 in the Action Plan
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Data Analysis is addressed in the Data Narrative pages 6-8
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Interventions are addressed on pages 6, 20 & 22
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	Parental involvement is addressed in the Data Narrative page 10 and in the Action Plan on pages 9 & 10.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	Preschool Transition Plan is addressed on page 22 in the Action Plan
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	<i>Title funds are used in coordination with other resources and are addressed on pages 19-22</i>

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2014-15

Organization Code: 1110

District Name: FALCON 49
SPF Year: AEC: Performance

School Code: 6810 School Name: PATRIOT LEARNING CENTER

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Achievement (Status)	State Required Measure TCAP, CoAlt/ , Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60 th percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			-	21.44%	35.40%	-	42.34%	36.59%	
		M	-	9.96%	4.40%	-	23.36%	1.01%	
		W	-	16.68%	14.60%	-	25.55%	11.25%	
	Supplemental Measures: Description: Required if TCAP data are not available for the school. Scantron: Description: the percent of students increasing at least one grade level was: Expectation: below 90 percent but at or above 60 percent of students	R	Elem	MS	HS	Elem	MS	HS	
			-	60.0%	60.0%	-	45.8%	27.3%	
		M	-	60.0%	60.0%	-	50.9%	13.0%	
		W	-	-	-	-	-	-	
		S	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations				2013-14 School Results			Meets Expectations?
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60 th percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			-	43.2	46.8	-	38	49	
		M	-	31.8	42.0	-	43	36	
		W	-	35.8	43.4	-	39	46	
	Supplemental Measures: Description: Required if TCAP data are not available for the school. Scantron: Description: the percent of students achieving their target growth was: Expectation: below 90 percent but at or above 60 percent of students	R	Elem	MS	HS	Elem	MS	HS	
			-	60.0%	60.0%	-	50.0%	40.5%	
		M	-	60.0%	60.0%	-	52.2%	41.7%	
		S	-	-	-	-	-	-	
		ELP			-			-	

School Code: 6810

School Name: PATRIOT LEARNING CENTER

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	86.46%	89.95%	Overall AEC Rating for Growth Gaps: Meets * Consult your AEC School Performance Framework for the ratings for each measure.	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	7.69%	3.23%		
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60 th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	55.8%	83.3% completing using the 7 year rate	Exceeds	Overall AEC Rating for Postsecondary & Workforce Readiness: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60 th percentile of all AECs (baseline of 2009-10).	11.3%	4.6%	Meets	
	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60 th percentile of all AECs (baseline of 2009-10).	15.5	16.3	Meets	

School Code: 6810

School Name: PATRIOT LEARNING CENTER

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	(All Schools) The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	AEC: Performance	Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review by January 15, 2015. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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.

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School Improvement Support (SIS) Grant	Title I competitive grant that support 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.

School Code: 6810

School Name: PATRIOT LEARNING CENTER

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?	1. \$1000: Women's Studies Falcon Education Foundation Grant 2. \$1000: Fish and Veggies Falcon Education Foundation Grant
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> Other: Title 1a-Targeted Assistance	

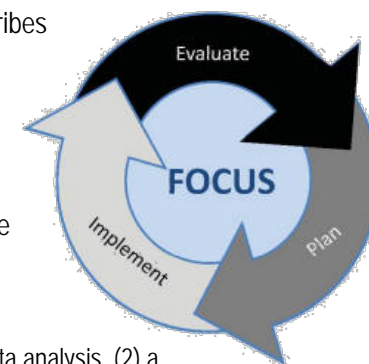
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Thomas Wilke (principal)
	Email	twilke@d49.org
	Phone	719-495-5505
	Mailing Address	11990 Swing Line Road Peyton Colorado 80831
2	Name and Title	Amanda Ortiz-Torres
	Email	aortiz-torres@d49.org
	Phone	719-495-5505
	Mailing Address	11990 Swing Line Road Peyton Colorado 80831

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the AEC SPF 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). 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 strategies is encouraged.
<p>Narrative: D49 Patriot Learning Center is an Alternative Education Campus (AEC), a school of choice and is highly recommended for students who have not experienced success in a traditional classroom setting. We serve the following populations: (1) 6th - 8th Grade Middle School Blended Learning Program, (2) 9th - 12th Grade Day High School, (3) 10th - 12th Night High School, and (4) Adult GED Prep Program (17 years and older). We serve approximately 275 students about 40% of our students qualify for free and reduced lunch. All students enrolled at Patriot Learning Center are considered tier II students through the RTI process. About 25% of students at PLC are on an IEP and most of those students qualify under a moderate learning disability. Most of our population consist of at-risk youth, who have qualified to attend our school for the following factors: (1) Prior Dropout, (2) Adjudication, (3) Expulsion, (4) Chronic Suspensions, (5) Pregnant / Parenting, (6) Drug / Alcohol Abuse, (7) Gang Involvement, (8) Adjudicated Parent, (9) Domestic Violence in Family, (10) Victim of Abuse / Neglect, (11) Migrant, (12) Homeless, (12) Severe</p>				

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Psychiatric or Behavioral Disorders, (13) Over-aged, (14) Individualized Education Plan or (15) Credit Recovery. At PLC our Vision Statement: Patriot Learning Center establishes a respectful environment to enhance education and encompass relevancy with 21st century skills through student-centered learning and community outreach to become contributing members of society, and Mission Statement: Patriot Learning Center provides a dynamic education focused on developing confident students by building relationships to ensure academic relevance and provide unique educational opportunities, line up with reaching the needs of at risk students with non-traditional interventions.

This is the fourth year Patriot Learning Center has been operating as an alternative education campus for both middle and high school students. During the 4 years we have reached the AEC (alternative education campus) “**performance**” level each year. Under, “performance indicator rates” (academic achievement, academic growth, student engagement and postsecondary and workforce readiness) we meet these measures. Patriot Learning Center has shown tremendous success in trends that track attendance (89 percentile), graduation rate (93 percentile), and in dropout rate (88 percentile). This is largely due to the implementation of alternative methods that have already been put in place, including: smaller class sizes, online classes, blended learning work study credits, independent studies, focus on attendance, focus on transition to the college/workforce, credit recovery, job placement, counseling services, community service, and the culture that has been created even without a set curriculum for an affective education. In HS we use a point card system. This system allows for students and their families to track progress daily of a students academics, attendance and behavior. In MS we use a computer point card system that stores data and sends email messages to parents on student performance and behavior. This point system fits in well with the blended learning program and it helps contribute to data analysis.

Our process for Data Analysis includes gathering data from a variety of assessments including, TCAP, SCANTRON, AIMS, Reading Plus, DIBELS, BAXTON, SIMS, A+, pre and post-tests in classes, and ICAP testing and technology instruction integration for twenty-first century learning. Once data is gathered we use data driven instruction and offer professional development to update teachers on current practices to help differentiate instruction. The schools SAAC, the districts DAAC, zone leader, district administrators, and the districts Board of Education review Patriot Learning Center’s data to synthesize the performance framework status.

Patriot Learning Center’s performance, on state assessments under academic achievement, has plateaued over the past 3 years in reading, writing, mathematics, and science. Last year we show moderate declines: At the MS level reading results stayed the same 42.7 to 42.3, math results dropped from 29.9 to 23.55, and writing results dropped from 32.2 to 29.55. At the HS level reading results dropped from 45.8 to 36.59, math results dropped from 4.2 to 1.01, and writing results dropped from 12.5 to 11.25. Due to misadministration on state assessments in reading, writing and math Patriot Learning Center used an additional assessment (SCANTRON) to track student achievement. At the MS level in reading the result show 45.8% of students show an increase of one grade level and in math 50.9% of students show an increase of one grade level. At the HS level in reading the results show 27.3% students out of 33 score at grade level and in math 13% of 54 students score at their grade level.

The best way to describe the needs assessment for the 2014-2015 school year at Patriot Learning Center is to focus on 3 main building skills, visibility, standard based instruction, and teacher/student engagement. In the following paragraphs descriptions of the 3 main building skills will be defined.

Visible Learning means an enhanced role for teachers, as they become evaluators of their own teaching. Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. Visible Learning for teachers provides detailed explanations to prepare, teach and analyze lessons according to what works best. Providing adequate feedback is an important aspect. The administrative team will collaborate for providing effective feedback by being visible in the classroom.

Standard based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials. In standards-based instruction, standards outline what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have conversations, help ensure equal educational opportunities, assist in identifying struggling students, and meet the students' needs. The administrative team will support standard based instructional planning by weekly collaboration meetings, providing effect feedback to current plans and plan effective PLC's to support needs that derive from observations.

Teacher student engagement takes place when the teacher does more than lecture. While teaching the concepts and skills, the teacher must help students draw on their own experiences to build a "scaffold" on which they can "hang" new ideas. When students are actively engaged, they focus on what is being taught and better process new information. Because the most effective teaching takes place in "chunks," it's best to teach new information or concepts in 7- to 10-minute segments followed by a processing activity. After teaching several segments, the teacher can use a longer processing activity. This activity should be tied tightly to the concepts or skills previously taught so that it builds understanding. Professional Learning Community Teams and professional development will focus on providing strategies that will support this building skill.

By looking at the Patriot Learning Center Assessment it is clear we must focus on the 3 building skills described above. Through precise data driven instruction identified during consistent evaluation and discussed during PLC time, as well as, meeting with teachers individually, student achievement will show promising results.

Patriot Learning Center Middle School

2014-2015 Parent Involvement Policy

Patriot Learning Center and the parents of the students participating in activities, services, and program funded by Title I, Part A of the elementary and secondary Education Act (ESEA) agree that this compact outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

Parent/School/Student Compact

The Parent/School/Student Compact is in effect during the school year 2014-2015.

School Responsibilities - Patriot Learning Center will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

- Additional Resource teacher and paraprofessional support for lower student ratios and to provide additional academic support for specified Math and reading.
- Supported study hall classes built within the school day
- After-school math tutorial classes
- After-school homework help and home visits
- Math interventionist remediation and assistance
- Daily Math teaching specific skills as identified through TSAP and Scantron testing
- Leveled Math resources to support below level Math skills
- Mathematics staff development
- Assessment and data driven instructional staff development
- Implement an RTI process that is student centered and focused on the success of all

Hold parent-teacher conferences will be held quarterly to discuss each student's progress.

1. Each quarter a theme will be derived and implemented with conference scheduling to build parent rapport.

Provide parents reasonable access to staff. Specifically, staff is available for consultation as follows:

- At the above conferences dates
- By request during planning time, thirty minutes before school hours and after school hours

- All staff are accessible via email
- By request during RTI time every Thursday during the first planning period at each grade level

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

- Parents may volunteer as a math mentor by contacting Mrs. Jenny Olson at 494-1149, Ext. 1501, or email at jolson@d49.org. or Mrs. Kim Brown at kbrown@d49.org
- Parents may observe any class, at any time, on any day, with prior notification.
- Parents may volunteer to help in the study hall during school hours or after school by contacting the front office at 495-5505.

Parent Responsibilities - We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Monitoring Infinite Campus for assignment completion and contact teachers for assistance as needed
- Setting aside a specific time period each night for homework completion
- Participating as needed in the decisions relating to my child's education
- Meeting with school staff as necessary
- Communicating concerns regarding my child's personal and academic well-being to the school
- Discussing the importance and the need with my child to do their personal best on all testing so that the school has a true measure of their growth and ability.
- Supporting the school in program placements to help my child's academic growth and success

Student Responsibilities – We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my class work every day
- Ask for help when I need it
- Work on math at least thirty minutes outside of school every day
- Do my personal best on all testing so that the school has a true measure of my growth and ability
- Give my parents all notices and information received by me from my school
- Be prepared as I enter each classroom with the proper materials and to give my personal best

SCHOOL: Patriot Learning Center, Falcon District 49

Staff Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Code: 6810

School Name: PATRIOT LEARNING CENTER

Patriot Learning Center Strategic Plan

Patriot Learning Center has created this strategic plan with school administration and the School Accountability Committee members. It presents Patriot Learning Centers' (PLC) vision, mission, and values. Highlighted are the objectives; strengths, areas of growth, and academic/career opportunities. Within the strategic plan goals and action strategies are created to support and measure each objective.

Patriot Learning Centers Vision and Mission statements were drafted and created with students, teachers, support staff and school administration. The intent of our vision statement is to state the direction of PLC and our mission statement is how we intend to get our vision accomplished.

Vision Statement:

Patriot Learning Center establishes a respectful environment to enhance education and encompass relevancy with 21st century skills through student-centered learning and community outreach to become contributing members of society.

Mission Statement:

Patriot Learning Center provides a dynamic education focused on developing confident students by building relationships to ensure academic relevance and provide unique educational opportunities.

Patriot Learning Center's values align with our districts cultural compass that provides "Five Big Rocks" which include Respectful, Transparent, Caring and Accountable. Patriot Learning Center values that creates an atmosphere of teamwork and camaraderie. We intend to maintain a family orientated environment that include the following:

- Respect for families
- Excellent customer service
- Accountability to staff, children and families
- Respect for the individual while honoring teamwork

- Continued education and training of staff

Objectives:

- Continue to offer an alternative education opportunity to our students.
- Continue to offer a developmentally appropriate alternative programming that ensures academic, career and social learning opportunities.
- Maintain AEC accreditation.
- Expand the pathways between PLC day school, the PLC night school, and online learning in a manner that students have flexibility transfer between programs.
- Expand blended learning opportunities into both the day program and the night program at the high school level.

Strengths, Areas of Growth, Academic opportunities and Career opportunities

Strengths	Areas of Growth:
<ul style="list-style-type: none"> • Parent Communication • Performance level under CDE AEC School performance framework • Currently Operating at Maximum Capacity • Staff retention and strong relationship building • School accredited through 	<ul style="list-style-type: none"> • Expand students' desires to pursue higher education pathways • Communicate mission and vision of our alternative education programming to establish a general understanding of targeted goals. • Expand outsource resources for meeting affective need students to provide equal opportunities • Provide professional development and instructional strategies to increase academic success in Mathematics and Reading.

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Colorado Department of Education	<ul style="list-style-type: none"> Blended Learning expansion.
Academic Opportunities	Career Opportunities:
<ul style="list-style-type: none"> Dual Enrollment Project-Based Learning 	<ul style="list-style-type: none"> ICAP alignment with course selection to support career opportunities. Community service in connection with career interest.

Major Goals that Support the Objectives:

- Ensure Blended-learning opportunities for all middle students with five highly qualified instructional leaders.
- Provide an education incentive program to encourage CTE opportunities.
- Enhance strategies that meet affective needs of students by utilizing the EXCEL model in developing and implementing a social contract.
- Improve student engagement, authentic assessments, and data-driven instructional practices.
- Increase student learner behaviors.
- Develop a plan for optimal facility use for current building.

Key Action Strategies to Achieve the Goals:

- Establish a timeline for expanding both blended learning and CTE opportunities.
- Survey student's regarding education (CTE) interests and prioritize opportunities.
- Assess the cost of offering education opportunities for students

- Explore state and local grant opportunities
- Network with parents and community members with grant opportunities and grant writing skills

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Goal: Meet/Exceed State and Federal Expectations.	HS Math = Goal Not Met by 3.39% HS Writing = Goal Not Met by 3.35%	Academic Achievement: 1. Students have not participated in upper level math classes at the HS level. 2. Most students do not have a solid math foundation at the HS level. 3. More of an incentive has been placed on reading achievement at the HS level versus writing. Academic Growth: 1. At the MS level we continue to struggle to meet the state expectations and need to concentrate more on resources in this area. 2. At the HS level this is the first time we have not made academic growth. We will continue to concentrate by adding levels of math courses to help meet the growth needs of our students.
Academic Growth	Goal: Meet/Exceed State and Federal Expectations.	HS Math = Goal not met by 6% MS Reading = Goal Not Met by 5.2%	
Student Engagement	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	
Postsecondary & Workforce Readiness	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	

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School Name: PATRIOT LEARNING CENTER

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	Overall, MS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/M/W/S	N/A	
	Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following area of reading		
	<p>Students are not reaching academic achievement levels in high school math and writing.</p> <p>HS Math state goal 4.4 PLC score 1.01</p> <p>HS Writing state goal 14.6 PLC score 11.25</p>	Persistent low performance in academic achievement HS math and writing.	<p>HS MATH</p> <ol style="list-style-type: none"> 1. Almost all of our 9th and 10th graders are on Tier 2 in math skills with RtI or Scantron; therefore, we do not offer these students math interventions such as: team teaching, small class sizes and individualized attention to help improve in their math scores. 2. We do not know students' background knowledge. 3. We do not offer math interventions. <p>HS WRITING</p> <ol style="list-style-type: none"> 1. We do not focus on writing in every content area. 2. We do not align classroom practice with academic standards related to assessment. 3. We do not focus on academic achievement as much as individual growth.

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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	Overall, MS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: M/W Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/W	N/A	
	Students are not making academic growth in middle school reading. MS state reading goal 43.2 PLC score 38 Students are not reaching academic growth in HS math HS state math goal 42 PLC score 36	Persistent low performance in academic growth for MS reading. Persistent low performance in academic growth for HS math.	MS READING 1. We do not offer independent silent sustained reading time daily. 2. We do not have a formal library facility or regular access to a great variety of books, at the school. 3. We do not focus on individual growth in reading to continue to advance their abilities beyond grade level. HS MATH 1. Almost all of our 9th and 10th graders are on Tier 2 in math skills with Rtl or Scantron; therefore, we do not offer these students math interventions such as: team teaching, small class sizes and individualized attention to help improve in their math scores. 2. We do not know students' background knowledge. 3. We do not offer math interventions.
Student Engagement	Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: Daily Attendance and Truancy	N/A	

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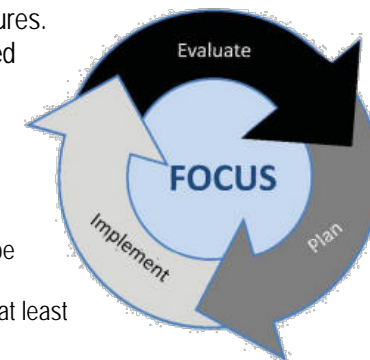
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			N/A
Postsecondary & Workforce Readiness	Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: Completion Rate, Dropout Rate and ACT Composite Score	N/A	

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	Students are not making academic achievement in high school math.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Math Class -Utilize Math Interventionist -Utilize SMI program for 9 th grade math intervention and data analysis.	Focus on the HS students' individual achievement in math. Use math interventions in math classes and focus on individual needs of 9-10 grade students.
		W	Students are not making academic achievement in high school writing.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Reading Class -Utilize Reading Interventionist -Continue Reading Plus Program	Focus on the HS students' individual achievement in writing. Use reading and writing interventions in language art classes and pay special attention to silent reading and concentrate on reading with student interests in place. Visit library consistently offering students opportunities to pick out books of interests.
		S	N/A	N/A	N/A	N/A	N/A
	Supplemental Measure (SCANTRON)	R	Students are not making academic achievement in middle school or HS reading.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards	Focus on the MS and HS students' individual achievement in reading. Use reading and writing interventions in language art classes and pay

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						<ul style="list-style-type: none"> -Co-Taught Reading Class -Utilize Reading Interventionist -Continue Reading Plus Program 	special attention to silent reading and concentrate on reading with student interests in place. Visit library consistently offering students opportunities to pick out books of interests. At the MS level a teacher will make home visits and offer title 1 resources for parents to help improve reading skills at home. At both MS and HS levels books of interest will be given to students to help encourage reading.
		M	Students are not making academic achievement in MS or HS math.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	<ul style="list-style-type: none"> -Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught math Class -Utilize math Interventionist 	Focus on the MS and HS students' individual achievement in math. Use math interventions in math classes and pay special attention to individual needs in math. A MS teacher will make home visits offering math resources through title 1 funds.
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP)	R	Students are not making academic growth in middle school reading.	MS reading scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate growth was not met –	MS reading scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate growth was not met –	<ul style="list-style-type: none"> -Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Reading Class 	Focus on the MS students' individual growth in reading. Use reading and writing interventions in language art classes and pay special attention to silent

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				until a rating of "Meets" is achieved.	until a rating of "Meets" is achieved.	<ul style="list-style-type: none"> -Utilize Reading Interventionist -Continue Reading Plus Program 	reading and concentrate on reading with student interests in place. Visit library consistently offering students opportunities to pick out books of interests. A reading intervention class will be started second semester where students will have the opportunity to silent read for ½ hour daily.
		M	Students are not making academic growth in high school math.	HS math scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate growth was not met – until a rating of "Meets"	HS math scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate growth was not met – until a rating of "Meets"	<ul style="list-style-type: none"> -Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught math class -Utilize math Interventions 	Focus on the HS students' individual growth in math. Use math interventions in math and business math classes and pay special attention to basic math skills and build on individual needs as

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				is achieved.	is achieved.		students increase basic math skills. An Intervention class will be started where students will also have the opportunity to receive more individual attention
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
	Supplemental Measure (SCANTRON)	R	Students are not making academic achievement in middle school or HS reading.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	<ul style="list-style-type: none"> -Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Reading Class -Utilize Reading Interventionist -Continue Reading Plus 	Focus on the MS and HS students' individual achievement in reading. Use reading and writing interventions in language art classes and pay special attention to silent reading and concentrate on reading with student interests in place. Visit

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		M				Program	library consistently offering students opportunities to pick out books of interests. At the MS level a teacher will make home visits and offer title 1 resources for parents to help improve reading skills at home. At both MS and HS levels books of interest will be given to students to help encourage reading.
			Students are not making academic achievement in MS or HS math.	Students will score at or above the 60 th percentile for AEC's in % P+A.	Students will score at or above the 60 th percentile for AEC's in % P+A.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught math Class -Utilize math Interventionist	Focus on the MS and HS students' individual achievement in math. Use math interventions in math classes and pay special attention to individual needs in math. A MS teacher will make home visits offering math resources through title 1 funds.
		W					
		ELP					
Student Engagement	Attendance Rate			N/A	N/A	N/A	N/A
	Truancy Rate			N/A	N/A	N/A	N/A
	Supplemental Measure(s)						
Postsecondary & Workforce Readiness	Completion Rate			N/A	N/A	N/A	N/A
	Dropout Rate			N/A	N/A	N/A	N/A
	Mean CO ACT			N/A	N/A	N/A	N/A
	Supplemental Measure(s)						

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Provide targeted instruction and support for students in Math.

Root Cause(s) Addressed: MS and HS MATH

1. Almost all of our 6th-10th graders are on Tier 2 in math skills with Rtl or Scantron; therefore, we do not offer these students math interventions such as: team teaching, small class sizes and individualized attention to help improve in their math scores.
2. We do not know students' background knowledge.
3. We do not offer math interventions.

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) ☐ Colorado Graduation Pathways Program (CGP)
☐ Diagnostic Review Grant ☐ School Improvement Support Grant ☒ Other: Title 1 Targeted Assistance

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)
	2014-15	2015-16				
Purchase math electronic resources to target intervention for identified students.		July 2015	Principal	14-15 Title I \$714.21		
Purchase supplies for Math Interventionist to provide more individualized intervention and attention to students who are identified through math assessments Scholastic Math Inventory.	Second quarter through the end of the year	Beginning of each year	Math Interventionist	Title I 14-15 Title I \$1500.15	Ordered supplies/materials for this year.	Completed
Conduct three parent nights to discuss progress of students and inform parents of school support programs in math.		September January	Principal	14-15 Title I \$88.00		

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Supply food for parents and students during parent nights.		May				
Hire an Interventionist. They will properly identify student needs through Scantron and Scholastic Math and Reading Inventory and classroom performance. A teacher from PLC will also be stipend for an after school home visit program to increase parent involvement.	Beginning of each school year	Beginning of each school year	Principal	14-15 Title I 328.73 Mileage \$2250.00 teacher stipend \$164.36 benefits	Person Hired	Completed
Provide professional development for staff as needed and offer a variety of developmental programs at the discretion of instructor. Possibly visit each other's classrooms to learn other instruction strategies.	Monthly	Monthly	Staff Administration	None	Monthly Staff Development Trainings	In Progress
Develop the following: Co-Taught Math Classes where math instructor helps build a variety of skills to teachers in other subject areas. Resource math classes Individual attention for low level performance	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration Teachers, Interventionists and SPED	None	Identify students who need to make improvement in math. Purchase instructor materials and ensure staff development for teaching delivery methods.	In Progress
Analyze SCANTRON Test and offer individual attention to students who are performing at lower levels And AIMS Web Brain Pop	Fall/Winter/Spring	Fall/Winter/Spring	Jenny Olson and Roberta Comfort – Testing Coordinators Robin Schawe – Counselor	None	Review results with students in classes in September 2013, January 2014 and April 2014.	In Progress
Departments will align curriculum to meet Common Core Standards	Beginning 1st	Beginning 1st	Staff Administration	None	Courses will be aligned to benchmarks and standards by	In Progress

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	Quarter	Quarter	n		January 2014.	
Ensure all students take the CMAS	Fall 2014 Spring 2015	Spring 2016	Robin Schawe – Counselor TCAP Prep Teachers	None	Advance notification of test dates. Creating incentives for students who made significant gains on the TCAP.	In Progress
Creation of a Algebra A and Algebra B course, a slower paced math class for struggling students	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration	School budget	Cost analysis Course comparison Standards alignment	In Progress
Pilot the identified curriculum with a small student set. Goal: Enroll students into next appropriate pathway after course completion.	n/a	Spring 2015	Staff Administration	None	Quarterly course completion checks and competency level tracking of students.	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Provide targeted instruction and support for students in reading and writing.

Root Cause(s) Addressed:

MS READING

1. We do not offer independent silent sustained reading time daily.
2. We do not have a formal library facility or regular access to a great variety of books, at the school.
3. We do not focus on individual growth in reading to continue to advance their abilities beyond grade level.

HS WRITING

1. We do not focus on writing in every content area.
2. We do not align classroom practice with academic standards related to assessment.
3. We do not focus on academic achievement as much as individual growth.

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)
 ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
 X Other: Title 1 a Targeted Assistance

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)
	2014-15	2015-16				
Acquire supplies for Reading Interventionist and offer more individual attention to students who are identified through their assessments.	Second quarter through the end of the year	Beginning of each year	MS Reading Interventionist	\$1500.15	Ordered supplies/materials for this year.	Completed
Provide Parent Nights for Title 1 Students and a reading interventionist will pay house visits to homes of students who are identified through assessments and individual needs noticed in the classroom.	Once a semester	Once a semester	Reading Interventionist Administration		Had a Title 1 Parent night 1 st semester and are planning our 2 nd semester meeting.	In Progress

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Maintain Reading Interventionist Position. They will properly identify student needs through a series of assessments and classroom performance. A teacher from PLC will also be hired for an after school home visit program.	Beginning of each school year	Beginning of each school year	MS Teacher	\$2250.00 stipend \$164.36 benefits	Person Hired	Completed
Provide professional services for students as needed and offer a variety of developmental programs and instruction strategies.	Monthly	Monthly	Staff Administration	\$9000.00	Identify students who need services	In Progress
Develop the following: Co-Taught Reading/Writing Classes Individual attention for low level performance	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration Teachers, Interventionists and SPED	None	Identify students who need to make improvement in reading/writing. Purchase instructor materials and ensure staff development for teaching delivery methods.	In Progress
Analyze SCANTRON Test and offer individual attention to students who are performing at lower levels And AIMS Web Brain Pop	Fall/Winter/Spring	Fall/Winter/Spring	Testing Coordinators School Counselor	None	Review results with students in classes in September 2013, January 2014 and April 2014.	In Progress
Departments will align curriculum to meet Common Core standards	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration	None	Courses will be aligned to benchmarks and standards by January 2014.	In Progress
Ensure all students take the CMAS	Fall 2014 Spring 2015	Spring 2016	School Administration TCAP Prep Teachers	None	Advance notification of test dates. Creating incentives for students who made significant gains in state assessments.	In Progress

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Identify a curriculum/resources that aligns with the reading level of our students.	n/a	Spring 2015	Staff Administration	School budget	Cost analysis Course comparison Standards alignment	In Progress
Pilot the identified curriculum with a small student set. Goal: Enroll students into next appropriate pathway after course completion.	n/a	Spring 2015	Staff Administration	None	Quarterly course completion checks and competency level tracking of students.	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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) ☐ Colorado Graduation Pathways Program (CGP)
☐ Diagnostic Review Grant ☐ School Improvement Support Grant ☐ 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)
	2014-15	2015-16				

* 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:


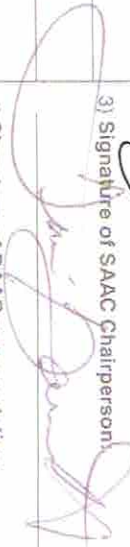
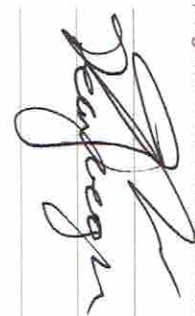
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a School wide Program (Optional)
-

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Unified Improvement Plan
Signature Cover Page (school level)
2014-2015

School Name Pikes Peak School of Expeditionary Learning
Improvement Plan Type Performance

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Jeanne Wheeler	DAAC Rep	1) Date the Plan was presented to SAAC for review: <u>NOVEMBER 10, 2014</u>
Tim Garrett	SAAC Chair	
Brent Labree	member	
Don Knapp	member	
Sandra Diller	member	2) Signature of Principal: 
Jessica Vandellusse	member	
Breanne Korošica	member	
		3) Signature of SAAC Chairperson: 
		4) Signature of DAAC representative: 

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **6935** School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	71.43%	-	82.01%	81.63%	-	
		M	70.89%	52.48%	-	80.71%	64.29%	-	
		W	53.52%	57.77%	-	63.57%	67.35%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			25	25	-	45	71	-	
			43	64	-	52	62	-	
			39	42	-	50	62	-	
		ELP	-	-	-	-	-	-	

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School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Exceeds</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	The school received READ Act grant funds in the amount of \$4,980 which were used for training in Dibels Next and BURST interventions. The Grant was for the 2014-2015 school year.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Every year, the school does an Implementation Review with the Expeditionary Learning network.

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

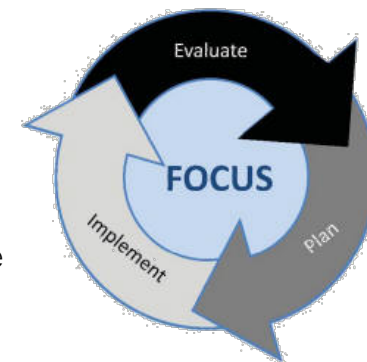
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Don Knapp – Principal
	Email	don.knapp@ppsel.org
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831
2	Name and Title	Dean Jaeger – Teacher
	Email	dean.jaeger@ppsel.org
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831

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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.



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.

Data Narrative for School

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., SAC).		Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Process:

The School Accountability Committee (SAC) of Pikes Peak School of Expeditionary Learning (PPSEL) consists of members representing various departments and stakeholders. Parents, teachers, and administration contribute to the development of this plan. This plan will be presented to the District Accountability Advisory Committee and the Falcon D49 School Board.

Celebrations:

Pikes Peak School of Expeditionary Learning has seen significant improvement over the last three years. The school has had a Performance rating for the last three years.

PPSEL felt especially successful in their use of data and implementing SMART goals based on this data. Each teacher held more ownership of their data and made instructional choices based on this data.

PPSEL had many areas of academic success. Their achievement scores were higher than both district and state averages in most areas. Their growth scores also contributed to the school having the district's highest accreditation percentage.

Areas that the school found success in where as follows:

- Student engagement at Pikes Peak School for Expeditionary Learning is exceptionally high. This was an area of significant focus for the school over the last few years and staff's efforts were very apparent to an outside team of observers.
- Pikes Peak School for Expeditionary Learning has a very positive, healthy climate. This is reflected in the physical space, the work on the walls in classrooms and hallways, interactions among students and teachers, and the comments of parents and board members. Everyone with whom the team spoke feels safe and supported in this environment.
- The school has been intentional and successful in developing a culture that reflects the school's mission. The culture is tangible and can be easily observed in the character traits that are seen everywhere and are referenced in teachers' lessons, student demonstrations of work throughout the building, and programs like "Families" and "Buddies" that serve to connect students across classrooms and grade levels.
- The term "open door policy" is frequently used by all constituents to describe one aspect of the school's culture. Leadership team's willingness to provide documentation, be transparent, and answer endless questions, as well as in the teachers' willingness to open up their classrooms to outside observers has contributed to this.
- Constituents generally indicate a strong commitment to the school and its mission. There's no question that students and families at PPSEL are highly invested.
- The use of learning targets is pervasive – they are reflected in each teacher's daily objective, students understand the purpose of learning targets, they are displayed with student work, and they are integrated into expedition plans.
- Parents seem content with communication from the school. The administrator has spent effort creating systems of communication. The teacher pages on the website and the student planners, in particular, were identified as effective tools for engaging and connecting parents with the work happening in the school. The school Facebook page and the Google Group Messages were also ways that parents received information.
- The PPSEL Work Plan, developed in conjunction with Expeditionary Learning, has helped the school with a focus on integrated literacy and project-based learning
- PPSEL has a strong team of teachers who are dedicated and committed to the school and its students. They are open to feedback from the leadership team and appreciate the opportunity to reflect on their practice.
- The school's administrative leadership maintains a persistent focus on improvement.
- The leadership team is willing to acknowledge challenges or deficiencies and make changes based on student needs (e.g. adding a full-time instructional coach last year, focusing on data analysis this year). Teacher committees have demonstrated the ability to do great work and further the school's mission. Committees like Response to Intervention work toward increasing student success.
- PPSEL has a strong commitment to professional development through structures such as early release on Friday to allow time for PD, common planning time among grade level teachers, and the development of faculty learning targets in the annual work plan. Teachers also indicated that PD is thoughtfully developed in response to teacher needs.
- The Leadership Team at the school, including the Principal, Instructional Coach, Lead Middle School Teacher, and Office Manager, is very strong. Teachers indicated that they feel well supported by the administration.
- The school's financial position, financial management, and financial procedures and systems are all excellent.
- The school's success is evident through its growing enrollment, high re-enrollment rate each year, and ongoing wait list.
- There is a positive, responsive, and effective work relationship with the Falcon School District.

- PPSEL's Board of Directors is committed to the school. They have an open and positive working relationship with the school's leader and with each other, their commitment to speaking with one voice, their understanding of their role as the governing body and provider of financial oversight, and their work in securing a beautiful, functional permanent facility for the school.

Data Analysis:

Three years of data from numerous sources including: TCAP, NWEA MAP, AYP, CMAS, the School Performance Framework, and local data were analyzed in order to determine trends and priority needs within the School. Local data included the PPSEL Writing Assessment, which is administered at all grade levels three times a year, Dibels tests, Adams 50 reading comprehension assessments, common assessments as well as progress monitoring data, Saxon math assessments, and other sources of classroom data as applicable. Data from the Colorado Growth Model was also considered in the process of data analysis. The data were analyzed over several meetings of the School Accountability Committee. Needs of the school were prioritized and analyzed using the data.

Academic Achievement:

A review of data was conducted by looking at all aspects of assessment data, as well as all subgroups of students at PPSEL. The SAC evaluated the data as a team and identified significant data and trends in both the previous school year, and the previous three years. Students in both Elementary and Middle School met or exceeded all of the academic achievement, academic growth and academic growth gap expectations for all subject areas (Reading, Writing, Math).

A review of TCAP reading data reveals that both elementary and middle school students have met the achievement criteria for the state of Colorado for the fourth year in a row. The students also exceeded state and district testing averages. Reading scores ranged from 79% proficient for elementary students in the 2013-2014 academic year to 85% proficient. NWEA MAP scores show similar achievement. Both Elementary and Middle School students met the goals for reading achievement, so the trend is that PPSEL students will meet reading achievement goals. 3rd grade reading scores were the highest in the district. The trend is that students will continue to meet reading achievement goals.

Writing TCAP data reveals that PPSEL students at both the elementary and middle school levels are meeting the required academic achievement in writing. Writing scores ranged from 53% proficient to 70% proficient for students in the 2013-2014 academic year. NWEA MAP scores also reflect a similar picture for the 2013-2014 academic year. In 2011-2012, both the Elementary and Middle School students met the achievement standard, so the trend is that PPSEL students will meet writing achievement goals. The one exception is that 4th grade writing scores trended lower and need to be address in the strategies of the UIP. Another concern is that there was still a very marked difference between the percentage of females who were proficient and advanced versus males at the elementary level. This discrepancy is an area that requires strategies to improve.

Math data showed that middle school students at PPSEL are meeting the statewide academic achievement criteria for mathematics. Elementary students were approaching the required academic achievement in the area of mathematics. Math scores ranged from 64% proficient to 87% for the data in middle school achievement. This is an improvement over the previous year overall. NWEA MAP data, as well as other local data sources, are being used to track elementary student achievement in the area of mathematics. During 2010-2012, both Elementary and Middle School students met the achievement goals. The trend shows that Middle School students will meet achievement goals in math. Elementary students made up over 9 percentage points from the previous year, showing a trend toward meeting the achievement standard.

Academic Growth

In the area of academic growth, PPSEL has met or exceeded the state requirements for the SPF for Middle School students and Elementary School students in all subjects tested

When evaluating growth and areas that need to improve, the team believes that they see a trend in two areas that need addressing: 1) Students need to learn their basic math facts more thoroughly in order to demonstrate their abilities in Math better and 2) Teachers need education in the instruction of boys and their writing because of the difference in how our female writers and male writers performed. This is the third year the SAC has seen the discrepancy from female to male. While the gap is closing, it is not closing quickly enough and still needs to be addressed.

Academic Growth Gaps

Academic growth gaps are a challenge for PPSEL due to the small sample size. While PPSEL did meet all growth gap requirements on the 1-year School Performance Plan, there were areas on the 3-year projection that need to be looked at for elementary students. PPSEL's numbers of students who have academic growth gaps are not high enough to evaluate true trends.

Teacher Qualifications

100% of the classroom teachers at PPSEL are highly qualified as identified by the state of Colorado.

Root Cause Analysis:

In addition to the examination of state assessment data, we have considered other sources of data. The school has used other formal assessment data (NWEA MAP), progress monitoring data (such as Dibels and Adams 50 tests), common school-wide assessments, classroom indicators, teacher reports, teacher surveys, and other data to identify root causes. The team looked closely at assessment data in relation to classroom practices.

PPSEL students need more work with Math Standard 1, specifically "Number Sense." Teachers need to incorporate more and more varied examples for work in this area.

Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Verification of Root Cause:

Root causes were presented to the instructional staff and board members at Pikes Peak School of Expeditionary Learning. After investigation and analysis, it was agreed that the root causes were identified correctly.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Increase male students scoring PA at each content area at each level by 5 percentage points as measured by CSAP and the School Performance Framework. ES Males 63% MS Males 59%	The target was met.	The staff has been very unified and specific in the implementation of our strategies. We monitored the success of the strategies closely with our interim assessments and other data. We adjusted professional development based on the results of our monitoring and then adjusted practices.
Academic Growth	Elementary and Middle School Students will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The target was met.	
Academic Growth Gaps	"Students needing to catch up" and students eligible for Free/Reduced Lunch will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The target was met.	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness	n/a	n/a	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Upon consideration of 3 years of data, overall PPSEL students have met the standards for achievement as a whole. Achievements scores are generally trending higher for the 3 years in all subject areas, although male students achieve lower, especially in writing, when compared to their female counterparts.</p> <p>NWEA MAP testing, common writing assessments, Dibels testing, Adams-50 are all types of data that PPSEL uses to inform staff in addition to TCAP. NWEA Map testing, in particular, is used as a compass for TCAP results. 2013-2014 results demonstrated similar academic trends, and the school had a verification of this analysis through a independent research study.</p> <p>At the Pre-K through 2nd grade levels, students are demonstrating the skills necessary to make these same academic achievement standards possible for the future as demonstrated by the standard based assessments used in conjunction with PPSEL's skill mapping.</p>	Male students generally achieve lower, especially in writing, when compared to their female counterparts.	Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

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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	<p>Upon consideration of 3 years of data, PPSEL students have shown the most growth during both 2012-2013 and 2013-2014. The school had a "meets" or "exceeds" rating in all subject areas on the School Performance Framework.</p> <p>When considering 1 year trends on the School Performance Framework, students at both the elementary and middle school were making adequate growth. When considering a 3 year trajectory, students were projected to make adequate growth in all subject areas in both elementary and middle school.</p>	N/A	N/A
Academic Growth Gaps	<p>1 year trends for elementary students show "exceeding" in all growth gaps areas. In middle school, 1 year trends show students with growth gaps meeting or exceeding in all areas.</p> <p>3 year trends show elementary students likely to not meet growth gaps in all subject areas. For middle school students, projections show them not meeting growth in Writing and Math.</p>	<p>Male students generally achieve lower, especially in writing, when compared to their female counterparts.</p> <p>Students were generally low at Math Standard 1, specifically Number sense.</p>	<p>Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.</p> <p>PPSEL students need more work with Math Standard 1, specifically "Number Sense." Teachers need to incorporate more and more varied examples for work in this area.</p>

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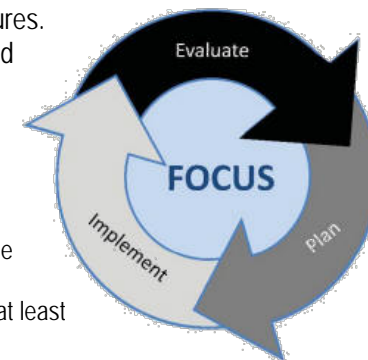
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	n/a	n/a	n/a

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	At the Elementary and Middle School levels, male students were significantly below female students in writing.	Increase male students scoring PA at each content area at each level by 5 percentage points as measured by CSAP and the School Performance Framework. ES Males 77% MS Males 64%	Increase male students scoring PA at each content area at each level by 5 percentage points as measured by CSAP and the School Performance Framework. ES Males 82% MS Males 69%	NWEA MAP administered 2 times annually in grades 2-8. Building quarterly assessments.	Research best practices in instructing males in writing and implement effective research-based strategies.
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M	3-year Academic Growth Gap data shows Elementary Students "Approaching" in Math rather than meeting the standard.	"Students with Growth Gap deficiencies will increase the median growth percentile (MGP) to at least 72%.	"Students with Growth Gap deficiencies will increase the median growth percentile (MGP) to at least 79%.	NWEA MAP administered 2 times annually in grades 2-8. Data and Assessment techniques including item analysis and student involvement in data.	Institute a systematic, school-wide approach to teaching Math Standard 1 more thoroughly.

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						Daily Standards –Based quizzes to test standards.	
						Saxon Curriculum assessments (weekly)	
						Building quarterly assessments.	
		W					
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Research best practices in instructing males in writing and implement effective research-based strategies.

Root Cause(s) Addressed: Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
TCAP Data Analysis focused on disaggregated writing data	Fall Institute 2014	Fall Institute 2015	Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources	Gather and organize data from Alpine August 2014 Create Notecatcher Steps created for “next steps” in classrooms.	Complete for 2014-2015
Book Study: Writing the Playbook by Kelley King	2 nd quarter 2014	N/A	Committee Leaders and new staff	Copies of book – Local Sources	Order Books Summer 2014	In Progress
Implement long-term professional development on the workshop model 2.0, with a focus on writing.	Aug-May 2014	Aug-May 2015	Instructional Coach; Principal; Expeditionary Learning School	Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.	<ul style="list-style-type: none"> Professional development on Grapple step and create criteria. Match current writing standards to 	In Progress

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			Designer	Professional Development Time.	workshop <ul style="list-style-type: none"> Professional development on Discuss and Focus steps and create criteria. Match current writing standards to workshop Professional development on Apply and create criteria. Match current writing standards to workshop Professional development on Synthesis step and create criteria. Match current writing standards to workshop 	
Peer Critique of filmed lessons using workshop model implementing research on male writers.	Aug-Dec 2014	Fall 2015	Writing Teachers; Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources Professional Development Time.	Familiarize Coach with equipment Set up filming schedules	In Progress
Book Study: Common Core Unit by Unit	Fall 2014	Spring 2015	Writing Teachers	Copies of book for staff	Order Books October 2014	Complete for 2014-2015

PLCs: Successes and obstacles with male writers	Fall 2014	Fall 2015	All Staff	Professional Development Time.	Set norms and expectations Aug 2014	In Progress
Research/Scholarly articles about male writing discussion groups	Spring 2015	Spring 2016	Instructional Coach; Principal; Expeditionary Learning School Designer	Professional Development Time.	Gather research articles	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Institute a systematic, school-wide approach to teaching Math Standard 1 more thoroughly.

Root Cause(s) Addressed: PPSEL students need more work with Math Standard 1, specifically "Number Sense." Teachers need to incorporate more and more varied examples for work in this area.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Implement long-term professional development on the workshop model 2.0, with a focus on Math.	Aug-May 2014	Aug-May 2015	Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year. Professional Development Time.	<ul style="list-style-type: none"> Professional development on Grapple step and create criteria. Match current Math standards to workshop Professional development on Discuss and Focus steps and create criteria. Match current Math standards to workshop Professional development on Apply and create criteria. Match current Math standards to workshop Professional development on 	Implement long-term professional development on the workshop model 2.0, with a focus on Math.

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					Synthesis step and create criteria. Match current Math standards to workshop	
Book Study: Common Core Unit by Unit	Fall 2014	Spring 2015	Math Teachers	Copies of book for staff	Order Books October 2014	Complete for 2014-2015
Vertical Skill Alignment in Math	2014-2015 School Year	N/A	Leadership Committee; Instructional Coach	Common Core Standards; Models from other districts; Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.	<ul style="list-style-type: none"> Gather and organize models by October 2014 Alignment draft to staff by February 2015	In Progress
Rubric Creation by Standards for Math Instruction	2014-2015 School Year	N/A	Data Committee	Common Core Standards	Staff Training for Math Rubrics in Fall 2015	In Progress
Implementation of Common Core Math Modules from Expeditionary Learning; Engaged New York	Winter 2014-2015	2015-2016 School Year	Instructional Coach; Principal; Expeditionary Learning School Designer	Access to Expeditionary Learning Commons Professional Development Time.	Professional Development days scheduled for Expeditionary Learning School Designer.	In Progress
Focused research staff study on Math Standard 1	Winter – Spring 2014-2015	2015-2016 School Year	Instructional Coach; Principal; Expeditionary Learning School Designer	Professional Development Time.	Professional Development days scheduled for Expeditionary Learning School Designer.	Beginning Dec 2014

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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a Schoolwide Program (Optional)

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name _____

Improvement Plan Type _____

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Michelle Patena	REM 3rd Grade Teacher	1) Date the Plan was presented to SAAC for review: _____
Melanie McAllister	RES DAC	2) Signature of Principal: _____
Heather Ulrich	HMS 7th grade teacher	3) Signature of SAAC Chairperson: _____
Don Mahner	HMS Inst. Coach	4) Signature of DAAC representative: _____
Johnny Bruckling	ELES AP	_____
Michelle Slighter	ELES Principal	_____
Shelly Demetrelis	Parent HMS/ELES SAC/RES	_____
Kourdes Stern	Parent SCHS / IB PAC	_____
Emily McMoran	Parent SCHS	_____
Johnny Harold	Parent SCHS	_____

2014-2015

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.	
Name	Position
Shaunna Wleuski	HMS IEEES SAC DAAC PRD
Gennie Shackelford	IEES SAC
Robert DeJean	EVAAS Parent
Christina Giarriello	SCHS SAC, DAAC Academic Dean
Andra Lane	SCHS ZONE, DEAN
Carolyn Mewitt	Parent
Ken Carlson	PfCC

School Accountability Committee:
1) Date the Plan was presented to SAAC for review:
2) Signature of Principal:
3) Signature of SAAC Chairperson:
4) Signature of DAAC representative:

School Name _____

Improvement Plan Type _____


<u>School Improvement Planning Team:</u> Names of people who were involved in the preparation of the plan.	
Name	Position
John Addison	Parent
John Schyns	Parent
Matt B	Teacher
Deborah	Principal
Keri L Burrell	Parent
Sheryl Finch	Administrator / Parent
Matt B	Parent

School Accountability Committee:

- Date the Plan was presented to SAAC for review:

- Signature of Principal:

- Signature of SAAC Chairperson:

- Signature of DAAC representative:


School Remington Elementary School

Accreditation Rating Performance Plan

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Susan Ancell	Assistant Principal	1) Date the Plan was presented to SAAC for review: November 18, 2014
Bonnie Bonser	Kindergarten	2) Signature of Principal: Mark Brown
Heather Reading	First Grade	3) Signature of SAAC Chairperson: Connie Shackelford
Gina Sheets	Second Grade	4) Signature of DAAC representative: Melanie McAllister
Michelle Patchen	Third Grade	Signature of SAAC Community Business Representative:
Ian Nicol	Fourth Grade	
Karen Parks	Fifth Grade	
Clo Frederick	Special Education	
Charlene Houz	Literacy Interventionist	

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: [1110](#) District Name: [FALCON 49](#) School Code: [7317](#) School Name: [REMINGTON ELEMENTARY SCHOOL](#) Official 2014 SPF: [1 Year](#)

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		R	71.65%	-	-	75.68%	-	-	
		M	70.89%	-	-	73.79%	-	-	
		W	53.52%	-	-	57.24%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	30	-	-	48	-	-	
		M	49	-	-	56	-	-	
		W	40	-	-	49	-	-	
		ELP	-	-	-	-	-	-	

School Code: [7317](#)

School Name: [REMINGTON ELEMENTARY SCHOOL](#)

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org .
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org .
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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 Grant
 ☐ School Improvement Support Grant
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)

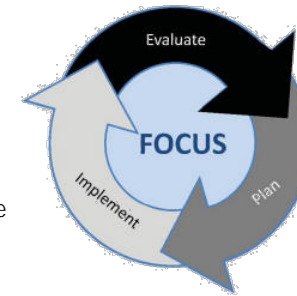
	Name and Title	Mark Brown
	Email	mbrown@d49.org
	Phone	719-495-5257
	Mailing Address	2825 Pony Tracks Drive Colorado Springs, CO 80922
2	Name and Title	Suzy Ancell
	Email	sancell@d49.org
	Phone	495-5263
	Mailing Address	2825 Pony Tracks Drive Colorado Springs, CO 80922

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative: Remington Elementary School community is dedicated to cultivating the uniqueness of each child to reach their fullest potential by providing an equitable and inclusive atmosphere. Remington is a neighborhood school that serves a diverse population of students and families with a variety of socioeconomic statuses. We offer an extensive before and afterschool activities to our students and are dedicated to educating the whole child. Our school has approximately 558 students ranging from Preschool age through 5th grade. Our grade levels each have four sections while our kindergarten population has 3 half-day sections along with one full day section. We also serve students with special needs through a broad spectrum of services and programs.

Current data, progress towards prior year's performance targets, prioritizations of performance challenges were first reviewed by the Remington Leadership Team. This group of professionals consists of a General Education teacher from each grade level, Special Education teacher, Interventionist, Assistant Principal and the Principal. As a team, we met bi-monthly to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the

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information with their grade level teammates during PLC meetings and communicated questions or concerns back to the committee. Furthermore, the Leadership Team met with the School Advisory Committee for specific input and feedback.

The Leadership Team reviewed TCAP results, SCANTRON assessments, DIBELS data, and past trends in the results. Remington continues to meet state expectations in the areas of Academic Achievement, Academic Growth, and Growth Gaps.

Our Leadership Team reviewed 3 Year School Performance Framework (SPF) data along with our 1 Year SPF as we evaluated the performance trends in reading, writing, and math.

ACADEMIC ACHIEVEMENT Overall

Over the past 5 years, Remington has shown a slight upward trend in reading when reviewing the 3 Year SPF data. (72.5%, 72.7%, 73.04%, 73.57%, 73.91%) We are APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations.

Reviewing the same data, Remington's results in math have declined in prior years but has made a large increase this past year. (71.4%, 67.6%, 64.79%, 64.81%, 68.28%) We are now APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations.

In the area of writing, Remington achievement scores have shown a small decrease when reviewing the past 5 years of data. It was noted that the writing scores have shown a decrease. (58.4%, 59.2%, 55.15%, 56.06%, 54.35%) We are APPROACHING state expectations on our 3 Year Plan, but Remington is MEETING state expectations on the 1 Year SPF.

The *1 Year SPF* data shows that we are MEETING state expectations in all academic areas.

Reading 75.68

Math 73.79

Writing 57.24

Advanced Learners: Bold numbers show Remington %age above State %age

Grade Level 2014	Reading Rem/State%	Math Rem/State%	Writing Rem/State%
3 rd grade students	2/7	30/31	8/8
4 th grade students	1/4	37/29	5/8
5 th grade students	7/8	24/29	8/8

We are seeing that our students scoring Advanced were below the state's average in reading in grade 3-5. Our Advanced students are performing significantly below state averages in reading in 3rd and 4th grade. Remington's Advanced Students are keeping up with state percentages in 3 and 5th grade writing and 4rd grade math. Our 3rd and 5th grade students are very close to state averages in math.

ACADEMIC GROWTH

Our 3 year SPF indicates that we are APPROACHING expectations in Reading and Writing and MEETING expectations in Math.

3 Year SPF 2012-2013-2014

Reading- (51, 47, 44)
 Math- (55, 54, 56)
 Writing- (45, 45, 43)

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Remington has met state expectations in Median Student Growth Percentile with a rating of MEETS (1 Year SPF) and has made adequate growth in all academic areas.

Our growth percentiles fell within the expectation range of 45\55 in all areas.

1 Year SPF 2014

Reading- 48

Math- 56

Writing- 49

Reading Data: 2013-2014

Growth on mCLASS:DIBELS

By Grade for Remington

Overall, Remington recorded 28% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY). It was noted that Remington had a *reduction of 10%* by the end of the year (BOY) with students scoring Well Below Benchmark (RED) or 18%

Overall, 53% of students in k-3 scored at Benchmark at the BOY testing and 69% were at Benchmark by the end of the year. *(16% increase)*

Grade level Breakdown

(% of students at Benchmark)

Grade BOY EOY

Kdg 50% 84%

1st 53% 74%

2nd 58% 70%

3rd 66% 80%

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Reading Data: 2014-2015

Growth on mCLASS:DIBELS

By Grade for Remington

Remington recorded 24% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY).

Grade level Breakdown

% of students at Benchmark

Grade BOY

Kdg	54%
1 st	63%
2 nd	58%
3 rd	62%

ACADEMIC GROWTH GAPS

Reading: In the area of growth gaps, we have an overall rating of EXCEEDING on our 1 year SPF and APPROACHING on our 3 year SPF. On our 3 years SPF, our Free/Reduced and Students with Disabilities have a rating of Does Not Meet.

Students needing to Catch UP, English Learners, and Minority students received a rating of Approaching. This trend in reading with these subgroups is of most upmost concern however we are noting the gains we are making with our Students Needing to Catch Up and Minority Students when referring to the 1 Year SPF. It is apparent that Students with Disabilities are not making enough growth to close the gap.

Students with Reading Deficiencies: In December of 2013, we identified 72 students with reading deficiencies in grade k-3. READ plans were developed and early in the fall and interventions were implemented. Many of these students also make up these subgroups. In May, we had 60 students on READ plans. A reduction of 12 students from beginning of the year to the end of the year.

Median Growth % / Median Adequate Growth % Reading (3 Year SPF)

Subgroup	2011	2012	2013	2014
Free/Reduced	46/34	45/40	38/39	35/37

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Minority Students	48/30	47/38	44/36	43/34
Students w. Disab.	46/68	31/66	26/73	38/74
English Learners	50/51	66/54	47/53	45/49
Catch Up	51/59	54/60	46/59	46/57

Math:

Overall Rating of MEETS in math over 1 year and 3 year SPF.

As shown in our 3 year SPF, we are seeing an upward trend with our subgroups populations. We are APPROACHING expectations in Reading and Writing, and MEETING expectations in Math. All subgroups are meeting or approaching with the exception of our Students with Disabilities. Students with Disabilities continue to receive the same rating each year of Does Not Meet in Reading and Writing, however this group did move up to APPROACHING expectations in Math this year.

Median Growth % / Median Adequate Growth % Math

Subgroup	2011	2012	2013	2014
Free/Reduce	51/72	53/57	54/56	38/39
Minority Students	51/68	56/56	57/55	44/36
Students with Disab.	47/94	37/72	26/83	26/73
English Learner	61/79	55/76	55/72	47/53
Catch Up	54/89	54/75	54/76	46/59

Writing: Overall rating of Approaching on 3 year SPF and a rating of MEETS on 1 year SPF.

We are seeing consistent and predictable trends in writing as we consider the data for our subgroup populations. Subgroups: Free/Reduced Lunch Eligible and Minority students continue to Meet state expectations. All other subgroups are APPROACHING the state expectations. It is apparent that this subgroup is making gains to close the gap when analyzing the data closely. Students with Disabilities continue to have the widest gap and prior years' data shows the gap is close to the same. However, this subgroup moved up from DOES NOT MEET expectations to APPROACHING expectations as noted on the 3 Year SPF.

Median Growth % / Median Adequate Growth % Writing

Subgroup	2011	2012	2013	2014
----------	------	------	------	------

Free/Reduce	45/55	53/57	48/45	45/43
Minority Students	46/50	56/56	45/44	42/44
Stud. W Dis.	41/83	37/72	35/76	48/81
English Learner	48/67	55/76	54/57	53/59
Catch Up	50/75	54/75	52/59	52/62

Root Causes and Verification:

In analyzing our data, we are concerned with the number of students who are identified as having a Reading Deficiency in grades K-3. We also identified a need to increase student growth within our subgroup populations in the areas of reading ad math. (Growth Gaps). Through Leadership Team meetings, data dialogues, curriculum alignment meetings, and grade level PLC meetings, we arrived at the following root causes listed below.

Reading/ Writing

We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards.

Grading practices are not aligned with assessment expectations.

Professional Learning Community Meetings are not fully focused on alignment, rigor, and assessment expectations.

Early interventions were being provided at the initial implementation "learning" stage. Teachers were not proficient with the intervention program and data collection tools. Teachers were not utilizing the entire program tools needed to drive explicit instruction for all students to address gaps in growth.

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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 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Overall Rating for Academic Achievement– Meets	Overall Rating for Academic Achievement– Meets (all areas)	Achievement in the areas of Reading, Writing, and Math continue to meet state expectations. Remington's curriculum is aligned with state standards and is implemented with highly effective instructional strategies.
	Increase Student Achievement in the area of Math- Approaching	Target Met: Rating for Academic Achievement in Math- Meets	
Academic Growth	Overall Rating for Academic Achievement– Meets	Overall Rating for Academic Achievement– Meets	
Academic Growth Gaps	Target: Increase academic growth of	Performance Target was not met for this select population. Students continue to	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	students identified in specific subgroups	"Approach" the state expectations in Reading and writing. (3year plan)	Early interventions were being provided at the initial implementation "learning" stage. Teachers learned and practiced proficiency with the intervention program and data collection tools. Teachers began utilizing consistent progress monitoring needed to drive instruction for all students to address gaps in growth. After analyzing our data and meeting with teachers, we are seeing slight increases with subgroup populations in our reading median growth %ile scores.
		Students with Disabilities and Free/Reduced Lunch Eligible students did not make enough growth to close the gap. This select population continues to DOES NOT MEET expectations in Reading. (3 year)	
Postsecondary & Workforce Readiness	NA	NA	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	<u>Reading</u> Over the past 4 years, Remington has shown a slight upward trend in reading when reviewing the 3 year SPF for 4 th and 5 th grade	NA	NA

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>students.</p> <p><u>% Prof./Adv. In Reading</u></p> <table> <tr> <td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr> <td>72.7%</td><td>73.04%</td><td>73.57%</td><td>73.91%</td></tr> </table> <p><u>Math</u></p> <p>We continue to meet state expectations in this area when reviewing the 1 year SPF. Reviewing the same data, Remington's results in math have increased for the past 2 years for 4th and 5th grade students.</p> <p><u>% Prof./Adv. In Math</u></p> <table> <tr> <td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr> <tr> <td>67.6%</td><td>64.79%</td><td>64.81%</td><td>68.28%</td></tr> </table> <p>Remington's results in math have made a large increase this past year. We are now APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations.</p>	2011	2012	2013	2014	72.7%	73.04%	73.57%	73.91%	2011	2012	2013	2014	67.6%	64.79%	64.81%	68.28%		
2011	2012	2013	2014																
72.7%	73.04%	73.57%	73.91%																
2011	2012	2013	2014																
67.6%	64.79%	64.81%	68.28%																

Comment [DH1]: Add a brief comment re: local data – "our local data from...is aligned with what we are seeing from TCAP...etc.."

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes								
	<p>In the area of writing, Remington's achievement scores have shown a small decrease when reviewing the past 4 years of data for 4th and 5th grade students.</p> <p><u>% Prof./Adv. In Writing</u></p> <table><tr><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>59.2%</td><td>55.15%</td><td>56.06%</td><td>54.35%</td></tr></table>	2011	2012	2013	2014	59.2%	55.15%	56.06%	54.35%		
	2011	2012	2013	2014							
59.2%	55.15%	56.06%	54.35%								
	<p><u>Local Data:</u></p> <p>Our local data from DIBELS is aligned with what we are seeing from TCAP reading scores when comparing the EOY data.</p> <p>Reading Data: 2013-2014 <i>Growth on mCLASS:DIBELS</i> By Grade for Remington</p> <p>Overall, Remington recorded 28% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY). It was noted that Remington had a <i>reduction of 10%</i> by the end of the year (BOY) with students scoring Well Below Benchmark (RED) or 18%</p> <p>Overall, 53% of students in K-3 scored at</p>	NA	NA								

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>Benchmark at the BOY testing and 69% were at Benchmark by the end of the year. (16% increase)</p> <p>Reading Data: 2014-21015 Growth on mCLASS:DIBELS By Grade for Remington Remington recorded 24% of students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY).</p>																				
Academic Growth	<p>Remington students have made adequate growth in all areas, however the scores are "Approaching" state expectations in the median Growth %ile. Only our math growth percentiles fell within the expectation range of 45\55 . (3Year Plan)</p> <p><i>Our (1 Year Plan) shows high growth in all academic areas and we are MEETING state expectations in Academic Growth</i></p> <table><tr><td>3 Yr.</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Reading-</td><td>49</td><td>52</td><td>51</td><td>47</td><td>44</td></tr><tr><td>Math-</td><td>49</td><td>48</td><td>55</td><td>54</td><td>56</td></tr></table>	3 Yr.	2010	2011	2012	2013	2014	Reading-	49	52	51	47	44	Math-	49	48	55	54	56	NA	NA
3 Yr.	2010	2011	2012	2013	2014																
Reading-	49	52	51	47	44																
Math-	49	48	55	54	56																

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School Name: REMINGTON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	Writing- 48 52 45 45 43																				
Academic Growth Gaps	Reading: APPROACHING (3 year SPF) We continue to see our students in subgroups not making enough growth to close the gaps. Growth Med/Adequate	We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students who have identified significant reading deficiencies. (SRD)	Reading Early interventions were being provided at the initial implementation "learning" stage. Teachers were not proficient with the intervention program and data collection tools. Teachers were not utilizing the entire program tools needed to drive explicit instruction for all students to address gaps in growth. We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards. Grading practices are not aligned with assessment expectations. Professional Learning Community Meetings are not fully focused on alignment, rigor, and assessment expectations																		
	<table><tr><td>Subgroup</td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduce.</td><td>38/39</td><td>35/37</td></tr><tr><td>Minority</td><td>44/36</td><td>43/34</td></tr><tr><td>Stud. W Dis.</td><td>26/73</td><td>38/74</td></tr><tr><td>English Learner</td><td>47/53</td><td>45/49</td></tr><tr><td>Catch Up</td><td>46/59</td><td>46/57</td></tr></table>			Subgroup	2013	2014	Free/Reduce.	38/39	35/37	Minority	44/36	43/34	Stud. W Dis.	26/73	38/74	English Learner	47/53	45/49	Catch Up	46/59	46/57
	Subgroup			2013	2014																
	Free/Reduce.			38/39	35/37																
	Minority			44/36	43/34																
Stud. W Dis.	26/73	38/74																			
English Learner	47/53	45/49																			
Catch Up	46/59	46/57																			
Reading: EXCEEDS (1 year SPF)																					
Math: MEETS (3 Year SPF) Remington's results in math have made a large increase this past year. We are now APPROACHING state expectations on our 3																					
		Math: NA																			

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School Name: REMINGTON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>Year SPF, however our 1 Year SPF MEETS state expectations.</p> <p>Our Students with Disabilities have NOT MET expectations for past years. However, this year we noted an upward trend of growth and this subgroup is now APPROACHING expectations.</p> <p>There continues to be a growth gap with this group.</p> <table><tr><th>Subgroup</th><th>2013</th><th>2014</th></tr><tr><td>Free/Reduce</td><td>54/56</td><td>56/57</td></tr><tr><td>Minority</td><td>57/55</td><td>57/55</td></tr><tr><td>Stud. W Dis.</td><td>26/83</td><td>41/87</td></tr><tr><td>English Learners</td><td>55/72</td><td>64/75</td></tr><tr><td>Catch Up</td><td>54/76</td><td>61/78</td></tr></table> <p>Specific Subgroup</p> <p>It was noted that our Minority students are APPROACHING expectations and are close to making adequate growth in Math 52/52 (Growth/Adequate Growth)</p> <p>It was noted that our Students needing to catch up are showing growth above the 50th percentile, but</p>	Subgroup	2013	2014	Free/Reduce	54/56	56/57	Minority	57/55	57/55	Stud. W Dis.	26/83	41/87	English Learners	55/72	64/75	Catch Up	54/76	61/78	<p>We need to ensure that each student achieves grade level proficiency by increasing student growth in math.</p>	
Subgroup	2013	2014																			
Free/Reduce	54/56	56/57																			
Minority	57/55	57/55																			
Stud. W Dis.	26/83	41/87																			
English Learners	55/72	64/75																			
Catch Up	54/76	61/78																			

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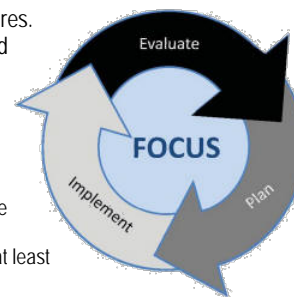
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>not enough growth to make adequate growth. 64/79 (Growth/Adequate Growth)</p> <p>Writing: APPROACHING (3 YEAR SPF) MEETS (1 year SPF)</p> <table><tr><td><u>Subgroup</u></td><td>2013</td><td>2014</td></tr><tr><td>Free/Reduce</td><td>48/45</td><td>45/43</td></tr><tr><td>Minority</td><td>45/44</td><td>42/44</td></tr><tr><td>Stud. W Dis.</td><td>35/76</td><td>48/81</td></tr><tr><td>English Learners</td><td>54/57</td><td>53/59</td></tr><tr><td>Stds Need to Catch Up</td><td>52/59</td><td>52/62</td></tr></table>	<u>Subgroup</u>	2013	2014	Free/Reduce	48/45	45/43	Minority	45/44	42/44	Stud. W Dis.	35/76	48/81	English Learners	54/57	53/59	Stds Need to Catch Up	52/59	52/62		
	<u>Subgroup</u>	2013	2014																		
Free/Reduce	48/45	45/43																			
Minority	45/44	42/44																			
Stud. W Dis.	35/76	48/81																			
English Learners	54/57	53/59																			
Stds Need to Catch Up	52/59	52/62																			
Postsecondary & Workforce Readiness	NA	NA	NA																		

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents 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 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoALT, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	NA	NA	NA	NA
		M	NA	NA	NA	NA
		W	NA	NA	NA	NA
		S	NA	NA	NA	NA
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	NA	NA	NA	NA
		M	NA	NA	NA	NA
		W	NA	NA	NA	NA
		ELP	NA	NA	NA	NA
Academic Growth Gaps	Median Growth Percentile, local measures	R	We need to ensure that each student achieves grade level proficiency in reading and reduce the number of students who have identified	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 10%. The number of students reaching or exceeding	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 10%. The number of students reaching or exceeding	BOY (14-15 yr.) DIBELS Assessment scores K-3 24% of students were "well below" the Benchmark (RED) BOY (14-15 yr.) Each grade level will implement a Reading Intervention Program with fidelity and precision to meet the individual needs of the student identified with a Significant Reading Deficiency. Teachers will become proficient and

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			significant reading deficiencies. (SRD)	grade level expectations (Benchmark) on DIBLES Next will be at 80% or increased by 5% over the previous year. (73%) We will increase our percentile ranking in Reading by 5 percentile points. (59 to 64)	grade level expectations (Benchmark) on DIBLES Next will be at 80% or increased by 5% over the previous year. (77%) We will increase our percentile ranking in Reading by 5 percentile points. (59 to 64)	DIBELS Assessment scores K-3 58% of students scored on Benchmark (K-3) SCANTRON 3 X per year PARCC assessments	knowledgeable with the intervention program and data collection tools. Professional Learning Community Meetings will focus on alignment, rigor, modifications and assessment expectations. We will ensure that each student achieves grade level expectations in reading by providing instruction in alignment with the required rigor of the Colorado Academic Standards.
		M	We need to ensure that each student	We will increase our	We will increase our	SCANTRON 3 x per year	We will ensure that each

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			achieves grade level proficiency by increasing student growth in math.	percentile ranking in Math by 6 percentile points. (57 to 63)	percentile ranking in Math by 6 percentile points. (63 to 69)	Grade level curricular assessments PARCC formalized assessments	student achieves grade level expectations in math by providing instruction in alignment with the required rigor of the Colorado Academic Standards. Professional Learning Community Meetings will focus on alignment, rigor, modifications and assessment expectations.
		W	NA	NA	NA	NA	NA
Postsecondary & Workforce Readiness	Graduation Rate		NA	NA	NA	NA	NA
	Disaggregated Grad Rate		NA	NA	NA	NA	NA
	Dropout Rate		NA	NA	NA	NA	NA
	Mean CO ACT		NA	NA	NA	NA	NA
	Other PWR Measures		NA	NA	NA	NA	NA

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Each grade level will implement a Reading Intervention Program with fidelity and precision to provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.

Root Cause(s) Addressed: Early interventions in Reading were being provided at the initial implementation "learning" stage. Teachers were not proficient with the intervention program and data collection tools. Teachers were not utilizing the entire program tools needed to drive explicit instruction to address reading needs and to reduce the number of students requiring a READ plan. (SRD)

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Interventionists: (GL, Sped, Literacy Interventionist) will implement the Burst Reading Intervention Program for students demonstrating a significant reading deficiency. (K-3) Small group instruction.	Aug- May	Aug-May	K-3 GL Teachers, Interventionists, Special Ed. Teachers	State/local	10 day Cycles/Grouping 2 x per year	In progress
Interventionists/Grade level teachers will meet with school level trainers for PD to address the specific "What's Next Tools" and reporting tools.	Sep/Dec	Jan-May	K-5 GL Teachers, Interventionists, Special Ed. Teachers	Local	3 times per year	In Progress
Interventionist will implement TIER II Interventions (Study Island, Multi-sensory Reading Instruction,	Aug.-May	Aug.-May	Interventionist	Local	6 week RTI review	In Progress

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Comprehension Strategy Instruction at "Instructional" Level) 4th and 5th grade identified at risk students/RTI students						
Implementation of a School-wide Intervention Schedule to include "flooding" times to maximize specific skill grouping among grade levels and to provide common intervention times for TIER II and TIER III interventionists	Aug-May	Aug.-May	Grade Level Teachers /Special Education Teachers and Interventionist	na	Implement Sept. Review/Revise quarterly	In Progress
Implement a PLC calendar to include Interventionists and Special Education Teachers. A designated Common Meeting Time scheduled weekly to focus on alignment, rigor, and assessment expectations.	Aug-May	Aug-May	All teachers school wide Special Education Teachers and Interventionist Administration	na	Aug-May	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: We will ensure that each student achieves grade level expectations in reading and math by providing instruction in alignment with the required rigor of the Colorado Academic Standards.

Root Cause(s). Addressed: We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards.

Grading practices are not aligned with assessment expectations.

Professional Learning Community Meetings are not fully focused on alignment, rigor, and assessment expectations

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

☐ Colorado Graduation Pathways Program (CGP) ☐ 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)
	2014-15	2015-16				
Teachers will participate in curriculum mapping and assessment development during Professional Development quarterly	Aug.	May	Teachers	Local	PD quarterly following 2 week breaks	In progress
Professional Learning Community Meetings will focus on alignment, rigor, modifications and assessment expectations.	Aug.	May	Teachers	Local	Weekly PLC meetings at each grade level	In progress
Grades 2-5 are utilizing the common intervention block to provide targeted instruction in math and reading to our growth gap students.	Sep	May	Teachers	Local	Quarterly Review	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: We will increase physical activity opportunities for our students to support educating the “whole child” throughout the school day (to include before and after school).

Root Cause(s) Addressed: All students do not have access to outside, afterschool physical activities.

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
☐ Colorado Graduation Pathways Program (CGP)
 X Other: Health and Wellness Policy

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)
	2014-15	2015-16				
SEE School and Health Improvement Plan (SHIP) included with this plan	Sept.	May	Teachers	State/Local	Quarterly	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 Schools Operating a Schoolwide Program (Optional)

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Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **7463** School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	71.43%	-	76.09%	81.58%	-	
		M	70.89%	52.48%	-	79.57%	60%	-	
		W	53.52%	57.77%	-	59.57%	71.05%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			25	23	-	46	58	-	
		M	38	64	-	48	55	-	
		W	41	37	-	49	64	-	
		ELP	-	-	-	-	-	-	

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School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	NO
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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.	YES - Charter School Solutions

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

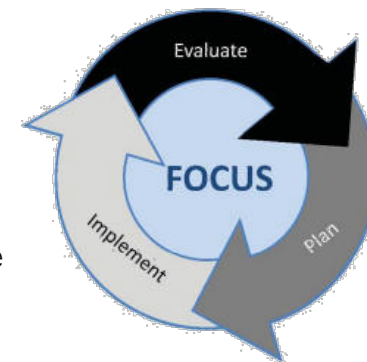
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Christianna Fogler - Headmaster
	Email	cfogler@rmcacs.org
	Phone	719-622-8000
	Mailing Address	1710 Priors Drive, Colorado Springs, CO 80915
2	Name and Title	Vladislav Izboinikov - Principal
	Email	izzy@rmcacs.org
	Phone	719-550-5407
	Mailing Address	1710 Priors Drive, Colorado Springs, CO 80915

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Description of School Setting:

Rocky Mountain Classical Academy is a K-8 school, with Core Knowledge curriculum and the emphasis on Classical Education. RMCA, which serves about 950 students, is located on two campuses; K-4 building is located at 1710 Priors Drive and the 5-8 grades building is located at 3850 Pony Tracks of Colorado Springs.

Rocky Mountain Classical Academy exists to support parents in developing citizens of integrity and character who are equipped with a strong knowledge base and academic skills. The basis of this development is rooted in an academically rigorous, content-rich, classical educational program with Core Knowledge emphasis.

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RMCA embraces a classical approach to education, seeking to inspire excellence by holding forth examples in each subject field, which have stood the test of time and have been widely recognized as the very best. It is a philosophy in which students are taught time-tested, high quality literature, art, and music, as well as science, mathematics, geography and history. In addition, students learn the best in modern thought on these subjects. The key pillars of “a passion for learning, analytical thinking, and virtuous character” are based on a solid foundation of knowledge.

Process for Data Analysis:

The School Performance Frameworks was reviewed by administrative team. The school Principal attended a district sponsored training to learn more about UIP process. The School Performance Frameworks was presented and reviewed by school leadership UIP team (grade level and subject area leads, counselor/interventionist, and school administrators). After initial work by administrative team, the UIP team began looking at data to identify trends and Priority Performance Challenges. The School Performance Framework was then presented to the Rocky Mountain Classical Academy’s School Accountability Committee and then the School Board. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the UIP team & SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District’s DAAC.

Review of Current Performance:

RMCA continues to meet all state requirements for academic achievement in reading, writing, math and science at all levels (elementary and middle). Over the past three years achievement scores on the state assessment have remained relatively consistent with slight increases and decreases at various grade levels and content areas. We continue to generally perform above district and state averages in most content areas.

ELEMENTARY SCHOOL READING					
Grade/Year	2010	2011	2012	2013	2014
3	79	90	82	75	71
4	70	71	80	81	74
5	80	65	68	86	84
ELEMENTARY SCHOOL MATH					
Grade/Year	2010	2011	2012	2013	2014
3	81	86	81	89	78
4	69	80	88	77	80
5	75	68	78	74	79
ELEMENTARY SCHOOL WRITING					
Grade/Year	2010	2011	2012	2013	2014

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3	49	66	55	55	56
4	39	55	48	63	53
5	59	56	52	63	69

MIDDLE SCHOOL READING

Grade/Year	2010	2011	2012	2013	2014
6	82	85	75	77	90
7	80	68	84	73	76
8	69	70	84	77	78

MIDDLE SCHOOL MATH

Grade/Year	2010	2011	2012	2013	2014
6	76	66	59	69	73
7	63	59	61	48	55
8	26	54	51	52	52

MIDDLE SCHOOL WRITING

Grade/Year	2010	2011	2012	2013	2014
6	58	78	65	74	84
7	74	67	81	57	69
8	49	67	78	67	60

2014 TCAP Results Summary

In 2013-14 school-year RMCA generally preformed as well or higher than the District and/or State level in all performance indicators.

Reading - continues to be the strongest area on a TCAP testing. Combination of strong elementary curriculum and the middle school rigor produces a positive student results on a consistent bases.

Math - RMCA believes that regardless of the type of math structure we have, RMCA should have strong evidence that we are offering a successful math program. However, analysis of student achievement data shows that the area in which students at RMCA and district-wide are struggling the most is math. In the middle school students are not meeting adequate median growth percentile which means that they are not growing fast enough to reach proficiency within three years. Students are falling farther and farther behind as they progress through school, making it nearly impossible

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for them to make adequate growth by the time they reach high school.

Current situation

- Current Classroom structure:
 - Multiple curriculum taught at the same grade level
 - RTI Tier I is implemented in every classroom to help students to catch up
 - We have success in teaching on-grade level material to BA/LA students
- 6th, 7th and 8th grade students are struggling due to placement and the implementation of the new curriculum.
- High % of BA and LA students in all grade levels.

Writing - Inconsistency in reaching positive results across all grade levels could be a result of the overall low performing classes from the previous year.

Current situation

- New curriculum was purchased for K-4
- Writing cross curriculum is implemented in grades 5-8.
- Grammar/Composition and Literature is separated in grade 6.

Summary

RMCA received an overall rating of "Meets" state expectations on all the performance indicators.

In a 1-year report we have met state expectations in all indicators with exception of elementary writing. We have received "Exceeds" ratings in middle school reading and writing.

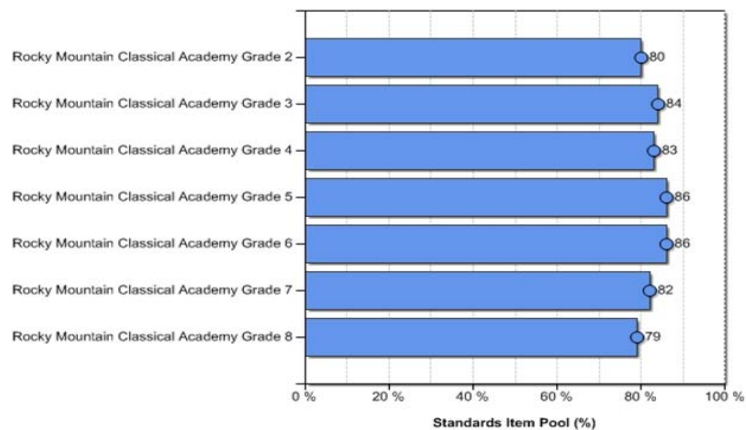
Our 3-year SPF indicates "Approaching" ratings in writing, reading and math at elementary level. Students with disabilities and students on Free/Reduced lunch have the largest gaps over three year time. At the middle school level 3-year growth data indicates that we are meeting growth expectations in all areas. "Exceeds" marks earned in middle school writing.

RMCA improved from last year's report from "Approaching" in the Academic Growth Gap Indicator to "Meets".

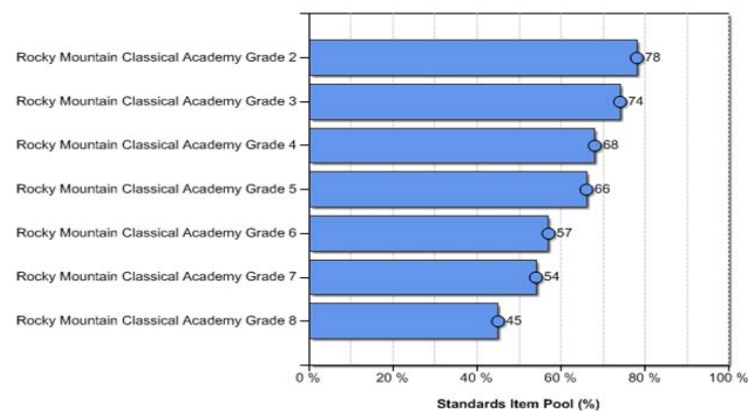
SCANTRON SPRING RESULTS 2014

Scantron results throughout the year were not a surprise as they correlate with TCAP scores and classroom assessments throughout the year.

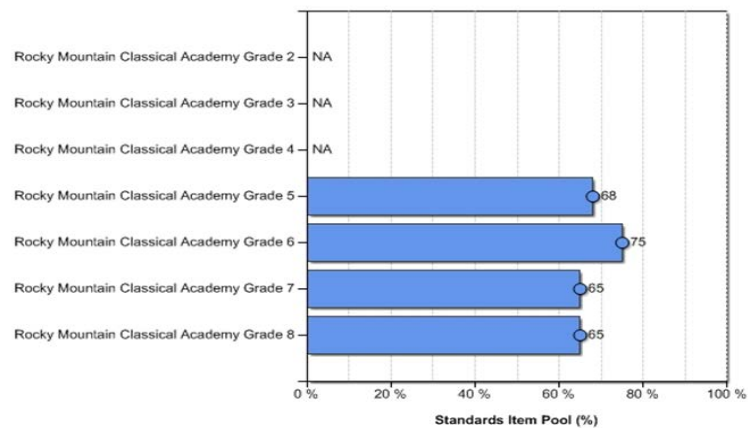
Reading Overall SIP
Report Date: 05-17-2014



Math Overall SIP
Report Date: 05-17-2014
Version: English

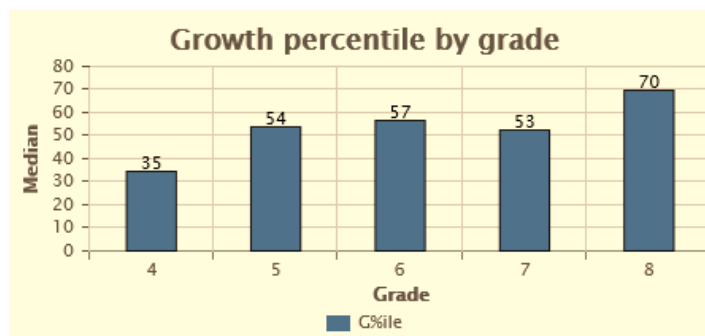


Language Arts Overall SIP
Report Date: 05-17-2014

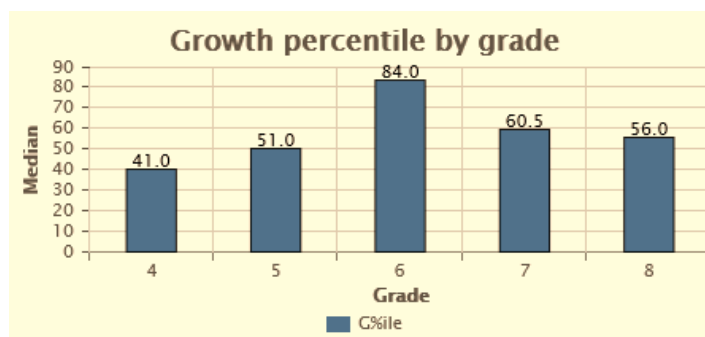


2014 TCAP GROWTH

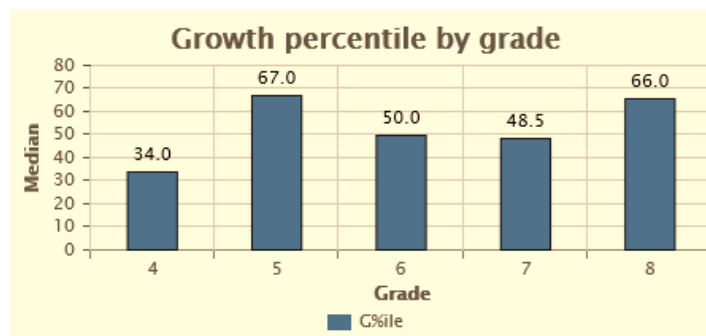
READING



WRITING



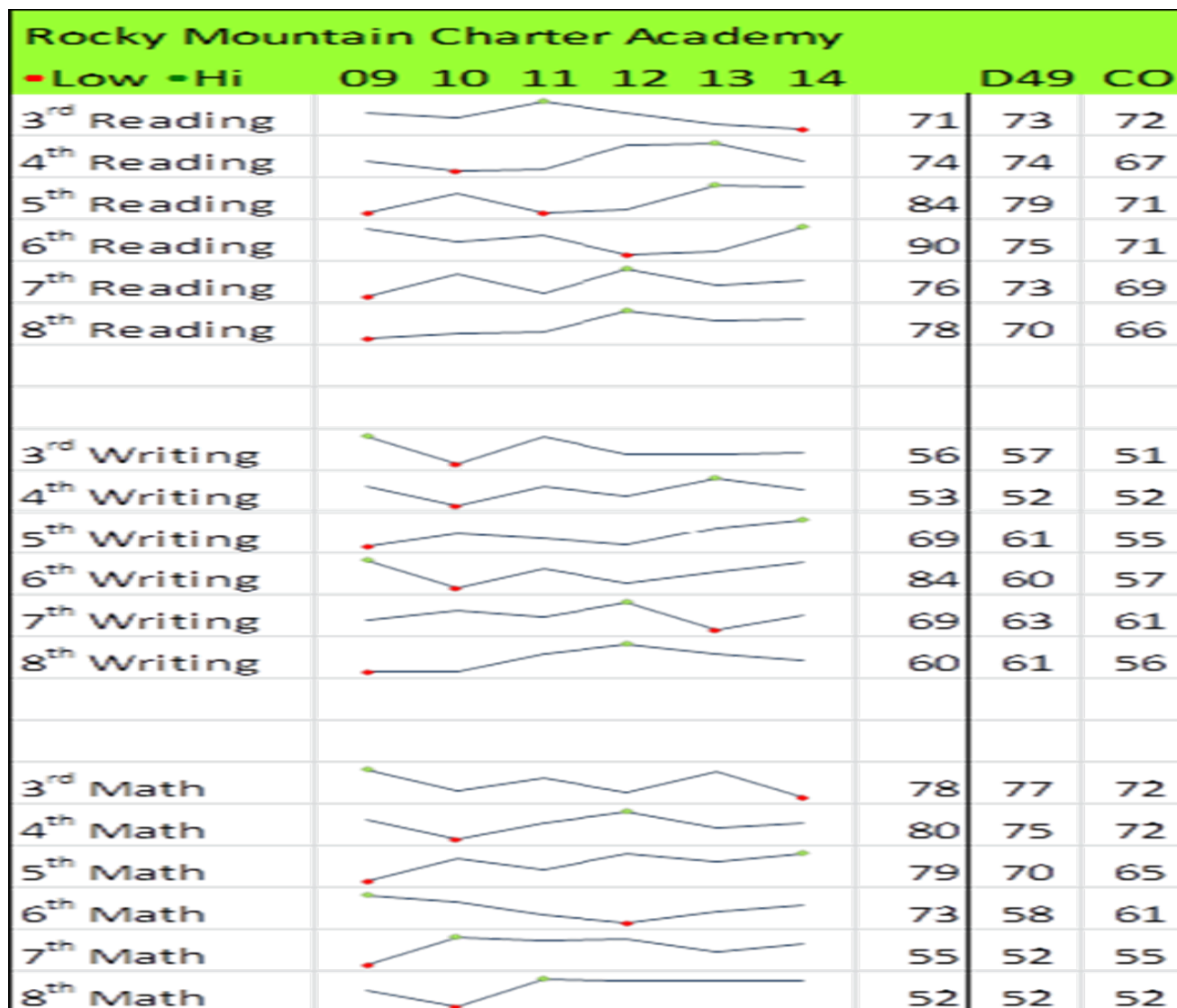
MATH



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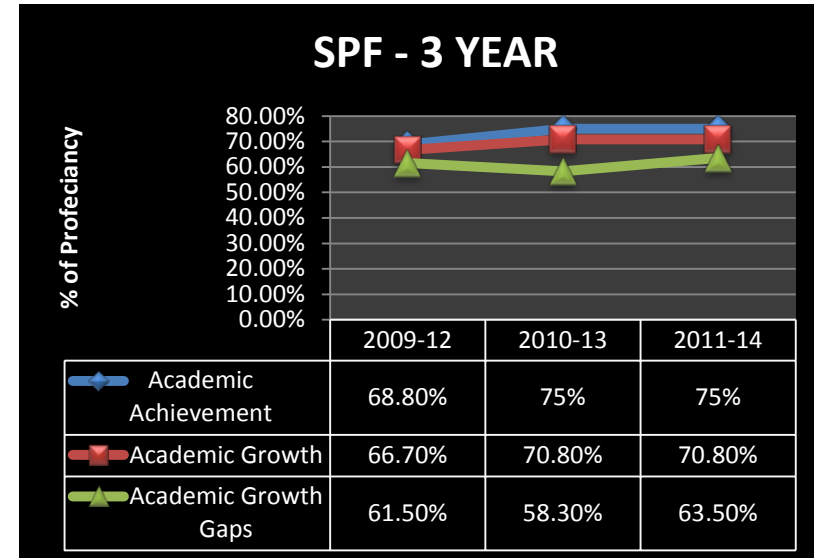
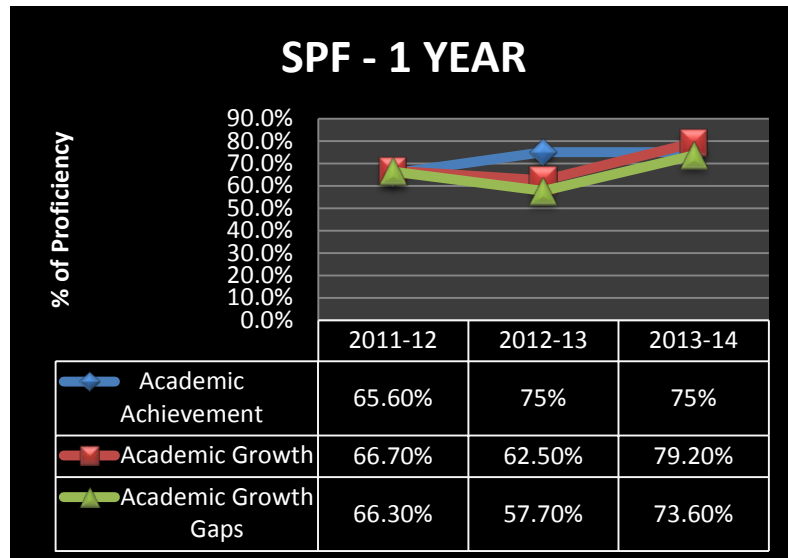
Trend Analysis:



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1 year		2011-12			2012-13			2013-14	
Performance Indicators		Rating	%		Rating	%		Rating	%
Academic Achievement		Meets	65.60%		Meets	75%		Meets	75%
Academic Growth		Meets	66.70%		Meets	62.50%		Meets	79.20%
Academic Growth Gaps		Meets	66.30%		Approaching	57.70%		Meets	73.60%
			66.40%			64.50%			76.80%
3 year		2009-12			2010-13			2011-14	
Performance Indicators		Rating	%		Rating	%		Rating	%
Academic Achievement		Meets	68.80%		Meets	75%		Meets	75%
Academic Growth		Meets	66.70%		Meets	70.80%		Meets	70.80%
Academic Growth Gaps		Approaching	61.50%		Approaching	58.30%		Meets	63.50%
			66%			68.80%			70.10%



Priority Performance Challenges:

- ❖ At elementary level students needing to catch up have not made adequate growth in the area of reading, math, and writing.
- ❖ At elementary level students eligible for free/reduced lunch have not made adequate growth in the area of writing.
- ❖ At middle school level minority students have not made adequate growth in the area of math.

Root Cause Analysis:

Analysis of data was considered by a group of teachers, administrators and parents as indicated on the signature page of this document. A variety of data sources including TCAP, SPF and Scantron were considered to identify the following root causes which were verified through the campus leadership team, the Chief Administrative Officer of Rocky Mountain Classical Academy, the Rocky Mountain Classical Academy School Accountability Committee and the Rocky Mountain Classical Academy Board of Education. The following Root Causes were identified:

Root Cause – Middle School Math Academic Growth Gaps

- Challenges with implementation of the new curriculum at the Middle school.
- Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards).
- Students' placement indicators do not accurately reflect mastery of standards.
- Lack of mastery of the curriculum/state standards at each grade level.
- Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.

Root Cause – Elementary School All Areas Academic Growth Gaps

- A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.
- Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.
- Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas.
- Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.
- A need to create flexible reading ability groups across all content areas and grade levels.
- Implementation of several new curriculums in the last two years took focus away from the RTI process.
- Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas.
- Need to implement wider variety of progress monitoring tools to better track students' improvement.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	While most of targets were met in the Academic Growth Gaps area at the middle school level, we continue experiencing low growth in elementary growth gaps especially in the area of writing and for the students needing to catch up. We expect that we will continue to see progress towards attaining performance targets with implementation of a new RTI strategic plan, staff development in the area of data driven instructions and the implementation of the new elementary writing curriculum (CKLA).
Academic Growth	N/A	N/A	
Academic Growth Gaps	<p>ES: Academic Growth Gaps was - <u>Approaching</u></p> <p>Increase median growth percentiles for student subgroups in reading, writing and math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.</p>	<p>ES: Academic Growth Gaps is - <u>Meets</u></p> <p><u>Reading</u> - <u>Meets</u> Target met for Minority students by 1 point (MGP-56%) Target not met for - Free/Reduce lunch by 5 points (MGP-45%), and Students needing to catch up by 2 points (MGP-53%).</p> <p><u>Math</u> - <u>Meets</u> Target met for - Free/Reduce lunch by 1 point (MGP-51%), minority students by 4 points (MGP-54%). Target is not met for Students needed to catch up by 1 point (MGP-54%)</p> <p><u>Writing</u> - <u>Approaching</u> Target is not met for Free/Reduce lunch students by 14 points (MGP-41%) and students needed to catch up by 8 points (MGP-47%) Target met for Minority students by 1 point (MGP-51%)</p>	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>MS:</p> <p>Academic Growth Gaps was - Meets</p> <p>Increase median growth percentiles for student subgroups in reading, writing and math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.</p>	<p>MS:</p> <p>Academic Growth Gaps is - Meets</p> <p><u>Reading</u> - Exceeds</p> <p>Target met for – All sub groups</p> <p>Free/Reduce students by 9 points (MGP 59%), Minority Students by 20 points (MGP 70%), Students needing to catch up by 28 points (MGP 78%).</p> <p><u>Math</u> - Meets</p> <p>Target met for – Free/Reduce Students on target (MGP 55%), Students needing to catch up by 9 points (MGP 64%)</p> <p>Target is not met for – Minority Students by 1 point (MGP 54%).</p> <p><u>Writing</u> - Exceeds</p> <p>Target is met for – All sub groups</p> <p>Free/Reduce Lunch by 6 points (MGP 56%), Minority Students by 14 points (MGP 64%), and Students Needing to Catch up by 20 points (MGP 75%).</p>	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	RMCA continues to meet all state requirements for academic achievement in reading, writing and math at all levels (elementary and middle). Over the past three years achievement scores on the state assessment have increased and then remained relatively consistent with slight increases and at various grade levels and content areas. We continue to generally perform above district and state averages in most content areas.	N/A	N/A
Academic Growth	RMCA received an overall rating of "Meets" state expectations on the student growth indicator. In a 3 year report we have made adequate growth in all indicators with exception of middle school math. We excel in writing in middle school and have Approaching ratings in math at middle school and reading at elementary level.	MS: In a three year report students did not meet AGP in Math and received Approaching rating. ES: Received Approaching rating in Reading.	Middle School Math <ul style="list-style-type: none"> Lack of mastery of the curriculum/state standards at each grade level. Elementary Reading <ul style="list-style-type: none"> A need to create flexible reading ability groups across all content areas and grade levels.
Academic Growth Gaps	RMCA achieved "Meets" category first time in three years in the Academic Growth Gap Indicator. At elementary level, 3-year SPF continues to	MS: Students in minority group did not meet AGP in math. ES: Students needing	Middle School - Math <ul style="list-style-type: none"> Challenges with implementation of the new curriculum at the Middle school. Lack of mastery of curriculum at each

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>indicate growth gaps in writing, math and reading Students with disabilities have the largest gaps over three years' time in Reading and Math and students on Free/Reduce Lunch in Writing.</p> <p>At the middle school level, 3 years of growth data indicate that we are meeting growth expectations in reading and writing. Exceeds marks earned in middle school writing.</p> <p>Students with Disabilities have the "Approaching" ratings in all subject areas.</p>	<p>to catch up did not meet AGP in reading, math and writing. Students on Free/Reduce lunch did not meet AGP in Writing.</p>	<p>grade level.</p> <ul style="list-style-type: none"> • Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards). • Students' placement indicators do not accurately reflect mastery of standards. • Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below. <p><i>Elementary School - All Areas</i></p> <ul style="list-style-type: none"> • A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. • Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners. • Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. • Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.

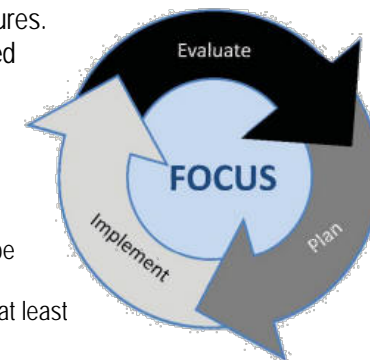
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<ul style="list-style-type: none"> • A need to create flexible reading ability groups across all content areas and grade levels. • Implementation of several new curriculums in the last two years took focus away from the RTI process. • Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas. • Need to implement wider variety of progress monitoring tools to better track students' improvement.

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	K-3 Literacy	K-3 Literacy	K-3 Literacy	K-3 Literacy	Re-evaluation and re-structure of current Elementary (K-5) RTI program.
		M	Not all students are proficient in reading by 3 rd grade.	Decrease the number of students identify at Significant Reading Deficiency.	Decrease the number of students identify at Significant Reading Deficiency.	DIBELS Next is administering as a screener for every student K-5 and then used as bi-weekly monitoring tool.	
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	<u>School's Percentile</u> MS: Reading - 74 Math – 67 Reading – 77 ES: Reading – 60 Math – 69 Writing – 61	<u>School's Percentile</u> MS: Reading - 78 Math – 73 Reading – 83 ES: Reading – 65 Math – 75 Writing – 68	<u>School's Percentile</u> MS: Reading - 82 Math – 79 Reading – 89 ES: Reading – 70 Math – 81 Writing – 75	DIBELS Next is administering as a screener for every student in K-5 and then used as bi-weekly monitoring tool, Scantron is used three times a year in the areas of math, Language arts and science. Scantron administer for every students and used as a placement and a progress monitoring tool. Classroom Based Assessments, STAR, ITBS, and SRA. Aimsweb used as a progress monitoring tool for students with disabilities as outlined by their IEP plans.	Re-evaluation and re-structure of the current Elementary (K-5) RTI program. Alignment of the Middle School math grade level curriculum to the grade level state standards.
Academic Growth Gaps	Median Growth Percentile, local measures	R	MS: Minority students did not meet AGP in math. ES: Students needing to catch up did not meet AGP in reading,	Scantron, SIP end of the year: 75% students will meet Individual Growth Target based on the EOY assessment in	Scantron, SIP end of the year: 80% students will meet Individual Growth Target based on the EOY assessment in	DIBELS Next is administering as a screener for every student in K-5 and then used as bi-weekly monitoring tool, Scantron is used three times a year in the areas of math,	Re-evaluation and re-structure of the current Elementary (K-5) RTI program. Alignment of the Middle School math grade level

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			math and writing. Students on Free/Reduce lunch did not meet AGP in Writing.	Scantron performance series.	Scantron performance series.	Language arts and science. Scantron administer for every students and used as a placement and a progress monitoring tool. Classroom Based Assessments, STAR, ITBS, and SRA. Aimsweb used as a progress monitoring tool for students with disabilities as outlined by their IEP plans.	curriculum to the grade level state standards.
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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Re-evaluation and re-structure of the current K-5 RTI program.

Root Cause(s) Addressed: A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.

Current elementary structure does not allow time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. A need to create flexible reading ability groups across all content areas and grade levels. Implementation of several new curriculums in the last two years took focus away from the RTI process. Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas. Need to implement wider variety of progress monitoring tools to better track students' improvement.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Staff PD on Data Analysis and the data driven instructional practices.	Sept. 2014 – May 2015	Sept. 2015 – May 2016	Principal, SAC, RTI coordinator	Local Funds	PD dates, agenda, and schedule.	In progress
Design new structure based on best practices.	Nov. 2014 May 2015	Aug. 2015 Re-evaluation	Principal, AP, Dean of Academics, Lead Teachers	No additional resources needed	Research materials, meetings' agenda and minutes.	In progress
Create "Data Team" to assist with data	Nov.	Aug.	Principal,	No additional resources	List of "Data Team" members,	In progress

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analysis and data interpretations.	2014	2015 Over view	SAC, RTI Coordinator, Grade level teachers	needed	schedule of meetings and minutes from meetings.	
Use of the Scantron assessment tool as a corner stone for the developing RTI plans/programs.	Jan. 2015 May 2015	Sept. 2015 May 2016	SAC, RTI Coordinator	Local Funds	Individual student portfolios based on Scantron's student learning objective.	Not Begun
K-4 grade teachers will design a new schedule for reading intervention based on flexible ability groups	Jan. 2015	Sept. 2015 Re- evaluat ion	Principal, AP, Grade level teams	No additional resources needed	Schedule and list of reading ability groups	Not Begun
Progress monitor using quarterly common assessments, daily formative assessments, and standardized progress monitoring tools.	Sept. 2014 May 2015	Sept. 2015 May 2016	Principal, RTI coordinator, Instructional staff	Local Funds	CBA, Scantron test, DIBELS Next, AmsWeb, and Easy CBM	In progress
Staff PD on best instructional practices and the differentiation of instructions.	Jan. 2015 May 2015	Sept. 2015 May 2016	Principal, Dean of Academics, RTI coordinator	Local Funds	PD dates, agenda, and schedule.	Not Begun
Alignment of grade level math curriculum with grade level state standards.	Jan. 2015 May 2015 Planning	Aug. 2015 Impleme ntation	Principal, Grade level math teachers	Local Funds	Curriculum maps that are aligned to a grade level standards.	Not begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Alignment of the Middle School (5-8) math curriculum to the grade level state standards.

Root Cause(s) Addressed: Challenges with implementation of the new curriculum at the Middle school. Lack of mastery of the curriculum at each the grade level. Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards). Students' placement indicators do not accurately reflect mastery of standards. Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Restructure of students classroom placement: ✓ Keep all students in their grade levels ✓ Use leveling only at the same grade level (low, med., high)	Aug. 2014	Continue Implementation	Principal, SAC, grade level math teachers	No additional resources needed	Class rosters and grade level curriculum.	Completed
Alignment of grade level curriculum with grade level state standards.	Aug. 2014	Continue Implementation	Principal, SAC, grade level math teachers	Local Funds	Grade level curriculum maps, new curriculum that is aligned with grade level state standards.	In progress
Expand Space/STEM program to enrich students experience and to meet new requirements for state testing.	Aug. 2014 May 2015	Continue Implementation	Principal, Dean of Academics, STEM staff	Local Funds	7/8 th grade STEM curriculum and Instructional maps.	In progress
To ensure academic rigor and deeper content knowledge: ✓ Incorporate math camp (before the start of the school year)/math lab	Aug. 2014 May 2015	Aug. 2015 May 2016	Principal, SAC, grade level math teachers	Local Funds	Schedule of clubs and activities.	In progress

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School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

(during school year) for all new and struggling students to ensure mastery of grade level standards.						
Create a system of formative assessments throughout the year.	Aug. 2014 May 2015	Aug. 2015 Re-evaluate	SAC, Math teachers	Local Funds	Samples of CBA, notes from staff quarterly reviews.	In progress
Organize after school Math activities (club, Olympics) to address needs for struggling and advance students.	Sept. 2014 May 2015	Sept. 2015 May 2016	Math Teachers	Local Funds	Schedule of clubs and activities, rosters of students.	Completed
Create K-8 Math committee to: assess the needs on regular bases, analyze programs and implementation practices, create assessments, and provide support.	Aug. 2014	Continue Implementation	Principal, SAC, Dean of Academics, grade level math teachers	Local Funds	List of "Data Team" members, schedule of meetings and minutes from meetings.	Completed
Implement middle school grading policy with fidelity to create an accurate picture of students' academic proficiency.	Sept. 2014 May 2015	Sept. 2015 May 2016	Principal	No additional resources needed	IC grading records, quarterly staff reviews notes.	In progress
100% of the students will complete required grade level activities in iCAP.	Nov. 2014	Nov. 2015	Principal, Guidance counselor	Local Funds	Schedule of activities, attendance and completion records.	Completed

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.

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **7339** School Name: **RIDGEVIEW ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			72.05%	-	-	75.19%	-	-		
		M	70.11%	-	-	75.76%	-	-		
		W	54.84%	-	-	59.4%	-	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
			29	-	-	49	-	-		
			M	43	-	-	46	-		-
			W	39	-	-	49	-		-
		ELP	32	-	-	56	-	-		

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School Name: **RIDGEVIEW ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: RIDGEVIEW ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	N/A
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

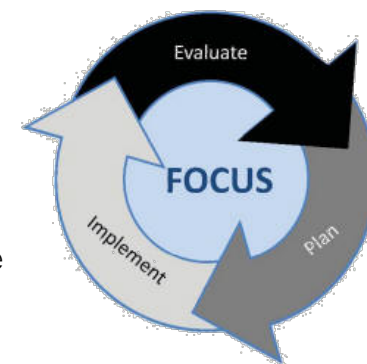
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Theresa Terrones Ritz, Principal
	Email	tritz@d49.org
	Phone	719-494-8700
	Mailing Address	6573 Shimmering Creek Drive
2	Name and Title	Marjorie McKeal
	Email	mmckeal@d49.org
	Phone	719-494-8700
	Mailing Address	6573 Shimmering Creek Drive

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Description of School Setting-

Ridgeview Elementary is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K - 5th grade school serving approximately 760 students (this number does not include preschool count). Ridgeview houses a Developmental Disabilities program that supports students with cognitive delays and limitations. We currently have a teaching staff of approximately 50 dedicated and hardworking teachers. Students come to RVES from a variety of cultural backgrounds and with a variety of learning needs. Regarding race/ethnicity, we have two significant categories--- 57% of our students are listed as White/Non-Hispanic and 23% as Hispanic. 43% of our student population is considered a race/ethnicity other than White/Non-Hispanic. Of our total students, 53% are male and 47% are female. Ridgeview has approximately 25.4% of our students eligible for free/reduced lunch.

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Process for Data Analysis-

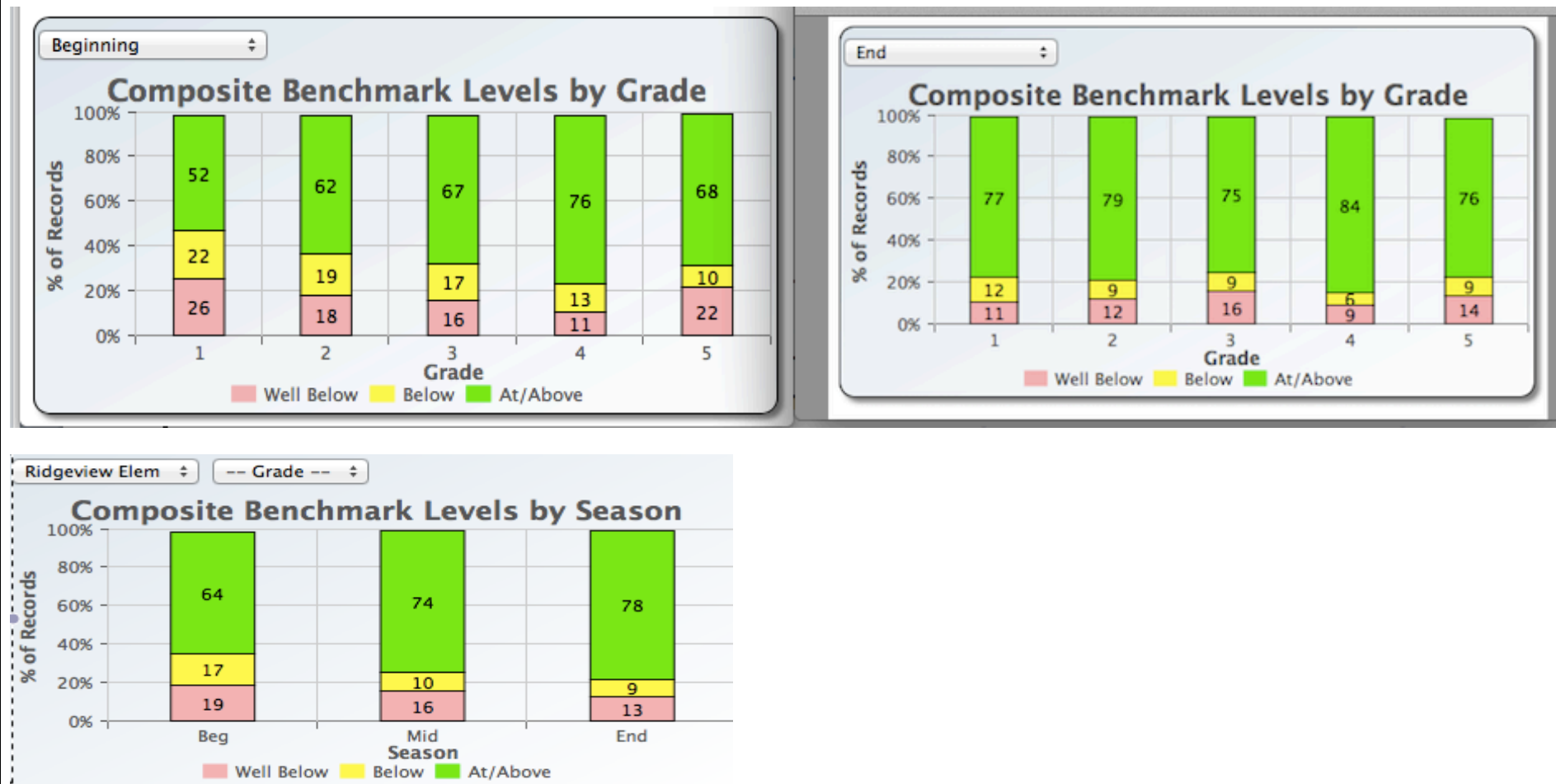
PLC teams look at data regularly to determine student progress and instructional needs. Team Leaders are designated for each grade level/department team, they set the agenda for meetings and facilitate the process. Administration attends PLC meetings as often as possible. The Leadership Team, with representation from all grade levels and departments, reviews data periodically to determine areas of strength and weakness and to determine a root cause(s) for areas where improvement is needed. Next steps are determined. Data from the School Performance Frameworks is shared with the staff as well as the School Advisory Committee which is made up of parents, teachers, and administration. Administration drafts the UIP based upon this info, and the staff has the opportunity to review it and give feedback. The SAC reviews it and provides feedback as well, then signs off on the final draft.

Review of Data (Current Performance and Trend Analysis)-

Data is analyzed from many sources to include, Scantron, DIBELS, and a web-based, digital reading intervention program (Lexia Core 5), as well as READ plans to see if data trends exist across multiple measures. DIBELS data has great accessibility now with participation in the state grant received for Amplify (mClass), which allows for digital progress monitoring and accountability. This tool allows teachers and administrators to pinpoint areas of strength and growth more easily than in the past. It also allows for viewing of progress monitoring data by all teachers who interact and support students with reading. In all content areas, discussions around rigor are taking place to ensure students are ready for the increased expectations in regards to the Colorado Academic Standards. Scantron (reading and math) data is also used three times per year to determine student success in grades 3-5. Since we now have READ plan data from one full year, we can include this measure to determine the number of students who have a significant reading deficiency each year and monitor the effectiveness of the plans to reduce the number of students who need them.

Number of READ Plans:

2013-14 DIBELS Composite Data from the beginning of the year to the end of the year is below:



We saw positive gains at all grade levels according to DIBELS Composite data.

In examining our 1 year and 3 year SPF, our three year data is much more positive, meaning that our state testing from last year was not our best. Our growth data, however, was still considered “meets” in reading, writing, and math, and in our ELL population of students. In these areas we either met or exceeded the state expectations.

RVES “meets” the state and federal expectation for academic achievement (overall), along with academic growth. We are “approaching” in growth gaps overall and specifically in reading and mathematics. We are “meets” in growth gaps for writing.

3rd Grade TCAP Reading Data:

Ridgeview’s P/A 3rd grade reading TCAP score from 2014 testing is 77%, compared to the district’s score of 73% and the state’s score of 72%. We scored higher than both the district and state averages. It is a celebration that Ridgeview’s 3rd grade scores increased and totaled higher than both the state and district averages. We implemented Lexia Core 5 as a reading intervention tool last school year and we are continuing with this in the 2014-15 school year. We are using this across the grade levels, K-5th, and it may have contributed to our 3rd grade scores not dropping. We use this tool with fidelity, and it is in addition to regular literacy instruction. We analyze Lexia data as a part of our progress monitoring body of evidence. Another positive contributing factor to our 3rd grade scores may be that we have begun implementation of Marzano’s research-based best practices, specifically clear learning objectives and learning scales. We also use “Purposeful Risk” as a guiding principle at Ridgeview and across the POWER Zone, which allows teachers to determine the needs of their students and implement strategies/programs/ideas that are new and innovative. Sometimes this results in amazing outcomes and sometimes it doesn’t, but it’s worth the risk to potentially improve what we offer our students. The POWER Zone is supportive of Purposeful Risk. Another factor is that Ridgeview is fortunate to employ a very talented staff. Our general education teachers work tirelessly to support our students, and they truly believe that all students can reach high achievement levels. Our support staff members also work tirelessly and collaborate well with our general education teachers; our special education teachers and English Language Development teacher are highly skilled and offer excellent support for our at-risk population.

Our 3rd grade reading scores are a celebration, but they are not good enough. Our goal is for 100% of our 3rd graders to move on to 4th grade at-grade level or higher in reading proficiency. As thoughtful educators, we would never strive for less than all kids reading at grade level, and we will work to get as close as possible to this lofty goal. Reaching proficiency in reading as a 3rd grader ensures ongoing successful outcomes for our students as they move on to secondary educational experiences.

We do not have high enough numbers of students in most subgroups at this grade level to confidentially report out publicly regarding the data 3rd grade subgroup data. There are two areas for comment. Our girls outscored our boys, but overall we have more identified at-risk boys in this grade level than girls so this is not entirely a surprise. Our girls scored very high in Nonfiction, which is somewhat of a surprise as this does not always tend to be the case, and we are celebrating this score. It is also a big celebration that our Hispanic subgroup scored 80%, outperforming our White subgroup. Our Hispanic subgroup scored 80% compared to the district’s average of 68%. This is a significant difference. We scored lowest, overall as a grade level, in the sub-content area of Fiction and Poetry. Our boys also scored lower in Fiction & Poetry and Nonfiction than the other areas. We scored highest, as a grade level, in Nonfiction due to the high average of our female population in this category. We hesitate to make too many curricular decisions based on TCAP data since it is not aligned with the new Colorado Academic Standards entirely, but we are definitely considering how we can enhance instruction in Fiction & Poetry and Nonfiction and reading as a content area in general.

Other content areas and state-tested grade levels:

Overall, Ridgeview’s reading data is above that of the state and comparable to the district. In reading we saw fewer decreases than some schools in our district, which is a celebration. As mentioned, in 2013-14 we began using a reading intervention program called Lexia. We worked hard to use Lexia effectively in

conjunction with differentiated instruction provided by classroom teachers. Administration set clear expectations for literacy instruction, to include Lexia use--- and support was provided so that teachers had the opportunity to meet and exceed these expectations. Without this, I feel our scores would not have been as strong.

In writing, our 3rd grade scores are strong. Scores are slightly higher than our 3rd grade scores last year, but significantly exceed both the district and the state averages this time. This is a celebration! 2013-14 was our third full year of Every Child a Writer implementation, so our 3rd graders had been exposed to the program for most of their elementary years. This may be why our 3rd grade data is so strong and our goal is for this trend to continue in writing. Our 3rd grade teachers also made the decision to increase grammar instruction since they saw that as an area of need. This contributed to our success as well.

4th and 5th grade writing scores for Ridgeview are lower than the district and the state.

The same is true for math---- 3rd grade scores exceed the district and state. 4th and 5th grade math scores are lower than the district and state. Math continues to be an area of focus at Ridgeview, supported by a true math expert and master teacher who serves as our Math Coach. She has led our teams in the transition to the Colorado Academic Standards for math, and we are excited to continue under her math leadership during the 2014-15 school year.

Our 4th grade group in 2013-14 was the highest in regards to at-risk student percentages. This includes special education students, English Language Learners, and SST students. With high numbers of at-risk students, the overall achievement scores can be negatively impacted. This group is now our current 5th graders and we are being very thoughtful in how to best meet their needs. The 5th grade team is working together to provide intervention.

In 2013-14, we experienced personnel issues that impacted the educational experience and outcomes for a portion of 5th graders. TCAP data was impacted by test misadministration in the area of writing. These personnel matters have been resolved.

With our subgroup populations, school-wide, we see our females out-scoring our males in most cases. This is something that we need to continue to be thoughtful about and strive to engage our male student population at the same levels as our female student population. We also see that our Hispanic population at times is not performing as well as our White population, and this needs our attention.

Over time, achievement is up and down at Ridgeview. Our 3rd grade scores for 2013-14 were very strong, up from the past. 4th and 5th grade scores have dropped some.

In reading, there were not standards that stood out significantly from others as lower scores. We are increasing our focus on reading at Ridgeview this year. We will refresh our staff with balanced literacy/guided reading training. Ridgeview has a very developed leveled library, and we have a teacher who is tasked with keeping it organized and user-friendly. We will also continue to utilize Lexia in literacy intervention. One of our master teachers serves as our Lexia Coach providing ongoing training and support. There are other resources that we have added and professional development that was added as well.

In writing, paragraph writing seemed to cause the biggest struggle in TCAP. We are continuing with the National Literacy Coalition's Every Child a Writer program and will continue to fine-tune implementation. We have also recently implemented a program called Drawing Children into Reading and Writing for our preschool through 2nd graders, and we think this will pay off over the next few years.

In math, standards 1 and 6 seem to be slightly lower than other standards. We are continuing our work with the new standards in math this year, and we will explore these as areas to keep on radar. Our math coach this year will co-teach with every grade level, supporting classroom teachers with the most at-risk students at that grade level. In some cases, special education teachers will also join the efforts. There will be 3 experts in with one class of at-risk math students in some cases, which should result in positive outcomes.

Overall observations and Priority Performance Challenges:

- Reading scores are not as high as we strive for them to be
- Writing scores for 4th and 5th grade are below the district and state averages
- Math scores for 4th and 5th grade are below the district and state averages
- Girls outperform boys in general
- White students outperform Hispanic students at times
- We are rated as “Approaching” in Academic Growth Gaps according to our 3-year SPF (School Performance Frameworks)—we are “Meets” in writing under Academic Growth Gaps but “Approaching” in both reading and math
- In reading under Academic Growth Gaps ‘Students with Disabilities’ are rated as “Does Not Meet” and ‘Students Needing to Catch Up’ are rated as “Approaching”
- In math under Academic Growth Gaps, ‘Students with Disabilities’ are rated as “Does Not Meet” and ‘Minority Students/English Learners/Students Needing to Catch Up’ are rated as “Approaching”
- In writing under Academic Growth Gaps, ‘Students with Disabilities’ are rated as “Approaching” and ‘Students Needing to Catch Up’ are rated as “Approaching”

Root Cause Analysis:

Because our academic growth meets the state expectation and because our writing data is our strength, we focused mainly on determining root causes for academic achievement in reading and math. Working on some of these root causes will improve performance in all content areas.

The following root causes were determined:

- Ridgeview teachers need to thoroughly understand the Colorado Academic Standards, specifically the literacy standards, and align instruction to ensure that teachers are focusing on the critical skills/standards at each grade level.
- Additional reading intervention time, resources, and teacher training are needed for our below-grade level readers (tiers 2 and 3), and reading core instruction must be evaluated and supplemented or changed as determined necessary.
- Utilized math programs, resources, and assessments must align to the Colorado Academic Standards and teaching strategies must provide the level of rigor necessary for high achievement.
- Training and support is needed regarding best practices in general, specifically around Learning Goals/Targets, Learning Scales (Rubrics), and formative assessment.
- Student motivation, which is highly dependent upon positive and strong relationships, is an area of ongoing need.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A		
Academic Growth	By the end of the 2013-14 school year, English Learners will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	The target was not only met with a median growth percentile of 56 but we moved from the "Approaching" category to "Meets" in both the year 1 and year 3 School Performance Framework.	Increased use and monitoring of the Lexia program, school-wide intervention tool supported with this. Collaboration between ELD teacher and classroom teachers is strong. Our ELD teacher is well trained and an expert in her field.
Academic Growth Gaps	<p>READING:</p> <p>By the end of the 2013-14 school year, Students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.</p> <p>MATH:</p> <p>By the end of the 2013-14 school year, Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth.</p>	<p>The target was met in 1 of the 2 student subgroups. Our median growth percentile for Students Needing to Catch Up is 51 with a rating of "Approaching".</p> <p>As measured by the MGP, we received a rating of "Does Not Meet" in the subgroup of Students with Disabilities and a median growth percentile of 31.</p> <p>As measured by the MGP, we received a rating of "Does Not Meet" in the subgroup of Students with Disabilities and a median growth percentile of 29.</p>	<p>Increased focus school-wide on Lexia minutes for those students who are high-risk and some-risk helped to achieve gains. A well-trained, hard-working teaching staff is the key factor in RV achievement in addition to provided resources.</p> <p>Additional reading intervention time and resources are still needed for our most at-risk students. We do not have a consistent intervention resource or instructional program for the teachers to implement. Training also needs to be provided for teachers.</p> <p>In Math, we transitioned to the CAS (Colorado Academic Standards), so we expected a decrease in our scores. We anticipate a dip in scores again over the next couple of years due to this transition.</p>

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School Name: RIDGEVIEW ELEMENTARY SCHOOL

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>WRITING:</p> <p>By the end of the 2013-14 school year, Students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.</p>	<p>The target was met in both subgroups with a MGP of "Approaching". Our median growth percentile for Students Needing to Catch Up is 49 and for Students with Disabilities is 45.</p>	<p>We are in the 3rd full year of the Every Child a Writer (ECAW) program which is implemented school-wide. We feel this consistency is starting to pay-off in writing performance.</p>
Postsecondary & Workforce Readiness	N/A		

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	READING —3 RD , 4 TH , AND 5 TH --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 rd : 2011-76%, 2012-78%, 2013-76%, 2014-77% 4 th : 2011-65%, 2012-71%, 2013-70%, 2014-69% 5 th : 2011-76%, 2012-77%, 2013-83%, 2014-74%	N/A	N/A	
	MATH —3 RD , 4 TH , AND 5 TH --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 rd : 2011-77%, 2012-80%, 2013-72%, 2014-83% 4 th : 2011-80%, 2012-80%, 2013-76%, 2014-66% 5 th : 2011-76%, 2012-79%, 2013-79%, 2014-61%	N/A	N/A	
	WRITING —3 RD , 4 TH , AND 5 TH --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 rd : 2011-59%, 2012-61%, 2013-60%, 2014-64% 4 th : 2011-58%, 2012-50%, 2013-63%, 2014-43% 5 th : 2011-71%, 2012-69%, 2013-65%, 2014-42%	N/A		
	SCIENCE --5 TH --- % OF PROFICIENT/ADVANCED (P/A) on TCAP/ STRONG/DISTINGUISHED on CMAS 5 th : 2011-55%, 2012-56%, 2013-53%, 2014-30%	N/A		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>-----</p> <p>SOCIAL STUDIES—4th---% OF STRONG/DISTINGUISHED on CMAS</p> <p>4th: 2014-8%</p>	N/A	
Academic Growth	<p>COLORADO GROWTH MODEL:</p> <p>Per our SPF in Academic Growth, we are "meets" in all areas over a 3-year trend.</p>	N/A	N/A
Academic Growth Gaps	<p>Per our SPF (3-year) in Academic Growth Gaps our overall rating is "Approaching".</p> <p>In <u>Reading</u> our overall rating in Academic Growth Gaps is "Approaching" with the following rating for subgroups: Free/Reduced, Minority, and English Learners- Meets Students w/Disabilities- Does not Meet Students Needing to Catch-up- Approaching</p> <p>In <u>Math</u> our overall rating in Academic Growth Gaps is "Approaching" with the following rating for subgroups: Free/Reduced- meets Minority, English Learners, and Students needing to catch-up- Approaching Students w/Disabilities- Does not Meet</p>	<p>'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in reading.</p> <p>'Students With Disabilities', 'Minority Students', 'English Learners', and "Students needing to catch up" are not making adequate growth in math.</p>	<ul style="list-style-type: none"> Ridgeview teachers need to thoroughly understand the Colorado Academic Standards, specifically the literacy standards, and align instruction to ensure that teachers are focusing on the critical skills/standards at each grade level. Additional reading intervention time, resources, and teacher training are needed for our below-grade level readers (tiers 2 and 3), and reading core instruction must be evaluated and supplemented or changed as determined necessary. Utilized math programs, resources, and assessments must align to the Colorado Academic Standards and teaching strategies must provide the level of rigor necessary for high achievement. Training and support is needed regarding best practices in general, specifically around Learning Goals/Targets, Learning Scales

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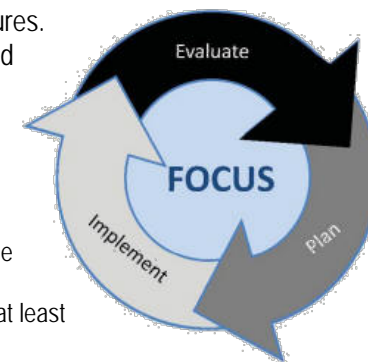
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	In <u>Writing</u> our overall rating in Academic Growth Gaps is "Meets" with the following rating for subgroups: Free/Reduced, Minority, and English Learners- Meets Students with Disabilities and students needing to catch-up- Approaching	'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in writing.	(Rubrics), and formative assessment. <ul style="list-style-type: none"> Student motivation, which is highly dependent upon positive and strong relationships, is an area of ongoing need.
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	Students Needing to Catch Up and Students With Disabilities are not making adequate growth in reading.	We are currently performing at the 58 th percentile in reading, and our goal is to achieve at the 63 rd percentile.	Our goal is to increase in percentile by 5 points each year.	The state will continue to provide a school percentile ranking. Local assessments will be used to progress monitor.	<p>All of the three POWER Zone improvement strategies will support achievement with this target:</p> <p><u>Major Improvement Strategy #1:</u> Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.</p> <p><u>Major Improvement Strategy #2:</u> Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.</p> <p><u>Major Improvement Strategy #3:</u> In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon</p>

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							expectations based upon the Capturing Kids Hearts Relational Framework.
		M	Students With Disabilities, Minority Students, English Learners, and Students Needing to Catch Up are not making adequate growth in math.	We are currently performing at the 63 rd percentile in math, and our goal is to achieve at the 69 th percentile.	Our goal is to increase in percentile by 6 points each year.	The state will continue to provide a school percentile ranking. Local assessments will be used to progress monitor.	<p>All of the three POWER Zone improvement strategies will support achievement with this target:</p> <p><u>Major Improvement Strategy #1:</u> Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.</p> <p><u>Major Improvement Strategy #2:</u> Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.</p> <p><u>Major Improvement Strategy #3:</u> In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.</p>
		w	Students Needing to Catch Up and Students With Disabilities are not making adequate growth in writing.	We are currently performing at the 58 th percentile in writing, and our goal is to achieve at the 65 th percentile.	Our goal is to increase in percentile by 7 points each year.	The state will continue to provide a school percentile ranking. Local assessments will be used to progress monitor.	<p>All of the three POWER Zone improvement strategies will support achievement with this target:</p> <p><u>Major Improvement Strategy #1:</u> Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.</p> <p><u>Major Improvement Strategy #2:</u> Implement the use of Marzano's Educator Evaluation Model as a tool</p>

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							that supports educator effectiveness and instructional improvement.
							<u>Major Improvement Strategy #3:</u> In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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:

Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

Root Cause(s) Addressed:

- Ridgeview teachers need to thoroughly understand the Colorado Academic Standards, specifically the literacy standards, and align instruction to ensure that teachers are focusing on the critical skills/standards at each grade level.
- Additional reading intervention time, resources, and teacher training are needed for our below-grade level readers (tiers 2 and 3), and reading core instruction must be evaluated and supplemented or changed as determined necessary.
- Utilized math programs, resources, and assessments must align to the Colorado Academic Standards and teaching strategies must provide the level of rigor necessary for high achievement.
- Training and support is needed regarding best practices in general, specifically around Learning Goals/Targets, Learning Scales (Rubrics), and formative assessment.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Work with teaching staff to understand and align instruction with Colorado Academic Standards with a focus on the literacy standards this year--- PLC meetings	August – May 2014-15	Continued in 2015-16 with a	RV Administration; Zone CIA Leader;	n/a	A zone-wide curriculum document will be created (with input from teams at all schools) to outline literacy;	In progress

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		focus on math	Team Leaders; All teaching staff		Observed learning goals/scales and classroom instruction will be aligned with standards and will be indicated in iObservation data	
<p><u>READING/Writing:</u></p> <p>mClass: Provide an on-line assessment and progress monitoring tool (m-Class) that supports the RtI process and helps teachers to determine gaps in their students' understandings; provide training and practice; establish expectations and support for use</p> <p>Lexia: Students in grades K-5 receive supplemental reading instruction using the Lexia intervention program to identify and close gaps in reading, continue with firm expectations and support for use;</p> <p>Approximately 5 iPads or more provided per classroom in order to support with Lexia implementation;</p> <p>Upgrade of Laptop Computer Lab to support with Lexia implementation;</p> <p>(iPads and Laptop Lab are also used to support in other ways, not solely for Lexia)</p> <p>Implementation of Additional Resources and Professional Development to support core reading instruction and reading intervention:</p> <p>--Rite Flight (2nd-5th grades)</p> <p>--Phonics for Reading (1st-5th grades)</p> <p>--Drawing Children into Reading (preK-2nd)</p> <p>--SIPPS (4th grade)</p> <p>--Rewards (5th grade)</p> <p>--Sonday System 1 and 2 (tier 3 school-wide and tier 2 intensive at some grade</p>	August – May 2014-15	Continued in 2014-15	Administration; m-Class Coaches; Lexia Coach; After-school reading tutoring facilitator; Team Leaders; All teaching staff (preK-5)	<p>mClass: CDE Grant and building funds for mClass and stipend for mClass Coaches (amount of stipend is TBD);</p> <p>Lexia: Building funds for Lexia annual purchase (approx. \$8,000) plus a stipend for Lexia Coach (TBD);</p> <p>Building Funds-- Apple 4-year lease for iPads, approximately \$20,000 per year</p> <p>Updated devices for Lexia Lab will cost approximately \$24,000—we hope to get additional funding due to our growth in order to cover this cost, in addition we are fundraising for this with the support of our PTA and community</p> <p>Additional Resources:</p> <p>Building funds supported the purchase of additional resources and training for these resources in excess of approximately \$30,000+ (we hope to recoup some of this with READ Act funds); the zone supported with some additional funding (\$4,000) as did Special Services (\$3,000) on top of the building investment</p>	<p>m-Class data reports;</p> <p>Lexia data reports;</p> <p>Observed use of iPads in classrooms and use of Lexia Lab;</p> <p>Observed implementation of all new reading resources and data tracking in connection with implementation;</p> <p>Observations of reading instruction, specifically guided reading groups, in all classrooms;</p> <p>Monitor data progress of tutoring students</p>	All in Progress

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<p>levels)</p> <p>--Sonday System Let's Play Learn (preschool all students and Kindergarten tier 3 as needed)</p> <p>--Balanced Literacy/Guided Reading training</p> <p>--ECAW (Every Child a Writer) training for all new staff</p> <p>Restructuring of schedules to prioritize reading:</p> <p>Teachers devote more time to reading instruction, both core and intervention; teams share students to better intervene for reading; additional school-day tutoring support provided for 3rd grade at-risk readers;</p> <p>After-school reading program offered for selected below grade level readers from Dec-May</p>				<p>Restructuring of schedules:</p> <p>\$10,000 needed for after-school tutoring program--- we are hoping to use READ Act funds but we were recently informed that our district may hold these funds (or a portion) in order to fund summer school; we may need zone support with funding</p>		
<p>MATH:</p> <p>Implement Engage New York Units in combination with Georgia Math Units at all grade levels (K-5) under the leadership of Math Coach—Coach provides modeling and guidance, facilitates collaboration;</p> <p>At-risk students in grades K-5 receive supplemental intervention and instruction using the Eduss math program or similar program (MobyMax, IXL) to close learning gaps in math;</p>	August – May 2013-14	August – May 2014-15	Administration; Math Coach; Team Leaders; All teaching staff	Building budget-- Training in Stand Out Math for new staff, purchase of MobyMax	Math PLC discussions regarding math instruction and student data;	In progress
					Observations of math instruction and SOM during walk-through/formals/informals and data will be collected in iObservation	

At-risk math students receive intervention support either from Math Coach, Resource Teachers, or Classroom Teachers (a co-teaching model is being utilized at all grade levels in order to differentiate for at-risk math students);						
Provide training for new staff on updated Common Core Stand Out Math vocabulary program; expectations for use of SOM						

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2:

Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed:

- Training and support is needed regarding best practices in general, specifically around Learning Goals, Learning Scales (Rubrics), and formative assessment.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
RV Administrators and Zone CIA Leader work together on how to best use iObservation and Marzano tools—norming observations	Dec-May 2014-15	n/a	RV Administration; Zone CIA Administrator	Zone initiated training and paid for by zone budget	Norming exercises viewed by CIA Administrator	In progress in Dec.
Teach the Marzano elements through a book study on <u>The Art and Science of Teaching</u> to all new staff; Revisit book periodically during PD Days/PLC Meetings/Staff Meetings/Memos to staff with all staff; Provide formal Marzano training for all staff through the Marzano Research Institute	August – May 2014-15	Will train new staff each year and refresh existing staff	Administration; new hires; all teaching staff	District and Zone supported online course through Schoology; purchase of Marzano books and handbooks; Zone funded the formal training	Successful completion of all book study assignments by new hires; Progress made in implementing Marzano elements in classrooms—documented via iObservation	In progress
Ongoing communication and coaching through the use of iObservation conferences/discussions, and face-to-face in various meetings and evaluation one-on-one meetings	August – May 2014-15	August – May 2015-16	Administration; all teaching staff	n/a	Compilations of conferences and discussions in the iObservation program; documentation of face-to-face meetings as needed and appropriate	In progress

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Major Improvement Strategy #3:

In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.

****As a component of a positive learning environment, Ridgeview will also implement our SHIP (School Health Improvement Plan) which is created as a separate, but supporting, document.** -- See attached--**

Root Cause(s) Addressed:

- Student motivation, which is highly dependent upon positive and strong relationships, is an area of ongoing need.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
New hires attend a 3 day <i>Capturing Kids' Hearts</i> workshop	by Dec 2014	by Dec 2015	Administration; all new licensed staff	Zone and building funds	Attendance at training	Completed
Teachers create class 'social contracts' and engage students in "getting to know each other" activities at the beginning of each school year	August 2014	August 2015	All teachers	n/a	Observable class contracts in each classroom; reporting out about activities at PLC's and Team Lead Meetings	Completed
Greet all students at the start of the day in some manner, physically and verbally---handshakes at classroom doors	August – May 2014-15	August – May 2015-16	All teachers	n/a	Observation and periodic checks by administration	In progress
School Administration (or delegated staff) greets students in the front foyer at arrival, verbally and physically if possible (depends on number of kids coming through the door at once); School Admin greets staff in the mornings periodically as time allows	August – May 2014-15	August – May 2015-16	Administration; delegated staff or volunteers (WATCH Dog Dads, Health Assistant, other office staff)	n/a	Observation by students, teachers and parents	In progress

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In addition to greetings and Social Contract, all school personnel will utilize: --"Good Things" to start each day for classroom teachers and "Good Things" to start each class for enrichment teachers --The "Time-Out" signal as a school-wide quiet signal --"Check" and "Foul" student signals as appropriate --The "4 Questions" from the Capturing Kids' Hearts program to help redirect a child who is not following the rules of the contract --Affirmations with students, staff, and parents in some format --Love and Logic strategies to support classroom management	August – May 2014-15	August – May 2015-16	Administration; all teachers; support staff	n/a	Observation and periodic checks by administration; discussion at PLC's and Team Lead meetings	In progress
Zone Capturing Kids' Hearts committee will continue to meet periodically to review implementation of Capturing Kids' Hearts.	August – May 2015-16	August – May 2015-16	Zone Leader; RV Administrator; school representatives	n/a	Reports and outcomes from committee meetings	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 Schools Operating a Schoolwide Program (Optional)

Unified Improvement Plan Signature Cover Page (school level) 2014-2015

School Name _____

Improvement Plan Type _____

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Michelle Patchen	REM 3 rd Grade Teacher	1) Date the Plan was presented to SAAC for review: _____
Melanie McAllister	RES DAC	2) Signature of Principal: _____
Heather Ulrich	HMS 7 th grad. teacher	3) Signature of SAAC Chairperson: _____
LM Mayer	HMS 1 st grad. teacher	4) Signature of DAAC representative: _____
Jenny Brackling	ELES AP	_____
Michelle Slyter	ELES Principal	_____
Shelly Demetrelis	Parent HMS/ELES SAAC	_____
Kourdes Stern	Parent SCHS / IB PAC	_____
Emily McMoran	Parent SCHS	_____
Tammy Harold	Parent SCHS	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Unified Improvement Plan
Signature Cover Page (school level)**

School Name _____

Improvement Plan Type _____

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.	
Name	Position
Shawnna Mleuski	HMS/IEES SAC DAAC PTO
Gennie Shackelford	IES SAC
Robert DeJean	EIVANS Parent
Danstringina Giarriello	SCHS SAC, DAAC Academic Dean
Andral Lane	SCHS Zone, Dean
Carolyn Meunt	Parent
Kerith	Pfllc

School Accountability Committee:

- Date the Plan was presented to SAAC for review:
- Signature of Principal:
- Signature of SAAC Chairperson:
- Signature of DAAC representative:

School Name _____

Improvement Plan Type _____


<u>School Improvement Planning Team:</u> Names of people who were involved in the preparation of the plan.	
Name	Position
John Addison	Parent
John Schyns	Parent
Matt B	Teacher
Deborah	Principal
Keri L Burrell	Parent
Sheryl Funch	Administrator / Parent
Matt B	Parent

School Accountability Committee:

- Date the Plan was presented to SAAC for review:

- Signature of Principal:

- Signature of SAAC Chairperson:

- Signature of DAAC representative:


Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **7613** School Name: **SAND CREEK HIGH SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			-	-	72.21%	-	-	71.2%	
		M	-	-	30.53%	-	-	32.27%	
		W	-	-	49.57%	-	-	50.66%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			-	-	14	-	-	49	
		M	-	-	87	-	-	42	
		W	-	-	44	-	-	45	
		ELP	-	-	-	-	-	-	

School Code: **7613**

School Name: **SAND CREEK HIGH SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>92.8% using a 7 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.9%	0.8%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.1	19.5	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	Yes: SCHS received a grant from the Colorado Legacy Foundation to support the growth of student participation and success in English, Math, and Science AP courses.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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.	Yes: May 2014 – International Baccalaureate Middle Years Program; October 2014 – School Works School Quality Review

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

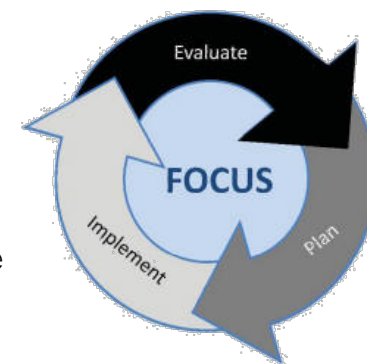
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ronald P. Hamilton Jr., Principal
	Email	rhamilton@d49.org
	Phone	719-495-1174
	Mailing Address	7005 North Carefree Circle, Colorado Springs, CO., 80819
2	Name and Title	Janet Giddings, Assistant Principal
	Email	jgiddings@d49.org
	Phone	719-495-1193
	Mailing Address	7005 North Carefree Circle, Colorado Springs, CO., 80819

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Description of School: Sand Creek High School is located on the eastern edge of Colorado Springs and serves approximately 1250 students. Sand Creek High School is an authorized International Baccalaureate school. All our 9th and 10th graders are enrolled in the Middle Years Programme (MYP) and take classes covering all areas of IB curriculum. Our 11th and 12th graders may choose from IB Diploma Programme, Advanced Placement courses, or general education courses. We offer opportunities for students to earn college credit while enrolled in high school. Sand Creek has a strong English Language Development program that serves approximately 2% of our students. Students with an Individualized Education Plan make up 13% of our population. Our student sub-populations include 13% African-American, 22% Hispanic, 7% Multiple Races, and 5% Asian.

Process for UIP Development: The general process for developing the UIP was:

- Faculty and administration analyzed released TCAP and ACT data during professional development days and PLC meetings beginning in August.

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- Faculty Leaders (all department chairs plus administration) and the School Accountability Committee (parents, teacher representatives, and administration representatives) analyzed the 3-year School Performance Frameworks to identify trends, propose and analyze root causes, and to propose or revise previous strategies aimed at addressing root causes.
- The UIP leadership team compiled the results and continued the focus on 3 improvement strategies.
- All stakeholders were presented with and provided the opportunity to give input into the proposed strategies.

Review Current Performance: Sand Creek's 2014 School Performance Framework shows that we meet all performance indicators except those in the area of academic growth gaps. Sand Creek's performance on the TCAP assessments in reading, writing, and math has decreased for the last several years.

Trend Analysis

As displayed in the data table below, our reading scores in 9th and 10th Grade TCAP are flat for the past 4 years.

4 year TCAP Results	9 th Grade				10 th Grade			
Year-	2011	2012	2013	2014	2011	2012	2013	2014
% Unsatisfactory	3	4	3	5	5	3	5	7
% Partially Proficient	27	20	25	27	26	24	20	26
% Proficient	66	70	69	63	65	65	62	54
% Advanced	4	4	1	3	3	7	11	5

As displayed in the data table below, our writing scores in 9th and 10th Grade TCAP are flat for the past 4 years.

Writing –

4 year TCAP Results	9 th Grade				10 th Grade			
Year-	2011	2012	2013	2014	2011	2012	2013	2014
% Unsatisfactory	2	2	2	2	4	2	5	7
% Partially Proficient	40	40	45	43	51	50	44	42
% Proficient	51	46	48	47	40	41	42	41
% Advanced	7	9	3	6	3	5	7	8

As displayed in the data table below, our math scores in 9th and 10th Grade TCAP were flat for the previous 3 years but fell dramatically last year.

Math –

4 year TCAP Results	9 th Grade				10 th Grade			
Year-	2011	2012	2013	2014	2011	2012	2013	2014

% <i>Unsatisfactory</i>	29	26	28	40	30	26	27	36
% <i>Partially Proficient</i>	31	34	35	32	44	43	35	38
% <i>Proficient</i>	27	24	26	17	23	28	29	17
% <i>Advanced</i>	13	14	9	8	1	3	7	3

4 years of holistic data for Academic Growth Gaps shows that SCHS is rated as "approaching" for every year. There is no noticeable trend other than that we are below the expected benchmark. This is notable because it indicates that our subpopulations are not achieving as expected.

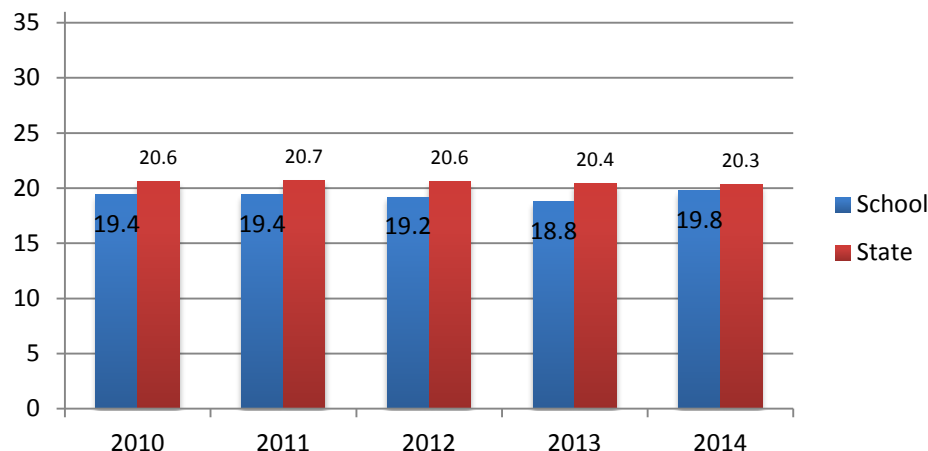
Year	SPF % of points earned out of points eligible
2010-11	56.7%
2011-12	58.3%
2012-13	55.0%
2013 -14	56.7%

4 years of disaggregated data for Median Growth Percentile (MGP) Academic Growth Gaps also shows that SCHS disaggregated student populations are relatively flat over time without a definite upward or downward trend. This is again notable because it indicates that our subpopulations are not achieving as expected.

Year/Student Population	2010-11 MGP	2011-12 MGP	2012-13 MGP	2013-14 MGP
Reading: Students w Disabilities	47	49	44	46
Reading: Students needing to catch up	53	55	49	53
Math: Free/Reduced Lunch	54	41	48	43
Math: Minority Students	50	43	46	43
Math: Students w Disabilities	48	42	45	42
Math: English Language Learners	47	43	48	42
Math: Students needing to catch up	48	46	48	43
Writing: Free/Reduced Lunch	56	48	47	45
Writing: Minority Students	51	47	46	46
Writing: Students w Disabilities	49	42	44	50
Writing: English Language Learners	56	44	47	52
Writing: Students needing to catch up	54	50	48	46

As displayed in the chart below, SCHS juniors' ACT average composite is consistently below the state composite for the past 5 years. This is notable because it indicates that SCHS juniors are failing to achieve the success of their peers as measured on the ACT test.

ACT Trend: School vs Colorado



As evidenced in worksheet #1, many of our 2014 TCAP targets were not met; however, each of our identified subgroups improved MGP in reading (Students eligible for free and reduced lunch increased 1 percentile point; minority students and students with disabilities increased 2 percentile points; English Learners and students needing to catch up increased 4 percentile points). Each of our identified subgroup declined in MGP in math between 3 and 5 percentile points. In writing, our sub group performance was mixed in 2014: students eligible for free and reduced lunch and students needing to catch up declined 2 percentile points; minority students neither increased or decreased MGP, English learners increased 5 percentile points; students with disabilities increase 6 percentile points. Though we did not meet our target for postsecondary and workforce readiness, the SCHS mean composite score on the ACT rose from 18.8 in 2012-2013 to 19.8 in 2013-2014.

Though SCHS has not had effective implementation of RtI protocols in the recent past, and this lack has impacted trends in reading, writing, math, and science scores in 9th and 10th grade disaggregated groups due to students struggling to catch up, keep up, and excel, we have begun implementation of a range of targeted interventions in the 2014-15 school year (a targeted 30-minute intervention period 3 days a week, institution of a full-time writing and math tutoring center, and hiring a full time counselor devoted to RtI support and documentation) the effectiveness of these measures has yet to be determined. SCHS's 2014 scores on the ACCESS test indicate that ELLs continue to make adequate progress, and our scores are some of the highest in the state, although this success is not indicated on our 1 or 3 year SPF. In the 2014-2015 school year SCHS teachers have increased common plan times and PLC focus necessary to collaborate horizontally and vertically with content area and special needs teachers. Increases for students on IEP may also be due to increased accountability documenting accommodations. SCHS, along with its feeder schools, has created dedicated time for vertical articulation necessary to support student success through the middle and high school math, writing, reading, and science curricula. For the second year in a row, SCHS current juniors prepared for, took the PLAN test, analyzed their results, and addressed their weaknesses in preparation for the format and rigor of the ACT. This preparation led to increased ACT composite scores in the spring of 2014. We anticipate that these increases will continue for the 2014-2015 school year. SCHS is implementing expectations for all students to meet the Individual Career and Academic Plan, and the school is working to implement multiple pathways for our students to meet success through CDE's current graduate requirements.

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As indicated in recent evaluations by the International Baccalaureate Organization and an independent evaluation by the SchoolWorks group, SCHS has a need to increase collaborative planning, curricular alignment and content-area articulation with its feeder schools. Intensive learning teams made up of teachers from SCHS and Horizon middle school are completing updated curriculum maps and are beginning the process of analyzing summative assessments to ensure validity and rigor in support of continuous student growth. As well as meeting Colorado Academic Standards by grade level in core content areas, the work of the ILTs support deeper understanding and fidelity to the IB programmatic requirements that support student success. Ensuring that students benefit from clearly articulated approaches to learning is an aspect of the IB Middle Years Program that crosses curricular boundaries, helping teachers and administrators determine the developmental appropriateness of expectations for research and other study skills, organization, and accountability for students. Clarity in articulating these expectations will allow a spiral articulation that benefits learning and helps indicate needed intervention for individual students.

Further, these external evaluation reports clearly indicate that SCHS must more diligently apply the assessment criteria and create learning experiences that lead to the evidence outcomes describes in the eight areas of the MYP subject curriculum and the Colorado Academic Standards. Here again, the work of the ILTs support teachers' work in common planning periods and PLCs through the analysis and development of formative and summative assessments that are valid and appropriately rigorous, and through comparisons of student data from class section to class section at grade level and vertically within content areas. It is imperative that SCHS develop data analysis tools and implement a cycle of student data talks in order to raise the level of rigor and student engagement across the school. By standardizing assessments and adhering to a routine cycle of data talks and development, SCHS teachers and students will benefit from the ability to make real-time adjustments to instruction and interventions in order to meet students' identified learning needs.

Additionally, the School Quality Review report that SCHS received from SchoolWorks reinforced concerns that "Classroom interactions and organization do not consistently result in a highly structured learning climate" and that "Classroom instruction is not intentional, cognitively engaging, differentiated, and challenging for all students . . . [SCHS does] not provide a variety of instructional strategies and materials to support students' diverse learning need. All students are not cognitively engaged in learning." These findings reinforce the observations of administrators, academic coaches, and lead teachers as indicated in formal evaluation feedback and regular conversations by Faculty Leaders. Further in the SQR, root causes for these findings indicate that "[SCHS] does not have"

- a process to identify and support students who are struggling or at risk.
- The school does not have a process for implementing academic and/or behavioral interventions and supports for students who are struggling or at risk.
- The school does not provide students with appropriate supplemental out-of-school academic services.
- The school's culture does not reflect both high levels of academic expectation and social-emotional support for students.
- The school's staff does not consistently hold high expectations for academic learning.
- Professional development is not active, intensive, and sustained.
- Administrators are beginning to hold educators accountable for applying feedback and professional learning to practice."

In response to these findings and root causes, SCHS administrators shared the summary reports from both the IB evaluation and the SchoolWorks School Quality Review with faculty and invited the District 49 CEO to lead SCHS in a root cause and next steps analysis to begin planning for strategies to improve these elements. Initial outcomes from this analysis clearly demonstrate a need for increased accountability on the part of faculty and administrators, the need to develop trust in the school, the need to increase focus on critical elements benefiting instruction and student growth, and the need to develop multiple educational pathways for students to meet success in career and college after graduation.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	<p>SCHS has not had effective implementation of RtI protocols in the recent past, and this lack has impacted trends in reading, writing, math, and science scores in 9th and 10th grade disaggregated groups due to students struggling to catch up, keep up, and excel, we have begun implementation of a range of targeted interventions in the 2014-15 school year (a targeted 30-minute intervention period 3 days a week, institution of a full-time writing and math tutoring center, and hiring a full time counselor devoted to RtI support and documentation) the effectiveness of these measures has yet to be determined. SCHS's 2014 scores on the ACCESS test indicate that ELLs continue to make adequate progress, and our scores are some of the highest in the state, although this success is not indicated on our 1 or 3 year SPF.</p> <p>In the 2014-2015 school year SCHS teachers have increased common plan times and PLC focus necessary to collaborate horizontally and vertically with content area and special needs teachers. Increases for students on IEP may also be due to increased accountability documenting accommodations. SCHS, along with its feeder schools, has created dedicated</p>
Academic Growth	N/A	N/A	
Academic Growth Gaps	<p>Subgroups in reading, writing, and math will improve the MGP by 5 percentile points or to 55 if Adequate Growth was met, and 50 if adequate growth was not met (whichever is higher) until a rating of "Meets" is achieved.</p>	<p>In the 2013-2014 school year, two subgroups met the target set in the UIP. In the area of writing, English language learners increased 5 percentile points and students with disabilities increase 6 percentile points.</p> <p>Other subgroup targets were not met. Each subgroup improved MGP in reading (Students eligible for free and reduced lunch increased 1 percentile point; minority students and students with disabilities increased 2 percentile points; English Learners and students needing to catch up grew 4 percentile points).</p> <p>Each subgroup declined in MGP in math between 3 and 5 percentile points.</p> <p>In writing, students eligible for free and reduced lunch and students needing to catch up declined 2 percentile points; minority</p>	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		students neither increased nor decreased MGP.	time for vertical articulation necessary to support student success through the middle and high school math, writing, reading, and science curricula. For the second year in a row, SCHS current juniors prepared for, took the PLAN test, analyzed their results, and addressed their weaknesses in preparation for the format and rigor of the ACT. This preparation led to increased ACT composite scores in the spring of 2014. We anticipate that these increases will continue for the 2014-2015 school year. SCHS is implementing expectations for all students to meet the Individual Career and Academic Plan, and the school is working to implement multiple pathways for our students to meet success through CDE's current graduate requirements.
Postsecondary & Workforce Readiness	SCHS mean composite ACT score will rise to 20.5	This target for 2013-2014 was not met. The SCHS mean composite score rose from 18.8 in 2012-2013 to 20.1 in 2013-2014.	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>The Academic Achievement status for the 3-year SPF rates SCHS as "meets."</p> <ul style="list-style-type: none"> 3 years of data shows no definite trend for 9th grade and a declining trend for 10th grade in reading. 3 years of data shows a declining trend for 9th grade and 10th grade in math. 3 years of data shows no definite trend for 9th grade and a downward trend for 10th grade in writing. AP and IB DP scores are trending up. 	N/A	N/A
Academic Growth	<p>The Academic Growth status for the 3-year SPF rates SCHS as "meets" overall.</p> <ul style="list-style-type: none"> Meets in reading Approaching in math Meets in writing 	N/A	N/A
Academic Growth Gaps	<p>The Academic Growth Gaps status for the 3-year SPF rates us as "approaching" specifically due to our scores in math and writing.</p> <ul style="list-style-type: none"> Meets in reading Approaching in math 	Every sub-category in math and writing is rated as "approaching" including Free/Reduced Lunch,	School and classroom engagement is not ensured through implementation of engaging instructional strategies for all students, as indicated in recent external evaluations (5-year IB evaluation, SchoolWorks School Quality Review) and ongoing instructional observations.

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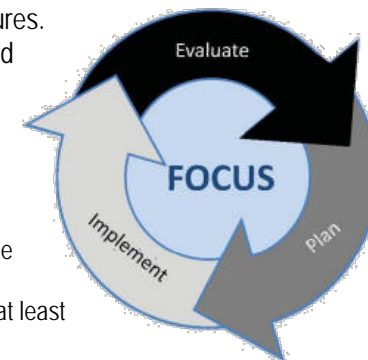
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> Approaching writing 	<p>Minority Students, Students with Disabilities, English Learners, and Students needing to catch up.</p> <p>Students with IEP's and students needing to catch up are falling behind the overall population in reading, while our ELLs are rated as exceeding</p>	
Postsecondary & Workforce Readiness	Although achieving a rating of "meets" in post secondary and workforce readiness, SCHS juniors have not met the state composite ACT average over the last three years.	SCHS students are not meeting or exceeding the State composite average for ACT.	Academic expectations and supports for all students do not support the levels of growth and success needed to meet requirements for post-secondary, college, and career readiness.

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	CMAS/PARCC	ELA	N/A	N/A	N/A	N/A	N/A
		M	N/A		N/A	N/A	
		W	N/A		N/A	N/A	
		S	N/A		N/A	N/A	
Academic Growth	PLAN, ACT, and ACCESS	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	PLAN, ACT, and ACCESS	R	SCHS 9 th and 10 th grade subgroup populations are falling behind the overall population in reading as measured by TCAP.	The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 54 th percentile for reading.	The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 62 nd percentile for reading.	Vertical and horizontal articulation of curricular units and assessments, approaches to learning, development of higher level critical thinking skills, and student understanding of the rigorous concepts in the area of reading.	Continue to establish data collection and evaluation processes as part of a cycle of curricular development, assessment, and accountability for all faculty and students in the area of reading.
		M	SCHS 9 th and 10 th grade subgroup populations are falling behind the overall population in math as measured by TCAP.	The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 61 st percentile for math.	The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 69 th percentile for math.	Vertical and horizontal articulation of curricular units and assessments, approaches to learning, development of higher level critical thinking skills, and student understanding of the rigorous concepts in the area of math.	Continue to establish data collection and evaluation processes as part of a cycle of curricular development, assessment, and accountability for all faculty and students in the area of math.

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		W	<p>SCHS 9th and 10th grade subgroup populations are falling behind the overall population in writing as measured by TCAP.</p>	<p>The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 63rd percentile for writing.</p>	<p>The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 74th percentile for writing.</p>	<p>Vertical and horizontal articulation of curricular units and assessments, approaches to learning, development of higher level critical thinking skills, and student understanding of the rigorous concepts in the area of writing.</p>	<p>Continue to establish data collection and evaluation processes as part of a cycle of curricular development, assessment, and accountability for all faculty and students in the area of writing.</p>
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		<p>Although achieving a rating of "meets" in post secondary and workforce readiness, SCHS juniors have not met the state composite ACT average over the last three years.</p> <p>An analysis of three year trends shows that the percentage of SCHS juniors meeting college readiness benchmarks in math, reading and science is lower than the percentage of Colorado juniors overall.</p>	<p>SCHS juniors will score on average an ACT composite score of 20.1.</p>	<p>SCHS juniors will score on average an ACT composite score of 21.</p>	<p>Vertical and horizontal articulation of curricular units and assessments, approaches to learning, development of higher level critical thinking skills, and student understanding of rigorous concepts in preparation for the ACT. Some 9th and all 10th grade students prepare for, take and reflect on the PLAN test in preparation for the ACT in the 11th grade.</p>	<p>Increase faculty knowledge and implementation of instructional strategies to include; concept-based instruction, critical thinking, inquiry, writing, and higher level questioning on a school-wide basis for reading, writing, math, and science.</p> <p>Continue to establish data collection and evaluation processes as part of a cycle of curricular development, assessment, and accountability for all faculty and students in the area of reading, writing, math, and science.</p>

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Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Increase faculty knowledge and implementation of data collection and evaluation processes in order to create a cycle of curricular development, instruction, assessment, and accountability leading to success for all students. **Root Cause(s) Addressed:** Sand Creek High School has not maintained focus on ensuring effective data collection and evaluation as part of a cycle of curricular development, assessment, and accountability for all 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Implement data analysis tools, and communication routines, to analyze and develop effectiveness of instruction and assessment.	Choose or create data analysis tools. Adopt common course assessments.	Analyze assessment data	Principal Assistant principal(s) PLC leaders and teachers in each department	Local	During PLC or common planning time, teachers and administrators employ and document updated data reports to analyze effectiveness of instruction and assessment. Create Schoology groups for horizontal and vertical teams to share data and planning (agendas, notes, etc.) Verify and adopt common assessments for all common courses.	In progress

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Convene RTI Problem Solving Team (PST)	Team protocols established	PST established and impacting student success	Principal Assistant principal(s) Counselors Teachers School psychologist	Local	PST distributes information for each student with a specialized plan (RtI, ELL, IEP, ALP) to teachers in fall 2015. PST members document routine communication and action planning with PLCs and individual teachers, students, and families.	Not begun
Create building-wide agreements on grading and reporting expectations to support academic interventions, increased student success, and constructive communication between SCHS and the community.	Draft agreement created	Implement building-wide grading and reporting expectations	Principal Assistant principal(s) IB Coordinator Teachers School Accountability Committee	Local	Teacher leadership team researches and adopts current best practices in grading and reporting of student scores. Dual reporting of standards-based and GPA-based student scores in all classes. Criteria-related rubrics for all summative assessments. Community education focused on SCHS assessment and reporting practices.	In progress
Improve existing academic interventions through data analysis, action planning, and further implementation.	Provide ongoing training for faculty in selecting, collecting, and analyzing data and support	Adjust implementation of interventions based on data from previous year.	Assistant principals Counselors Teachers School Psychologist	Local	Analyze data from interventions for students with a full range of academic and behavioral challenges. During PLC or common planning time, teachers and administrators employ and document updated data reports to identify students who need interventions and to	In progress

	for students needing interventi ons.				analyze effectiveness of interventions on previously-identified students	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Increase student engagement through the use of research-based, high-impact instructional strategies to support the needs of all students, those struggling to catch up, those working to maintain a year's growth, and those capable of advanced learning. **Root Cause(s) Addressed:** School and classroom engagement is not ensured through implementation of engaging instructional strategies for all students, as indicated in recent external evaluations (5-year IB evaluation, SchoolWorks School Quality Review) and ongoing instructional observations.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Implement professional development focused on engaging, high impact instructional strategies.	Voluntary training offered through High Impact Instructional Strategies course. Create instructional leadership team with teacher leaders and administrators.	Professional Development for all faculty on the use of collaborative learning, concept-based instruction, critical thinking, inquiry, writing, and higher level questioning	Instructional Coaches Principal Assistant Principals IB Coordinator Teacher leaders	Local	Schedule of professional development tailored to the identified needs of SCHS teachers. Evaluator observations will document effective use of collaborative learning, concept-based instruction, critical thinking, inquiry, writing, and higher level questioning. Recorded observations and follow up conferences to be used for reflection and goal setting.	Not begun In progress Not begun
Continue ongoing evaluation, feedback and development of engaging unit plans and assessments through PLC and/or common planning time.	Strengthen expectations and outcomes for all PLCs and common planning times.	Through collected data, analyze effectiveness of current unit plans and assessments and revise.	Principal Assistant Principals IB Coordinator Instructional Coaches	Local	During PLC or common planning time, teachers will develop unit planners explicitly noting the use of collaborative learning, concept-based instruction, critical thinking, inquiry, writing, and higher level	In progress

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					questioning. A system of feedback (conferenced/written) results in ongoing, collaborative development of unit plans in reference to instructional frameworks, the MYP Action Plan, and CAS, Common Core, and CMAS preparation expectations.	
Continue SCHS documentation as part of a zone-wide scope and sequence of instructional units and assessments	Finalize scope and sequence of instructional units. Implement verified common assessments	Finalize updates to all common assessments.	Principal Assistant principals Instructional Coaches Intensive Learning Teams Teachers	Local	ILT documentation of vertical unit maps in all core content areas. Verification of all summative assessments. Vertical articulation of approaches to learning, command terms, and age-appropriate strategies to develop higher level critical thinking skills.	In progress
Institute positive behavior curriculum, celebrations, and behavioral interventions for students with a full range of academic and behavioral needs.	Research and choose a positive behavior program, such as the Renaissance program, to support student culture. Train teachers and peer mediators in Restorative	Train faculty in selected behavior program. Involve parents and the community in implementation of the program	Principal Assistant principals Counselors Teachers School Accountability Committee	Local	Choose a program. Train faculty, students, and community members.	In progress

	Practices.					
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Major Improvement Strategy #3 Develop expectations, plans, and implement structures for all students to have access to dedicated educational pathways to graduation. **Root Cause(s) Addressed:** Academic expectations and supports for all students do not support the levels of growth and success needed to meet requirements for post-secondary, college, and career readiness.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
100% of SCHS students will complete their ICAP grade-level milestones in the 2015/16 school year	Advisors will advise students about ICAP and college and career options	Advisors will continue to help students reach their ICAP goals	Counselors Teachers Academic Dean	Local	Complete student interest and career cluster survey to gauge preference and encourage participation in pathways for all students.	In progress
Pathway committees that include representative stakeholders will develop the pathways to graduation at SCHS.	Visit schools with current pathways	Implement pathways	Zone Leader Principal Assistant principals Academic Dean Counselors Teachers Students Parents	Local	Update courses in catalog and align with pathways	In progress
Develop relationships and articulate pathways with post-secondary educational programs and area industries.	Develop articulations with PPCC and industry leaders	Align curriculum and develop project-based assessments	Zone Leader Principal Assistant principals Academic Dean Counselors	Local	Build relationships with post-secondary educational programs and area industries.	In progress

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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **8266** School Name: **STETSON ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			72.05%	-	-	74.61%	-	-		
		M	70.11%	-	-	74.21%	-	-		
		W	54.84%	-	-	61.31%	-	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
			28	-	-	48	-	-		
			M	44	-	-	48	-		-
			W	38	-	-	52	-		-
		ELP	-	-	-	-	-	-		

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

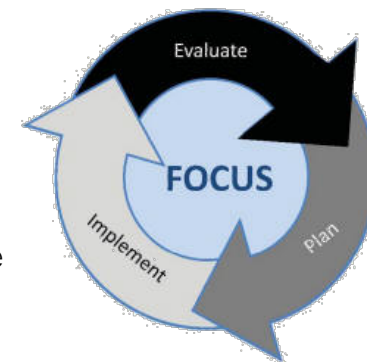
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jeff Moulton
	Email	jcmoulton@d49.org
	Phone	719-495-5252
	Mailing Address	4910 Jedediah Smith, Colorado Springs CO, 80922
2	Name and Title	Kathleen Granaas
	Email	kgranaas@d49.org
	Phone	719-495-5252
	Mailing Address	4910 Jedediah Smith, Colorado Springs CO, 80922

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
<p>Narrative: Description - Stetson Elementary is a PK-5 elementary school located in Falcon School District 49. We are physically located northeast Colorado Springs, CO. There are 580 students enrolled with a teaching staff of 36 teachers. Our students come from a wide cultural background and 34% of our students are eligible for free and reduced lunch.</p> <p>Team Involvement - The SES leadership team meets to review the schools performance data on an annual basis. We examine the SPF and the UIP to determine our strengths and weaknesses, evaluate our progress on UIP goals and to determine the root cause for areas noted for improvement. We share our data and our determinations with school staff during grade level data meetings and as well as with our School Advisory Committee, which is made up of teachers, parents, and administrators. According to Stetson's 3 year School Performance Frameworks, SES meets the state and federal expectations for</p>				

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academic achievement and academic growth. We have a rating of approaching in the area of Reading and Mathematics academic growth gaps. Stetson has a rating of meets in Writing academic growth gaps. This is consistent with last years results.

Review of Data – The first item that we took a look at was our 3 year SPF. On this report, we are meeting state expectations in student achievement and student growth. Further examination of the data indicates that there are several subgroups in which we are not meeting growth. Student with disabilities are not meeting adequate growth in reading and writing, and are approaching growth goals in math. Our English language learners do not meet adequate growth in math but exceed growth in writing, which is an area for celebration.

We use several sources of data to include TCAP, SCANTRON, DIBELS and Lexia, a web based reading intervention program that targets reading deficit skills of individual students. SCANTRON gives us the ability to target areas of weakness and strength according to Common Core Standards as it has been updated to include the CCS. The online version of DIBELS, allows much better access for administrators and other teachers who may be working to support students. The ease which others can access progress monitoring, benchmarks and diagnostic data improves our ability to target students for extra intervention.

This year we are refining and focusing the way we look at data. By using the above named assessments, especially SCANTRON, we can track achievement and determine a student's progress towards the learning goals set by the state. SCANTRON benchmark assessments provide a more frequent indication of individual performance throughout the year and allow us to analyze gains or identify skills a particular student is weak in. We have developed a data wall where we will keep track of

We continue to concentrate on DIBELS data as it is the preferred statistic for READ Act compliance. We are are meeting with teachers to discuss growth based on the DIBELS data and ensuring that they are well versed in how to interpret the ample amount of data we get from mClass. This data coupled with what is reported through our Lexia intervention program, allows teachers to provide targeted interventions on a very individualized basis.

Overall Achievement – SES met the state's goals for academic and growth achievement

- Longitudinal TCAP Data – Reading
 - 2012 - 76%, 2013 – 76%, 2014 – 71%. This represents a significant drop in overall school achievement.

- Longitudinal TCAP Data – Writing
 - 2012 - 57%, 2013 – 60%, 2014 – 61%

- Longitudinal TCAP Data – Math
 - 2012 - 77%, 2013 – 74%, 2014 – 73%

Assessment	2012	2013	2014
3 rd Grade Reading	79%	77%	73%
4 th Grade Reading	67%	74%	72%
5 th Grade Reading	79%	74%	68%
3 rd Grade Writing	61%	61%	63%
4 th Grade Writing	49%	66%	58%
5 th Grade Writing	66%	52%	59%
3 rd Grade Math	82%	70%	77%
4 th Grade Math	72%	79%	73%
5 th Grade Math	77%	72%	67%

Notable Trends and Priority Challenges:

1. Achievement in Writing tended to stabilize this year. Only one grade level showed a decline while the other two exhibited some growth.
2. Reading Achievement declined for the third year in a row school wide.
3. Academic Growth Gaps in Math are approaching state expectations.
4. Students with Disabilities are not meeting state expectations in Reading or Math growth with 34 and 40-point growth gaps respectively.
5. ELD students are exceeding state expectations in Writing Growth Gaps.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	<p>For most of the areas we did not see the appropriate growth, the cause is at least partially because of interventions not being specific to the skill individual students required coupled with an incomplete familiarity with the new CCS based CAS.</p> <p>Math was a strong point for AGG changes and we saw growth because of a strong focus on skills, and interventions through differentiated grouping.</p> <p>Writing continues to be a school-wide area for growth. Our writing instruction has suffered because of inconsistent utilization of programs for writing instruction.</p>
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	READING: Students with disabilities will achieve a MGP of 55%.	Students with disabilities did not meet the MGP goal of 55%. The school was 25 points from meeting this goal	
	MATH: Increase the median growth percentile in all subgroups to at least 45 if adequate growth was met or 55 if adequate growth was not met	We met the goal for minority students (55) and students needing to catch up (47) but missed the goal by 19 points in students with disabilities (26).	
	WRITING Increase the median growth percentile in the students with disabilities subgroup to at least 45 if adequate growth was met or 55 if adequate growth is not met.	This goal was not met. Students with disabilities scored a MGP of 30, missing the goal by 15 points.	
Postsecondary & Workforce Readiness	N/A	N/A	
	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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
Academic Achievement (Status)	<p>Stetson continues to meet the states goal for academic achievement.</p> <table border="1"> <thead> <tr> <th></th><th>'12</th><th>'13</th><th>'14</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>76%</td><td>76%</td><td>75%</td></tr> <tr> <td>Math</td><td>77%</td><td>75%</td><td>74%</td></tr> <tr> <td>Writing</td><td>68%</td><td>64%</td><td>61%</td></tr> </tbody> </table> <p>These score display a slightly negative trend in all areas.</p>		'12	'13	'14	Reading	76%	76%	75%	Math	77%	75%	74%	Writing	68%	64%	61%	N/A	N/A
	'12	'13	'14																
Reading	76%	76%	75%																
Math	77%	75%	74%																
Writing	68%	64%	61%																
Academic Growth	<p>Stetson continues to meet state goals for academic growth. This year we had modest increase in Median Growth Percentile in Reading and Writing.</p>	N/A	N/A																
Academic Growth Gaps	<p>AGG continue to be below state expectation in two out of three areas. We are, however, making progress and showed some incremental gains in math and writing.</p> <p>Our reading MGP fell off sharply in most subgroup areas.</p>		<p>READING: Students with Disabilities may not be receiving the appropriate interventions or duration of instruction necessary to see gains in their skills. A system that provides detailed diagnostic analysis of reading needs, and corresponding, a targeted, researched based intervention is required.</p>																

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School Name: STETSON ELEMENTARY SCHOOL

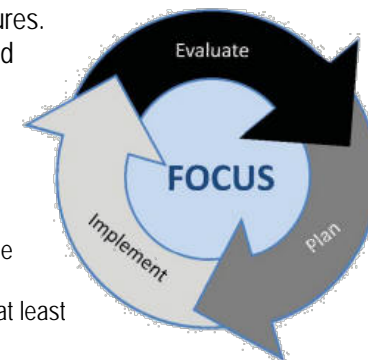
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<p>MATH: Continued maturation of the math standards and the lack of specific knowledge regarding desired learning evidence outcomes of the CCS influenced CAS create gaps in math skills. Current teaching resources may not be up to the task of helping teachers meet increasingly complex expectations placed on our students.</p> <p>WRITING: Our writing curriculum and inconsistent teaching across the grade levels continues to hinder improvement in TCAP writing scores.</p>
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Based on our 1 year SPF, Stetson is approaching the state standard in Reading. We are in the 49 th percentile state wide.	Our goal for next year is to increase the Reading achievement by five percentage points to 54%.	Our goal for is to increase the Reading achievement by five percentage points to 59%.	SCANTRON Reading scaled score. DIBELS progress monitoring Lexia Core 5 module completion	Complete the curriculum pathways work and determine the priority evidence outcomes consistent with the Colorado Academic Standards. Determine what we currently teach and how that aligns to what must be taught in order to meet the requirements of the evidence outcomes. We then have to make sure that our curriculum addresses each and every skill necessary for meeting the provisions of the Colorado Academic Standards
		M	Meets - N/A				
		W	Meets - N/A				
		S	N/A				
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Meets - N/A				
		M	Meets - N/A				
		W	Meets - N/A				
		ELP	Meets - N/A				

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Academic Growth Gaps	Median Growth Percentile, local measures	R	Students with Disabilities and SNTCU did not meet state expectations.	Due to the anticipated lack of growth data next year, our AGG goals will be incorporated as part of the achievement goal. Our goal for next year is to increase the overall Reading achievement by five percentage points to 54%.	Improve MGP by 5% over 2015 test results, if MGP is part of the data incorporated in state reports.	<p>SCANTRON Reading scaled score.</p> <p>DIBELS progress monitoring</p> <p>Lexia Core 5 module completion</p>	<p>Complete the curriculum pathways work and determine the priority evidence outcomes consistent with the Colorado Academic Standards.</p> <p>Determine what we currently teach and how that aligns to what must be taught in order to meet the requirements of the evidence outcomes.</p> <p>We then have to make sure that our curriculum addresses each and every skill necessary for meeting the provisions of the Colorado Academic Standards</p>
		M	Students with disabilities did not meet state expectations -	Due to the anticipated lack of growth data next year, our AGG goals will be incorporated as part of the achievement goal. Our goal for next year is to increase the overall Reading achievement by five percentage points to 58%.	Improve MGP by 5% over 2015 test results, if MGP is part of the data incorporated in state reports.	<p>SCANTRON Math scaled score.</p> <p>SMI quantile</p>	<p>Initiate and complete the curriculum pathways work and determine the priority evidence outcomes consistent with the Colorado Academic Standards.</p> <p>Determine what we currently teach and how that aligns to what must be taught in order to meet the requirements of the evidence outcomes.</p> <p>We then have to make sure that our curriculum addresses each and every</p>

							skill necessary for meeting the provisions of the Colorado Academic Standards
		W	Students with disabilities did not meet state expectations	Due to the anticipated lack of growth data next year, our AGG goals will be incorporated as part of the achievement goal. Our goal for next year is to increase the overall Writing achievement by five percentage points to 68%.	Improve MGP by 5% over 2015 test results, if MGP is part of the data incorporated in state reports.	Body of evidence in various writing samples.	Develop a consistent program for teaching writing ensuring that it meets the CAS and is taught consistently throughout the school.
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				
	Other PWR Measures		N/A				

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Continue Curriculum Pathways work that brings teachers together in collaborative groups to examine the CAS, prioritize Learning Evidence Outcomes, and compare current lesson delivery to what is determined to be necessary to meet the new CAS. This will ensure that all teachers are using a common set of learning objectives and scales based on prioritized Evidence Outcomes, are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the unique needs of every student.

Root Cause(s) Addressed: We have to ensure that our use of the schools curriculum is aligned with state standards, meets the prioritized evidence outcomes, and is being consistently implemented at every grade level. We must ensure that resource teachers and classroom teachers are coordinating in the delivery of interventions to student with disabilities through the consistent and school wide adherence to learning objectives once they are established and vetted. We must further ensure that all aspects of the curriculum are viable and in alignment with state standards and thoroughly addresses the varied learning styles of each and every student.

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

- ☒ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Meet collaboratively with Zone Curriculum experts and the entire staff every-other week to examine CAS and prioritize LEO.	August - May	August - May	Admin, Zone leaders and classroom teachers.	N/A	Regular meetings with grade level teachers. Prioritized list of EOs	In Progress
Train staff to use CAS to create lesson learning objectives that accurately reflect the spirit of the state requirements.	August - May	August - May	Admin and classroom teachers	N/A	Regular discussions with PLCs and trainings during Staff Meetings. Regular walk through.	In Progress
Students in grade P-5 will continue to receive supplemental instruction using the Lexia Core 5 reading intervention	August - May	August - May	All Classroom teachers.	Local funding of \$8500	Lexia reports of Growth and regular use. Identification of students	In Progress

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program to close reading gaps.					needing extra support indicates the program is working.	
At risk students in grades K-3 will begin receiving targeted reading intervention through a multi-sensory Sunday program	August - May	August - May	All Classroom teachers.	Local funding of \$1100	Identification of small groups. Monitoring growth in students. Moving students from at risk to no risk.	In Progress
Provide all classroom teachers with access to an on-line assessment and progress-monitoring tool that supports the RtI process and helps teachers to determine gaps in student learning and drive instructional decision-making.	August - May	August - May	All classroom teachers	N/A	Increased number of students achieving an "on grade level" score in DIBELS and SCANTRON.	In Progress
Consult with Zone and District Curriculum and Instruction personnel to develop strategies to increase identification of gifted learners.	August - May	August - May	Administration G/T Teacher	N/A	Increase number of students identified at gifted learners.	In Progress
Continue to scaffold reading skills utilizing technology and associated intervention programs.	August - May	August - May	All Classroom teachers.	Local - \$25000	Increase in the number of students achieving on grade level scores in standardized assessments.	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed: Previous teacher evaluation model did not provide enough detailed feedback to help teachers improve their teaching strategies. The new model encourages teachers to develop skills that research has shown to be successful at improving student achievement.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
All teachers and administrators trained in the Marzano theory of teacher growth and how to use and support iObservation.	July and September 2014	N/A	Admin and Teachers	N/A	Improved understanding of elements related to teacher effectiveness as it applies to student achievement	Completed 9/2014
Monitor the use of the Marzano theory of teacher best practices and the growth of teachers in these methods.	Aug - May	Aug-May	Admin and Teachers	N/A	Improved understanding of elements related to teacher effectiveness as it applies to student achievement	In Progress
Ongoing communication and coaching in the use of Marzano's teacher effectiveness methods through face to face meetings, and web based conferences using the iObservation tool.	August - May	August - May	Administration All Teachers	N/A	Quarterly compilations of conferences in the iObservation tool. Semi Annual reviews.	In Progress
Empower grade level teams to work together and continue studying the theories of Marzano about how to develop learning scales and rubrics that support the learning objectives.	September-May	August-May	Administration Team Leads All Staff	N/A	Observation of the use and evolution of learning objectives as well as the scales and rubrics that support learning.	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: In our continued effort to maximize student learning potential, all teachers will continue to improve and maintain a positive learning environment in their individual classrooms and within the school in general. Our school wide expectations will continue to be based on the Capturing Kid's Hearts relational frameworks

Root Cause(s) Addressed: Student Academic Achievement requires a positive relationship between students and teachers. Students must feel they are in a safe, supportive, and inviting learning environment.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Refresh teachers knowledge of CKH methodologies though Project Champions.	July	N/A	Administration All Staff Teacher Facilitators	N/A	Participation in the seminar	Complete
Teachers will create class Social Contract and utilize it as the backbone of their individual classroom expectations	August - May	August - May	All teachers	N/A	Observe contracts in each classroom.	In Progress
Teachers and administrators will greet student at the beginning of each day and routinely in the hallways.	August - May	August - May	All Staff	N/A	Observation by students, administrators and parents. Improved student affect.	In progress
School staff will be encouraged to utilize the "4 Questions" from CKH program to redirect a student who is off task or in violation of the social contract.	August - May	August - May	All Staff	N/A	Observation by students and administrators.	In progress
Create a Zone Level CKH committee that will meet quarterly to review the	August - May	August - May	Zone Leader Administrator	N/A	Quarterly reports and outcomes from committee	In Progress

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implementation of the theories of CKH.		Teachers		meetings.	
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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 Schools Operating a Schoolwide Program (Optional)

United Improvement Plan

Signature Cover Page (school level)

2014-2015

School Name

Shymin Middle School

Improvement Plan Type:

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.

Name

Position

Guiana St

SLD Teacher

W. E. B. DuBois

Assistant Principal

Meyer Thurnau

SPEO Teacher

Julie Anne

8th Grade Science Teachers

Heqin Andrews

TEAM coach.

Comin Sandel

5th Grade Science Teacher:

Catharine

7th Grade Language Arts

From - Handwritten

Counselor

Theresa Horner

Assistant Principal

11/11/15
Brewer

Tech Ed Teacher

Maia Field

ASST. Principal

School Accountability Committee:

1) Date the Plan was presented to SAAC for review:

November 4, 2014

2) Signature of Principal:

Signature of Principal: Anthony Lawrence

3) Signature of SAAC Chairperson:

[Handwritten signature]

4) ~~Signature of DAAC representative:~~

[Handwritten signature]

* Disfranch

Barney M. Fabel

Christine Ogden

Pharmaceuticals

David Thompson

Pharm. Dis. no

Michelle Schmitt

Robert J. McElroy

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **7960** School Name: **SKYVIEW MIDDLE SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			-	71.43%	-	-	71.06%	-		
		M	-	52.48%	-	-	55.65%	-		
		W	-	57.77%	-	-	60.76%	-		
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS	HS		
			-	28	-	-	45	-		
			M	-	64	-	-	41		-
			W	-	45	-	-	51		-
		ELP	-	66	-	-	68	-		

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School Name: **SKYVIEW MIDDLE SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: SKYVIEW MIDDLE SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	No grant was awarded for school improvement efforts.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	School will not be participating in a review at this time.
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.	Capturing Kid's Hearts Review – May 2014

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Catherine J. Tinucci, Principal
	Email	ctinucci@d49.org
	Phone	719-495-5565
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923
2	Name and Title	Patricia Gioscia, Assistant Principal
	Email	pgioscia@d49.org
	Phone	719-495-5576
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923

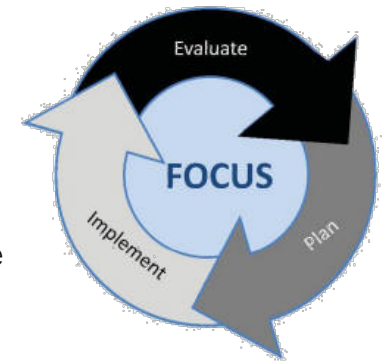
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3	Name and Title	Lisa Fillo, Assistant Principal
	Email	lfillo@d49.org
	Phone	719-495-5567
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923
4	Name and Title	Scott Bonyng, Assistant Principal
	Email	sbonyng@d49.org
	Phone	719-495-5574
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923

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.



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.

Data Narrative for School

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.,	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated	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	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
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demographics). Include the general process for developing the UIP and participants (e.g., SAC).	progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	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.	recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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School Description and Data Analysis Process: Skyview Middle School has been open for 14 years and at the end of the '13-'14 school year housed a population of 1035 students in 6th, 7th and 8th grade. Our current population has grown to a steady, 1100 students with periodic fluctuations of as many as 15 students. We have recently experienced a large growth in students in the 7th grade with approximately 400 students, the largest class in the POWER zone. Approximately 29.7% of our total population in 2013 were Free and Reduced Lunch students and this year we have 34.39% classified as FRL status. Our ELD population is currently around 10% of our total population (almost double our 2013 total of 5.8%) and our ethnic make up consists of approximately 30% Minority students (down from 35.3% in 2013). Our Gifted Students comprise approximately 5.3% of our total student population (up from 4.4% in 2013). About 14% of our population has an active IEP. This is an increase of about 5% points in our total IEP population. Over the years, we have been a consistently high performing school with a stable rate of performance. This past year has seen a tremendous increase in our Growth scores in several areas, including Reading by several subgroups and consistent growth at the 8th grade level in all three content areas. To begin the 2014-2015 school year, our school data team consists of all four administrators, a team of teachers who function as the School Leadership Team representing teachers from all three grade levels, interventionists, Special Education, Enrichments and Counseling. Initial TCAP data was presented to the entire staff in terms of Achievement and Growth for the entire population as well as individual subgroups. We presented celebrations as well as immediate concerns and presented a general preliminary plan to address our concerns. We have led the entire staff through data analysis using Alpine, requiring all teachers to create class groups to analyze the largest needs of the groups they teach by identifying individual low performing and low growth students that they have access to on a daily basis. Our Administrative Leadership team has also analyzed our data separately. Last year, we did some work together at the zone level to write common zone major improvement strategies that we will all incorporated into our individual school plans. We will continue to use those improvement strategies for this year, giving our intervention planning time to realize success. Finally, our school Leadership team has reviewed TCAP scores and the SPF for 2014 in a work session designed to identify root causes and plan our action steps for the major improvement strategies. Our plan was shared with our School Accountability Committee (SAC) in early November to verify the data and plan. This year's effort to synthesize data has been conscientiously matched with a concerted effort to seek viable and effective solutions to our growth concerns while addressing the large volume of students underperforming on the state assessment. There will be some solution measures that we started last year that will continue through this next school year as we gather additional information on their effectiveness.

Review of Current Performance: Through all of these opportunities for data analysis, we have looked closely at our SPF for both the three year and one year performances and have noted the following: Overall, Skyview met the Academic Achievement expectation of the state (above the 50th percentile in all content areas and the state expectations for Academic Growth (Approaching only in Mathematics). In the Academic Growth Gaps we were overall Approaching. We met areas in Reading and Writing but Approaching in math (The subgroup of Students Needing to Catch Up was approaching in all content areas and students with disabilities was Approaching in math and writing). We have some immediate concerns that have surfaced specific to our Academic Growth gaps that must be addressed with a systematic plan. This data from TCAP was additionally corroborated with some other local measures that we analyzed. These measures include Scantron Performance Series Assessments, Mobymax, and Reading Plus data that was analyzed to find the effectiveness of our Reading Intervention efforts. The following display of data is a summary of the notable positive and negative trends that have been found in the 2014 data.

Narrative for Achievement Data

Reading Achievement

- Overall flat trend over time.
- Above the state in all grade levels, but below the district in all grade levels.
- 6th Grade Cohort from 2012 has dropped in %PA over the last two years.

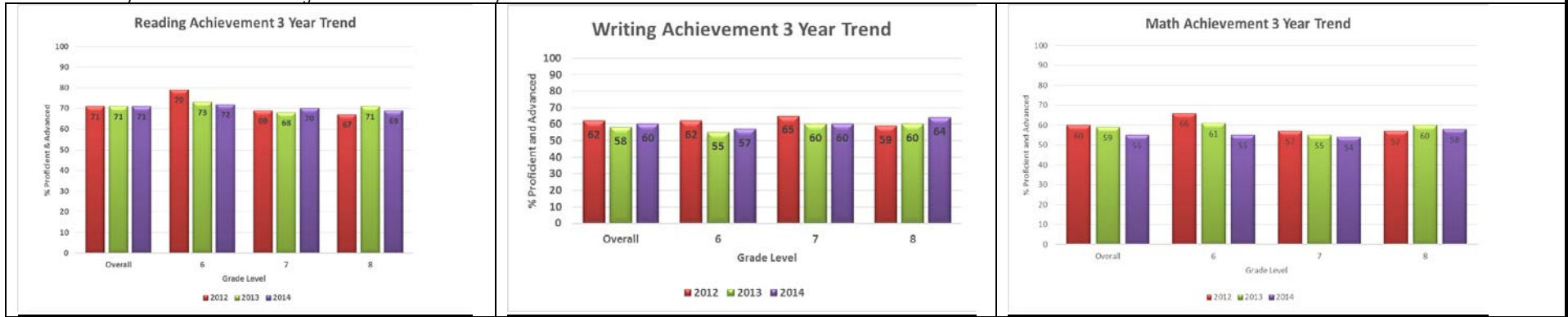
Writing Achievement

- Overall stable % PA and above the district in all grades.
- 6th Grade Cohort was stable and even a little higher in 8th grade.
- Above the state in 8th grade writing, below in 7th grade and equal to the state in 6th grade.
- 8th grade writing has been a steady increase of the last 3 years.

Math Achievement

- 6th Grade Cohort from 2012 has dropped in %PA over the last two years.
- 6th grade has downward trend over the last three years. 7th and 8th grade is stable in their achievement.

- Compared to the state, we are below in 6th and 7th grade math, above the state in 8th grade. We are above the district in all grade levels in math.
- Steady decrease in 6th and 7th grade math over the last 4 year.



Demographic Achievement 3 year

Reading

- IEP %PA is pretty stable but overwhelming below in reading across the grade levels
- 7th grade ELL students (represented by Green 2013) outperformed the building in reading
- Other demographic groups perform within a few percentage points of their like peers.

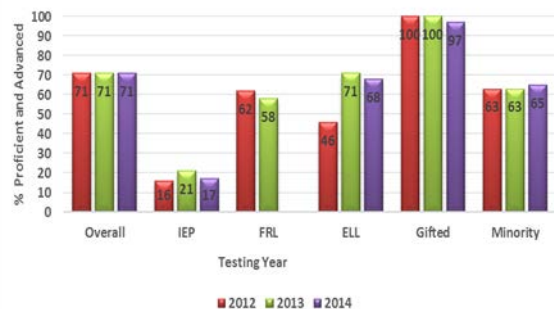
Writing

- IEP %PA is pretty stable but overwhelming below in writing across the grade levels
- ELL % PA is stable in writing over the last three years

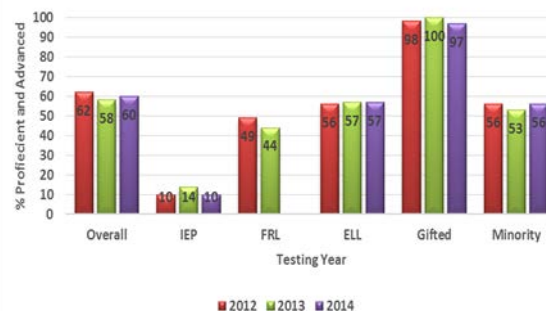
Math

- IEP %PA is pretty stable but overwhelming below in math across the grade levels
- 7th grade ELL students (represented by Green 2013) outperformed the building in math
- Our gifted kids over 80% are advanced in math.
- ELL students are struggling in 6th and 8th grade.

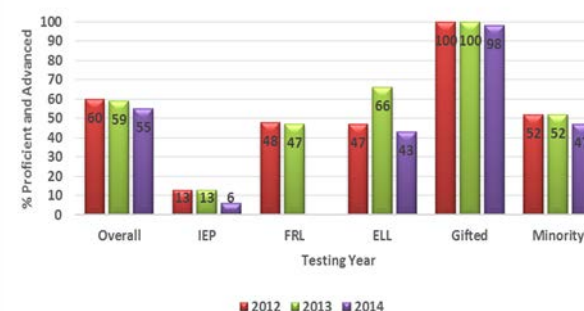
Reading Achievement Demographics 3 Year



Writing Achievement Demographics 3 year



Math Achievement Demographics 3 year

**Narrative: Growth 3 year****Reading**

- 2014 is the best year in three years for growth.
- 7th and 8th grade was at the 51st percentile growing at least nine percentile points in one year.
- Overall reading growth for the school has been consistent.

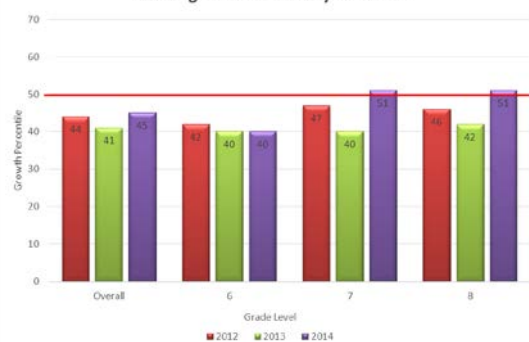
Writing

- 6th and 7th grade made at least a 10%ile growth increase from 2013 to 2014..
- 8th grade is in the 60th percentile and doing very well.
- Overall writing had a large growth increase.
- "The longer students stay in the building the better they do." 36 to 36 to 60th percentile from 6-8th grade (red 6th, green 7th and purple 8th)

Math

- 8th grade has shown a steady growth percentile of over 50 over the last three years.
- Concerned about the drop in percentile in 6th grade from 2013-2014. Many double identified students as ELL and SPED in the 2014 6th grade group.

Reading Growth Data 3 year Trend



Writing Growth 3 year Trend



Math Growth 3 Year Trend



Narrative: Growth by Demographic Groups (3 years)

Reading

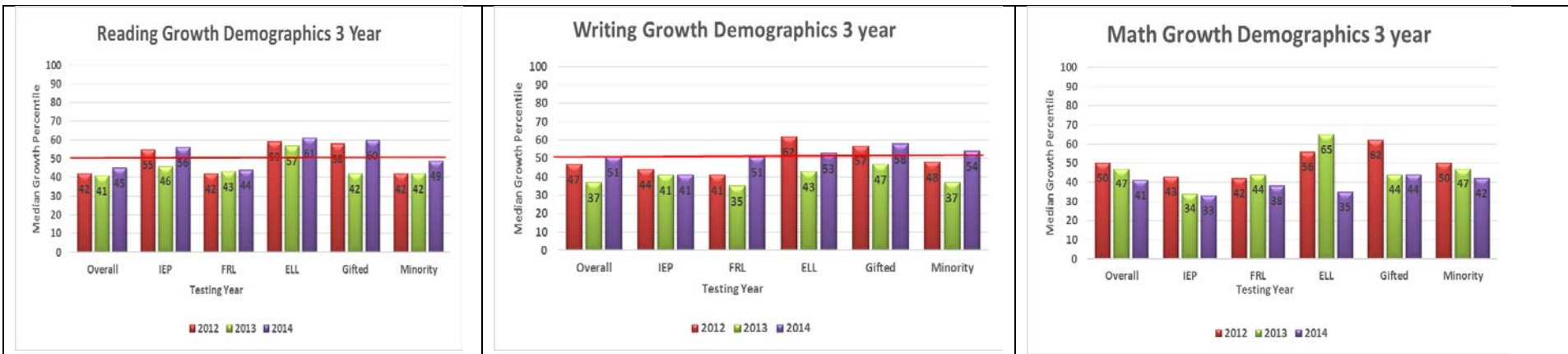
- FRL not identified and tells us very little because we do very little intentional for them other than what is good for all students. Showing very little growth each year.
- ELL has strong, consistent over 50th percentile for growth over time.
- Gifted has a huge increase and many great honors teachers in 8th grade.
- Overall we see more gains in growth than we have seen in the past years.
- Minority also grew a large amount.

Writing

- Great gains from one year to the next. (FRL, ELL, Gifted, and Minority)
- IEP gains have leveled in the last three years.

Math

- IEP, FRL, ELL, Gifted and Minority have shown a decrease in the last three years.
- IEP and ELL show very similar percentile



Demographic Growth Gaps/Non Groups (1 year)

Reading

- In reading, the groups had a higher median percentile growth then their non-groups which created a negative growth gap. For example English Language Learners median growth percentile was 61 and Non English Language Learners had a median growth percentile of 44.
- Although students with disabilities did not meet the adequate growth percentile of 79, they were above the 50th percentile (at 56th percentile 2014) and continue to grow each year.
- Students needing to catch up will be a focal point this year and is not included in this data.

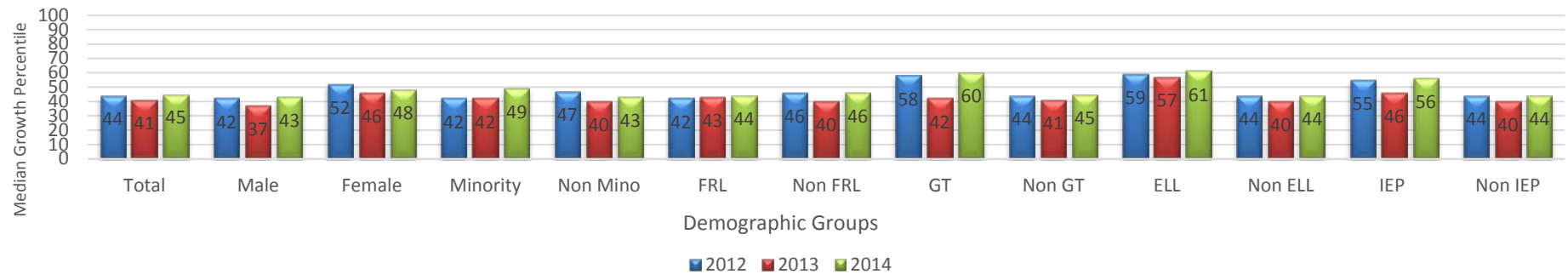
Writing

- Students with disabilities is the only group with a growth gap as the students with disabilities had a median growth percentile of 41 and the non-group had a median growth percentile of 53. We are working towards attaining the adequate growth percentile of 79.
- Students needing to catch up will be a focal point this year and is not included in this data.

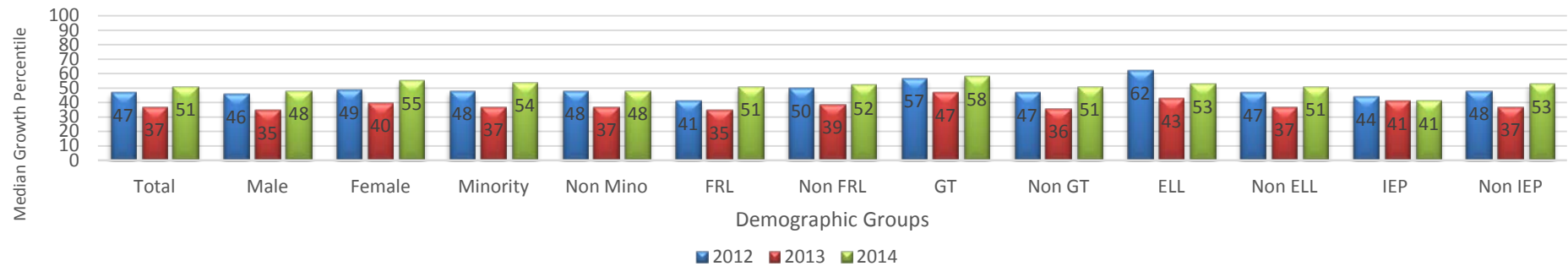
Math

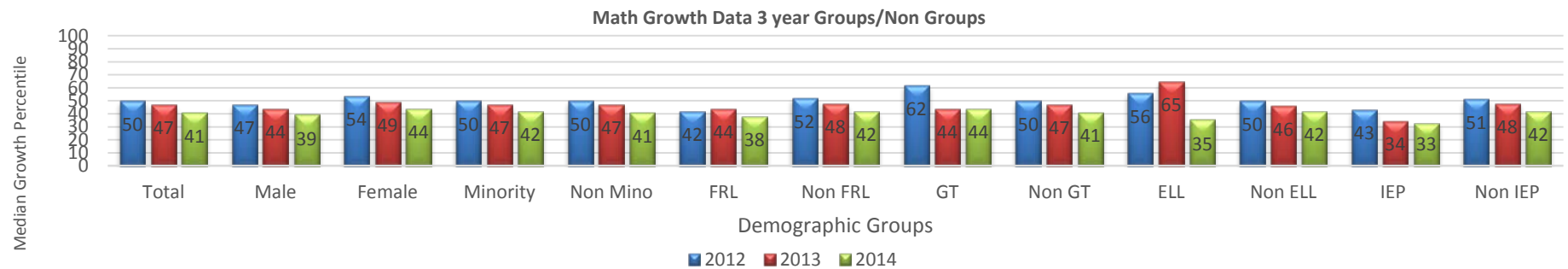
- FRL (smallest of the three & addressed in the support of ELL and IEP), ELL, IEP all have growth gaps.
- IEP is decreasing in their median growth percentile each year, and we are a long way off in reaching the Adequate Growth Percentile of 98. We are striving to get this group to me above the 50th percentile.
- Students needing to catch up will be a focal point this year and is not included in this data.

Reading Growth Data 3 year Groups/Non Groups



Writing Growth Data 3 year Groups/Non Groups





Reading Plus Data: We use Reading Plus as intervention software for students with below Proficient reading scores on TCAP, At Risk scores on Scantron Performance Reading, and those who have been identified by their teachers as having classroom reading difficulties. It is a research-based intervention designed to address silent reading needs and is based on the Common Core Standards. It prepares students to engage with complex text by developing three dimensions of successful readers: capacity, efficiency and motivation. In the 2013-14 school year, Reading Plus was made available to ELL students, students on an IEP and a handful of students that were unsatisfactory of the TCAP. The following is a summary of the significant data for Reading Plus:

- There were 220 students registered to use Reading Plus. Of those registered, 156 took a base line score and 129 were regular users (used Reading Plus for 12 or more hours). 80 students spent between 16-32 hours; 28 students spent 32 hours or more; and 21 students spent 12-16 hours. 94 students spent less than 12 hours (16-31 hours represents 1 quarter of use, 32 hours plus, represents 2 quarters of regular use. Any hours between 12 and 16 hours represent enough use to register some gains.)
- Percent of students with a grade level gain of 1 or more: $129/156 = 83\%$
- Percent of students with a grade level gain of 3 or more: $66/156 = 42\%$
- The breakdown of students involved in the program was 51% had IEP, 25% are general education at risk students and 24% are ELD students.
- A total of 12 students grew to their actual grade level reading ability and in most cases gained a minimum of 3 grade levels in this process. It is clear that the more time spent on Reading Plus, the greater the gains. We had significant gains with our ELL students overall and those IEP students that were regular users also experienced significant gains. It is our challenge to create the capacity to use it more often and give more students the opportunity to use it.

Scantron Gains Analysis Data

Reading	Student Count	%Met Target	Far Below	Below	Above	Far Above	Fall Mean SS	Spring Mean SS
6 th Grade	334	53%	37	120	124	53	2758	2859
7 th Grade	302	59%	27	97	134	44	2836	2941
8 th Grade	254	51%	39	86	89	40	2949	3019
Overall	890	54%	103	303	347	137	2848	2940

Reading:

- The fall mean tells us that many of the students started off reading at the beginning of the year at the average level.
- Students in the above and far above categories made enough growth to move to the next category in the following grade level making a year's growth.

Math	Student Count	%Met Target	Far Below	Below	Above	Far Above	Fall Mean SS	Spring Mean SS
6 th Grade	323	35%	49	162	96	14	2560	2641
7 th Grade	298	32%	52	150	79	17	2657	2711
8 th Grade	255	51%	25	100	101	29	2719	2810

Overall	876	39%	126	412	278	60	2645	2721
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Math:

- The fall mean tells us that many of the students started off in math at the beginning of the year at the below average level.
- Only 8th grade had students meet their goal over 50% percent.
- Students in the above and far above categories made enough growth to move to the next category in the following grade level making a year's growth.

Trend Analysis:**Achievement Trends:**

- A steady decrease in 6th and 7th grade math achievement over the last 4 years.
- There has been a steady increase in 8th grade writing achievement over the last 4 years.
- There is an absolute flat line trend in our achievement in all grade levels in all content areas.

Growth Trends:

- 8th grade math has show a steady growth of over last three years by being over 50 percentile

Priority Performance Challenges:

1. We need to make an immediate impact on student growth in Math for all subgroups in order to meet the expected Growth Percentile. This impact is best made through curricular alignment with the CAS, instructional practices that meet student needs, consistency in overall presentation of math concepts, data based decision-making, implementation of effective interventions in math, and consistency in adult/student relationship building. As noted in our 1-year SPF our total school Growth Percentile in Math was at the 41st percentile and needed to be in the 64th percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English Learners). We have remained at the "Approaching" level for the last two years for both Minority and Students Needing to Catch Up. We have remained at the "Does Not Meet" level for Students with Disabilities. We dropped significantly from "Exceeds" to "Does Not Meet" for our English Learners.
2. Students Needing to Catch Up and Students with Disabilities remain two groups with large gaps in both achievement and growth. We must impact their performance levels through a systematic approach to provide more time for learning, practice and intervention, through increased expectation of performance, through training on how to address the wide range of abilities in the classroom and the large volume of high needs, and finally through intentionally planned collaboration between specialists and general education teachers. According to our 1-year SPF, we have growth gaps in Reading, Writing and Math with our Students Needing to Catch Up (although they moved from "Does Not Meet" to "Approaching" over one year) and Students with Disabilities who remain at "Approaching" for the past two years. In Reading our Students Needing to Catch Up are "Approaching" for the second year. We need to decrease the growth gap between our subgroup students and our general population. Decreasing the gap will be addressed by increasing overall rigor, vocabulary development, accountability, and cultural understanding.

Root Cause Analysis:

We completed our analysis on the root causes by organizing ideas around our Priority Performance Challenges. Most of our analysis centered around one of three areas; Standard work, Best Practices in Instruction and the quality of targeted and differentiated Professional Development. It is important to note that we will continue many of our action steps that we started last year in order to ensure consistency in our efforts and follow through with our programs that have shown success in achievement and growth this past year.

Root causes pertaining to Priority Performance Challenge #1

Root Cause for Challenge #1: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our second year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.

Root causes pertaining to Priority Performance Challenge #2:

Root Cause for Challenge #2: We are struggling with the identification process for Students Needing to Catch Up and may not be giving them directive interventions in Math and Reading. We also are lacking intervention programs that directly address Writing growth. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. Students who have low growth and achievement. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	We have not made any expected gains in Median Growth Percentile in Math in any of our subgroups. Matter of fact, we have actually lost ground on all subgroup performance in this category. Our English Learners are feeling the impact of a large influx of at-risk math ELL students. We did, however, show consistent gains with our 8 th grade students who have performed consistently above the state minimum for math. The 8 th grade teachers have implemented a program of remediation within the general education classroom of consistent, scheduled use of intervention software for their supported classes (where the students have been placed based on a body of evidence of below proficient performances). We did not match this use of intervention in either of the two other grade levels. This may also be a result of inconsistent deliver of Standards Based Curriculum (incorporating the Common Core), lack of highly qualified math teachers and not having clear vertical alignment among grade levels. Our feeder elementary schools send students from 4 different curricular programs, which challenges our ability to ensure that all students receive the same level of instruction.
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	<p>Math Students with Disabilities will increase the median growth percentile (MGP) to at least 50.</p> <p>FRL, Minority and Students needing to Catch Up will increase the median growth percentile (MGP) to at least 55.</p> <p>ELL students will increase the median growth percentile (MGP) to at least 60.</p>	<p>Math Students with Disabilities did not meet this target and actually had a MGP of 33. Their AGP was projected to be in the 98th percentile. We are significantly off that target.</p> <p>None of the FRL, Minority and Students needing to Catch Up group had a MGP of the 55th percentile causing us not to meet this target. However without FRL numbers, we won't be setting a target for that group. Minority students scored in the 42nd percentile a difference of 13. Students Needing to Catch Up scored in the 44th percentile missing this target. This is a difference of 11 percentile points. AGP requirement was at the 91st percentile.</p> <p>ELL students actually scored a MGP of 35. They needed to be at the 67th percentile to meet AGP.</p>	
Postsecondary & Workforce	N/A	N/A	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness	N/A	N/A	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth	N/A	N/A	N/A
	N/A	N/A	N/A
Academic Growth Gaps	<p>Mathematics: The following trends have been seen in TCAP Growth data:</p> <ul style="list-style-type: none"> A steady decrease in 6th and 7th grade Math Achievement over the last 4 years. 6th grade Achievement in Math has decreased from 66% to 61% and again to 55% in the period from 2012-2014. 7th grade Achievement in Math has decreased from 57% to 55% and again to 54% in the period from 2012-2014. Our 6th and 7th grade students performed 	<p>Priority Performance Challenge #1: We need to make an immediate impact on student growth in Math for all subgroups in order to meet the expected Growth Percentile. This impact is best made through curricular alignment with the CAS, instructional practices that meet student needs, consistency in overall</p>	<p>Root Cause for Challenge #1: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our second year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>below the state Achievement level in Math, but our 8th grade students performed above the state in Math Achievement. We perform above the district in all three grade levels in Math Achievement.</p> <ul style="list-style-type: none"> • Our IEP students perform overwhelmingly below the overall student population in Math Achievement, and has for the last 3 years. IEP Achievement levels have been mostly the same in the past 3 years. • Our Gifted Students have performed over the 98th percentile in the past 3 years in Math Achievement. In Math Growth, they are demonstrating relative similar growth as the Overall student population, remaining at the 44th percentile for the last two years. • 8th grade has shown steady Growth in Math over the past three years and this Growth has been above the 50th percentile in all three years. 7th grade also experienced a Math Growth increase in percentile ranking from the 37th percentile to the 40th percentile. • Our 6th grade percentile in Math Growth decreased dramatically in the last year, from the 43rd percentile to the 33rd percentile. • When comparing our IEP student Growth in Math, the difference is not as drastic. Although their Growth percentile has decreased over the last 3 years, they are within 10 percentile points of their non-IEP peers, performing at the 33rd percentile for Math Growth in 2014. We have a similar story for ELL students and FRL students. • Our Minority students consistently perform at or above their non-Minority peers in Math Growth, outscoring them in the 42nd percentile in 2014 (non-Minority in the 41st 	<p>presentation of math concepts, data based decision-making, implementation of effective interventions in math, and consistency in adult/student relationship building.</p> <p>Priority Performance Challenge #2: Students Needing to Catch Up and Students with Disabilities remain two groups with large gaps in both achievement and growth. We must impact their performance levels through a systematic approach to provide more time for learning, practice and intervention, through increased expectation of performance, through training on how to address the wide range of abilities in the classroom and the large volume of high needs, and finally through intentionally planned collaboration between specialists and general education teachers.</p>	<p>effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.</p> <p>Root Cause for Challenge #2: We are struggling with the identification process for Students Needing to Catch Up and may not be giving them directive interventions in Math and Reading. We also are lacking intervention programs that directly address Writing growth. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. Students who have low growth and achievement. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.</p>

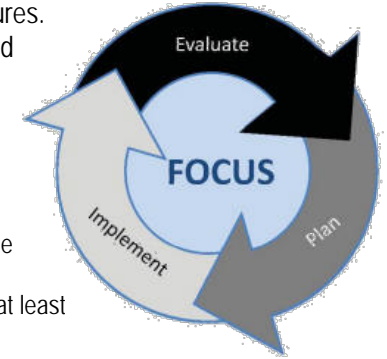
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	percentile).		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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*.

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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.



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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	N/A	N/A	N/A	N/A	N/A
		M	<p>Priority Performance Challenge #1: We need to make an immediate impact on student growth in Math for all subgroups in order to meet the expected Growth Percentile. This impact is best made through curricular alignment with the CAS, instructional practices that meet student needs, consistency in overall presentation of math concepts, data based decision-making, implementation of effective interventions in math, and consistency in adult/student relationship building.</p> <p>Priority Performance Challenge #2: Students</p>	Skyview Students will increase the Median Growth Percentile to the 44 th percentile.	Skyview Students will increase the Median Growth Percentile to the 50 th percentile.	<p>Scantron Performance Math (2 times per year over a 6 month interval)</p> <p>Mobymax Summative Assessments (given a minimum of 2 times per year), and Mobymax Formative Assessments that students accumulate through individually paced lessons.</p> <p>Common Math Assessments based on CAS (given a minimum of 4 times per year)</p>	<p>Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.</p> <p>Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation</p>

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			Needing to Catch Up and Students with Disabilities remain two groups with large gaps in both achievement and growth. We must impact their performance levels through a systematic approach to provide more time for learning, practice and intervention, through increased expectation of performance, through training on how to address the wide range of abilities in the classroom and the large volume of high needs, and finally through intentionally planned collaboration between specialists and general education teachers.				Model as a tool that supports educator effectiveness and instructional improvement.
		W	N/A	N/A	N/A	N/A	N/A
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.

Root Cause(s) Addressed: Root Cause for Challenge #1: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our second year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. Root Cause for Challenge #2: We are struggling with the identification process for Students Needing to Catch Up and may not be giving them directive interventions in Math and Reading. We also are lacking intervention programs that directly address Writing growth. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. Students who have low growth and achievement. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Support Staff Development that supports student Achievement and Growth (CCSS, SIOP, Common Assessment, Accommodations, Gifted)	Jan 2014	May 2016	Principal, Asst. Principals Teachers Zone Leadership	School-Based Budget Zone-Based Budget Grant Monies through ELD	1. SIOP Training for both Admin & Teachers 2. Kagan Training 3. Rigor and Engagement (Dr. B. Kingore) training 4. Scantron Training 5. Common Assessment Training of Administrator	1. Completed: 15 teachers, 2 Administrators trained (Oct '13, and Nov '14) 2. Completed: 4 trained (Oct '13) 3. Completed: 2 trained (Oct '13) 4. In Progress: 30 new

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School Name: SKYVIEW MIDDLE SCHOOL

					and TEAM coach 6. Gifted (SEAS) Training 7. CPM Training 8. Differentiation Training 9. Kagan for ELLs 10. MRL Vocabulary Training 11. MRL Scales/Evaluation Training	teachers trained (Nov.'13, Dec '14) 5. Completed: (Jan '14) 6. Completed: 8 trained (June '14) 7. In Progress: 4 trained (July '14, July '15) 8. In Progress: May '15 9. Completed: 4 trained (June '14) 10. In Progress: (Nov '14) 11. Completed: (Sept '14)
Continue Standards work: Curriculum analysis to CAS, calendaring Standards based Curriculum, vertical alignment of all content areas, alignment of vocabulary, addition of pacing and Depth of Knowledge.	Aug. 2014	May 2016	Administration All Teachers Zone Leadership TEAM Coach	School-Based Budget Staff Expertise at building/zone District level Expertise	1. Leadership training/planning 2. Curriculum Work with Teachers completed through PLC meeting time and Staff Development days (2/14/14 and 2/28/14) 3. Curric. Map and Calendar – all content areas (Vertical Alignment 6-8, Vocabulary by unit added, DOK and Pacing, and Health Curriculum Added	1. Completed: (Jan '14) 2. In Progress: 2/14/14, 2/28/14, 8/15/14, 9/26/14, 11/25/14 3. In Progress (May '15)
Support 49 Pathways requirements by implementing ICAP/College In Colorado (CIC) activities in 7 th and 8 th grade. Additional programs to support STEM/CTE initiatives: SeaPerch, BEST Robotics, CTE Programs, iPad teams, Industry Speakers.	Nov. 2014	May 2015	Administration 7 th /8 th grade Teachers Counselors District Lead Counselor	CIC Learning Styles and Career Inventory Technology commitment	1. All 7 th grade complete Learning Styles 2. All 8 th grade complete Career Inventory 3. BEST Robotics Competition 4. Forensics Course implementation 5. Computer Basic Programming (GTT) 6. iPad Assessments (survey)	1. In Progress (May '15) 2. In Progress (May '15) 3. Completed: (Oct '14) 4. In Progress: (Jan '15) 5. In Progress: (Aug '15) 6. In Progress: (BOY, MOY, EOY 2014-15)
Maintain opportunities for additional student support (Homework Help, Math Intervention, Peer Tutoring, Co-Teaching, Reading	Aug. 2014	May 2015	Administration All Teachers	School-Based Budget Grant opportunities (MFF)	1. Increase use of Mobymax to all Math and LA classrooms. 2. Increase use of Reading Plus	1. In Progress: (May '15) 2. In Progress: iPad REACH teams added (Sept '14-

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Intervention, Saturday School)					to include General ed. Students in 6 th and 7 th and 8 th grade (iPad teams) 3. Target failing students to attend Homework Help and Saturday School 4. Use of student teacher volunteers to provide direct small group assistance at Saturday School 5. UCCS tutors 6. Study Hall Class for 7 th and 8 th grade 7. Take Flight Tier III Intervention	May '15) 3. In Progress (May '15) 4. In Progress (May '15) 5. In Progress (May '15) 6. In Progress (Aug '14 – May '15) 7. In Progress (Sept '14 – May '15)
Utilize the RTI process to analyze data and drive Instructional practices (data from Scantron, At-A-Glance Reports, D/F lists) through effective Instructional strategies, increased parent notification and involvement and curriculum driven by Individual Student Plans (ILP, 504, IEP, ELP)	Aug. 2014	May 2015	All Teachers Administration TEAM Coach Counselors	District FTE support of Coach PLC time/Schedule	1. Regular use of Alpine during RTI meeting time 2. RTI notes taken at all RTI meetings 3. At Risk Report used to identify needs and evaluate progress	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15)

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed: Root Cause for Challenge #1: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our second year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. Root Cause for Challenge #2: We are struggling with the identification process for Students Needing to Catch Up and may not be giving them directive interventions in Math and Reading. We also are lacking intervention programs that directly address Writing growth. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. Students who have low growth and achievement. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Utilize TEAM Coach to support new teachers in implementing the Evaluation tool (especially elements #1 and #6)	Aug 2014	May 2015	TEAM Coach Administration New Teachers and Mentors	Zone FTE support of Coach School-Based Budget Zone-Based Budget	1. All new teachers will earn a performance level of "Developing" by May 2015. 2. TEAM Coach notes and Calendar 3. Mentor Observation schedule	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15)
Utilize TEAM Coach, Administration and Specialists to deliver Instructional Strategies to staff (ex: differentiation, student feedback, flexible grouping, vocabulary development, higher level thinking strategies)	Nov. 2014	May 2015	TEAM Coach ELD Teacher Administration Content Specialists All Teachers	Zone FTE support of Coach School-Based Budget Zone-Based Budget	1. PLC planning notes-regular presentation of strategies 2. TEAM Coach notes and Calendar 3. Teacher Work Samples and Lesson Plans 4. Evaluation tool documentation 5. PD designed and facilitated	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15) 4. In Progress (May '15) 5. In Progress (May '15)

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					by TEAM Coach and ELD Teacher	
Support Staff Development to increase capacity for Instructional Best Practice based on Marzano strategies	Aug 2014	May 2015	TEAM Coach Administration Teachers Zone Leadership	Zone FTE support of Coach School-Based Budget Zone-Based Budget	1. Attendance sheets (ERO) 2. Work samples 3. Evaluation Tool documentation from: On-line Studies (iAcademy), Independent Study, Vocabulary Study, Instructional Rounds PLC 4. Peer Observation system 5. Teacher Growth Plans 6. Teacher Feedback (through Observations) 7. Emphasis on Target Elements #6, #1, SLO	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15) 4. In Progress (May '15) 5. In Progress (May '15) 6. In Progress (May '15) 7. In Progress (May '15)

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework and other positive culture building programs.

Root Cause(s) Addressed: Root Cause for Challenge #1: Our math department implemented a rigorous Common Core math program during the 2013-2014 school year, that has a strong emphasis on reading for information, problem solving through application, and higher level thinking skills. There has been a period of time where students struggle significantly with these more rigorous skills. We find that many students, who struggle with reading, are not prepared to immediately jump into the curriculum. We are in our second year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. Root Cause for Challenge #2: We are struggling with the identification process for Students Needing to Catch Up and may not be giving them directive interventions in Math and Reading. We also are lacking intervention programs that directly address Writing growth. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. Students who have low growth and achievement. We find that they need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Maintain Capturing Kids Hearts program with dedication to class Contracts, Greetings, and 4-Questions. Train support staff and untrained teachers.	Aug. 2013	May 2015	All Teachers Administration Zone Leadership	School-Based Budget CKH support personnel Zone-Based Budget	1. All Staff members trained by May of 2015 2. Evaluation Tool documentation based on several Elements from Domain 1 and 4. 3. EXCELL model used at all staff meetings, Leadership meetings, PLC meetings 4. Provide consistent time slot for staff members to share out during staff meetings. 5. Participation of pivotal teacher leaders and administrators through the Process Champions	1. Teaching staff Completed (Sept '14) 2. In Progress (May '15) 3. In Progress (May '15) 4. In Progress (May '15) 5. Completed (May '14) 6. Completed (Aug '14, May '15)

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

					Training 6. Addition of Teen Leadership as an elective class for the 2014-2015 School year	
Health Committee (WSWCWC) collaboration with school to provide a healthy breakfast program and other activities that support student and staff general health well being.	Aug. 2014	May 2015	WSWCWC School Team Nutrition Services Administration Teachers	School-Based Budget Healthy Schools Grant	1. Notes from WSWCWC meetings 2. Student numbers from Breakfast 3. School Calendar of Activities 4. 2 nd annual Health Fair completed by April, 2015 5. Complete the 2014-2015 School Health Improvement Plan	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15) 4. In Progress (April '15) 5. Completed (Nov '14)
Anti-Bullying Work Group to analyze student/parent surveys, create school policy, and lead Anti-Bully efforts. Anti-Bullying/Character Based lessons delivered to 6 th -8 th grade.	Aug 2014	May 2015	Work Group All Teachers Administration SRO Counselors Parents	School-Based Budget Community Resources On-line Resources	1.Continuation of Anti-Bully Cadre for completion of: 2.Student/Parent Climate surveys 3.Policy completed by May 2014 4.Minimum of 3 lessons/grade level completed by May 2015 5.Counselor class presentations 6.Counselor conflict resolution	7. In Progress (May '15) 8. In Progress (Oct '14, May '15) 9. Completed (May '14) 10. In Progress (May '15) 11. In Progress (May '15) 12. In Progress (May '15)
Provide Professional Development on cultural awareness of Subgroups	Jan. 2015	May 2015	Administration Teachers Specialists District Cultural	School-Based budget Zone-Based budget District Specialists Time	1. Provide training on Under resourced learners, learners in poverty by May 2016 to all staff. 2. Training through on-line studies, workshops and Staff Development speakers. 3. Participation of	1. In Progress (May '15) 2. In Progress (May '15) 3. In Progress (May '15)

					administration and teachers at the Educating Children of Color Conference	

* 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 Schools Operating a Schoolwide Program (Optional)

School Name Springs Ranch Elementary

Improvement Plan Type Performance

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
John Redison	Parent	1) Date the Plan was presented to SAAC for review: 11-18-14
John Schryers	Parent	2) Signature of Principal: Kym Harvett
Michelle Boyd	Teacher	3) Signature of SAAC Chairperson: Michelle (co-chair)
Donna Boyd	Teacher	4) Signature of DAAC representative: Michelle
Keri K. Burrell	Parent	
John Schryers	Administrator / Parent	
Michelle Boyd	Parent	
Kym Harvett	Administrator	

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **8010** School Name: **SPRINGS RANCH ELEMENTARY SCHOOL** Official 2014 SPF: **3 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			72.05%	-	-	78.21%	-	-	
		M	70.11%	-	-	76.68%	-	-	
		W	54.84%	-	-	62.42%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			28	-	-	56	-	-	
		M	41	-	-	42	-	-	
		W	38	-	-	55	-	-	
		ELP	27	-	-	42	-	-	

School Code: **8010**

School Name: **SPRINGS RANCH ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	Overall Rating for Postsecondary & Workforce Readiness: -
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	N/A
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

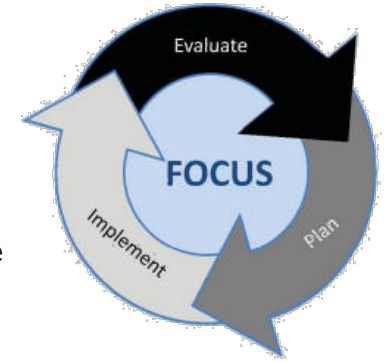
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kimberly A. Mariotti, Principal
	Email	kmariotti@d49.org
	Phone	(719) 494-8602
	Mailing Address	4350 Centerville Drive, Colorado Springs, CO 80922
2	Name and Title	Jennifer Landon, Assistant Principal
	Email	jlandon@d49.org
	Phone	(719) 494-8601
	Mailing Address	4350 Centerville Drive, Colorado Springs, CO 80922

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Description of school: Springs Ranch Elementary School is a comprehensive neighborhood school, located in Falcon School District 49, in eastern El Paso Country. Springs Ranch Elementary strives to give students a strong foundation in academic skills, preparing students to be productive citizens in a global society. Demographics for 2014-15 school year: 59% White, 18% Hispanic, 5% Asian, 8% Black, 10% mixed race; Free and Reduced lunch 28%; SPED 14%; ELD 7%; children of military members 20%.

Developing the UIP: A team consisting of staff members, leadership team members, School Accountability Committee and PTO members, and administrators continually analyze data sources related to academic performance trends. These data sources include the School Performance Framework, TCAP results, Scantron results, DIBELS data, and progress monitoring data used in classrooms. Based on this data, Priority Performance Challenges, Major Improvement Strategies and Action Steps, and Root Causes were identified for the 2014-15 school year.

Our teacher leadership team, grade level teams, and parent groups, including our School Accountability Committee and PTO, meet to review and give input regarding our assessment results and plans for improvement, as a part of the continuous improvement cycle.

Plan type assignment: Performance

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Review of current performance:

School Performance Framework (SPF)

Student Academic Achievement - the past three years SPFs show that we "Meet" in Reading, Math, and Writing.

Student Academic Growth - We have made adequate growth in all subject areas over the past three years. Our rating in **Reading** is "Meets", and we made adequate growth. We showed an increase from 53 in 2013, to 56 in 2014. Academic growth in **Mathematics** remains at "Approaching", and we made adequate growth. We rose slightly from 41 to 42 in our median growth percentile from 2013 to 2014. This was an area of focus on our UIP last year. Rating for academic growth in **Writing** is "Meets", and we made adequate growth. This showed an increase from 53 in 2013, to 55 in 2014. Rating in **English Language Proficiency (ACCESS)** is "Approaching", with a median growth percentile of 42 in 2014, which was 56 in 2013, showing a decrease.

Academic Growth Gaps – Reading in 2014 overall, the rating is "Meets". Students with Disabilities were the only subgroup that did not make adequate growth, but increased with an MGP of 41, up from 38 in 2013, and is now "Approaching". Additionally, Students Needing to Catch Up, grew from 53 to 60, and now rates as "Exceeds". English Language Learners were "Exceeds" as well. **Math** in 2014 overall, the rating is "Approaching". All subgroups, with the exception of English Learners, did not make adequate growth. However, in 2014, the MGP increased in F/R, Students With Disabilities, ELLs, and Students Needing to Catch Up, from 2013. **Writing** in 2014 overall, the rating is "Meets". Students Needing to Catch Up, did not make adequate growth, but showed an MGP increase from 51 to 56. Students With Disabilities did now make adequate growth, showing a decrease from 40 to 35, the only area on the SPF that "Does Not Meet". English Language Learners achieved "Exceeds".

Trend Analysis

Student Academic Achievement/TCAP trends - Reading achievement meets state expectations. 3rd grade scores dropped this year, showing a similar pattern over the past six years, in up, then down scores. 4th grade dropped from 77 to 65 this year, which is a concern. 5th grade rose from 80 to 86 this year. **Math** achievement meets state expectations. 3rd grade has remained stable over the past three years. 4th grade dropped from 81 to 68; another concern. 5th grade rose, showing a three-year increase, from 62 in 2012, to 74 in 2014. **Writing** achievement meets state expectations. 3rd grade has remained stable over three years. 4th grade dropped from 58 to 46; another concern. 5th showed an increase from 66 to 71. **Science** Achievement was not measured, due to change in assessment. **Advanced Students** – Our advanced students were above the state average in 3rd Writing and 3rd Math, and in 5th Writing.

See appendix for data charts.

Priority Performance Challenges: Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement, Academic Growth and Academic Growth Gaps), the identified Priority Performance Challenges for Springs Ranch Elementary are: (based on the 1 year SPF):

1. Adequate growth was not made in academic growth gaps in mathematics, except for English Learners
2. 9% of our students have been identified with a Significant Reading Deficiency

Root Cause Analysis:

Springs Ranch has participated professional development, and teachers and have obtained additional tools to use. These include sessions with Kim Sutton, Dr. Nicki Newton, Georgia Math Units, Engage NY unit pilots, Layers of Writing, Every Child A Writer, and Kagan. **1. The focus has not been specifically on interventions, increased rigor, or primary literacy. 2. The focus has not been specifically on math intervention and growth gap students.**

Major Improvement Strategies: 1. Instructional teams will meet as Professional Learning Communities (PLC), focusing on data analysis and interventions. 2. Focus on a higher level of rigor during instruction across subject all subject areas. 3. Increase focus on primary literacy, to ensure students are reading grade level material throughout instruction and learning, and that Significant Reading Deficiency (SRD) students are supported through instruction and interventions.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A		<p>The target for math growth was not met. Math instructional time, global understanding of math, not enough focus on writing in math or in problem solving, connection to real-life math problems, and not providing enough interventions could be causes.</p> <p>The targets for math growth in subgroups of F/R, Students Needing to Catch Up, were not met. Math instructional time, global understanding of math, not enough focus on writing in math or in problem solving, connection to real-life math problems, and not providing enough interventions could be causes.</p>
Academic Growth	Math Mathematics will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Math The median growth percentile for Mathematics was 44. The target was not met, and was 1 point below the target, as adequate growth was made.	
Academic Growth Gaps	Math In the area of Mathematics, Free/Reduced Lunch and Students Needing to Catch Up, will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Math The median growth percentile for F/R was 42. The target was not met, and was 3 points below the target, and adequate growth was not made. The median growth percentile for Students Needing to Catch Up was 47. The target was not met, because adequate growth was not made.	
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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading Achievement – Grades 3-5 TCAP 2012 = 78%, 2013 = 81%, 2014 = 78% *Reading achievement meets state expectations, with a drop this year. DIBELS = 84% at benchmark at EOY 2013.14, composite scores</p> <p>Math Achievement – Grades 3-5 TCAP 2012 = 74%, 2013 = 81%, 2014 = 77% *Math achievement meets state expectations, with a drop this year. Scantron Math = 53% achieved their EOY benchmark, 2013.14</p> <p>Writing Achievement – Grades 3-5 TCAP 2012 = 60%, 2013 = 66%, 2014 = 62% *Writing achievement meets state expectations, with a drop this year. Scantron Language Arts = 67% achieved their EOY benchmark, 2013.14</p>	N/A	N/A

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
Academic Growth	Reading academic growth “Meets” the adequate growth percentile with a median growth percentile of 56 in 2014. Adequate growth was made. This is as increase from 53 in 2013.	N/A	N/A	
	Math academic growth is “Approaching” the adequate growth percentile with a median growth percentile of 42 in 2014. Adequate growth was made. This is an increase from 41 in 2013.	N/A	N/A	
	Writing academic growth “Meets” the adequate growth percentile with a median growth percentile of 55 in 2014. Adequate growth was made. This is an increase from 53 in 2013.			
	English Language Proficiency (ACCESS) is “Approaching” the adequate growth percentile with a median growth percentile of 42 in 2014. Adequate growth was made. This is a decrease from 56 in 2013.			
Academic Growth Gaps	Reading in 2014 overall, the rating is “Meets”. Students with Disabilities were the only subgroup that did not make adequate growth, but increased with an MGP of 41, up from 38 in 2013, and is now “Approaching”. Additionally, Students Needing to Catch Up, grew from 53 to 60, and now rates as “Exceeds”, and English Learners rated as “Exceeds”.	9% of our students have been identified with a Significant Reading Deficiency	Springs Ranch has participated professional development, and teachers and have obtained additional tools to use. These include sessions with Kim Sutton, Dr. Nicki Newton, Georgia Math Units, Engage NY unit pilots, Layers of Writing, Every Child A Writer, and Kagan. 1. The focus has not been specifically on interventions, increased rigor, or primary literacy. 2. The focus has not been specifically on math intervention and growth gap students.	
	Math in 2014 overall, the rating is “Approaching”. All subgroups, with the exception of English Learners, did not make adequate growth. However, in 2014, the MGP increased in F/R, Students With Disabilities, ELLs, and Students Needing to Catch Up, from 2013.	Adequate growth was not made in academic growth gaps in mathematics, except for English Learners		

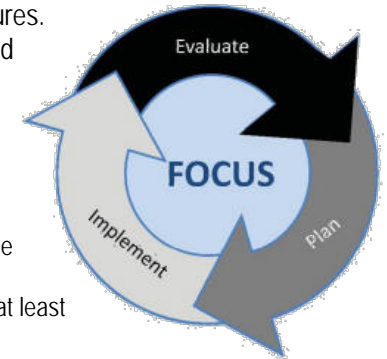
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing in 2014 overall, the rating is "Meets". Students Needing to Catch Up, did not make adequate growth, but showed an MGP increase from 51 to 56. Students With Disabilities did not make adequate growth, a decrease from 40 to 35, the only area on the SPF that "Does Not Meet".</p>	<p>In the area of Writing, Academic Growth Gaps, "Does Not Meet" state expectations, for Students With Disabilities.</p>	
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
				2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	9 of our students have been identified with a Significant Reading Deficiency	The percentile ranking as compared to other schools in Colorado 2015 will increase by 5 percentile points to the 70 th percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 5 percentile points to the 75 th percentile or above.	DIBELS, Scantron, grade level unit assessments	Major Improvement Strategies: 1. Instructional teams will meet as Professional Learning Communities (PLC), focusing on data analysis and interventions. 2. Focus on a higher level of rigor during instruction across subject all subject areas. 3. Increase focus on primary literacy, to ensure students are reading grade level material throughout instruction and learning, and that Significant Reading Deficiency (SRD) students are supported through instruction and interventions.
		M	Adequate growth was not made in academic	The percentile ranking as compared to other	The percentile ranking as compared to other	Scantron, EngageNY assessments	

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			growth gaps in mathematics, except for English Learners	schools in Colorado 2015 will increase by 7 percentile points to the 73 rd percentile or above.	schools in Colorado 2016 will increase by 7 percentile points to the 80 th percentile or above.		
		W	In the area of Writing, Academic Growth Gaps, "Does Not Meet" state expectations, for Students With Disabilities.	The percentile ranking as compared to other schools in Colorado 2015 will increase by 7 percentile points to the 73 rd percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 7 percentile points to the 80 th percentile or above.	Grade level assessments	
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Other PWR Measures		N/A	N/A	N/A	N/A	N/A

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Instructional teams will meet as Professional Learning Community (PLC), focusing on data analysis and interventions.

Root Cause(s) Addressed: Springs Ranch has participated professional development, and teachers and have obtained additional tools to use. These include sessions with Kim Sutton, Dr. Nicki Newton, Georgia Math Units, Engage NY unit pilots, Layers of Writing, Every Child A Writer, and Kagan. **1. The focus has not been specifically on interventions, increased rigor, or primary literacy. 2. The focus has not been specifically on math intervention and growth gap 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Monthly grade level PLC meetings with Administrators	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Scheduling	In progress
Bi-monthly Early Release Calendar to allow for more PLC and Professional Development time	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators, professional development personnel	Local funding	Calendar	In progress
Monitor progress of students through data collection and analysis of	August 2014-	August 2015-	Grade level teams, support	Local funding	Progress monitoring, evaluation of growth	In progress

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Scantron, DIBELS, READ Plans, BURST, and Engage NY data, to determine areas of strength and weakness	June 2015	June 2016	staff, administrators			
Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact students achievement and growth	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Progress monitoring and evaluation of growth	In progress
Utilize instructional coach, specialists, counselor, SOAR, ELL, RtI team, and SpEd, to provide support and interventions based on students' needs.	August 2014- June 2015	August 2015- June 2016	Grade level teams, instructional coach, support staff	Local funding	Progress monitoring and evaluation of growth	In progress
Include support staff, specialists and other instructional staff in PLCs as needed.	August 2014- June 2015	August 2015- August 2016	Grade level teams, support staff	Local funding	Scheduled meetings	In progress
Leadership team will be trained in PLC practices for a better understanding of their role in leading their team	January 2014- June 2015	August 2015- August 2016	Administrators, leadership team	Local funding	Scheduled trainings with team leaders and administrators	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Focus on a higher level of rigor during instruction across all subject areas.

Root Cause(s) Addressed: Springs Ranch has participated professional development, and teachers and have obtained additional tools to use. These include sessions with Kim Sutton, Dr. Nicki Newton, Georgia Math Units, Engage NY unit pilots, Layers of Writing, Every Child A Writer, and Kagan. **1. The focus has not been specifically on interventions, increased rigor, or primary literacy. 2. The focus has not been specifically on math intervention and growth gap 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Bi-Monthly Early Release Calendar to include professional development relative to rigor, differentiation, critical and higher level thinking, Kagan structures, and Depth of Knowledge	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators, professional development personnel	Local funding	Calendar and scheduling	In progress
Flippen Training for lesson planning and curriculum mapping	February 2015- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Scheduled training and implementation	In progress
Continue to utilize Colorado Academic Standards and Common Core State Standards	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Instruction and assessment	In progress
CMAS and PARCC preparation, including academic and technology preparation	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Scheduling, use of technology labs, understanding of assessments	In progress
Regular classroom observations and feedback meetings with administrators	August 2014-	August 2015-	Grade level teams,	Local funding	Scheduling, use of Bloomboard	In progress

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and teachers	June 2015	June 2016	support staff, administrators			
Sand Creek Zone instructional coach support with grade levels, for Zone Math Action Plan, to increase achievement in math	November 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators, instructional coach	Local funding	Scheduling, meetings, observations	In progress
Monitor growth and instruction of EngageNY, through grade level and PLC meetings, and during post-observations meetings with teachers and administrators	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators	Local funding	Scheduling, meetings, observations	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Increase focus on primary literacy to ensure students are reading grade level material throughout instruction and learning, and that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions.

Root Cause(s) Addressed: Springs Ranch has participated professional development, and teachers and have obtained additional tools to use. These include sessions with Kim Sutton, Dr. Nicki Newton, Georgia Math Units, Engage NY unit pilots, Layers of Writing, Every Child A Writer, and Kagan. **1. The focus has not been specifically on interventions, increased rigor, or primary literacy. 2. The focus has not been specifically on math intervention and growth gap 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Partnership and communication with parents, to include parent/teacher conferences, home resources	August 2014- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators, parents	Local funding	Back-to-School Night, communication via website, teacher pages, scheduled conferences	In progress

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Progress Monitoring in DIBELS, BURST, Scantron, grade level unit and subject area tests	August 2014-June 2015	August 2015-June 2016	Grade level teams, support staff	Local funding	Progress monitoring	In progress
Interventions, to include BURST, small groups, support staff grouping	August 2014-June 2015	August 2015-June 2016	Grade level teams, support staff	Local funding	Progress monitoring, data analysis, scheduling	In progress
Identification of specific needs, through Response to Intervention (RtI) process, data analysis, progress monitoring	August 2014-June 2015	August 2015-June 2016	Grade level teams, support staff	Local funding	Progress monitoring, data analysis	In progress
Professional development - training, assessment, and instruction, to better equip teachers in literacy instruction and intervention	August 2014-June 2015	August 2015-June 2016	Grade level teams, administration, support staff	Local funding	Scheduled training and professional development	In progress
Integration of reading and writing across subject areas	August 2014-June 2015	August 2015-June 2016	Grade level teams, support staff	Local funding	Lesson planning	In progress
Certified librarian and utilization of library for instruction and support of literacy	August 2014-June 2015	August 2015-June 2016	Grade level teams, librarian	Local funding	Collaboration and lesson planning	In progress
READ Plans implemented, utilized, and updated	August 2014-June 2015	August 2015-June 2016	Grade level teams, support staff	Local funding	Creation of READ Plans, progress monitoring	In progress
Master schedule for instruction/intervention, to allow for support staff time	August 2014-June 2015	August 2015-June 2016	Grade level teams, administration	Local funding	Creation and use of schedule	In progress
Monthly bookmobile for ELL students,	January 2015-	August 2015-	Librarian, ELL	Local funding	Community contact and	In progress

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through Pikes Peak Library	June 2015	June 2016	team		scheduling	
Reading Counts tests in library, for reading motivation and awards	August 2014-June 2015	August 2015-June 2016	Librarian, classroom teachers	Local funding	Training students, monitoring of progress	In progress
Guided Reading expectations in all classrooms, to include lessons and classroom library	August 2014-June 2015	August 2015-June 2016	Grade level teams, administrators	Local funding	Communication of expectations	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 Schools Operating a Schoolwide Program (Optional)

Springs Ranch Elementary Data

Reading

4 year TCAP Results	3 rd Grade				4 th Grade				5 th Grade				Overall Academic Achievement (3-5)			
Year-	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
% <i>Unsatisfactory</i>	6	3	6	9	7	10	4	6	1	2	9	5	5	5	6	7
% <i>Partially Proficient</i>	11	18	10	17	22	9	20	27	19	23	11	9	17	16	13	18
% <i>Proficient</i>	75	66	76	70	65	73	74	63	69	65	71	80	70	68	74	70
% <i>Advanced</i>	7	13	7	5	6	8	3	3	11	9	9	6	8	10	6	5

Reading Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Reading

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	78	42	74	68	69	83	83	75
2012	78	35	73	70	69	83	84	73
2013	82	28	76	70	80	82	83	78
2014	75	39	62	61	71	78	79	70

Math

4 year TCAP Results	3 rd Grade				4 th Grade				5 th Grade				Overall Academic Achievement (3-5)			
Year-	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
% <i>Unsatisfactory</i>	7	3	3	4	1	5	0	5	6	5	9	0	5	5	4	3
% <i>Partially Proficient</i>	10	15	10	12	22	18	19	25	25	33	20	26	18	22	16	21
% <i>Proficient</i>	41	41	52	38	53	45	48	44	30	39	43	48	41	42	47	43
% <i>Advanced</i>	43	41	35	46	24	31	34	24	38	23	29	27	35	32	32	32

Math Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Math

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	76	40	79	62	64	82	75	78
2012	74	43	86	52	70	79	74	73
2013	79	46	80	75	72	82	82	77
2014	75	47	62	60	67	80	77	74

Writing

4 year TCAP Results	3 rd Grade				4 th Grade				5 th Grade				Overall Academic Achievement (3-5)			
Year-	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
% <i>Unsatisfactory</i>	2	1	1	3	5	5	2	5	1	1	3	0	2	2	2	3
% <i>Partially Proficient</i>	33	37	30	30	38	38	40	47	26	37	31	29	32	37	34	36
% <i>Proficient</i>	54	55	58	56	48	45	52	41	57	49	52	61	53	50	54	52

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

% Advanced	12	7	11	11	9	12	6	5	15	13	14	11	12	10	11	9
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Writing Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Writing

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	65	38	58	53	49	68	73	58
2012	60	17	64	52	52	63	70	51
2013	65	26	58	67	52	71	70	58
2014	61	25	52	54	54	63	68	52

Science

4 year TCAP Results														
5 th Grade					Subgroups									
Year-		2011	2012	2013		Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
% Unsatisfactory		6	6	8										
%Partially Proficient		36	44	32		2011	57	20	0	50	40	63	43	67
% Proficient		41	39	45		2012	48	0	75	33	50	53	53	46
% Advanced		16	9	15		2013	60	0	46	67	44	65	62	59

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **8791** School Name: **VISTA RIDGE HIGH SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			-	-	73.33%	-	-	72.38%	
		M	-	-	33.52%	-	-	37.42%	
		W	-	-	50%	-	-	55.41%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			-	-	15	-	-	48	
		M	-	-	82	-	-	41	
		W	-	-	40	-	-	45	
		ELP	-	-	-	-	-	-	

School Code: **8791**

School Name: **VISTA RIDGE HIGH SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>96.4% using a 5 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.6%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	18.8	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: VISTA RIDGE HIGH SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

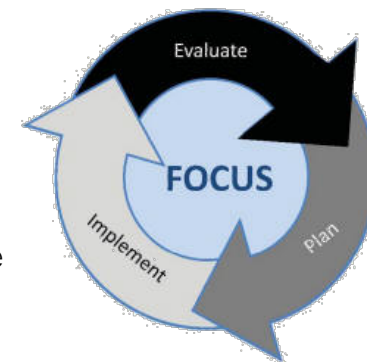
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Bruce Grose, Principal
	Email	bgrose@d49.org
	Phone	719-494-8805
	Mailing Address	6888 Black Forest Rd. Colorado Springs CO 80922
2	Name and Title	Elaine Schoen, Assistant Principal
	Email	eschoen@d49.org
	Phone	719-494-8806
	Mailing Address	6888 Black Forest Rd. Colorado Springs CO 80922

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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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
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Narrative:

Team Members: The Vista Ridge High School Improvement Team consists of Campus Administration, Counselors, SAC, and Wolf Council.

Stakeholder Involvement: The completed UIP document and accompanying data will be presented to and reviewed by Wolf Council (school Leadership including schools administration) on November _____, 2014 and formally presented to the Vista Ridge High School Accountability Committee on November _____, 2014. Department chairs and building representatives are expected to disseminate the information to the remainder of the staff.

Relevant Data Analysis:

Data Used: One and Three year School Performance Frameworks, ACT Profile report, CDE Accountability Website, Alpine Achievement and Scantron.

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Positive Trends: Using the School Performance Framework for 2013-2014: In the areas of Academic Achievement and Postsecondary Workforce Readiness, Vista Ridge High School achieved a Meets rating.

In the category of Academic Growth Gaps:

- Vista Ridge High School maintained a rating of Approaching
- Vista Ridge High School improved in Mathematics, Students with Disabilities moved from a rating of Does Not Meet to Approaching.

In the Postsecondary and Workforce Readiness, Vista Ridge High School improved in all categories to exceeds overall.

Negative Trends: Using the School Performance Framework One Year report for 2013-2014:

In the category of Academic Achievement, Vista Ridge fell from an overall rating of Meets to Approaching.

- The overall percentage fell from 66.7% the previous year to 56.3% in 2013-2014.
- The only category that fell in this category was mathematics which was 34.33% in 2012-2013 and in 2013-2014 was 32.19%.

In the category of Academic Growth Gaps, the overall percentage stayed exactly the same at 50%.

Colorado ACT: In the year 2013-2014 school year, the Vista Ridge High School junior class improved the overall rating from Approaching to Exceeds by achieving a composite score of 19.1.

Priority Needs: The main priority need is the area of Mathematics in the Academic Growth Gaps. This will need to be an area of strong focus this year.

Root Cause Analysis:

Verification of the Root Cause:

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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 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	N/A	N/A	
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	In Reading, all student groups will achieve at least a Median Growth percentile of 50. Reading: Free and Reduced Lunch: 50 Minority: 55 Students with Disabilities: 48 English Learners: 60 Students Needing to Catch Up: 50	In the area of Reading, many of our targets came close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 47, our Minority Students scored 49, Students with Disabilities scored 42, English Learners scored 64 and Students Needing to Catch Up scored 51.	In Reading, the overall goal was met in only 2 areas: English Learners and Students Needing to Catch Up. By adding a dedicated reading teacher and continuing the use of a progressive grammar program, some scores have been raised.
	In Math, all students will achieve at least a Median Growth percentile of 50. Math: Free and Reduced Lunch: 40 Minority: 40 Students with Disabilities: 40	In the area of Math, many of our targets did not come close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 34, our Minority Students scored 42, Students with Disabilities scored 42, English Learners scored 42 and Students Needing to Catch Up scored 39.	In Math, the goals were not met except in the areas of Minority and Students with Disabilities. In Free and Reduced, English Learners and Students Needing to Catch Up the percentile dropped from the previous year.

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>English Learners: 60 Students Needing to Catch Up: 50</p> <p>In Writing, all student groups will achieve at least a Median Growth percentile of 55.</p> <p>Writing: Free and Reduced Lunch: 50 Minority: 50 Students with Disabilities: 55 English Learners: 50 Students Needing to Catch Up: 50</p>	<p>In the area of writing, many of our targets came close to achieving the desired median growth percentile. Our Free and Reduced Lunch scored 39, our Minority Students scored 50, Students with Disabilities scored 44, English Learners scored 57 and Students Needing to Catch Up scored 46.</p>	<p>In Writing , our goal was met in Minority Students but not in any other category. In reflection, the English Department was working on a cohesive writing curriculum and grade level common prompts and rubrics.</p>
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	In 2011-2012, Vista Ridge High School was rated Approaching on the % Proficient/Advanced with the following proficiencies: Reading 65.48%, Math 33.08% and Science 45.64%.	N/A	N/A
	In 2012-2013, Vista Ridge High School achieved a Meets rating in Math and Writing and an Approaching rating in both Reading and Science with the following proficiencies: Reading 65.48%, Math 33.95%, Writing 50.77% and Science 45.03%.		
	In 2013-2014, Vista Ridge High School achieved a Meets rating in Approaching rating in Reading and a Meets rating in both Math and Writing with the following proficiencies: Reading 72.38%, Math 37.42% and Writing 55.41%.		
Academic Growth	Reading: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge High School in 2014 was a Meets rating with a median	-continuing to analyze Evidence Outcomes and aligning the curriculum.	

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	growth percentile of 51. In 2014, Vista Ridge achieved a median growth percentile of 47.	-common prompts and rubrics across the grade levels.	
	Math: According to the 1 Year Performance Framework Vista Ridge High School achieved a Does Not Meet rating with a median growth percentile of 38. In 2014, Vista Ridge High School achieved a Does Not Meet rating with a median percentile of 32.	-continuing to analyze Evidence Outcomes and aligning the curriculum. -aligning the Math curriculum.	
Academic Growth Gaps	<p>Reading: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was a Meets rating which was the same rating as 2013. Under the category of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 48 Median Growth Percentile and in 2014 Vista Ridge achieved a 47 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 51 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 48 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a 40 Median Growth Percentile in both 2013 and 2014. Under the category English Learners in 2013, Vista Ridge High School achieved a 58 Median Growth Percentile and in 2014 Vista Ridge achieved a 55 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 47 Median Growth Percentile and in 2014 achieved a 46 Median Growth Percentile.</p> <p>Math: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was a Does Not Meet rating which was the same rating as 2013. Under the category</p>	<p>-Implementation of a co-taught Reading class for Freshmen for the second year.</p> <p>-continuing to analyze Evidence Outcomes and aligning the curriculum.</p> <p>- continuing to analyze Evidence Outcomes and aligning the curriculum.</p>	

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	<p>of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 34 Median Growth Percentile and in 2014 Vista Ridge achieved a 35 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 36 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 30 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a 37 Median Growth Percentile in 2013 and in 2014 achieved a 41 Median Growth Percentile. Under the category English Learners in 2013, Vista Ridge High School achieved a 30 Median Growth Percentile and in 2014 Vista Ridge achieved a 37 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 34 Median Growth Percentile and in 2014 achieved a 37 Median Growth Percentile.</p>	-aligning the Math curriculum.
	<p>Writing: According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge in 2014 was an Approaching rating which was the same rating as 2013. Under the category of Free/Reduced Lunch eligible in 2013, Vista Ridge High School achieved a 43 Median Growth Percentile and in 2014 Vista Ridge achieved a 39 Median Growth Percentile. Under the category of Minority students in 2013, Vista Ridge achieved a 47 Median Growth Percentile and in 2014, Vista Ridge High School achieved a 45 Median Growth Percentile. Under the category Students with Disabilities, Vista Ridge High School achieved a</p>	<p>-continuing to analyze Evidence Outcomes and aligning the curriculum.</p> <p>-common prompts and rubrics across the grade levels.</p>

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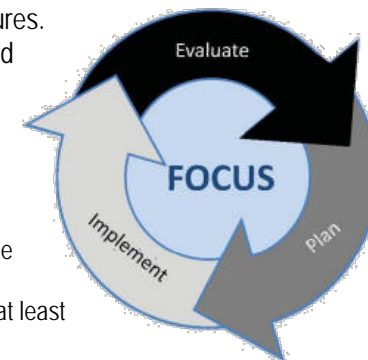
	50 Median Growth Percentile in 2013 and in 2014 achieved a 42 Median Growth Percentile. Under the category English Learners in 2013, Vista Ridge High School achieved a 46 Median Growth Percentile and in 2014 Vista Ridge achieved a 51 Median Growth Percentile. Under the category Students Needing to Catch Up in 2013, Vista Ridge High School achieved a 45 Median Growth Percentile and in 2014 achieved a 44 Median Growth Percentile.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	<p>The second year of implementation of a co-taught Reading class for the 2014-2015 school year.</p> <p>Continuing to analyze Evidence Outcomes and aligning the curriculum.</p>	<p>Vista Ridge would like a Meets rating in all of the categories:</p> <ul style="list-style-type: none"> -Free/Reduced Lunch: 48 -Minority: 60 -Students with Disabilities: 55 -English Learners: 65 -Students Needing to Catch Up: 55 	<p>Vista Ridge would like a Meets rating in all of the categories:</p> <ul style="list-style-type: none"> -Free/Reduced Lunch: 50 -Minority: 55 -Students with Disabilities: 45 -English Learners: 60 -Students Needing to Catch Up: 50 	<p>Scantron Performance Series Assessment, CMAS, PARCC and ACT.</p> <p>Have a 2nd year of targeting Reading classes that are co-taught.</p> <p>Raise scores by targeting individual students who are 3 grades or more below grade level in reading.</p> <p>Implementing Evidence Outcomes and aligning the curriculum across the grade levels.</p>
		M	<p>Utilizing PLC time to break down the curriculum and compare it to Common Core and Colorado Content Standards.</p> <p>Implementing Evidence Outcomes and aligning the curriculum across the grade levels.</p>	<p>Vista Ridge would like an Approaching rating in all of the categories:</p> <ul style="list-style-type: none"> Free/Reduced Lunch: 35 -Minority: 48 -Students with Disabilities: 40 -English Learners: 55 -Students Needing to 	<p>Vista Ridge would like a Meets rating in all of the categories:</p> <ul style="list-style-type: none"> -Free/Reduced Lunch: 40 -Minority: 50 -Students with Disabilities: 45 -English Learners: 60 -Students Needing to 	<p>Scantron Performance Series Assessment, CMAS, PARCC and ACT.</p> <p>Continue to align the math curriculum to the Colorado Content Standards and Common Core.</p> <p>Implementing Evidence Outcomes and aligning the curriculum across the grade levels.</p>

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				Catch Up: 46	Catch Up: 50		
		W	Continued implementation of Michael Clay Thompson. Common writing prompts and common rubrics. Pre and Post writing assessment.	Vista Ridge would like a Meets rating in all of the categories: -Free/Reduced Lunch: 39 -Minority: 45 -Students with Disabilities: 42 -English Learners: 51 -Students Needing to Catch Up: 44	Vista Ridge would like a Meets rating in all of the categories: -Free/Reduced Lunch: 45 -Minority: 50 -Students with Disabilities: 50 -English Learners: 55 -Students Needing to Catch Up: 50	Scantron Performance Series Assessment, CMAS, PARCC and ACT.	Implementing common vocabulary in all English classrooms. Continue with consistent implementation of Michael Clay Thompson grammar instruction. The use of common writing rubrics by all grade levels.
		ELP	More time with ELL resource classes.	Raise all ELL categories to Meets rating: Reading:55 Math:37 Writing:51	Raise all ELL categories to Meets rating: Reading:60 Math:40 Writing:55	Scantron Performance Series Assessment, CMAS, PARCC and ACT.	Continue supporting the ELL students with a resource class. ELL taught class, specifically targeting individual learning needs.
Academic Growth Gaps	Median Growth Percentile, local measures	R	The second year of implementation of a co-taught Reading class for the 2014-2015 school year. Continuing to analyze Evidence Outcomes and aligning the	In Reading, all student groups will achieve at least a Median Growth Percentile of 50.	In Reading, all student groups will achieve at least a Median Growth Percentile of 50.	Scantron Performance Series Assessment, CMAS, PARCC and ACT.	Implementing common vocabulary in all English classrooms. Continue with consistent implementation of Michael Clay Thompson grammar instruction. The use of common

			curriculum.				writing rubrics by all grade levels.
		M	Utilizing PLC time to break down the curriculum and compare it to Common Core and Colorado Content Standards. Implementing Evidence Outcomes and aligning the curriculum across the grade levels.	In Math, all student groups will achieve at least a Median Growth Percentile of 50.	In Reading, all student groups will achieve at least a Median Growth Percentile of 50.	Scantron Performance Series Assessment, CMAS, PARCC and ACT.	Continue to align the math curriculum to the Colorado Content Standards and Common Core. Implementing Evidence Outcomes and aligning the curriculum across the grade levels.
		W	Continued implementation of Michael Clay Thompson. Common writing prompts and common rubrics. Pre and Post writing assessment.	In Writing, all student groups will achieve at least a Median Growth Percentile of 55.	In Reading, all student groups will achieve at least a Median Growth Percentile of 55.	Scantron Performance Series Assessment, CMAS, PARCC and ACT.	Implementing common vocabulary in all English classrooms. Continue with consistent implementation of Michael Clay Thompson grammar instruction. The use of common writing rubrics by all grade levels.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A	N/A
	Other PWR Measures	N/A	N/A	N/A	N/A	N/A	N/A

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Develop and use a collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners. **Root Cause(s) Addressed:** _____

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Vertical Alignment: VRHS will vertically align all departments and across the curriculum through Evidence Outcomes training with Sherry Kyle.	First Semester 2014	First Semester 2015	All Certified Sherry Kyle VR Administrative Team	PLC Time	Agendas Sign in sheets	Complete
Common Assessments: Departments will create common assessments and learning goals/scales per subject area or grade level.	August 2014-May 2015	August 2015-May 2016	All Certified VR Administrative Team	PLC Time	Agendas	On Going
Common Rubrics: A common writing rubric will be used by all departments within the school.	August 2014-May 2015	August 2015-May 2016	All Certified	English Department: individual departments	Artifacts	On Going

* 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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School Name: VISTA RIDGE HIGH SCHOOL

Major Improvement Strategy #2: : Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instruction improving the quality of instruction at all levels.

Root Cause(s) Addressed: _____

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
☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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)
	2014-15	2015-16				
Frameworks iAcademy: All new staff will complete an online training PD called Frameworks through iAcademy.	December 2015	December 2016	Newly hired teachers	I Academy access	Post Quiz Data sign in	On going
PD day on the Marzano tool in order to get more comfortable with it and build best practice.	July 2014 October 2015		All certified	iObservation	Agenda Sign in sheet	Complete
Reflection Logs: Each teacher will fill out a reflection log in the Marzano Tool at least once a month to reflect on their practice.	November 2014 March 2015 May 2015		All certified	iObservation	Marzano Tool activity	On going
Full implementation of the Marzano Tool to evaluate and measure teacher growth.	August 2014	August 2015	All certified	iObservation	Marzano Tool activity	On going

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon Capturing Kids Hearts._____ **Root Cause(s) Addressed:**

__Raising student achievement by building relationships with 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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Zone 3 day training on Capturing Kids Hearts	July 2014	July 2015	All new teachers/staff	Local Funds	Sign in sheets, books	Complete
As per Capturing Kids Hearts, a social contract is created between the teacher and the class that is to be followed by everyone in the class.	August 2014-May 2015	August 2015-May 2016	All teaching staff	NA	Contracts hanging in each classroom	On Going
Utilizing Capturing Kids Hearts, greeting students at the door in order to build relationships.	August 2014-May 2015	August 2015-May 2016	All staff	NA	Walkthroughs	On Going
Relationship Wednesdays: checking grades/attendance every Wednesday during Advisory in order to support students (ala Capturing Kids Hearts).	August 2014-May 2015	August 2015-May 2016	All Advisory Teachers	NA	Advisory Schedule	On Going
Teachers will complete a survey of their classes in order to adjust Social Contracts, if needed, and ascertain if Capturing Kids Hearts is effective in their classrooms.	Quarterly	Quarterly	All Certified	NA	Informal or formal survey	On Going

* 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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School Name: VISTA RIDGE HIGH SCHOOL

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 Schools Operating a Schoolwide Program (Optional)

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: **1110** District Name: **FALCON 49** School Code: **9706** School Name: **WOODMEN HILLS ELEMENTARY SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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 expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	-	-	79.82%	-	-	
		M	70.89%	-	-	79.47%	-	-	
		W	53.52%	-	-	61%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			24	-	-	46	-	-	
		M	37	-	-	39	-	-	
		W	36	-	-	45	-	-	
		ELP	-	-	-	-	-	-	

School Code: **9706**

School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-	-	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

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School Name: WOODMEN HILLS ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review 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 support 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.

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?	Our school is a part of the CDE ELAT grant. The grant was awarded and the beginning of our 2013-2014 school year.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, 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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

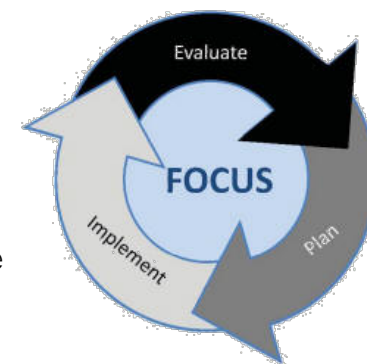
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kelly Warren, Principal
	Email	kmwarren@d49.org
	Phone	719-492-0154
	Mailing Address	8308 Del Rio Rd, Peyton, CO 80831
2	Name and Title	Mike Miller, Assistant Principal
	Email	mrmiller@d49.org
	Phone	719-484-9397
	Mailing Address	8308 Del Rio Rd, Peyton, CO 80831

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School Name: WOODMEN HILLS ELEMENTARY SCHOOL

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.



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.

Data Narrative for School

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., SAC).	Review Current Performance: Review the SPF 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). 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 strategies is encouraged.
<p>Narrative: Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing students in grades PreK-5. Woodmen Hills has approximately 710 students that all receive core and differentiated instruction in Math, Reading, Writing, and all the Perspective courses (Gym, Music, Art, Technology, and Project Based Learning).</p> <p>As part of our Unified Improvement Plan development the administrative team reviewed the 1-year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data dig exploring test scores from assessments such as TCAP, DIBELS, and Scantron scores from the past 3 years at Woodmen Hills. The team found trends in the disaggregated data amongst many different subgroups. They then prioritized those trends analyzing what growth points should be attacked immediately to produce the most growth and success for the students at Woodmen Hills. The WHES administrative team then collaborated to identify the priority performance challenges from the eight identified data trends that led to the development of action steps by the entire staff to improve our student achievement. The following describes the data trends and Priority Performance Challenges found in the Woodmen Hills Elementary data for the staff and students to focus on during the 2014-2015 school year as we all strive to continue to be a high performing school in the Falcon School District. Woodmen Hills Elementary is a “Performance” school. We “Meet” in two of the</p>				

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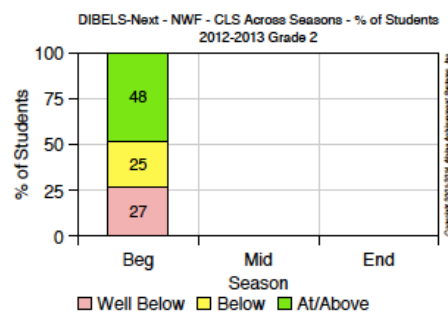
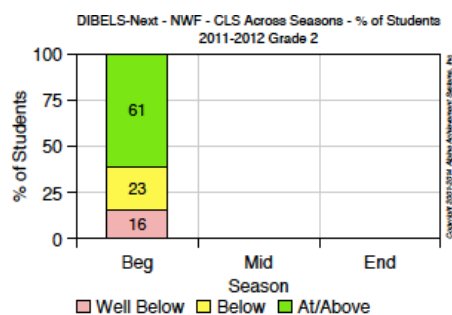
three Performance indicators including Academic Achievement and Academic Growth, while we are “Approaching” in Academic Growth Gaps. When you desegregate the information in the Academic Growth Gap category you will find that WHES is “Approaching” in Writing while it is “Does not Meet” in Math. However, the population at Woodmen Hills that is on Free/Reduced lunch have raised their TCAP Math scores from 65.9% to 81.8 P/A over the past 5 school years. Woodmen Hills continues to be “Meets” in Reading including scores of “Exceeds” in the Students Needing to Catch up category. Minority students have improved their reading score performance each year since 2008-2009, raising their scores over that span from 69.9 % P/A to 78.8% P/A. The performance target set in Reading for Woodmen Hills in the 2013-2014 UIP was that the subgroup of “Students with Disabilities” would improve median growth to 45% if adequate growth was met or 55% if adequate growth were not met. The 2014 School Performance Framework shows that Woodmen Hills adequate growth was “Meets” overall with a median growth score of 47%. The Math and Writing performance targets were identical to the Reading target. The Math score overall score was “Doesn’t Meet” with an Adequate Growth Percentile of 55%, which meets the goal. In Writing the overall score was “Approaching” while the adequate growth percentile for Students with Disabilities was 63%, which also meets the UIP Goal set in the 2013-2014 school year.

To determine the notable trends for this year’s Unified Improvement Plan the staff considered 3 years of standardized data from TCAP, MCLASS (DIBELS), and Scantron. The following trends are what the team felt were the most notable. In Reading, 3rd grade reading has trended downward over the last 4 years from 93% (2011), 91% (2012), 83% (2013), to 72%(2014), while 4th and 5th grade scores have increased over the same four-year trend. 3rd grade is also trending downward in the area of non-fiction. The scantron data shows a mean of 2629(2012), 2512(2013), and currently 2290. According to SPF, WHES is “Approaching” in reading with the group of “Students with Disabilities.” In Math, scores have trended down by an average of 5% grades 3-5 over a four-year span of 2011-2014. 3rd grade number sense is trending down based on our Scantron information. We had a score of 2394 (2012), 2402 (2013), and 2179 (2014), which shows a decline in achievement over the past three school years. WHES “Does not Meet” on the Overall SPF in Mathematics including the same score with the disaggregated groups of “Students with Disabilities” and “Students Needing to Catch Up.” In Writing, scores have trended down by an average of 12% grades 3-5 over a four-year span of 2011-2014. Scantron overall Mean has slowly trended down in grades 3-5. Grade 3 mean scores were 2233 (2012), followed by 2159 (2013) and finally 2113 2014. In 4th grade it is 2513 (2012), 2526 (2013), and 2492 (2014). Finally, fifth grades scores are 2590 (2012), 2558 (2013), and 2575 (2014). According to SPF WHES is “Approaching” in Writing with the same designation for “Students Needing to Catch Up” and does not meet for “Students with Disabilities.”

The grade level teams reviewing all of the discovered trends and then prioritizing them individually selected the priority performance challenges. We took the top three priorities to create them into our priority performance challenges. Our first priority performance challenge is in Reading. There is a downward trend in the early grades of standardized testing. Third grade TCAP proficiency has gone from 93% in 2011 to 72% in 2014. Also, when looking at our SPF, Students with Disabilities at Woodmen Hills are “Approaching” in Reading. When looking at Early Literacy Data the scores have decreased from 61% of 2nd grade Proficient or Advanced on the most recent NWF test (2012) to 48% (2013). WHES needs to create focused instruction in our Early Literacy Program on non-fiction as those scores are trending downward. In Math, Woodmen Hills Elementary is “Does not Meet” as it’s overall score on the Colorado One Year SPF. This includes Scantron scores that have gone from a mean score of 2394 (2012) to 2179 (2014) on Number Sense. Our TCAP scores in 3rd thru 5th grade have decreased by an average of 5% over the last three years. In Writing, Woodmen Hills Elementary is “Approaching” as it’s overall score on the Colorado One Year SPF. This includes a Scantron mean score that has decreased since the EOY 2012 score of 52 points. TCAP Writing scores have also gone down in grades 3-5 by an average of 12% since 2012.

Woodmen Hills Elem Sch Historic Trends on TCAP/CSAP 3rd Grade Reading (in percentages)

Years	Percentages						Ns					
	U	PP	P	A	PA	NS	U	PP	P	A	PA	NS
2009	3	18	72	7	79	0	4	22	88	8	96	0
2010	5	8	76	10	86	0	6	10	90	12	102	0
2011	1	6	79	14	93	0	1	7	86	15	101	0
2012	2	7	79	12	91	0	2	9	99	15	114	0
2013	6	11	73	11	83	0	7	13	88	13	101	0
2014	9	19	66	6	72	0	10	21	73	7	80	0



2012 Math EOY Scantron

Location	Grade	Item Pool	Student Count	Mean Math SS	SE of Mean Math SS	Overall SLP (%)	Number & Operations	SEM	Algebra	SEM	Geometry	SEM	Measurement	SEM	Data Analysis & Probability	SEM
Woodmen Hills Elementary	Overall		373	2511												
	Grade 3	Grade 3	126	2429	(11)	75	2394	(12)	2418	(19)	2522	(16)	2398	(19)	2413	(17)
	Grade 4	Grade 4	121	2504	(13)	65	2480	(16)	2448	(17)	2618	(17)	2519	(20)	2461	(20)
	Grade 5	Grade 5	126	2598	(19)	57	2593	(21)	2510	(22)	2655	(19)	2635	(27)	2597	(26)

2013 Math EOY Scantron

Location	Grade	Item Pool	Student Count	Mean Math SS	SE of Mean Math SS	Overall SLP (%)	Number & Operations	SEM	Algebra	SEM	Geometry	SEM	Measurement	SEM	Data Analysis & Probability	SEM
Woodmen Hills Elementary	Overall		373	2511												
	Grade 3	Grade 3	126	2429	(11)	75	2394	(12)	2418	(19)	2522	(16)	2398	(19)	2413	(17)
	Grade 4	Grade 4	121	2504	(13)	65	2480	(16)	2448	(17)	2618	(17)	2519	(20)	2461	(20)
	Grade 5	Grade 5	126	2598	(19)	57	2593	(21)	2510	(22)	2655	(19)	2635	(27)	2597	(26)

2014 Math EOY Scantron

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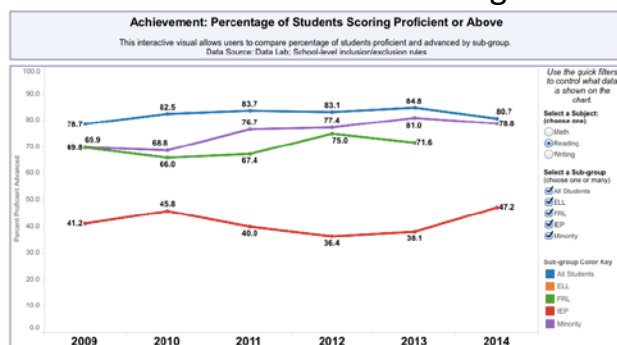
School Name: WOODMEN HILLS ELEMENTARY SCHOOL

Location *	Grade	Item Pool	Student Count	Mean Math SS	SE of Mean Math SS	Overall SIP (%)	Number & Operations	SEM	Algebra	SEM	Geometry	SEM	Measurement	SEM	Data Analysis & Probability
Woodmen Hills Elementary	Overall		481	2265		13.1									
	Grade 1	Grade 1	1	2007		54	2247		2107		2090		1905		1562
	Grade 2	Grade 2	122	2016	(14)	52	1950	(15)	1992	(17)	2022	(20)	2017	(19)	2105
	Grade 3	Grade 3	118	2214	(13)	55	2179	(16)	2161	(19)	2278	(18)	2225	(17)	2233
	Grade 4	Grade 4	106	2341	(17)	48	2303	(18)	2288	(23)	2420	(22)	2328	(19)	2371
	Grade 5	Grade 5	134	2479	(12)	45	2449	(16)	2438	(15)	2578	(18)	2474	(19)	2460

Location *	Grade	Item Pool	Student Count	Mean Language Arts SS
Woodmen Hills Elementary	Overall		250	2544
	Grade 3	Grade 3	6	2233
	Grade 4	Grade 4	121	2913
	Grade 5	Grade 5	123	2590

Location *	Grade	Item Pool	Student Count	Mean Language Arts SS
Woodmen Hills Elementary	Overall		244	2542
	Grade 2	Grade 2	1	2192
	Grade 3	Grade 3	1	2113
	Grade 4	Grade 4	117	2492
	Grade 5	Grade 5	125	2595

2013 EOY Scantron Writing

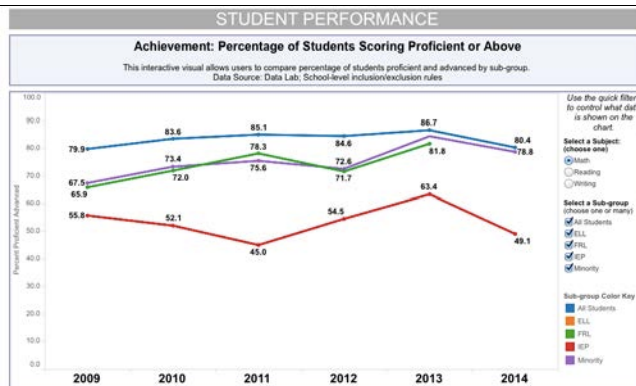


2014 EOY Scantron Writing

Minority TCAP Scores 2009-2013

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Free/Reduced Lunch TCAP Scores 2009-2013

2013-14 BOY to EOY Benchmark Progress - All Grades			
Select Grade Range	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Grades K-3	65%	83%	Well-above Average Progress

2013-14 BOY to EOY Benchmark Progress - Individual Grades			
Grade	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Kindergarten	57%	83%	Above Average Progress
1st Grade	54%	75%	Well-above Average Progress
2nd Grade	73%	87%	Well-above Average Progress
3rd Grade	68%	83%	Well-above Average Progress
4th Grade	73%	85%	Above Average Progress
5th Grade	65%	86%	Well-above Average Progress

2014-15 Goal Setting - All Grades				
Select Grade Range	Desired Level of Progress	BOY % At Benchmark	MOY % At Benchmark Goal Range	EOY % At Benchmark Goal Range
Grades K-3	Well-above Average Progress	66%	79 - 100%	76 - 100%

2014-15 Goal Setting - Individual Grades				
Grade	Desired Level of Progress	BOY % At Benchmark	MOY % At Benchmark Goal Range	EOY % At Benchmark Goal Range
Kindergarten	Well-above Average Progress	55%	85 - 100%	76 - 100%
1st Grade	Well-above Average Progress	59%	77 - 100%	78 - 100%
2nd Grade	Well-above Average Progress	74%	82 - 100%	83 - 100%
3rd Grade	Well-above Average Progress	76%	84 - 100%	80 - 100%
4th Grade	Well-above Average Progress	62%	79 - 100%	76 - 100%
5th Grade	Well-above Average Progress	68%	84 - 100%	81 - 100%

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The next step in developing our UIP was to investigate the root causes of our priority performance challenges. Our team leads and administration met and they looked at the trends, priority performance challenges' and developed the root causes. In Reading, there was lack of in-depth reading training in order to be able to fill student gaps effectively. There was also a lack of direct instruction for all students during small group instruction and intervention. There was a large student summer dip. We found that there was too much focus on interventions and not enough focus on quality core instruction. There was just not enough quantity and quality of reading opportunities. In Math, there was no consistency in math programs over the past few years and inconsistency and lack of vertical alignment. Also, curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards. Finally, there was a lack of training and intervention support for student and staff necessary for integration of math and 21st century skills. In Writing, there was lack of consistent schedule and delivery when it comes to daily lessons with instructors and support services. Also, a handful of staff is not trained in both ECAW and LAYERS and therefore not understanding how to combine the two for best effectiveness. There was also a lack of observation and mentoring to create feedback to provide for teacher direction.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Student ratings will be "Meets" in Reading, Writing, and Math.	The overall Academic Achievement category was "Meets." Along with a score of "Meets" in Reading, Math, and Writing.	<p>Reading: The subgroup target of "students with disabilities" target was not met due to our school being in its' first year of implementation of our reading intervention program. Our teachers and administration need additional training to utilize the program fully to include the use DIBELS Deep in order to diagnostically target reading instruction for students that aren't making growth with our Burst Intervention Program. We also have a need for additional Tier 3 reading interventions training for the interventions.</p> <p>Math: Our target was not met due to a lack of utilizing curricular materials that was misaligned to our state standards with each grade level and teacher supplementing in a non-consistent manner. Our staff is in need of exploring core curricular materials that aligned to our state standards, provides aligned common vocabulary, and increases the level or rigor that is required to meet state standards.</p> <p>Writing: Our target was not met due to a lack of additional training for ECAW Common Core. Our teachers have not been trained on</p>
Academic Growth	Student subject groups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Academic Growth received a score of "Meets" while meeting the 45% adequate growth target in both Reading and Writing. The growth target in Math was 39%.	
Academic Growth Gaps	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	<p>Reading: All subgroups met the 45% median growth percentile with the exception of "students with disabilities" which was approaching with a 28%</p> <p>Math: Math was "Does not Meet" and therefore WHES did not meet its goal of 55% for its subgroups. The scores were "minority students" (54%), "students with disabilities" (28%), and "students needing to catch up" (22%).</p>	

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Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		Writing: The overall score was "Approaching", so the goal of 55% for subgroups was only met with "students needing to catch up" (76%). "Minority students" were 54% and "students with disabilities" was 28%	how to increase the rigor and expectations to meet common core standards with our current writing program. We also did not have a way to measure a year's growth in a year's time in the area of writing. Based on the data we received, our students need direct instruction in the area of foundational writing.
Postsecondary & Workforce Readiness			

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 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	READING: 3rd grade reading has trended downward over the last 4 years from 93% (2011), 91% (2012), 83% (2013), to 72%(2014), while 4 th and 5 th grade scores have gone up over the same four-year trend.	Listed Below	Listed Below
	MATH: Scores have trended down by an average of 5% grades 3-5 over a four-year span of 2011-2014. WRITING: Scores have trended down by an average of 12% grades 3-5 over a four-year span of 2011-2014.	Listed Below	Listed Below
Academic Growth	MATH: WHES "Does not Meet" on the Overall SPF in Mathematics including the same score with the disaggregated groups of "Students with Disabilities" and "Students Needing to Catch Up." READING: Minority students have improved their reading score performance each year since 2008-2009, raising their scores over that span from 69.9 % P/A to 78.8% P/A.	Listed Below	Listed Below
	MATH: The population at Woodmen Hills that is on Free/Reduced lunch have raised their TCAP	Listed Below	Listed Below

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	Math scores from 65.9% to 81.8 P/A over the past 5 school years		
	<p>READING: 3rd grade reading has trended downward over the last 4 years from 93% (2011), 91% (2012), 83% (2013), to 72%(2014), while 4th and 5th grade scores have gone up over the same four-year trend.</p> <p>READING: 3rd grade is also trending downward in the area of non-fiction. The scantron data shows a mean of 2629(2012), 2512(2013), and currently 2290.</p> <p>READING: According to SPF, WHES is “Approaching” in reading with the group of “Students with Disabilities.”</p> <p>MATH: Scores have trended down by an average of 5% grades 3-5 over a four-year span of 2011-2014.</p> <p>MATH: 3rd grade number sense is trending down based on our Scantron information. We had a score of 2394 (2012), 2402 (2013), and 2179 (2014).</p> <p>MATH: WHES “Does not Meet” on the Overall SPF in Mathematics including the same score with the disaggregated groups of “Students with Disabilities” and “Students Needing to Catch Up.”</p> <p>MATH: The population at Woodmen Hills that is on Free/Reduced lunch have raised their TCAP Math scores from 65.9% to 81.8 P/A over the past 5 school years</p> <p>WRITING: Scores have trended down by an average of 12% grades 3-5 over a four-year span of 2011-2014.</p> <p>WRITING: Scantron overall Mean has slowly trended down in grades 3-5. In 2012 3rd grades mean was 2233, followed by 2159 (2013) and finally 2113) 2014.</p>	<p>READING: <i>There is a downward trend in the early grades of standardized testing.</i> Third grade TCAP proficiency has gone from 93% in 2011 to 72% in 2014. Also, when looking at our SPF, Students with Disabilities at Woodmen Hills are “Approaching” in Reading. When looking at Early Literacy Data scores have gone from 61% of 2nd grade Proficient or Advanced on it’s last NWF test (2012) to 48% in 2013.</p> <p>MATH: <i>Woodmen Hills Elementary is “Does not Meet” as it’s overall score on the Colorado One Year SPF.</i> This includes Scantron scores that have gone from a mean score of 2394 in 2012 to 2179 in 2014 on Number Sense. Our TCAP scores in 3rd thru 5th grade have decreased by an average of 5% over the last three</p>	<p>READING:</p> <ul style="list-style-type: none"> - lack of in-depth reading training in order to be able to fill student gaps effectively - lack of direct instruction for all students during small group instruction and intervention, student summer dip - too much focus on interventions and not enough focus on quality core instruction - increase quantity and quality of reading opportunities <p>MATH:</p> <ul style="list-style-type: none"> - No consistency in math programs over the past few years and inconsistency and lack of vertical alignment - Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards - Lack of training and intervention support for student and staff necessary for integration of math and 21st century skills <p>WRITING:</p> <ul style="list-style-type: none"> - lack of consistent schedule and delivery when it comes to daily delivery with instructors and support services. - Staff not trained in both ECAW and LAYERS and therefore not understanding how to combine the two for best effectiveness. - Lack of observation and mentoring to create feedback to provide for teacher direction.

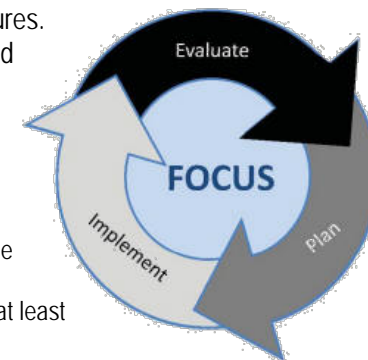
	<p>WRITING: In 4th grade it is 2513 (2012), 2526 (2013), and 2492 (2014). Finally, fifth grades scores are 2590 (2012), 2558 (2013), and 2575 (2014).</p> <p>WRITING: According to SPF WHES is “Approaching” in Writing with the same designation for “Students Needing to Catch Up” and does not meet for “Students with Disabilities.”</p>	years.	
		<p>WRITING: We are “Approaching” as it’s overall score on the Colorado One Year SPF. This includes a Scantron mean score that has gone down since the EOY 2012 score of 52 points. TCAP Writing scores have also gone down in grades 3-5 by an average of 12% since 2012.</p>	
Postsecondary & Workforce Readiness			

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A				
		S	N/A	N/A	N/A	N/A	N/A

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Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	<p>There was lack of in-depth reading training in order to be able to fill student gaps effectively. There was also a lack of direct instruction for all students during small group instruction and intervention. There was a large student summer dip. We found that there was too much focus on interventions and not enough focus on quality core instruction. There was just not enough quantity and quality of reading opportunities.</p>	<p>Even though 79.82% of our students are P/A in reading, our current state percentile ranking is only 70th in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5% from 70th tile to the 75%tile.</p> <p>2014-2015: The DIBELS NEXT annual performance target would be a composite EOY score of 76% of students to be at or above benchmark.</p>	<p>Our goal is to increase our school percentile ranking in reading by an additional 5% to the 80th% for the 2015-2016 school year.</p> <p>2015-16: 83% of learners will be at or above benchmark with their composite scores on DIBELS next. This may vary depending on the BOY scores.</p>	<p>Reading Scantron BOY, MOY, and EOY Scores</p> <p>EOY DIBELS Next Benchmark Composite Scores for 1st-5th Grades</p>	<p>Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.</p>

		M	There was no consistency in math programs over the past few years and inconsistency and lack of vertical alignment. Also, curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards. Finally, there was a lack of training and intervention support for student and staff necessary for integration of math and 21 st century skills.	Even though 79.47% of our students are P/A in math, our current state percentile ranking is only 69th in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 6%tiles from the 69th%tile to 75th%tile.	Our goal is to increase our school percentile ranking in math by an additional 6%tiles to the 81 st %tile for the 2015-2016 school year.	Math Scantron BOY, MOY, and EOY scores	Improve math instruction and achievement by investigating core math curricular materials, piloting curricular materials, choosing curricular materials that align with Common Core Standards and provides the best results for all students
		W	There was lack of consistent schedule and delivery when it comes to daily lessons with instructors and support services. Also, most staff not trained in both ECAW and LAYERS and therefore not understanding how to combine the two for best effectiveness. There was also a lack of observation and mentoring to create feedback to provide for teacher direction.	Even though 61% of our students of our students are P/A in writing, our current state percentile ranking is only 63rd in the state. Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 7%tiles from the 63rd%tile to 70th%tile.	Our goal is to increase our school percentile ranking in writing by an additional 7%tiles to the 77 th %tile for the 2015-2016 school year.	ECAW BOY, MOY, and EOY product placement utilizing individualized PVP's demonstrating at least a year's growth in a year's time for grades 2-5.	Increase writing achievement by providing a clear focus, consistent application, and consistent scheduling that provides all grade levels the opportunity for student to have 60 minutes of core writing instruction as well as increased writing integration into other subject

Postsecondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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. 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: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.
Root Cause(s) Addressed: lack of in-depth reading training in order to be able to fill student gaps effectively, lack of direct instruction for all students during small group instruction and intervention, student summer dip , too much focus on interventions and not enough focus on quality core instruction, increase quantity and quality of reading opportunities,

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Provide consistent in depth reading instruction in the five components of reading in order for teachers to have the knowledge needed to fill in student instructional gaps effectively.	August 2014 Session 1 By August 2014 Session 2 By January, 2015 Session 3 By May, 2015	By May 2016	Amplify Trainer SLD teachers Reading Interventionist CDE Trainers	\$300 for make and take portion of the training CDE training is free with the support of our Colorado Department of Education.	1) Provide teachers with formative assessment training as related to targeted reading instruction and intervention. 2) Provide teachers with Alphabetic Principle Training . 3) Provide a CDE 21 hour Reading Foundations Training. All teachers take an in-depth reading course or test out with a pre-assessment to ensure that all k-5 teachers have the	Completed August 2014 1 of 3 sessions are completed Not begun

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					knowledge and skills needed for effective instruction.	
Increase parent and family partnership opportunities to leverage parent participation/support in reading quality and quantity.	By December 2014	By May 2016	Interventionist Administration Team Leads	\$1,300- Book Order with a priority focus on non-fiction reading materials.	1) Provide all k-3 students at risk readers with 3-4 books to take home to read to and with their family members.	In progress
			Reading Interventionist	N/A	2) Provide monthly literacy home communication in our newsletter to increase the quality and quantity of reading in non-school environments.	In progress
	By End of Spring Break 2015		Administration	Special Services Support by providing the Literacy Camps	3) Maximize student attendance in our Fall and Spring Break Literacy Camps by making personal phone calls to parents to build relationships with parents focused on the importance of all children reading by 3 rd grade.	In progress
	By November 2014		PTA Board Administration	No cost	4) PTA School of Excellence Parent and Principal Survey BOY and EOY improvement	Completed November 2014
	By October 2014		Team Leads Administration	No cost	5) Family and Community Partnership Staff	Completed October 2014

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	By Dec. 2014		Classroom Teachers Administration	\$300 for supplies	Survey -BOY and EOY improvement 6) Literacy Night- Focus on increasing the quality and quantity of reading opportunities by parent training opportunities.	Not Begun
	By end of May 2014	By end of May 2015	Library Staff Administration	Unknown	7) Summer reading opportunities to close gap between EOY and BOY DIBELS scores	Not Begun
	By January of 2015		Assistant Principal Parents Teachers		8) Watch DOGS to provide additional in school reading opportunities to students	Not Begun
Increase the use of high yield teaching strategies to strengthen the effectiveness of our core instruction. Continue 2 nd year implementation of our Burst reading intervention program while balancing our educational focus on quality core instruction.	By March 2015 By April 2015	By January 2016	Administration Team Leads All Teachers	Visible Learning for Teachers Book Study \$280	1) Team Leads and administration will participate in a book study 2) Team Leads will prioritize top 3 building wide focus strategies. 3) Training and implementation of prioritized strategies	Not Begun Not Begun Not Begun
Implementation of adequate support to students and teachers given we are an overflow school to ensure the load at	By July 2015		Zone Leader Teachers Building	Fulltime Library Para for additional special's class with Zone support.	1. Hiring of a full-time library para 2. Survey staff related to	Not Begun Not Begun

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each school is equitable for all teachers while minimizing student transitions and adhering to our agreed upon procedures.	By May 2015		Administration IT, Facilities	Zone funding of modular readiness to include Promethean Boards, phone readiness, wiring, cabling, projectors, ceiling mounts, etc.	needs as a result of the overflow process 3. Determine cost of for modular updates needed for classroom use 4. Assessment Plan to alleviate the testing of incoming students. 5. Define and Adhere to overflow agreements	Not Begun Not Begun Not begun
Investigation and implementation of computer/device based intervention programs and technology to enhance student differentiation and individual learning needs in reading.	By August 2015		Administration Teachers	\$11,000 for the purchase of 6 Moby Max tablets for each K-4 classrooms as well as a building subscription to Moby Max.	1. Purchase of Moby Max tablets 2. Purchase of building wide subscription	Not begun Not Begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

- **Major Improvement Strategy #2:** Improve math instruction and achievement by investigating core math curricular materials, piloting curricular materials, choosing curricular materials that align with Common Core Standards and provides the best results for all students.
- **Root Cause(s) Addressed:** No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment, Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards, Lack of training and intervention support for student and staff necessary for integration of math and 21st century skills

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Implement Action Research with two math curricular programs that include at least 3 common assessments, a staff survey, a parent survey, and a student survey to determine the best program that meets the needs for WHES students.	By May of 2015		K-5 Teachers Special Education Teachers Administration	Depending on the outcome of the action research, we will adopt either Math Expressions or Engage NY Math Expressions Cost: \$13,000 for online access for all materials for all teachers to include the online computer support	Creation and implementation of 3 common assessments for each grade level to determine program effectiveness. Compare/Contrast Scantron score improvement for each program. Implementation of a staff, parent, and student survey about their math program to attain satisfaction results from all sides.	In progress Not Begun
To create a well-rounded RTI process, we will investigate and implement a computer/device based intervention programs and technology to enhance student differentiation and individual learning needs in reading.	By July 2015		Administration Teachers	\$11,000 for the purchase of 6 Moby Max tablets for each K-4 classrooms as well as a building subscription to Moby Max	1. Purchase of Moby Max tablets 2. Purchase of building wide subscription	Not Begun
Increase parent and family partnership opportunities to leverage parent	By December			Minimal copy costs	Family Math Night- to communicate with parents	Not Begun

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participation/support in math.	2014				about our math programs and provides tips for success when helping with homework.	
Implementation of adequate support to students and teachers given we are an overflow school to ensure the load at each school is equitable for all teachers while minimizing student transitions and adhering to our agreed upon procedures.	By July 2015 By May 2015		Zone Admin Building Admin Facilities IT	Zone funding of modular readiness to include Promethean Boards, phone readiness, wiring, cabling, projectors, ceiling mounts, etc.	<ol style="list-style-type: none"> 1. Survey staff related to staff needs as a result of the overflow process 2. Determine cost for modular updates needed for classroom use 3. Assessment Plan to alleviate the testing of incoming students. 4. Define and adhere to overflow agreements. 	<p>Not Begun</p> <p>Not Begun</p>

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

- **Major Improvement Strategy #3:** Increase writing achievement by providing a clear focus, consistent application, and consistent scheduling that provides all grade levels the opportunity for student to have 60 minutes of core writing instruction as well as increased writing integration into other subject areas.
- **Root Cause(s) Addressed:** Lack of consistent schedule and delivery when it comes to daily delivery with instructors and support services, Staff not trained in both ECAW and LAYERS and therefore not understanding how to combine the two for best effectiveness, Lack of observation and mentoring to create feedback to provide for teacher direction.

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
☐ Colorado Graduation Pathways Program (CGP)
☐ 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)
	2014-15	2015-16				
Survey staff and use the results to implement a consistent Layers/ECAW schedule by grade level to ensure 60 minutes of writing instruction per day.	By December 2014 By April 2015		Administration Writing Committee Team Instructional Coach	Survey Monkey	Survey grade level teachers to define daily expectations for Layers and ECAW instruction. Master Schedule Evaluation related to consistent writing instruction and our double special PLC time.	Not Begun
Provide ongoing training for both Layers and ECAW to ensure that all teachers have to tools to implement both programs.	By May 2015	By May 2016	Instructional Coach Administration	\$4,000 per year	All new teachers will attend ECAW and Layers training within 6 months of hire.	In process
Observation and Feedback related to the implementation of ECAW/Layers Programs.	By February 2015		Administration Instructional Coach	N/A	All teachers will be observed utilizing the ECAW observation checklist and receive timely feedback about the evaluation to improve the fidelity of our implementation.	Not Begun

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

To create a well rounded RtI process. Investigation and implementation of computer/device based intervention programs and technology to enhance student differentiation and individual learning needs in reading.	By July 2015		Administration Technology Coach District IT support staff	\$11,000 for 6 devices per classroom \$500 for school wide implementation of Moby Max	1. Purchase of Moby Max tablets 2. Purchase of building wide subscription	Not Begun
Implementation of adequate support to students and teachers given we are an overflow school to ensure the load at each school is equitable for all teachers while minimizing student transitions and adhering to our agreed upon procedures.	By July 2015 By May 2015		Zone Leader Administration Teachers		1. Survey staff related to staff needs as a result of the overflow process 2. Determine cost for modular updates needed for classroom use 3. Assessment Plan to alleviate the testing of incoming students. 4. Define and adhere to overflow agreements.	Not Begun Not Begun Not Begun Not Begun

* 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 Schools Operating a School wide Program (Optional)