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### **Mission Statement**

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

## ***REVISED ANNOUNCEMENT/NOTICE*** **BOARD OF EDUCATION WORK SESSION**

**March 25, 2015**

**6:30 p.m.**

**Education Services Center – Board Room**

### **PURPOSE:**

1. Gifted Program Update (10 minutes)
2. Job Descriptions (5 minutes)
  - 2a. Coordinator of Gifted Services
  - 2b. Audiologist
3. Strategic Planning - Sand Creek/POWER Zone Boundary Change (5 minutes)
4. Student Voice in Governance (10 minutes)
5. Innovation Plan Review, Falcon High School (10 minutes)
6. New Course Proposals, Vista Ridge High School (10 minutes)
7. Request for Proposal (RFP) Update for Charter School Application Process (10 minutes)
8. Unified Improvement Plans Update (5 minutes)
9. Health and Wellness Plans Update (5 minutes)
10. Title Job Descriptions (5 minutes)
  - 10a. Coordinator of Title Programs Compliance
  - 10b. Title I Parent Engagement TOSA
11. Alternative Education Campus Applications (5 minutes)
12. Personnel Policies (5 minutes)
  - 12a. GCEC, Posting and Advertising of Professional Vacancies
  - 12b. GDEA Posting and Advertising of Educational Support Staff Vacancies
  - 12c. GCE-R/GCF-R Instructional Staff Recruiting/Hiring
  - 12d. GDF-R Educational Support Staff Hiring
  - 12e. GCE/GCF Professional Staff Recruiting/Hiring
13. 2015-2016 Budget and Legislative Update (10 minutes)
14. Monthly Chief Officer Reports (10 minutes)
15. Policy Review (5 minutes)
  - 15a. BEDH, Public Participation at Board Meetings

**DATE OF POSTING:** March 19, 2015

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Donna Richer  
Executive Assistant to the Board of Education



## **BOARD OF EDUCATION AGENDA ITEM 1**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Zach Craddock, Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	Gifted Program Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Updates on programming for Individualized Education Department

**RATIONALE:** Requested information

**RELEVANT DATA AND EXPECTED OUTCOMES:** Provide information and answer questions

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	High Impact: Successful outcomes for Gifted students

**FUNDING REQUIRED:** None, info only

**AMOUNT BUDGETED:** None

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** None

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 16, 2015



# Gifted Program

March 25, 2014

# 14-15 Overview



- ALPs Completed
- Differentiated Professional Development as Requested by Schools
- 3<sup>rd</sup> and 6<sup>th</sup> Grade Screeners Completed
- 2<sup>nd</sup> Grade Screeners set for April



# Demographics of Identified Students and District Totals

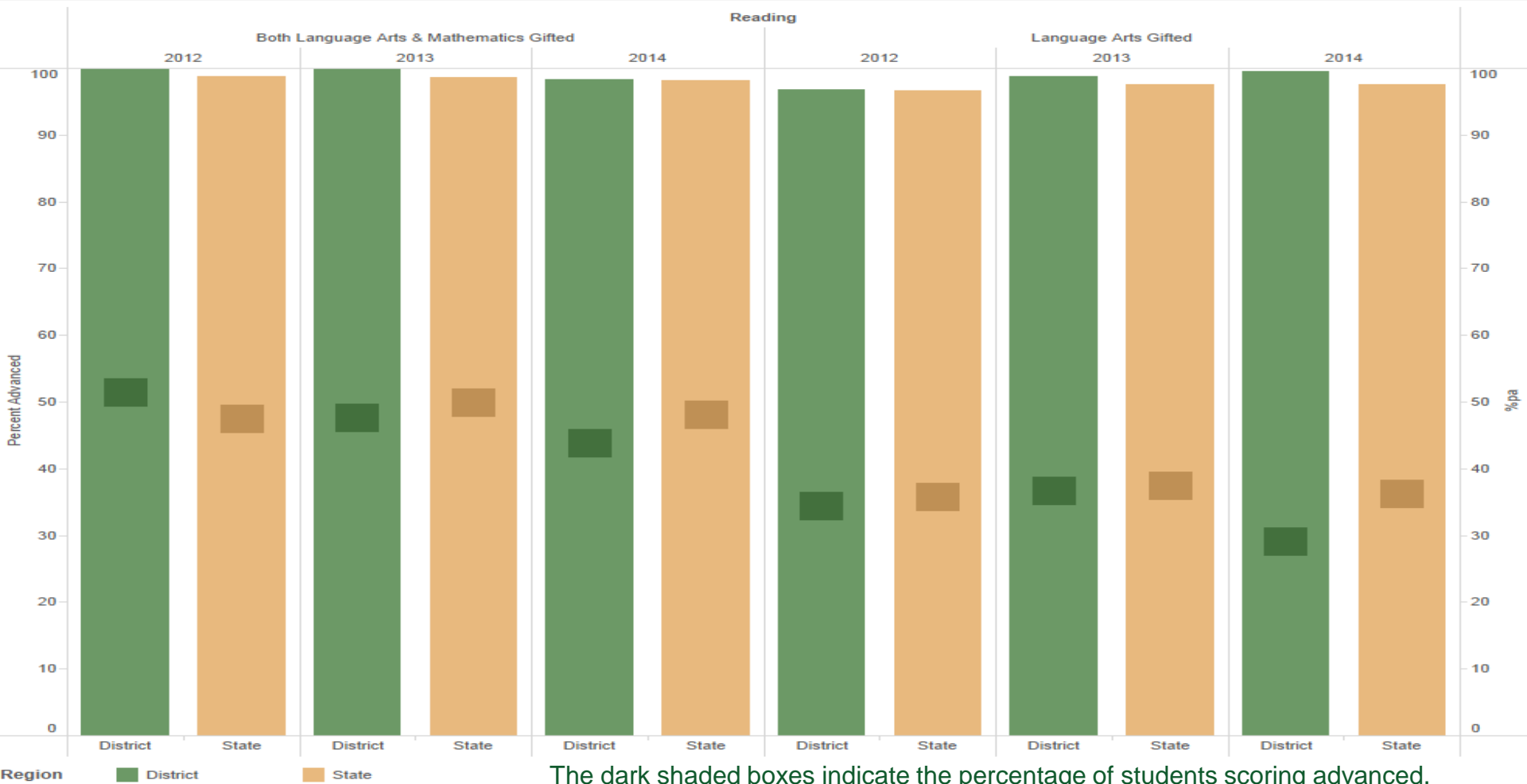


	Identified Students		District Totals	
Race	Count	Percentage	Count	Percentage
Am Indian	5	1%	149	1%
Asian	33	5%	472	2%
Black	20	3%	1253	6%
Hispanic	61	9%	4923	23%
White	493	76%	12956	61%
Hawaiian	0	0	88	0%
Multi	35	5%	1416	7%

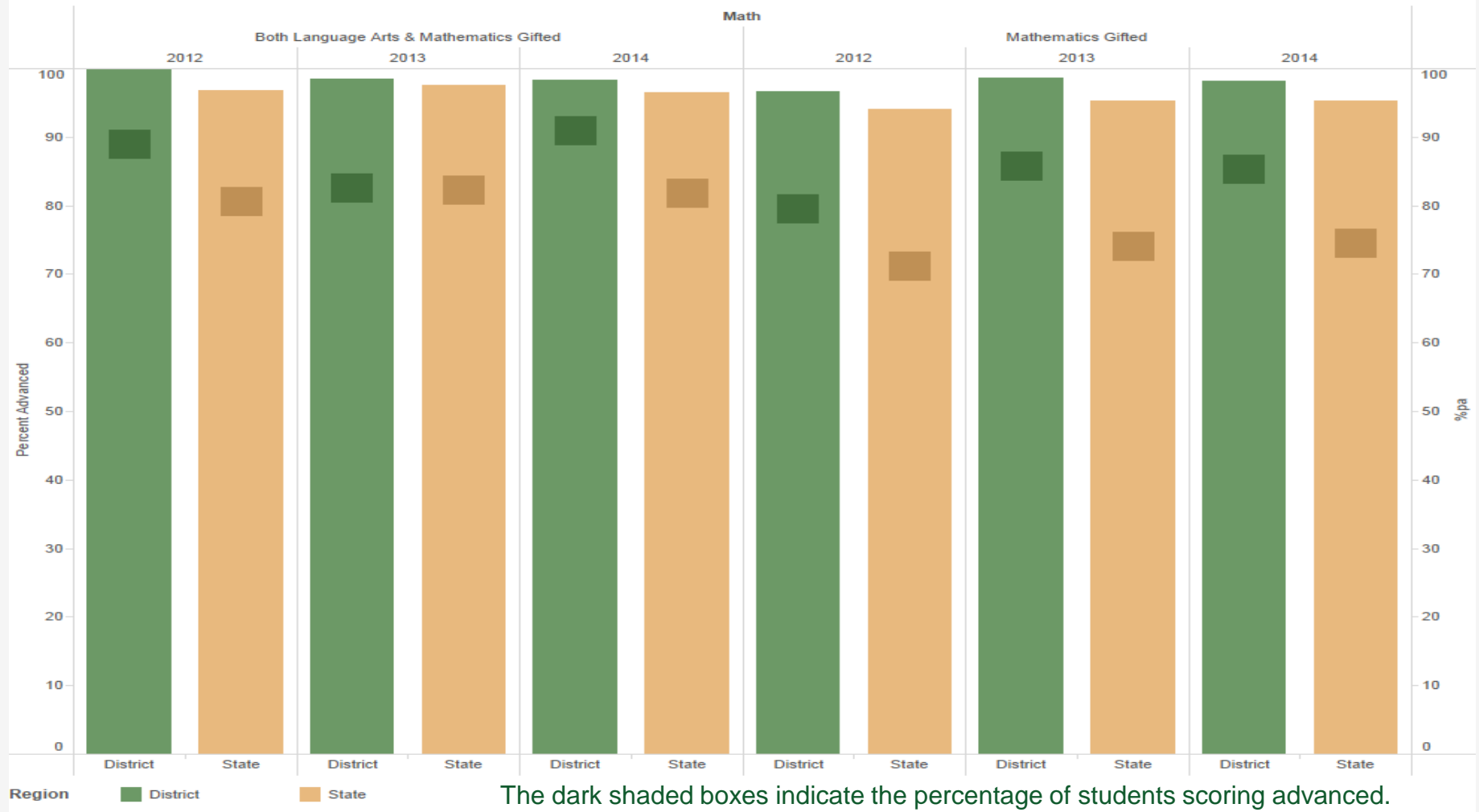
	Identified Students		District Totals	
Free/Reduced Status	Count	Percentage	Count	Percentage
Not Eligible	553	85%	14061	66%
Free	63	10%	5548	26%
Reduced	31	5%	1648	8%

	Identified Students		District Totals	
Gender	Count	Percentage	Count	Percentage
Female	301	47%	10523	50%
Male	346	53%	10734	50%

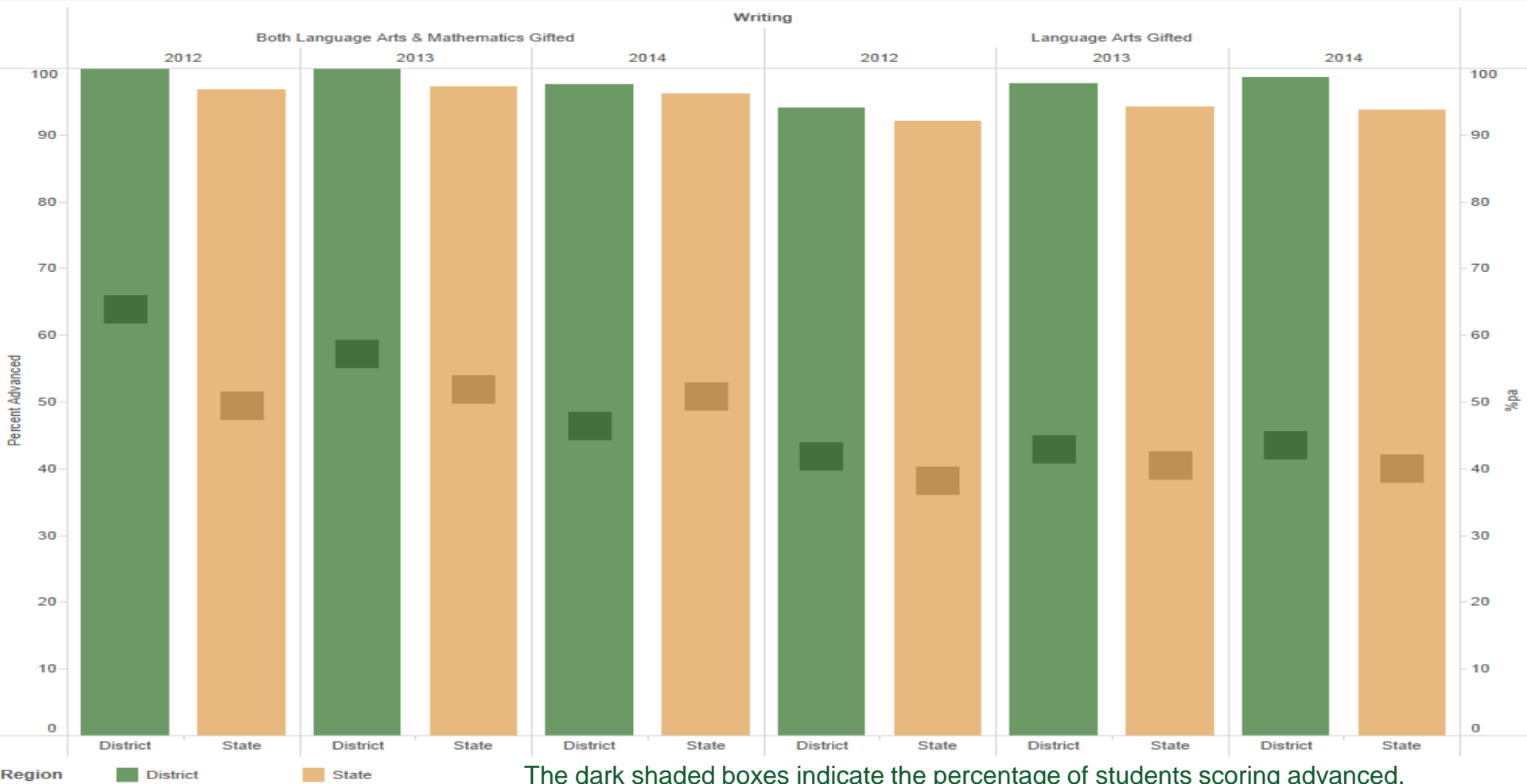
# Reading-District & State



# Math-District & State



# Writing-District & State



# CDE Audit



- Conducted on Feb. 4 and 5 by a four man team
- Conversations with Principals, Zone leaders, teachers, students, and board members
- Executive Summary received on March 2

# Audit Finding/Next Steps: Identification



- Focus on centralized support for Zones and schools on guidance and compliance in identification.
- Expand our body of evidences in regards to identification
- Identify students in all state-defined areas of gifted potential

# Audit Finding/Next Steps: Evaluation/Accountability



- More/regular focus on data
- Accurate coding for identified areas
- More stakeholder involvement
- Better alignment of ALPs with gifted identification areas

# Movement Forward



- Complete overhaul of Identification process, assessments and areas. Training/implementation to take place start of 15-16
- Development of Multi Tiered Systems of Support (MTSS) to include Gifted Identification and Programming



# Movement Forward



- Training on appropriate identification coding in Student Information System
- Maintain current system of Parent Advisory Council, but include more students
- Regular discussion on data of Gifted students at PLCs, PAC, and other forums

# Questions





## **BOARD OF EDUCATION AGENDA ITEM 2a**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Zach Craddock, Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	Job Description for Coordinator of Gifted Services
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Approval of job description: Coordinator of Gifted Services

**RATIONALE:** Creation of this position is in alignment with Gifted Needs across the district, number of students, and outcome of GT audit conducted by CDE on Feb. 4 and 5, 2015.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Enhanced Identification of Gifted Students, increased professional development across the district, improvement of consistency and quality of Advanced Learning Plans, reduction of under identified Gifted areas (students and categories), and creation of a stronger Gifted Program to make us more competitive in the region.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Funded with Gifted funds
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Increased parent/community/student participation through enhanced Gifted Advisory Committee process
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Increased identification, stronger programming guidance/PD, more opportunities for students across the district to make us more competitive and stop the loss of Gifted students leaving the district in grades 6 and 9
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	Increased Professional Development for each school in targeted areas of improvement
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Increased quality/frequency/review of Advanced Learning Plans to ensure students are meeting learning targets

**FUNDING REQUIRED:** Salary/Benefits aligned with Coordinator Position/GT funded

**AMOUNT BUDGETED:** \$122,000 max Coordinator scale

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to an action item at the April 9<sup>th</sup> board meeting.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 16, 2015

## COORDINATOR OF GIFTED SERVICES

<b>Job Title:</b>	Coordinator of Gifted Services
<b>Initial:</b>	April 2015
<b>Revised:</b>	N/A
<b>Work Year:</b>	182 days
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	Executive Director of Individualized Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Administrative Salary Schedule (prorated based on per diem)

### Related Organization Chart



**SUMMARY:** The Coordinator of Gifted Services plans, implements, evaluates and supports a comprehensive K-12 gifted and talented service delivery model.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties, responsibilities, frequency, and percentages are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending upon building assignments and other factors.

- Works collaboratively with principals, Gifted site coordinators and teachers to develop an annual district professional development plan designed specifically to meet the learning needs of Gifted staff, classroom teachers and administrators.
- Serves as the chairperson of the District Gifted Advisory Committee. Plans and convenes all Gifted committee meetings throughout the school year.
- Monitors and expends Gifted budget(s) in accordance with established local and state policies and procedures.
- Responsible for all district Gifted screening
- Completes of the annual state gifted and talented report, budget development, all revisions to state-approved plan and certification of accuracy of Gifted student database and files.
- Conducts routine audits of school-based Gifted services to ensure compliance with district Gifted plans.
- Works with district administration to implement corrective action in the event that a school is not in compliance with the district plan.
- Serves as a member of the Individualized Education Leadership Team.
- Maintains positive working relationships with all stakeholders.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- 
- Serves as an advocate for the needs of Gifted students in a professional and appropriate manner.
  - Prepares the annual staff allocation for Gifted staff subject to approval by the Executive Director of Individual Education.
  - Performs other duties as assigned.

**EDUCATION & TRAINING:**

- Minimum of an earned Master's degree and an accredited institution

**EXPERIENCE & SKILLS:**

- A minimum of one (1) year experience leading gifted and talented initiatives across the district while working in a professional capacity
- Demonstrated ability to work as a member of a high performing team
- Ability to work well with others in a diverse educational community
- Excellent written and verbal communication skills
- Minimum of five years highly successful teaching and / or administrator experience.
- Ability to effectively use personal computers and software applications

**CERTIFICATES, LICENSES & REGISTRATIONS:**

- Colorado Gifted Endorsement
- Principal or Administrators License
- Criminal background check required for hire

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**WORK ENVIRONMENT:**

Work is generally performed in a typical school or office environment.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*



## **BOARD OF EDUCATION AGENDA ITEM 2b**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Zach Craddock
<b>TITLE OF AGENDA ITEM:</b>	Audiologist Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The district currently contracts with the Pikes Peak BOCES for our audiology services. This service currently cost us \$78,699 plus administrative overhead. The district would like to post for this position and provide this service to our students in house and reduce costs, travel, and provide more efficient services.

**RATIONALE:** Increased efficiency, increased service, reduce travel time for stakeholders

**RELEVANT DATA AND EXPECTED OUTCOMES:** Better customer service for hearing testing and serve for our deaf/hard of hearing students

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Reduces our contract with BOCES while maintaining equitable services
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Provides more efficient and timely services for our students and stakeholders at an in district facility
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Provides effective audiology assessments and hearing services to our student population as they work towards college and career readiness

**FUNDING REQUIRED:** \$36,600-\$60,230

**AMOUNT BUDGETED:** \$82,000

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information

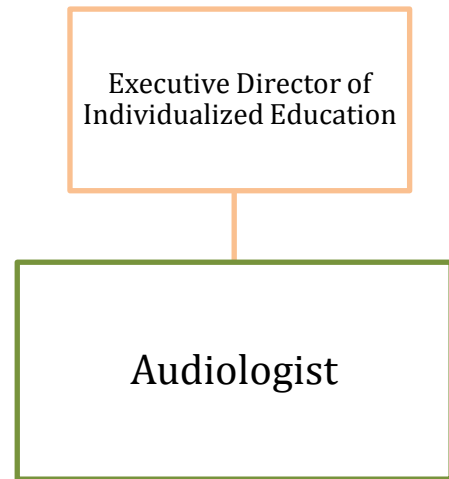
**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 23, 2015

## AUDIOLOGIST

<b>Job Title:</b>	Audiologist
<b>Initial:</b>	August 2015
<b>Revised:</b>	
<b>Work Year:</b>	Teacher Calendar
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	Executive Director of Individualized Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Salary Schedule

### Related Organization Chart



**SUMMARY:** The Audiologist diagnoses, treats, and habituates children with a hearing loss. The Audiologist also educates teachers, parents, and children on management of hearing loss, and monitors the educational progress of students to insure the delivery of a free, appropriate, education.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending upon building assignments and other factors.

- Conducts audiologic assessment, inclusive of pure tone and speech audiometry, behavioral audiometry, acoustic immittance tests, evaluating tolerance and comfortable listening levels, binaural and monaural evaluations, dichotic listening tests, and other psychoacoustic measures.
- Designs appropriate, educationally relevant treatment plans and determines appropriate treatment schedules as a member of multidisciplinary team on request.
- Assists in the development of individual education plans for students recommended for audiological services. Services include training necessary for hearing impaired students to achieve maximum use of their residual hearing, continuing responsibility for monitoring hearing aids, monitoring classroom acoustics, and amplification equipment.
- Provides services to students, such as aid selection fitting and orientation to use, use of group amplification equipment, hearing conservation, auditory language skill development.
- Conducts audiological screenings and/or evaluations when students are referred according to the district procedures, and consistent with professional standards defined in the Special Service Provider Audiologist rubric.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- 
- Maintains eligibility, placement, and treatment records, and provides documentation in a professional, efficient, accountable manner.
  - Attends staffing and other school meetings when appropriate.
  - Communicates results of evaluation and therapy services to educational staff, parents, and students, and when appropriate, with other professionals and agencies concerned with the students.
  - Provides consultations regarding student needs, professional needs, and system needs in order for the system to achieve its goals.
  - Sets and periodically reviews goals and modifies program service.
  - Makes recommendations on inventory of evaluation/therapy equipment.
  - Provides basic equipment calibration services and design of routing maintenance/calibration schedule.
  - Provides in-service/orientation training on request.
  - Performs other duties as assigned by supervisor.

The requirements listed below are representative of the knowledge, skill, and/or ability required for this position.

**EDUCATION AND TRAINING:**

Bachelor's degree plus additional coursework required for Colorado Special Service Provider endorsement

**EXPERIENCE:**

Three years of audiologist experience in a school setting, preferred

**CERTIFICATES, LICENSES, & REGISTRATIONS:**

Hold or be eligible for a Colorado Special Service Provider license in School Audiology as set forth by the Colorado Department of Education

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**WORK ENVIRONMENT:**

Work is generally performed in a typical office or school setting.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*





### **BOARD OF EDUCATION AGENDA ITEM 3**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Mike Pickering and Sean Dorsey
<b>TITLE OF AGENDA ITEM:</b>	Strategic Plan - Sand Creek/POWER Zone Boundary Change
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

#### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

#### **RATIONALE:**

#### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Improves logistical and fiscal conditions created by transporting Springs Ranch Elementary students to Skyview Middle School.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Improve consistent zone academic continuum for Springs Ranch Elementary students.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Improves ability for Horizon Middle School to offer targeted programming to Springs Ranch Elementary students that will support the student's high school programming.

#### **FUNDING REQUIRED:**

#### **AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to an action item at the next regular board meeting.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 16, 2015

## **SCHS/POWER Zone Boundary Shift**

(SRES, SMS, HMS)

All Springs Ranch elementary students leaving 5<sup>th</sup> grade this 2014-15 school year may attend Skyview Middle School or Horizon Middle School for the 2015-16 school year only. Starting the 2016-17 school year graduating 5<sup>th</sup> graders will be boundaried solely to Horizon Middle School. Parents may still access the current choice procedures as outlined in district policy.

Students who will be 6<sup>th</sup> graders for the 2015-16 school year who move into the Springs Ranch Elementary School boundary on or after June 1st will be boundaried to Horizon Middle School and still may access the current choice procedures as outlined in district policy.

Sibling choice priority will continue through the 2015-16 school year.



## **BOARD OF EDUCATION AGENDA ITEM 4**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Peter Hiltz, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Student Voice in District Leadership
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion/Update

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** District 49 does not currently have a systematic way to bring student perspectives to the district level of executive and governance leadership.

**RATIONALE:** Many other institutions in K-12 education have student representation on boards and advisory councils. Some examples in Colorado include the student leadership board for CHSAA, and the CSPD Youth Advisory Council. Several districts in Colorado have some sort of formal student advisory group. We believe these models give support to the idea that direct input from students will make our district better.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Because we exist to nurture and prepare students, understanding how student experience and value our efforts will help us be the best district to learn, work, and lead.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Discussion at a future board meeting.

**APPROVED BY:** Peter Hiltz

**DATE:** 3/19/2015

## **Student Representation in District Governance**

### **Process Update**

During March, I met with student councils and leaders from district high schools to discuss the topic of student representation in the district leadership and decision-making system.

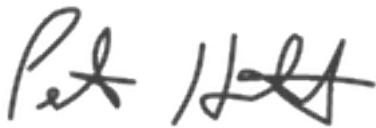
From those meetings, a general concept of a "Council of Councils" is taking shape. The basic idea is that each high school would commission student representatives who would then form a collective, district-wide student organization. This district organization would then propose a structure for representation at school board meetings, work sessions, and events. To ensure that this effort has a strong student leadership identity, the next step is to convene a planning meeting of students representing the different high schools. That meeting is scheduled for April 20, 2015.

Some of the topics at that meeting will be to discuss the structure of district student leadership organization, possible bylaws for such an organization, service qualifications/expectations, and a schedule of representation. The desired outcome is for those students to make a formal presentation to the Board of Education of a proposal for the structure, activity, and responsibility of the district student leadership council.

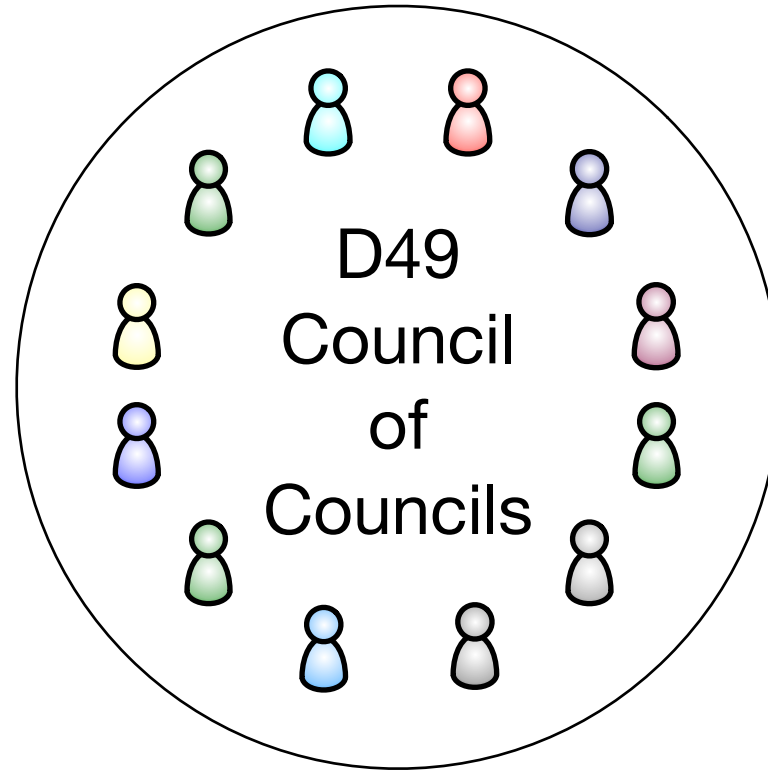
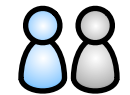
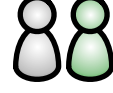
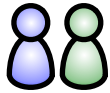
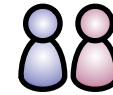
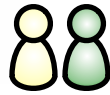
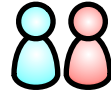
I am meeting with the students to provide information and limited guidance, while they discuss and plan a proposal for the Board's consideration. I am impressed by the students' depth of thought so far and confident that they are preparing to make a meaningful contribution to the future of District 49.

The attached graphics are very preliminary versions of what might emerge through the students' proposal.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Peter Hilts".

Peter Hilts  
Chief Education Officer  
Falcon School District 49



The Student Representatives could rotate monthly with different schools combining each month to provide balanced representation.

## Board of Education

### Student Voice



	Tu	W	Th	F
M	Tu	W	Th	F
M	Tu	W	Th	F
M	Tu	W	Th	F
M	Tu	W	Th	F
M	Tu	W	Th	F
M	Tu	W	Th	F

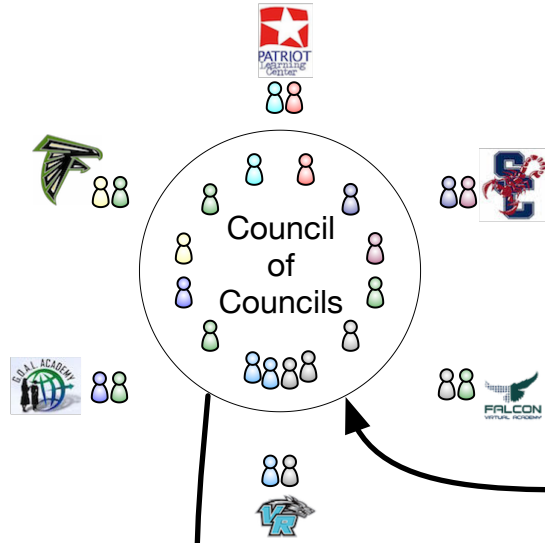
Regular Meeting

Work Session

C<sup>2</sup>

Regular Meeting

The Council of Councils could meet between the work session and the regular meeting to discuss items with special impacts or interest to students.



## BOARD OF EDUCATION AGENDA ITEM 5

<b>BOARD WORK SESSION OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Falcon High School Educational Plan
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Based on parent concerns and board direction, Falcon High School Principal Cheryl DeGeorge has developed an educational plan that addresses academic standards, assessment, documentation and communication.

**RATIONALE:** This plan is responsive to the concerns about standards-based grading and also prepares FHS for the coming shift to graduation based on mastery of Colorado Academic Standards.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Members of the Falcon High School and Falcon Middle School communities have expressed passionate expectations about the future educational plan at FHS.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** None

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 12, 2015

# Falcon High School

# Education Plan

## Planning for the Future at Falcon High School

Cheryl DeGeorge, Principal

Steve Oberg, Assistant Principal

Drew Cleveland, Assistant Principal

Randy Hinson, Athletic Director/Assistant Principal

Falcon High School Staff

March 18, 2015

Falcon High School

10255 Lambert Road

Falcon, CO 80831

719-495-5222

*"Home of The Falcon Nation"*



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<b>Section VI</b>	<i>Estimated Cost Savings and Increased Efficiencies.....</i>	<i>pg.12</i>

# **SECTION I: Falcon High School Mission, Beliefs, Motto, Vision, and Purpose of Education Plan**

## **Mission Statement**

*The Falcon High School Community is dedicated to educating our students in a safe and supportive environment and to develop responsible 21<sup>st</sup> century citizens through innovative educational programs.*

## **Belief Statement**

*The Falcon High School Community believes in:*

*Fostering responsible 21<sup>st</sup> century citizens*

*Academic excellence*

*Leadership and lifelong learning*

*Creating innovative opportunities*

*Original and diverse teaching strategies*

*Neighborly and accepting environment*

## **Motto:**

*"We cannot always build the future for our youth, but we can build our youth for the future."*

*-President Franklin D. Roosevelt*

## **Our Vision Statement:**

*Falcon High School, creating a bright future through excellence in all that we do.*

## **Purpose of our Education Plan:**

*Falcon High School has been a leader in District 49 with regard to student achievement and academic success. Recent state and national testing data shows that Falcon High School's performance has remained relatively flat over the past several years. The purpose of this plan moving forward is to function as a guide for preserving the strong positive qualities of Falcon High School, and plan adjustments to increase student achievement, moving Falcon High to a position of annual growth in all areas of student performance. We will continue to develop systems that adapt to the needs of our students and community, while retaining the integrity of our educational goals for students. Increasing community engagement and true collaboration between administration, staff, students, parents, and the Falcon High community will be a fundamental focus of this plan.*

*Indicators of student success will be adjusted to reflect what skills our students have mastered and to improve methods used to communicate mastery to students, parents and the community. Falcon High School will move forward with an emphasis on D49 pathways and individual learning paths for all students. Student academic achievement and the attainment of their individual goals are paramount.*

*Students will be prepared:*

- *for life after high school, whether academic study, vocational learning, business, service or leadership*
- *with personal character traits like critical thinking and problem solving that will help them successfully contribute to society*
- *with practical life skills for communications, finances, productivity, and organizations*
- *to succeed on individual pathways determined by their strengths and preferences*

*Teacher, student and parent groups will work together to monitor the success of the plan and provide timely and constructive feedback to administration. Teacher training and support is crucial to the success of this plan.*

*Changes in Board Policy have negated the need for District Board Policy waivers requested in the 2012 Falcon High School Innovation Plan, but a state waiver is being considered to allow for “e-days” as part of the education plan at Falcon High. Exploration and discussion around the creation of a new Innovation Plan, or adjustments to the current plan will be addressed as the feasibility of this waiver is considered. The four major focuses of this plan are Academic Standards (Expectations and Accountability), Assessment and Feedback, Documentation and Reporting, and Communication. Timelines will be provided for each of the key components described within this document.*

## **SECTION II: Key Components of the Plan**

### **1. Academic Standards (Expectations and Accountability)**

**Description:** In an effort to provide a variety of learning opportunities to our students and to ensure all students are being taught at the highest level, we will ensure that our curriculum, assessments and method of reporting are aligned to the current Colorado Academic Standards. For areas without Colorado Academic Standards, approved industry and/or national standards will be used. Expectations and accountability will be clearly defined for administration, teachers, students and parents. The school leadership team will ensure that at a minimum the following are part of the expectations and accountability at Falcon High School:

- a) Colorado Academic Standards and/or Industry Standards are accessible, consistent, clearly defined and understandable to teachers, parents and students for each class/subject
- b) Teachers are well trained in Backwards-Lesson Design, the grading system, assessment, and instructional strategies
- c) Instruction is data driven
- d) A variety of authentic assessments are used (to include but not limited to: written exams, oral exams, presentations, projects, etc.)

- e) Multiple opportunities for students to demonstrate mastery of each standard are provided
- f) A school point-of-contact accurately communicating expectations is established and identified
- g) Syllabi for each class provided, which includes classroom expectations, an outline of topics to be covered in each semester, and due dates of major assessments
- h) Accountability for administration, teachers, students, and parents clearly defined and transparent

We at Falcon High School will maintain a system of instruction that holds all students accountable to the highest academic standards. We will be committed to providing the appropriate academic and social supports to ensure all students master acknowledged standards. This instructional system will be supported by an assessment system, which will promote academic success for all students. Teachers, students, and parents will have a clear understanding of each student's strengths and weaknesses so that this information can be used to promote growth and provide remediation where needed to ensure student success.

## 2. Assessment and Feedback

**Description:** We at Falcon High School will explore various options to create a grading system outlining how we assess students' levels of understanding of the state standards. The goal of the grading system is to clearly define grading policies and procedures, assessment of skills and student proficiency, and the reporting of skills mastery to parents and students. Our staff will work to create a grading system that accurately communicates to the parents and students what skills have been taught in each area; as well as the students' level of understanding of those skills. We will work to develop a "hybrid" of the best elements of various research supported competency-based grading systems. The system developed will, at minimum, include the following with regard to assessment and feedback:

- a) A body of evidence, to include formative assessments will be used to reveal the status of current learning, mastery of skills and identify needs for future learning
- b) Feedback is timely and targeted to give students direction about what they need to improve
- c) Assessments and feedback are consistent across teachers/departments through the use of common rubrics and explicit learning goals for comprehension and performance
- d) Assessments (both formative and summative) and feedback will tell parents and students how the student is progressing toward mastery of content and skills
- e) Multiple forms of assessment that provide opportunities for different types of learners to demonstrate their mastery of the standards

- f) Assessments measure and report performance quality defined by a rubric or detailed syllabus.

### 3. Documentation and Reporting

**Description:** We at Falcon High School are committed to documenting and reporting student progress toward, attainment, and mastery of knowledge and skills required within the Colorado Academic Standards. Grades are typically used to report student mastery of skills and knowledge and are reported as a number, letter, or symbol indicating a student's level of accomplishment. Documentation and reporting must be clear to teachers, parents, students, and outside entities such as colleges and universities. The system developed for documentation and reporting at Falcon High School will, at minimum include:

- a) Grades are reported in a way that informs students and their parents about the student's strength and weaknesses
- b) Report cards that use familiar grading language and include some reflection of effort as well as comprehension and skills.
- c) Grades that meet the new Colorado Graduation Guideline expectations
- d) Grades that are in alignment with District Board Policies
- e) Transcripts use language and formatting that matches what college admissions and scholarship committees expect
- f) Transcripts and school profiles communicated to colleges in language that is clear, familiar, and comparable to other high schools
- g) Grade reporting that is compatible with the district student information system
- h) A grading and documentation system that does not overburden teachers with cumbersome procedures

#### **Communication:**

**Description:** As a staff, we strive to find the clearest, most effective way to communicate with all of our constituents. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviors. We need to define that common system for the Falcon Community. Effective communication between central office, school administration, staff, students, parents and the community is crucial to the success of Falcon High School today and moving forward. Methods of communication are varied, and we at Falcon High School strive to use various methods of communication to ensure information reaches all constituents, so they are also able to effectively communicate with us. The communication system at Falcon High School will include, but not be limited to:

- a) Clear communication with objectives, reasons, and expectations, not just a high level overview (sales pitch)
- b) Communications written for different audiences (teacher, student, parent, and community) to include the answer to the questions, “What’s in it for me, how does this impact me and why should I care?”
- c) Communications should be brief, bulleted and to the point and then include a link to a more comprehensive explanation if needed
- d) Multiple modes of communication – email, Twitter, Facebook, video, website, face-to-face, telephone, text, newsletters, and advocates
- e) Develop parent, teacher, student, advocates for Falcon High School and specific programs

**Other Components:**

- a) Instructional Professional Learning Communities
- b) Continuation of existing academies and development of new academies
- c) Concurrent Enrollment Plan
- d) Feasibility study and plan for Implementation of e-days
- e) Review/Revise/Eliminate/Renew Innovation Plan

## **SECTION III: Improvements in Academic Achievement Expected**

### **School Improvement Plan**

See the Falcon High School Unified Improvement Plan for specific details regarding student achievement and growth goals for reading, writing, and mathematics. The current plan, implemented during the 2014-2015 school year, designates major improvement strategies around math curriculum, feedback, writing, and individual learning plans. The action steps illustrate specific programs and instructional methods used to enhance student achievement. With a research-based math curriculum, which meets Colorado State Standards and the educational needs of our students, strides can be made to meet the new Colorado Graduation Guidelines. A competency-based grading system can be used to assess what students know and do not know in each content area; as well as, provide an accurate picture of the knowledge and skills that will be focused on in the new school improvement plan.

### **Overall Academic Goal**

Student Achievement has been relatively flat at Falcon High School for the past 5 years. Transitional Colorado Assessment Program results have shown our students commonly grow and decline by a couple of percentage points each year in the areas of reading, writing, math, and science. Data has shown that the current instructional program at Falcon High School has to adapt to the needs of our students and correlate to

the Colorado Academic Standards. We believe, through looking at historical CSAP/TCAP Data, along with the past longitudinal analysis of our students, Falcon High School will be able to see a 5% gain across all content areas and all grade levels. Since new CMAS/PARCC will not provide growth data for the next 1-2 years, we are expecting a 5% gain in the school's percentile ranking in reading, writing, and math.

Other areas that will enable us to achieve a 5% gain include; the use of the competency-based grading practices to give an accurate picture of what knowledge and skills our students do and do not know, the development of Individual College and Career Plans for students, further development of Academies to meet the needs of our students, implementation of a concurrent enrollment program to provide opportunities for college credit while still in high school, ACT preparation classes and internship programs. The continuation of teachers working within Instructional PLCs for the purpose of professional development, the creation of authentic common assessments, student data analysis using that information to inform instruction, will also contribute to the 5% gain in School Percentile Rankings.

Administration and Staff will be able to monitor the progress of our achievement and ranking gains through the use of common semester assessments, semester grade point averages, annual ACT and state assessment scores, as well as college acceptance, college remediation rates, and scholarships as reported annually. An annual report will be published each June with information regarding each of these measures.

## SECTION IV: Programs and Policies that will be Researched and Developed as Part of the Plan and a Tentative Timeline

Plan/Program Being Explored/Implemented	Activities	Completion Dates
Grading System	<ul style="list-style-type: none"> <li>Identify Teacher Committee</li> <li>Meeting to review research, community input, and successful programs</li> <li>Preliminary grading system available for review – includes rollout and communication</li> <li>SAC Input on grading system</li> <li>Plan approval by staff and rollout begins</li> </ul>	<ul style="list-style-type: none"> <li>4/6/15</li> <li>4/20/15</li> <li>5/01/15</li> <li>5/15/15</li> <li>5/26/15</li> </ul>
Instructional PLCs	<ul style="list-style-type: none"> <li>Identify school admin, staff, and classified staff to be part of committee.</li> <li>1<sup>st</sup> meeting to begin planning for 2015-2016 PLC content and schedule</li> <li>Preliminary plan available for review (to include PD for classified staff during PLC time)</li> <li>Plan Approved by Staff</li> <li>Plan submitted to SAC for input</li> </ul>	<ul style="list-style-type: none"> <li>4/6/15</li> <li>5/9/15</li> <li>5/15/15</li> <li>5/26/15</li> <li>8/15/15</li> </ul>
Academies	<ul style="list-style-type: none"> <li>Meeting of Principal's Council for student input</li> <li>Department Meetings to identify faculty areas of academy interest</li> <li>Project Lead the Way and Career and technical Education options that align to Academies of interest</li> <li>Initial Business Plans for proposed academies</li> </ul>	<ul style="list-style-type: none"> <li>3/18/15, 4/20/15</li> <li>5/26/15</li> <li>6/30/15</li> <li>9/1/15</li> </ul>
Concurrent Enrollment	<ul style="list-style-type: none"> <li>Complete written Concurrent Enrollment Plan for Fall 2015</li> <li>Hire new counselor to help with ICAPs and concurrent enrollment</li> <li>Work with Director of Concurrent Enrollment to identify teachers for educational opportunities – eligibility to teach onsite classes</li> <li>Complete Concurrent Enrollment Plan for Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>4/15/15</li> <li>4/30/15</li> <li>5/1/15</li> <li>5/25/15</li> </ul>
Innovation Plan	<ul style="list-style-type: none"> <li>Education Plan review by staff</li> <li>Education Plan review and input from</li> </ul>	<ul style="list-style-type: none"> <li>3/16/15</li> <li>3/17/15</li> </ul>



	SAC <ul style="list-style-type: none"> <li>• Education Plan approval by staff</li> <li>• Identify Leadership team to work on need for and/or development of the Innovation Plan</li> <li>• If Innovation Plan is needed – Develop Summer Schedule to begin work on the plan with Leadership Team</li> <li>• If Innovation Plan is developed – rough draft completed along with timeline for review and approval</li> </ul>	<ul style="list-style-type: none"> <li>• 3/18/15</li> <li>• 4/15/15</li> <li>• 5/15/15</li> <li>• 8/1/15</li> </ul>
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Further detailed timelines will be provided by committees as they begin to develop plans for implementation of plans/programs.

## SECTION V: School Budget from the Previous Year and a Proposed Budget for the Plans/Programs being Implemented

The following table illustrates the current year's budget plan, along with some proposed figures for the 2015-2016 school year. This budget is a rough outline. Additional money has been moved to technology expenses and staff professional development in anticipation of the implementation of the Education Plan. The budget process for Falcon High School will become a collaborative effort between administration, staff, and the School Advisory Committee to determine true budget amounts for the upcoming school year. All of the Plan factors will be taken into account to ensure the programs are implemented with fidelity and that we are meeting the instructional needs of our students. This budget is subject to change as new figures come in from the state and district level, along with changes in costs related to various purchases for technology and curriculum for the upcoming year.

Please see the current and projected budget on the following page.

### Falcon High School - Current & Projected Budget

<b>BUDGET LINE ITEM</b>	<b>Current 2014-2015</b>	<b>Projected 2015-2016</b>
Repairs and Maintenance	10,567.00	10,500.00
Equipment Rental	335.40	335.40
Postage	2535.72	2540.00
Printing, Binding, Duplicating	500.00	500.00
I/S Travel/Workshops	835.41	800.00
Mileage	500.00	0.00
Class Supplies	1269.14	1800.00
Books	6440.00	10,000.00
Software/Electronic Media Materials	32.22	0.00
Technical Equipment	1846.85	1500.00
General Equipment	3000.00	1500.00
Library Media Maintenance and Repairs	771.00	800.00
Library Media Supplies, Periodicals, Software, Equipment	4869.00	4800.00
Art Class Supplies	4125.00	4000.00
Business Class Supplies	357.00	350.00
English Class Supplies/Books	5801.00	5500.00
Literacy Supplies	385.00	385.00
Drama Class Supplies	1000.00	1000.00
Freshman Seminar Supplies	750.00	0.00
Foreign Language Travel/Workshops and Class Supplies	1769.00	1250.00
Health Curriculum	3575.00	3575.00
Math Travel/Workshops, Class Supplies, Books	4256.00	4300.00
Vocal Music Travel/Workshops and Class Supplies	3894.00	3300.00
Instrumental Music Supplies	4757.20	4700.00
Music Transportation	60.80	500.00
Science I/S Travel/Workshops, Class Supplies, Chemicals	7250.00	6000.00
Social Studies Travel/Workshops and Class Supplies	1125.00	1500.00
SPED Supplies and Transportation	1321.00	1300.00
Guidance Counseling Printing, Workshops, Supplies, Books, Dues/Fees	4150.00	4150.00
Health Supplies	375.00	500.00
Secretarial Sub Pay	311.00	0.00
Operating Lease (copiers), Repairs and Maintenance	13,370.80	13,400.00
Telecommunications	3922.78	3922.00
Postage Machine Rental and Postage	826.28	830.00
Administration Printing	500.00	500.00
Administration Mileage	500.00	0.00
Administration Supplies	31.25	100.00
Administration Books	500.00	0.00
Administration Electronic Media	1040.60	1040.60
Administration Tech Equipment	875.00	875.00
Administration Membership Dues/Fees	0.00	0.00
Professional Development Funds	0.00	2000.00
FHS Contingency Fund	2619.73	2500.00
<b>TOTAL</b>	<b>102,950.18</b>	<b>102,553.00</b>

*The budget for the 2015-2016 school year would be approved by the Leadership Team and the FHS SAC Committee.*

## **SECTION VI: Estimation of the Cost Savings and Increased Efficiencies as a result of the Plan**

There will be a significant change in the effective and focused use of funding at Falcon High School as a result of the plans to be developed. Through development of academies, participation in concurrent enrollment, and participation in CTE programs, current dollars will be used more efficiently and additional funding opportunities may be realized through CTE reimbursements, industry contributions, and grant opportunities. The estimated cost saving and increased efficiencies will be developed as part of each program development.

## **REVIEW, REVISION, ELIMINATION, RENEWAL OF INNOVATION STATUS**

The Innovation Plan, adopted in April 2012, is considered for renewal every three years per the Colorado Innovative School Act. At this time, Falcon High School will review the current Innovation Plan and determine whether or not to alter, revise, or rescind the Innovation Plan or Status with the consent of a majority of the teachers, majority of the School Advisory Committee, and a majority of the administrators employed as of September 1, 2015. This is articulated in full in Section 22-32.5/110, District of Innovation – review of innovation schools and innovation school zones.

The logo of Falcon High School is a large, stylized letter 'F' in the background. It is composed of three nested shapes: a light green outer border, a grey middle shape, and a white inner shape. The 'F' is oriented diagonally, pointing towards the bottom right.

# **FALCON HIGH SCHOOL EDUCATION PLAN March 25, 2015**

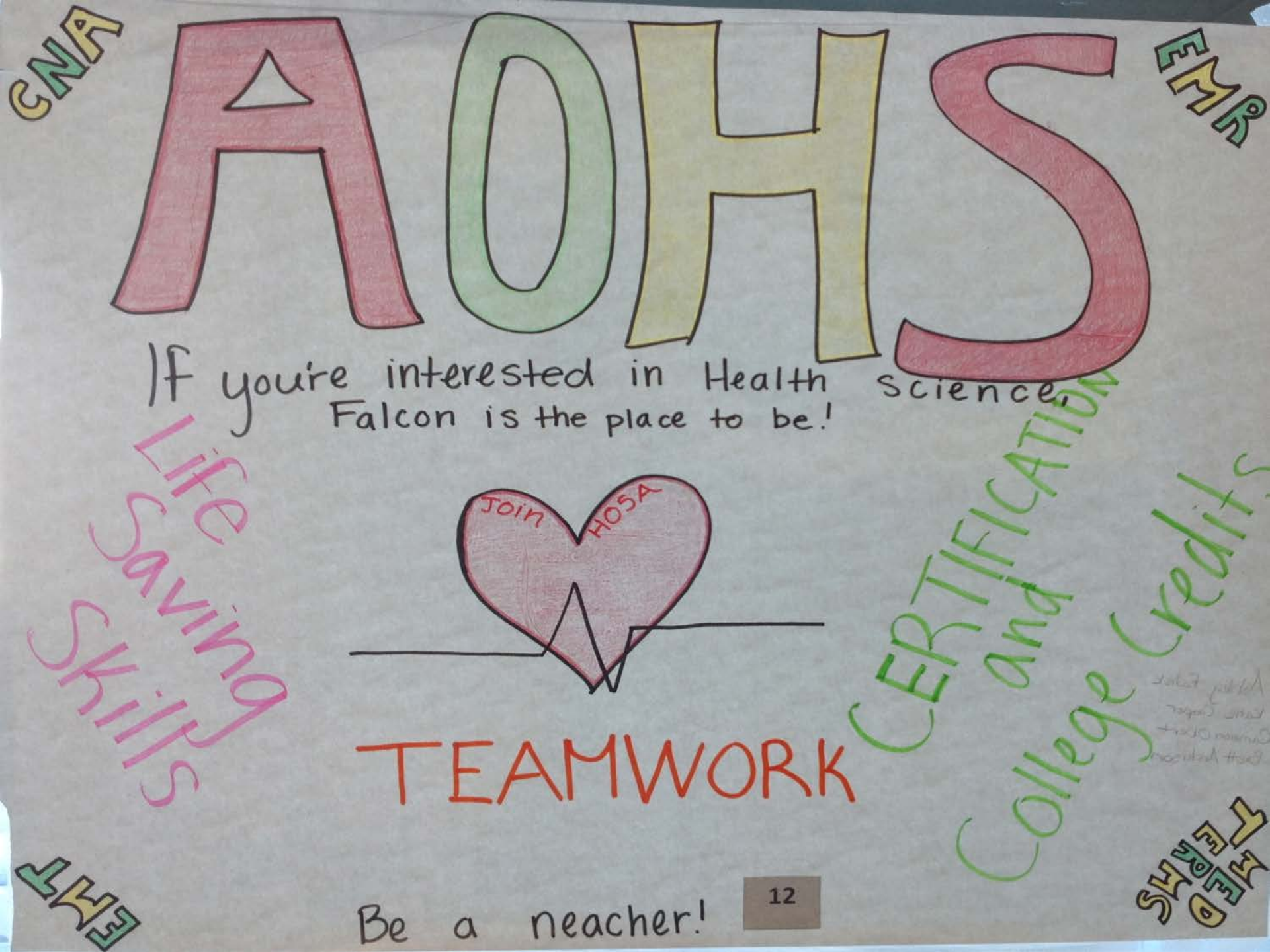
***Planning for the Future at Falcon High School!***



# **FALCON HIGH SCHOOL**

## **Who Are We?**

**Teams of Seniors (and a few Juniors) were asked to create posters about the things that they love most about Falcon High School ...**



# AOHHS

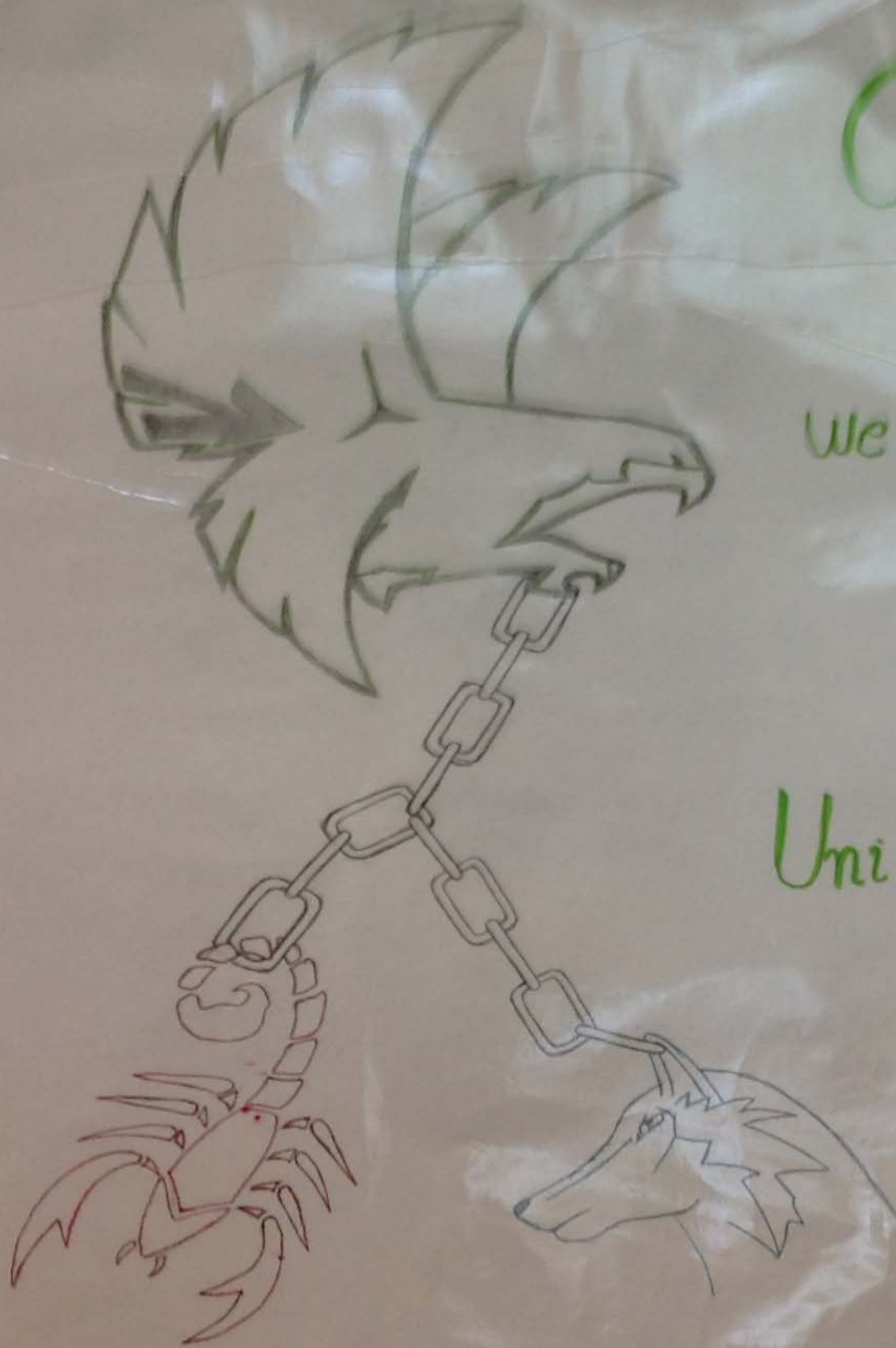
If you're interested in Health Science,  
Falcon is the place to be!



## TEAMWORK

Be a neacher!



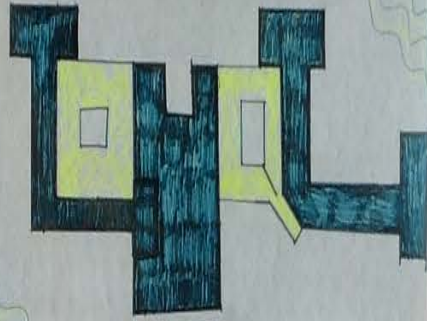


Green can be  
**EXTREME** when  
we work as a team

United we **SOAR**

WE  
ARE

Friendly



Optimistic



ALCON

17

Richie's  
eeeeee eeeee

Caring

Never-ending  
FUN!



DeGEORGE



I am a Falcon  
Our colors are Green & Gold  
I am a Falcon

17/10/97  
17/10/97  
17/10/97  
17/10/97



GOLD  
79  
AU  
196.97

FALCONS

$$f(x) = 12x^4 + 6x^3 + 2x^2 + 42x - 37$$

$$\frac{df}{dx} = 48x^3 + 18x^2 + 4x + 42$$

$$\frac{d^2f}{dx^2} = 144x^2 + 36x + 4$$



Yo Soy  
un Falcon  
Yo Soy  
un Falcon

Through Our Differences  
We Are...

Dumb

Open Minded

Individualistic

Caring

Sexuality

Free Race

ONE

CLAZZ

Empathetic

Book Worm

Gamer

Pro Gamer

Hairy

Wonderful

Anime Freak



Wierd

WE

Are...

ONE

Through

Our

Differences



Individualist

Anime Freak

EMPATHETIC



GAMER

Book Worm

Open Minded



We've Got

F  
a  
l  
c  
o  
n

N  
a  
t  
i  
o  
n



Canada  
-Hello  
-Bonjour

Norway  
Halla

Japan  
Kon'nichiwa

Hola  
Spain

South Korea  
annyeonghaseyo

Germany  
Halla

Ecuador  
Hola

Hej  
Denmark

tadiyass  
Ethiopia

Switzerland  
- Halla  
- Gruezi

Eritrea  
Selam

France  
Bonjour

Falcon

Friendly

Foreigners

China  
Nin hao

Sweden  
Halla



THIS

is us

United

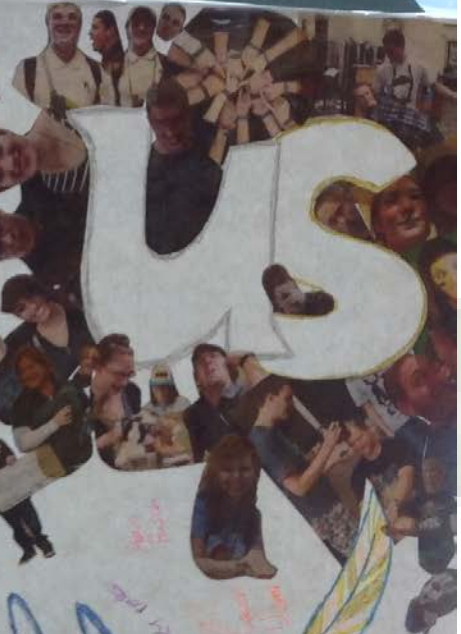
WE

fly

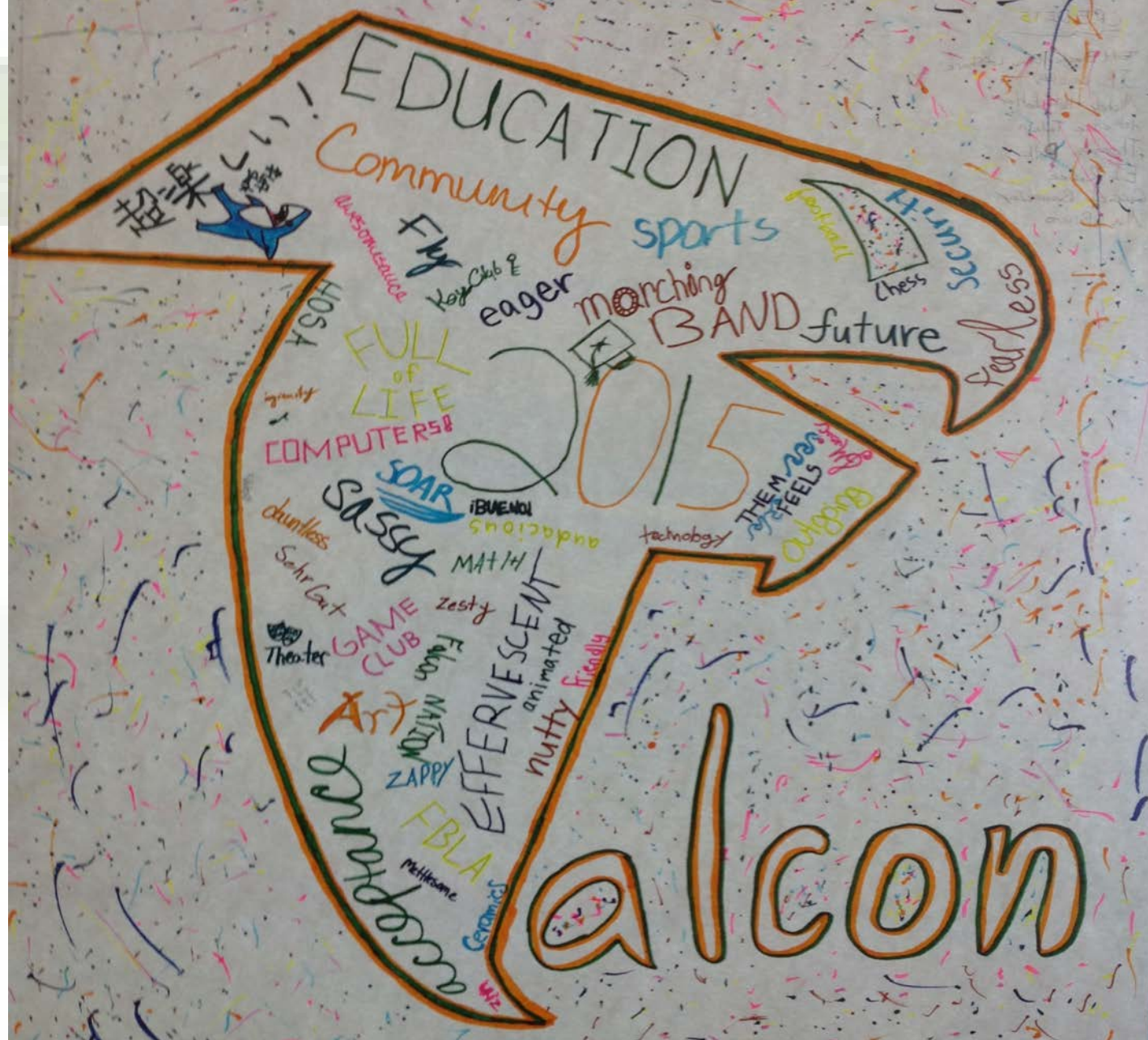
Falcon

FALCONS

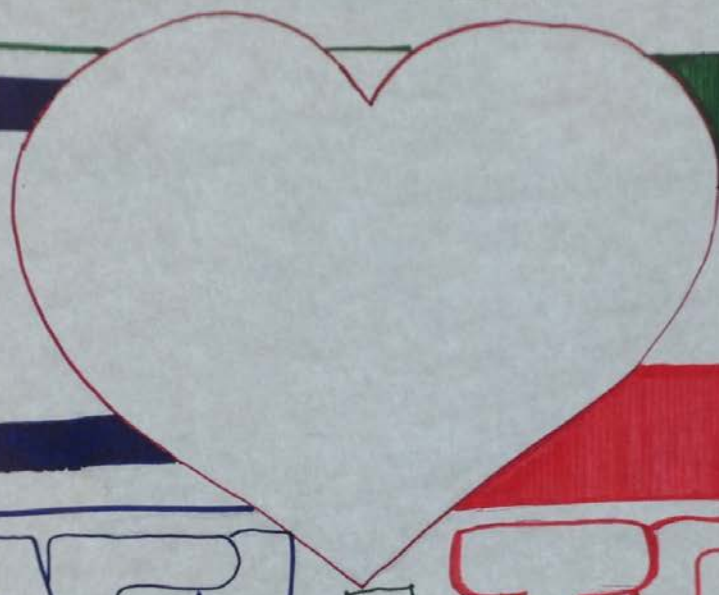
FALCON







FALCON



ISRAEL & IRAN



Handmade

Handmade

Handmade

?



Achievement

Graduation

Success

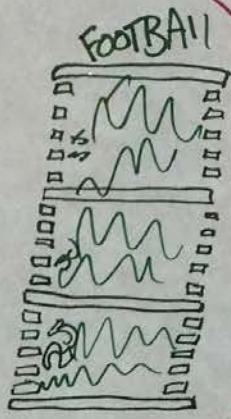


Falcon Nation



NATION

Falcon  
High  
School



FHS



FHS

I ♥ FALCON

HUGS  
NOT  
DRUGS

Anti-Bully  
Zone

USA



FHS is  
The BEST



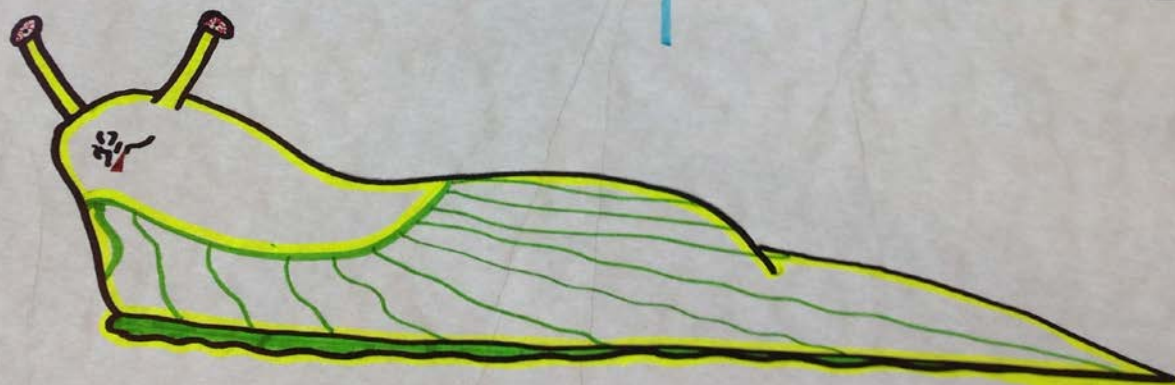
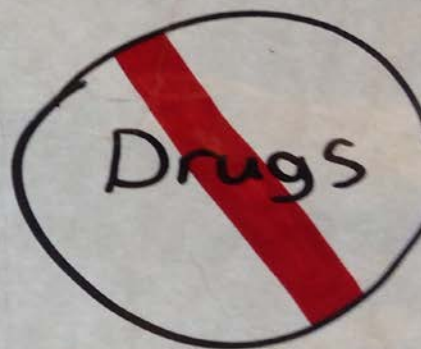


Because the  
world...



needs people who  
love what they  
DO!

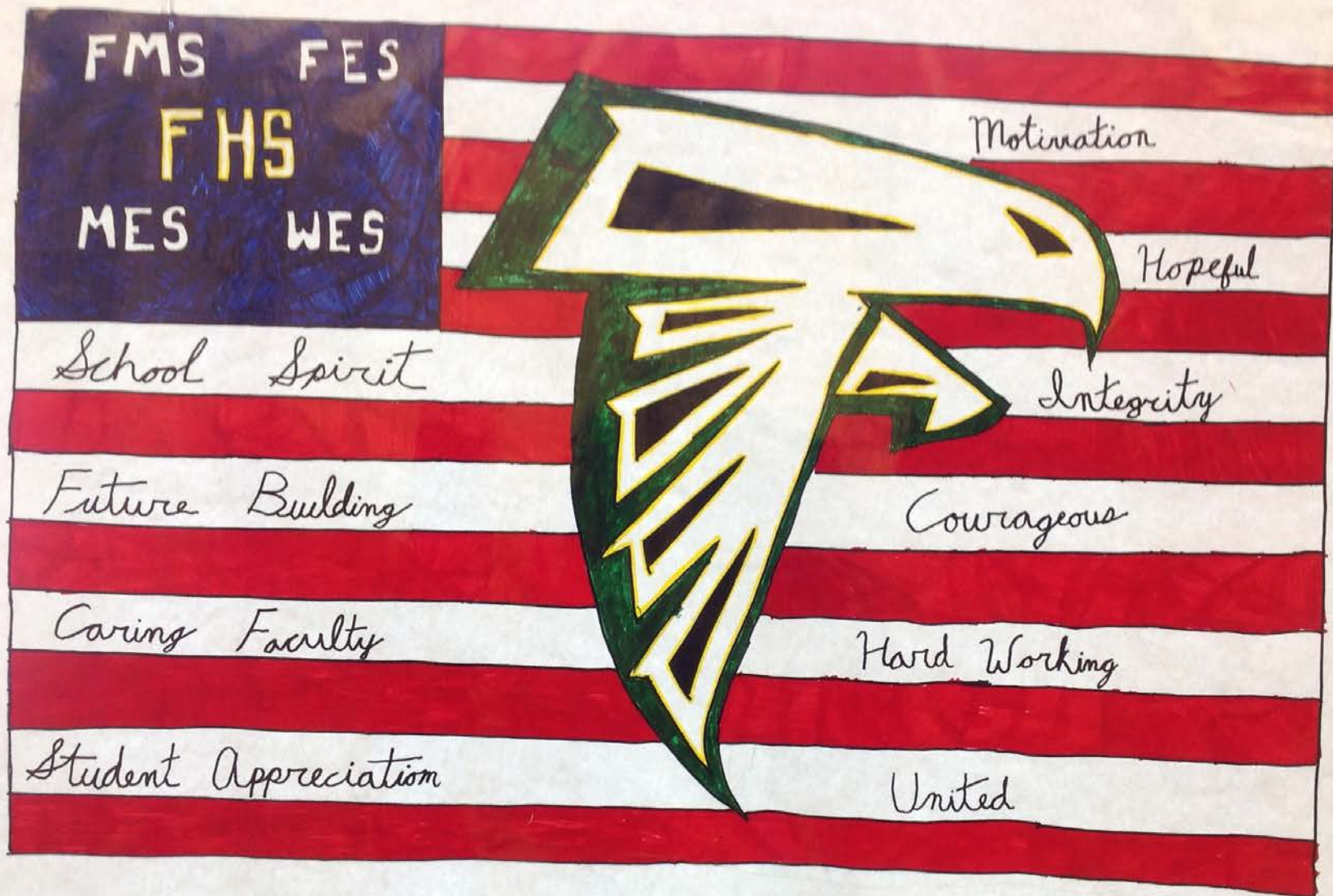
# Drugs



Falcon High School - NO SLUGS! \*

-SLUG FREE ZONE...





**FALCON**

**NATION**

# **Purpose of Our Education Plan**

- **Preserve the strong positive things about Falcon**
- **Retain the integrity of our educational goals for students**
- **Increase community engagement and collaboration**
- **Teacher, student, and community groups to provide feedback**

# Purpose of Our Education Plan

Ensure that students are prepared:

- *for life after high school*
- *with personal character traits*
- *with practical life skills*
- *to succeed on individual pathways determined by strengths and preferences*



# **Our Process**

- **Parent concerns and pending Innovation Plan review**
- **Parent/Student/Teacher Surveys**
- **Two community meetings**
- **Public comment open for a week after each community meeting**
- **Rough draft of plan**
- **Review of plan by staff and SAC**
- **Final Revision**



# **Key Components of the Plan**

- **Academic Standards (Expectations and Accountability)**
- **Assessment and Feedback**
- **Documentation and Reporting**
- **Communication**

# **Standards/Expectations/Accountability**

- **Standards are accessible, consistent, and clearly defined**
- **Well trained teachers**
- **Data driven instruction**
- **Variety of assessments**
- **Multiple opportunities to demonstrate mastery**
- **Accurate communication of expectations**
- **Syllabi with topics and major projects each semester**
- **Accountability for all – clearly defined and transparent**

# Assessment and Feedback

- A body of evidence
- Feedback is timely and targeted to give students direction about what they need to improve
- Assessments and feedback are consistent across teachers/departments
- Assessments and feedback will tell parents and students how the student is progressing toward mastery of content and skills
- Multiple forms of assessment
- Assessments measure and report performance quality defined by a rubric or detailed syllabus.

# Documentation and Reporting

- Grades report strengths and weaknesses
- Report cards use familiar language- some reflection of effort
- Meets new Colorado Graduation Guidelines
- In alignment with Board Policy
- Transcripts in format colleges understand
- Familiar languages used to communicate with colleges
- Compatible with District Student Information System
- Does not overburden teachers with cumbersome procedures



# Communication

- Clear communication with objectives, reasons and expectations
- Written for different audiences
- Brief, bulleted, and to the point – link to expand
- Multiple modes of communication
- Develop advocates – teacher, student, parent, and community

# **Other Components**

- **Instructional Professional Learning Communities**
- **Development of New Academies**
- **Concurrent Enrollment**
- **Implementation of E-days**
- **Review/Revise/Eliminate/Renew Innovation Plan**

# Improvements in Academic Achievement

Since new CMAS/PARCC will not provide growth data for the next 1-2 years, we are expecting a 5% gain in the school's percentile ranking in Reading, Writing, and Math.

How – ICAPs, ACT Prep, Concurrent Enrollment, Development of Academies, Authentic Common Assessments, UBD lesson plans, and grading practices that give a true picture of student skills and knowledge.

# **Improvements in Academic Achievement – How Will We Know?**

Administration and Staff will be able to monitor the progress of our achievement and ranking gains through the use of semester common assessments, semester average grade point averages, annual ACT and state assessment scores, as well as college acceptance, college remediation rates, and scholarships as reported annually. An annual report will be published each June with reporting on all of these measures.



# Tentative Timelines

- **Grading System:**  
begin 4/6/15                      completed 5/26/15
- **Instructional PLCs:**  
begin 4/6/15                      completed by 8/15/15
- **Academies**  
begin 3/18/15                      completed by 9/1/15
- **Concurrent Enrollment:**  
begin 4/15/15                      completed by 5/25/15
- **Innovation Plan:**  
begin 3/16/15                      completed by 8/1/15

# Budget Information

The budget found on page 10 of the Education Plan is a rough outline of some of the possibilities we have to adjust. Additional money has been moved to technology expenses and staff professional development in anticipation of the implementation of the Education Plan. The budget process for Falcon High School will become a collaborative effort between administration, staff, and the School Advisory Committee to determine true budget amounts for the upcoming school year.

# Next Steps

**Grading System** – Committee formed to create a system that meets identified criteria by 4/6/15

**Instructional PLCs** – Committee formed to plan for 2015\_2016 school year PLCs

**Academies** – Principal's Council (student) input 3/18/15, 4/20/15, Dept. meetings to prioritize Academies by 5/9/15

**Concurrent Enrollment** – Current plans and policies in writing by 4/15/15

**Innovation Plan** – Staff review 3/18/15, SAC review 3/17/15 of Education and Innovation Plans, Leadership team to work on the Innovation Plan by 4/15/15

# Our Students and Programs

**2 Merit Scholar Finalists**

Nationally recognized S2S Program

Recipient of AFA Educator Grant

**3 Military Appointments, 2 additional nominations**

Waiting to hear

**2 Boettcher Scholar Finalists**

**Award winning artists**

FHS Knowledge Bowl headed to state

\$4,000,000+ in scholarships offered to date

Award winning AFJROTC Program

**2 HOSA state officers**

Award winning Cyber Patriot Program

**23 National HOSA qualifiers**

DECA state finalist

State runner up in football

**Thank You  
from  
The Falcon Nation**



## BOARD OF EDUCATION AGENDA ITEM 6

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	D. Barnes, Assistant Principal, Falcon High School
<b>TITLE OF AGENDA ITEM:</b>	New Course Approvals
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As Vista Ridge continues to develop a stronger educational program, there are new courses needed that will help strengthen our STEM programs. Other new courses will help students develop skills to be life long learners.

### **RATIONALE:**

**Adventure PE:** Adventure PE will use unique situations and purposeful activities to provide an environment for learning about an outdoor adventure lifestyle.

**Biomedical IV:** Medical Innovations. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

**Medical Forensics:** This year-long course is designed to create an awareness of the branch of health science relating to medical forensics. This course will be CTE supported, by adding it to the current Biomedical Science Pathway. Additionally, this course has been approved through UCCS for Dual College Credit via the CU Succeed Program.

**Astrophysics:** The course will not only address the Earth System Science State Standards, but it will also put into practical application what they have learned in physics and chemistry using the space sciences.

**Lab Tech Assistance:** This course will give students the experience of preparing labs for science classes as well as working with students in class.

**Beginning Instrumentals:** Beginning Instruments offers students who did not elect band early in their school career or have had limited band experience the opportunity to learn to play a band instrument at the high school level.

**Music Theory:** Music Theory will offer students the opportunity to learn about music from a constructional point of view.

**Introduction to Computer Science: (ICS).** ICS is designed to be the first computer science course for students who have never written code. Students create apps for mobile devices, explore the impact of computing in society, and learn how computing applies in various career fields.

**Computer Science Applications: (CSA).** In CSA, students collaborate to integrate technologies across multiple platforms, mobile devices, and networks.

**Computer Problem Solving: (CPS).** Students get the opportunity to work in a team to deliver a software solution to a real-world design problem.

### **Independent Computer Systems:**

**Artificial Intelligence:** Students develop artificially intelligent systems that generate solutions to real problems found in science and industry and use a wide array of applications, including automated vehicles and computer vision

**Cybersecurity: (SEC)** This course introduces the tools and concepts of cybersecurity and encourages students to develop solutions that allow people to share computing resources while protecting privacy.

**Simulations and Modeling: (SAM).** Students create models and run simulations to communicate central ideas in the physical, biological, and social sciences and deepen their understanding of concepts in discrete math and computer science.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**





BOE Work Session March 25, 2015  
Item 6 continued

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Many of these courses will be supported by CTE funds and will have a limited impact on the school budget.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Some courses will partner with local businesses such as Adventure PE or BioMed IV.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Provide more opportunities for students as well as a new curricular pathway.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	Provide a variety of unique courses to offer students additional course choices and stronger pathways.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Develop students into life long learners and give them skills to be successful in the future.

**FUNDING REQUIRED:**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to an action item at the April 9<sup>th</sup> board meeting.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 13, 2015

# Vista Ridge High School

## *Proposal: Adventure PE Class Curriculum*

**Objective:** Provide a PE course that offers students the opportunity to learn skills related to an outdoor adventure lifestyle while still meeting the basic Physical Education standards as established by the Colorado Department of Education.

### **Units of Study:**

1. Backpacking/Camping
2. Survival Training
  - Shelters
  - Fire Starting
  - Signaling
  - Prioritization
3. Safety/First Aid in the Backcountry
  - Clothing/Dress
  - Footwear
  - Must-Have Items
4. Cycling
5. Disc Sports
  - a. Ultimate Frisbee
  - b. Disc Golf
6. Climbing
  - a. Indoor Wall
  - b. Rock
  - c. Rapelling
7. Maps/Compass/Navigation
8. Miscellaneous
  - a. Slack-Lining
  - b.
9. Environmental/Ecological Awareness
10. Water Sports
  - Canoeing/Kayak/Paddling
11. Teambuilding/Character Education
12. Adventure Racing

The class will involve a combination of conditioning activities, classroom learning, hands-on simulations and off-campus activities. The culmination of the course will be participation in a local/regional adventure-type race (Tough Mudder, etc.)

Participation Limit: 20-25 students

Fee: approximately \$75/student to cover off-campus activities (bus trips, participation fees)

# **What is Adventure PE?**

Adventure PE will use unique situations and purposeful activities to provide an environment for learning about an outdoor adventure lifestyle. The goal is to create a safe, simulated environment where students may challenge themselves to push beyond their comfort zone and transfer those experiences directly to the school, community, home, or workplace.

At the conclusion of this course, the student will have:

1. Actively engaged in activity while learning rules, strategies and history of each activity
2. Increased student personal level of fitness and strength
3. Increased student skill level in a variety traditional and non-traditional activities
4. Described, defined and analyzed the importance of physical movement in everyday life.

## **COURSE LEVEL:**

This course is open to all students in grades 11 and 12.

## **COURSE CONTENT**

This course will consist of traditional and non-traditional sports. Students will discover their leadership abilities while practicing new roles in teamwork, problem solving and group initiatives. Students will have the opportunity to become First Aid and CPR certified. Students will get to experience many different activities not normally offered in a traditional physical education class. Many of these activities will be off campus, therefore this course requires students to have transportation around town; a drivers license is strongly recommended.

## **COURSE INSTRUCTION**

Instruction will primarily consist of skill practice, demonstration and game play, however lecture and other methods of instruction will be utilized. Those methods include, but are not limited to, independent skill discovery, group collaboration and student instruction/demonstration.

## **Syllabus: Biomedical Innovations (Biomed IV)**

Curriculum: On-line (no cost) my.pltw.org

### **1<sup>st</sup> Semester:**

- Problem 1: Design of an Effective Emergency Room
- Problem 2: Exploring Human Physiology
- Problem 3: Design of a Medical innovation
- Problem 4: Molecular Biology in Action

### **2<sup>nd</sup> Semester:**

- Problem 5: Investigating Environmental Health
- Problem 6: Combating a Public Health Issue
- Problem 7: Forensic Autopsy
- Problem 8: Independent Project

**Tests:** Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester, with a cumulative End of Course Exam.

**Projects and Activities:** Projects and Activities are to be completed in your lab notebook, due dates for labs will be specified during the lab discussions.

<b>Grading:</b>	Chapter Tests	40%	Activities and Projects	40%
(each semester)	Final Exam	20%		

**\*\*\*\* Syllabus subject to change after staff member has completed summer PLTW training,**



**Grade Level: 11-12**

**Length: Year**

*Prerequisites: Successful completion (C or better) of Linear Physics (or similar 1<sup>st</sup> year physics course), and Chemistry. Strongly encouraged for those in the Biomedical Pathway.*

**\$10 Class Fee-** *Due to the amount of applications of concepts, fees will be used to purchase those particular lab materials needed.*

**Syllabus: Medical Forensics**

Curriculum: Available online through Schoology

1<sup>st</sup> Semester: Origin and Structure of the Universe

- Introduction to Medical Forensics
- Fundamental Laboratory Skills
- Trace Evidence
- Fingerprint Identification
- Hair and Fiber Analysis
- Serology

2<sup>nd</sup> Semester: Stars and Galaxies

- Mortality
- Forensic Psychology
- Forensic Anthropology
- Toxicology
- DNA Evidence
- Medical Forensic Investigation

Assignments:

**Tests:** Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester.

**Labs:** After most labs there will be a worksheet, or lab write-up to be handed in. Due dates for labs will be specified during the lab discussions.

<b>Grading:</b> (each semester)	Chapter Tests	35%
	Final Exam	20%
	Labs	25%
	Assignments	20%

*(The above percentages are approximate)*

**\*\*\* Syllabus subject to change.**



## Syllabus: Astrophysics – Modern Cosmology

Textbook: On-line (no cost) <http://www.teachastronomy.com/textbook>

Supporting Materials: <http://zebu.uoregon.edu/1996/astr123.html>

### 1<sup>st</sup> Semester: Origin and Structure of the Universe

- Ancient Cosmology
- Moving Towards Modern Cosmology
- Thermal History of the Very Early Universe
- The Radiation Dominated Era
- Dark Matter and Dark Energy

### 2<sup>nd</sup> Semester: Stars and Galaxies

- Formation of Galaxies, Stars, and Solar Systems
- The Life and Death of Stars
- Supernovae
- Black Holes

### Assignments:

**Tests:** Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester.

**Labs:** After most labs there will be a worksheet, or lab write-up to be handed in. Due dates for labs will be specified during the lab discussions.

**Homework:** Homework will include four types: practice, preparation, extension, and creativity.

Practice: used to practice and reinforce skills learned in class.

Preparation: helps prepare students for an upcoming lesson or unit.

Extension: require students to produce self-initiated projects allowing them to apply and analyze information presented in class.

Creativity: offers students the opportunity to think critically and engage in problem-solving activities; encourages students to integrate a variety of skills and concepts presented in class and to construct their personal model of understanding.

**Review Questions (Practice):** Review questions at the end of each chapter in the textbook. **There will be no better method of studying** for tests and the final than going over the answers to these review questions and reading through your lecture notes.

**Short Reports (Preparation/Extension):** I will assign a variety of brief informational research projects on a regular basis. To receive full credit for a short report the following criteria must be met: 1) Report must be “On Topic”; 2) Reference(s) must be cited; 3) Reports must be typed; and 4) Although I will not be “counting words”, consider ½ page a minimum length.

### Research Paper/Presentation (Extension/Creativity):

This will be accomplished 1<sup>st</sup> quarter. Specific requirements will be provided under separate cover.

### Astronomy Magazine Project (Extension/Creativity):

This will be accomplished 4<sup>th</sup> quarter. Specific requirements will be provided under separate cover.

Grading: (each semester)	Chapter Tests	40%	Short Reports	5%
	Final Exam	20%	Research Paper	10% (1 <sup>st</sup> Semester)
	Labs	20%	Magazine Project	10% (2 <sup>nd</sup> Semester)
	Observation Log	5%		

*(The above percentages are approximate)*

### Grading Categories:

Application of Content (Lab execution, data analysis, observation logs)	20%
Demonstration of Cooperative Learning (Projects)	10%
Demonstration of Independent Thought (Short reports, research paper, lab write-ups)	20%
Demonstration of Proficiency (Exams & Quizzes)	20%
Effective Data Collection (Self-explanatory)	10%
Effective Use of Resources (Notes, class preparation, research, etc.)	10%
Practice of Content (Worksheets, calculations, etc.)	10%



## Course Catalog Description:

### SCxxxx Astrophysics - Modern Cosmology

**Grade Level: 11-12**

**Length: Year**

*Prerequisites: Successful completion (C or better) of Linear Physics (or similar 1<sup>st</sup> year physics course), Chemistry, and Geometry.*

#### **\$10 Class Fee**

With an emphasis on physics and chemistry, this course introduces students to the nature and workings of the Sun, stars, neutron stars, black holes, interstellar gas, galaxies, quasars, plus structure and origins of the universe. It covers the Big Bang; the age, size, and structure of the universe; and the origin of the elements and of stars, galaxies, the solar system, and life.



**Prerequisites:** Applicants must be enrolled in/or have completed one or more science courses, including Chemistry and Biology, achieved at a B or higher standing in all of their highest level science and math courses. In addition, student selections are at the discretion of the science department.

**Special Training, Facilities or Equipment Required:** Students in this course should be supervised by a science teacher or a qualified adult lab technician. Students may work with the qualified adult technician, but assessment must ultimately be carried out by the science teacher.

**Course Extension through Independent Directed Studies:**

**Course Synopsis:**

This course is intended for senior students with a strong science background. It is intended to benefit those who intend to pursue post secondary studies in science-based fields. This is a laboratory course that will expand upon, or be done in conjunction with, some of the basic laboratory work that was done in previous lab based courses. Students are involved in the preparation of laboratory material, including solutions, chemical supplies, and equipment. In addition, they will be trained in the working procedures of laboratory preparations, including stock accountability (receiving, ordering, and inventory), applied mathematics, safety, daily procedures and laboratory organization. Finally, a teaching aspect is added to the laboratory technician course as the student will assist in the classroom, during labs to ensure proper technique.

**Procedure:**

		Time
Step 1	Application Process	To be established in collaboration by the student and teacher.
Step 2	Practical Experience	
Step 3	Reflection and Evidence Submission	
<b>Total Hours</b>		120

**Step 1: Application Process**

Students will complete an application process to acknowledge their learning plan and commitments to the course:

*It is expected the student will:*

- be able to relate purpose, content, structure of the proposed learning experience
- submit an acceptable application form, and/or letter of application

**Step 2: Practical Field Experience**

Students will participate in the practical field experience identified in the Application Process.

*It is expected the student will:*

- engage in assigned activities for the prescribed time
- follow school, health and/or safety practices including: becoming familiar with the VRHS requirements for safely handling, preparing and storing chemicals and equipment, and the Science Safety document recommendations.
- demonstrate the characteristics and habits of a successful laboratory technician in the workplace by developing employability skills including:
  - consistent and punctual attendance
  - appropriate dress and personal hygiene
  - effective communication with supervisors, co-participants and other students
  - positive attitude towards training and experience
  - high standard of neat and accurate work
  - effective time management and productivity
  - recognize and thank the activity sponsor

### Step 3: Reflection and Evidence Submission

The student will participate in reflection activities to identify and evaluate learning as a result of participation in the activity/experience.

*It is expected the student will:*

- prepare documentation to include in a graduation portfolio (this could include student reports, photographs, activity samples)
- update résumé information to include completed experiences
- connect personal experiences in the activity to the curriculum as identified in the Learning Plan
- discuss and share the experience(s) with the supervising teacher

### Assessment Component:

An educator with a valid teaching certificate will evaluate each student on an individual basis.

Assessment is ongoing and is based upon students' performance of the outcomes in each of the above areas. Ultimately, the final grade is arrived at after assessing students' on-going progress and improvement in each area and their culminating ability.

Students' on-going progress and improvement is formatively assessed only. Summative assessment is based upon their culminating ability at two points during the course (the end of each term).

Components that may be assessed:

➤ Employability Skills	10%
➤ Safety	20%
➤ Preparation	40%
➤ Computer Skills	10%
➤ Evaluation (Self)/Instruction	20%

### Additional Information:

Through this opportunity it is expected that students will:

- gain experience that makes further study more meaningful
- gain information and experience to enable informed career choice and planning
- gain confidence in themselves
- develop and demonstrate networking skills
- initiate their own learning experiences

# **Vista Ridge High School**

## **New Music Courses**

### **Beginning Instruments**

Students who are a part of the band programs in D49 only have one opportunity to join band (6<sup>th</sup> grade) without a significant amount of remediation. Beginning Instruments offers students who did not elect band in 6<sup>th</sup> grade the opportunity to learn to play a band instrument at the high school level. Similarly, students who initially chose band but then failed to continue through middle school could sign up for the course as well. The course will be suited to the needs of the individual, and will serve as a springboard for participation in high school band.

At the conclusion of this course, the student will have:

1. Learned proper care and maintenance of their instrument and music supplies
2. Developed characteristic tone quality through a wide range of dynamics and pitches
3. Learned rhythmic notation and performance skills necessary for participation in high school band
4. Developed a basic understanding of wind band literature and performance styles

### **Music Theory**

Music Theory will offer students the opportunity to learn about music from a constructional point of view. Students will study scale and chord structure, learn how different chords are related to one another to create harmonic motion, and learn to analyze written music. Students will begin to tear down the constructs of both pop and traditional music and understand them from the inside, out. They will even begin writing their own music based on the methods taught during the class. Note: This class could eventually be offered for AP credit with proper AP training and permissions.

At the conclusion of this course, the student will have:

1. Actively engaged in activity while learning the application of music theory.
2. Developed the ability to analyze a work of music for its compositional elements.
3. Learned the basics of music composition.
4. Compose basic music based on skills taught during the class.



# COMPUTER SCIENCE IS MORE THAN AN APP ON YOUR SMARTPHONE.

New technologies are responsible for the most life-altering advancements in recent years. Every field - including medicine and engineering, entertainment and business - has transformed thanks to computer science and will continue to evolve in unimaginable ways. Today's students have an amazing opportunity to make the next world-changing breakthroughs using computer science.

From a national perspective, the imperative to increase the U.S. talent pool in computer science and software engineering is clear. The projected number of job openings in 2018 for STEM fields will reach 2.8 million, with half of them being for computer specialists.

Like many other STEM fields, the current demand and supply are mismatched, as computer science career openings outpace students' skills and interest. Also, like many other fields, interest starts long before a student decides on a major or even applies to college.

How do we prepare students to use computational thinking, program like pros, and be agile?

## PLTW Computer Science

PLTW Computer Science™ engages high school students in computational thinking through activity-, project-, problem-based learning and gets them excited about the possibilities in careers that use computing. Schools with PLTW Computer Science offer a minimum of three years of content to their students, including either the optional introductory course (ICS) and one or more of the foundation courses.

Courses will roll out over a four-year period. Schools can bring on the *Computer Science and Software Engineering* (CSE) course immediately as part of the PLTW Computer Science program or as a specialty course in PLTW Engineering.

### Computer Science and Software Engineering (CSE)

PLTW's CSE course teaches students how to solve problems using computational thinking and skills. CSE introduces students to professional programming languages and platforms and encourages students to use these tools to discover, collaborate, and create. Using Python and other languages, students develop their own app, create dynamic websites, and construct their own graphical user interface.

CSE is not only aligned to the Computer Science Teachers Association (CSTA) 3B standards, but also challenges students to discover connections between computer science and digital electronics and data visualization.

An ideal starting point for any school, CSE provides the opportunity to build a complete Computer Science program with PLTW.

## PLTW Computer Science Curriculum

### Introductory Course

#### ICS Introduction to Computer Science 0.5 years\*

ICS is designed to be the first computer science course for students who have never written code. Students create apps for mobile devices, explore the impact of computing in society, and learn how computing applies in various career fields.

Available in 2016-17

### Foundation Courses

#### CSE Computer Science and Software Engineering 1 year^

Available Now!

This course aims to develop computational thinking, generate excitement about career paths that incorporate computing, and introduce professional tools that foster creativity and collaboration.

#### CSA Computer Science Applications 1 year~

Available in 2016-17

In CSA, students collaborate to integrate technologies across multiple platforms, mobile devices, and networks.

### Specialization Courses

#### SAIM Simulation and Modeling 0.5 years~

Available in 2017-18

Students create models and run simulations to communicate central ideas in the physical, biological, and social sciences and deepen their understanding of concepts in discrete math and computer science.

#### AI Artificial Intelligence 0.5 years~

Available in 2018-19

Students develop artificially intelligent systems that generate solutions to real problems found in science and industry and use a wide array of applications, including automated vehicles and computer vision.

#### SEC Cybersecurity 0.5 years~

Available in 2018-19

This course introduces the tools and concepts of cybersecurity and encourages students to develop solutions that allow people to share computing resources while protecting privacy. SEC raises students' knowledge of and commitment to ethical computing behavior.

### Capstone Course

#### CPS Computational Problem Solving 1 year~

Available in 2018-19

Students get the opportunity to work in a team to deliver a software solution to a real-world design problem. Throughout the project, students apply effective practices in problem solving, documentation, software development, and presentation.

\*Course aligns with CSTA 3A standards. ^Course aligns with CSTA 3B standards. ~Course aligns with CSTA.

**BOARD OF EDUCATION AGENDA ITEM 7**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Jim Bonavita
<b>TITLE OF AGENDA ITEM:</b>	RFP Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As we enter the spring approval cycle, it is a best practice to refresh and update the district's request for proposals.

**RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	The RFP was edited and the Appendices were taken out and made an additional file along with the RFP to make for a more streamlined document
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Informational Item

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 13, 2015

The slide features a solid blue background. On the left and right edges, there are decorative geometric patterns composed of overlapping chevron and parallelogram shapes in yellow, magenta, and light blue. The text is centered in the upper half of the slide.

# **D49**

## **Request For Proposal**

### Changes and Additions

# D49

## Request for Proposal

Cover Letter

Timeline

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### *Charter School Application Timeline*

<b>Date</b>	<b>Task</b>
March 16, 2015, 4:30 pm	<i>Intent to Apply Form due</i>
April 30, 2015, 4:30 pm	<i>Charter application due</i>
May 14, 2015, 4:30 pm	<i>District deadline for reviewing submitted charter applications for completeness</i> Applicants notified of any missing charter application sections. If information is complete, the applicant receives written documentation verifying the completeness.
May 11 – June 1, 2015, 4:30 pm	The Charter School Subcommittee of the District Accountability Committee conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than May 25, 2015
May 11 – June 1, 2015	The Application Review Team conducts its review and evaluation of charter applications.
May 21, 2015, 4:30 pm	<i>Information missing from the charter application must be submitted to the district. The district provides documentation when the application is complete and will be reviewed.</i>
June 1 – June 5, 2015	The Application Review Team interviews charter applicants and requests additional clarification in writing.
June 12, 2015	Applicant's written response due to the Application Review Team.
June 25, 2015	<i>Board of Education Work Session</i> at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions
July 10, 2105	<i>Regular Board of Education Meeting</i> at which community members and parents can express support or concern regarding charter applications Individuals wishing to make public comment should sign up to do so according to the district's normal procedure.
July 10, 205	<i>Regular Board of Education Meeting</i> at which the Application Review Team presents its formal recommendations regarding approval or denial of charter applications. The School Board votes on the charter application.





[PH1][PH2][PH3]

[PH4]

## Request for Proposals

To open in ~~2015 – 16~~2016 – 17 or thereafter

**Falcon School District 49 Mission**

~~Our mission at Falcon School District 49 is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.~~

**Falcon School District 49 Vision**

~~We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the District is done.~~

**District 49 Mission**

*The Mission of School District 49 is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.*

**District 49 Vision**

*We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the District is done.*

**Process managed by**

~~Falcon~~**District 49 iConnect Zone**

10850 E. Woodman Road

Peyton, CO 80831

719-494-8910

~~kmcclelland@d49.org~~

**[ibonavita@d49.org](mailto:ibonavita@d49.org)**

**[afranko@d49.org](mailto:afranko@d49.org)**

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~~May 28, 2013~~

February 16, 2015

Dear New School Applicant,

Our district believes that every child should have the right to high-quality educational options. With this in mind, ~~The Falcon School District 49~~ is releasing this Request for Proposals for high quality charter schools. The district is seeking motivated and talented ~~groups to include~~ **teams of** educators, parents, teachers, and community leaders with the commitment to implement ~~new~~ **effective** and innovative methods of educating children ~~that are proven to be effective. We believe. Because we understand~~ that not every student learns the same way. ~~The, the district is interested in opportunities~~ **desires to operate and authorize a robust portfolio of schools** where programs are designed to fit the needs of individual students, while addressing our district's priority needs for new school development.

~~The Falcon School District~~ is committed to working collaboratively with potential leaders, new school developers, and community stakeholders to expand high-quality options that will meet the needs of our community. It is ~~Falcon School District's~~ **District 49's** hope through this process to build upon the success of our current schools and programs while providing outstanding educational opportunities for every student.

Our commitment to high quality public school options is a high priority for the Board of Education. ~~The One~~ goal of our district's ~~Innovation Initiative~~ **strategic plan** is to provide freedom, flexibility and the resources teachers need to create outstanding educational opportunities for every student.

In this RFP, we specifically highlight the ~~need~~ **desire** for a military academy in our district. Through listening to our community, this need has been identified and will serve to complement the substantial number of military families living within our district boundaries.

Recently ~~the Falcon, School District 49~~ partnered with the Yuma School District 1 to create a Colorado Digital Board of Cooperative Education Services (CD BOCES). We plan to bring institutions of higher education in to this partnership in order to further support online and blended learning options. More information about the CD BOCES can be found at: [cdboces.org](http://cdboces.org)

On behalf of ~~Falcon School District 49's~~ students and families, thank you for joining us in this important work. The success of our students ~~impacts~~ **will ensure** the success of our communities.

Sincerely,

Tammy Harold/President Board of Education  
Peter Hiltz, Chief Education Officer



~~Kim McClelland/Assistant Superintendent~~

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## *Request for Proposals Overview*

Falcon School District 49 publishes this Request for Proposals (RFP) to provide context and information for those interested in launching new public charter schools in the district. This RFP highlights the district-identified areas of greatest need both from a programmatic and geographic perspective. The district invites charter applications that have designed programs aligned with the district's mission, the iConnect Innovation Zone's mission, as well as the district's identified priority needs (see page 9) at this time. While applicants are strongly encouraged to consider the areas with the highest evidence of need in developing their application, Falcon District 49 also welcomes all applicants that demonstrate a high-quality school design and strong community support.

The Falcon District 49 Board of Education formally passed a resolution indicating the district's commitment to meeting the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. Issuing a Request for Proposals is a best practice identified in the *Principles and Standards*. Specifically, NACSA notes that the Request for Proposals "states 'any chartering priorities the district has established.'" To this end, Falcon District 49 spent much of the 2011-12 school year studying the district's student performance data and conducting a community survey in order to better understand the district's needs. Based on these analyses, the district has defined its current new school priorities as articulated in the following section.

Falcon School District 49 is divided up into four innovation zones, including three geographic zones (Sand Creek Zone, POWER Zone, and Falcon Zone) and the iConnect Innovation Zone, which. The iConnect Zone includes the district's charter schools, alternative high school, homeschool enrichment program, and virtual school. The new charter school process is managed by the iConnect Innovation Zone. Rather than geographical boundaries, the iConnect Zone encompasses schools and programs that are acting on new and innovative ideas in education or that are seeking to serve students in exceptional circumstances. Falcon District School District 49 iConnect Zone schools represent a wide range of approaches to education, but each of them has in common a genuine commitment to student-centered learning environments. The iConnect Zone is a unique part of Falcon School District 49, serving as a solutions hub that interconnects students, educators, administrators, counselors, parents, families, and the community-at-large with effective educational systems to maximize the students' learning potential.

### **Vision for the iConnect Innovation Zone:**

*Reinvented educational environments that inspire individuals' peak potential.*

### **Mission for the iConnect Innovation Zone:**

- *To Interconnect effective educational systems which inspire individuals to their learning potential*
- *To investigate and implement best educational practices that lead students to success*
- *To invest in students by challenging and developing citizens that compete in a global society*
- *To invent settings and systems that empower individuals' learning, leadership and life*
- *To inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals*

### **Falcon District 49 Mission for Charter Authorizing:**

*The mission of Falcon School District 49's Charter Authorizing is to promote high quality and effective public charter school options that are autonomous and accountable for improved academic outcomes for a diverse student population. Through our policies, practices and procedures as a quality authorizer, the district will provide high standards for all schools, which will protect student and public interests.*

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## *Charter School Act and Core Principles of Charter School Authorizing*

The Charter Schools Act (C.R.S. 22-30.5-101 et seq.) allows for the establishment of charter schools to create a legitimate avenue for parents, teachers, and community members to implement new and innovative methods of educating children that are proven to be effective and to take responsible risks and create new and innovative, research-based ways of educating all children within the public education system. ~~Falcon~~**District 49** believes that it is the obligation of the school district to provide all students with schools that reflect high expectations and create conditions in all schools where these expectations can be met. In addition, the district believes that different pupils learn differently and public school programs should be designed to fit the needs of individual pupils. To these ends, ~~Falcon School~~**District 49** authorizes charter schools in such a way that the district upholds the three core principles of charter authorizing as defined by the National Association of Charter School Authorizers and adopted by the Colorado State Board of Education:

1. ~~Falcon School District 49~~ ***maintains high standards for schools.*** This includes setting high standards for approving charter applicants; maintaining high standards for the schools the district oversees; effectively cultivating quality charter schools that meet identified educational needs of the district; overseeing charter schools that, over time, meet the performance standards and targets set forth in their charter contracts through established measures and metrics; and closing schools that fail to meet standards and targets set forth in law and by contract.
2. ~~Falcon School District 49~~ ***upholds school autonomy.*** This includes honoring and preserving core autonomies crucial to school success, including governing board independence from the authorizer, personnel, school vision and culture, instructional programming, and budgeting; assuming responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance; minimizing administrative and compliance burdens on schools; and focusing on holding schools accountable for outcomes rather than processes.
3. ~~Falcon School District 49~~ ***protects student and public interests.*** This includes making the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions; holding schools accountable for fulfilling fundamental public education obligations to all students; holding schools accountable for fulfilling fundamental public education obligations to the public; and ensuring in its own work ethical conduct, focus on the mission of chartering high-quality schools, transparency, effective and efficient public stewardship, and compliance with applicable laws and regulations; and supporting parents and students in being well-informed about the quality of education provided by charter schools.

The district recommends that any charter applicants familiarize themselves with the Colorado Charter Schools Act (~~[http://www.cde.state.co.us/cdechart/csact\\_parts1-5.htm](http://www.cde.state.co.us/cdechart/csact_parts1-5.htm)~~[http://www.cde.state.co.us/cdechart/csact\\_parts1-5.htm](http://www.cde.state.co.us/cdechart/csact_parts1-5.htm)) and the NACSA Principles and Standards (~~<http://www.qualitycharters.org/authorizer-quality/overview>~~<http://www.qualitycharters.org/authorizer-quality/overview>). Additional recommended resources for school developers are as follows:

- ~~<http://www.startacoloradocharter.org/>~~
- ~~<http://www.coloradoleague.org/membership-and-services/new-schools-dev.php>~~
- ~~<http://www.cde.state.co.us/cdechart/index.htm>~~
- ~~<http://www.boardtrainingmodules.org/>~~ <http://www.startacoloradocharter.org/>
- <http://www.coloradoleague.org/membership-and-services/new-schools-dev.php>
- <http://www.cde.state.co.us/cdechart/index.htm>
- 

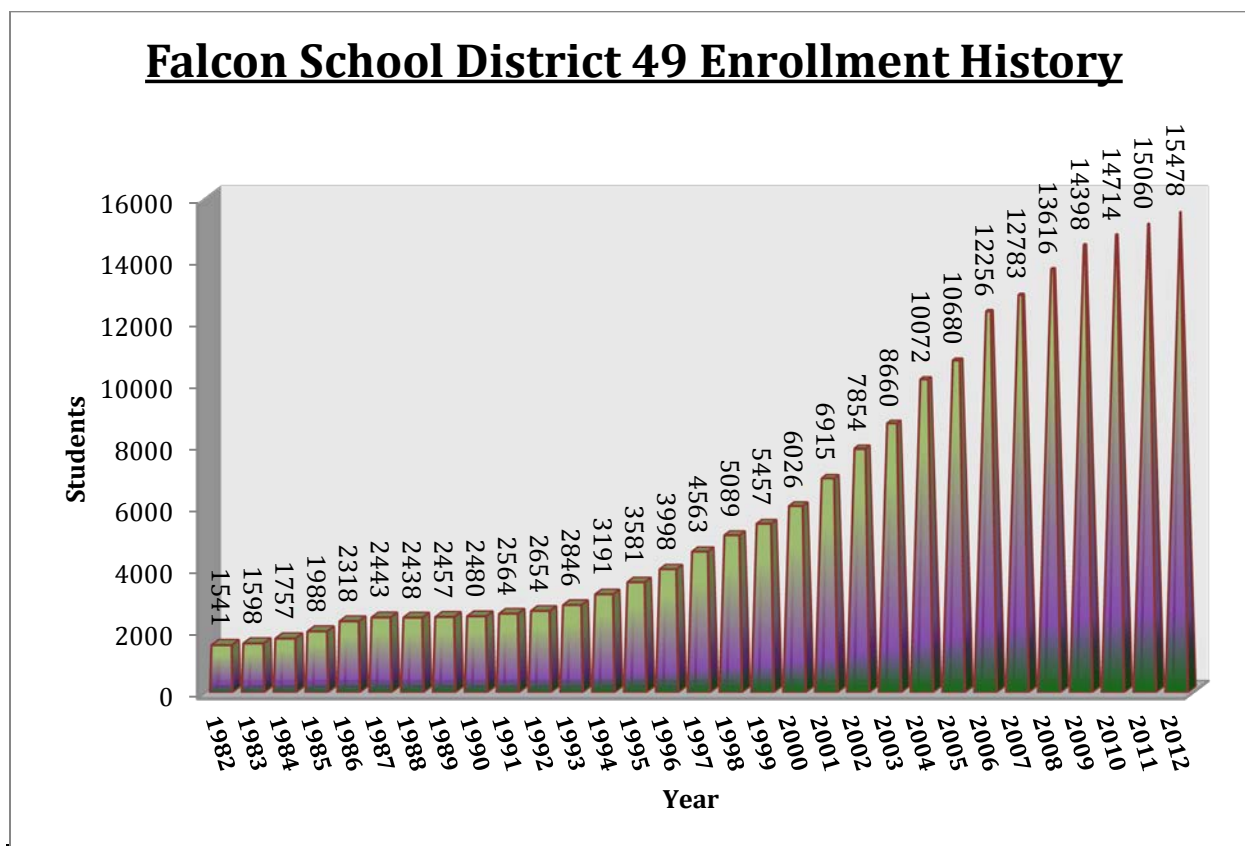
Additionally, the ~~district~~**District** strongly recommends new applicants avail themselves of the two-step application review process offered by the Colorado League of Charter Schools prior to submitting an application to the district. Applicants that have undergone a League review of the charter application and made improvements to the application based on the League's recommendations are more likely to have a successful evaluation in the district.

## *The Case for More High-Performing Schools in ~~Falcon~~ District 49*

~~Falcon~~ District 49 recognizes the need for more high-performing schools for a number of reasons that are identified in this section.

### **Over One-Half of the Existing District-Managed Schools are ~~Overcrowded~~Over-crowded**

While several of the traditional district-managed schools have excess capacity, ~~over one-half~~ are over capacity. This is true for all three of the district's geographic zones as shown in the chart below:



In addition, a community survey administered in early 2012 found that 70% of families value having a school located in their neighborhood. This underscores the need to strategically build schools where they will be easily accessible to families in neighborhoods where existing schools are full.

As charter school applicants consider various locations within the district, they are strongly encouraged to contact the district to discuss various site options and understand how a new school might fit in with the district's facility build-out plan. Appendix A includes a map that shows the location of existing schools and the current school feeder patterns. To discuss facility options, contact Melissa Andrews at [mandrews@d49.org](mailto:mandrews@d49.org). ~~mandrews@d49.org~~.

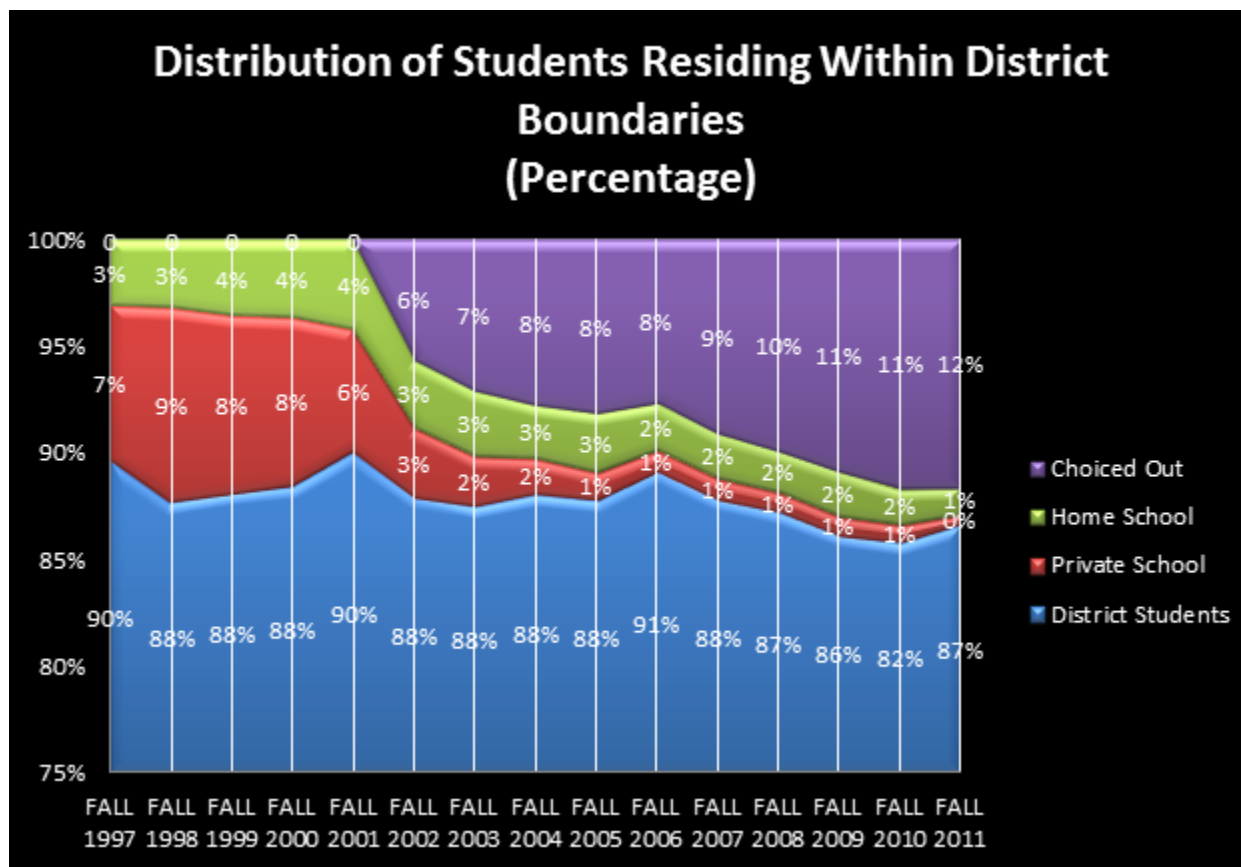
## *Demand Exceeds Capacity in Existing Schools of Choice*

The four District 49 charter schools are full and each year students are turned away because demand exceeds seats available in these schools. The estimated waiting lists at each of the four charter schools in the fall of 2011 were as follows:

School	Estimated Number of Students on the School's Waiting List – Spring 2013
Banning Lewis Ranch	302
Pikes Peak School for Expeditionary Learning	51
Rocky Mountain Classical Academy	7
The Classical Academy at Indigo Ranch	486

### **Too Many Falcon-Residents are Choosing Out of District 49 Choose to Attend School Outside the District**

Each year hundreds of District 49 families and students choose to attend schools in other districts. As our district has grown, so has the number of students who have choiced out of the district. The following chart illustrates this trend:



In the fall of 2011, 12-% of students choiced out of the Falcon 49 School District. We believe by offering innovative and high-quality school choices, we will recapture some of these students who have gone elsewhere for their education.

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## *Choice and Competition Make for a Healthy School System*

Introduction of free market principles has greatly influenced public school systems over the past twenty years. As noted by Harvard University Associate Professor of Economics, Dr. Caroline Hoxby, competition within our public school has or could have three major effects: 1) improvement in the efficiency of schools (i.e. more achievement for the same amount of money); 2) more innovative schools or schools that are better aligned with individual students' needs; and 3) the potential to impact how students are sorted among schools, potentially leading, for example, to greater racial integration.<sup>1</sup>

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<sup>1</sup> PBS Frontline: The Battle Over School Choice. <http://www.pbs.org/wgbh/pages/frontline/shows/vouchers/choice/choice.html>



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## *Priority Needs for New School Development*

In order to inform **applicants of** this Request for Proposals process, ~~Falcon~~**District 49** has reviewed student achievement data and conducted a community-wide survey. The complete summary of results from this work can be found on the district's website located at [www.d49.org](http://www.d49.org). Based on analyses of student achievement data and survey results, the district has identified the following priorities for new school development.

- ***Schools that offer a different educational model than is currently available in the district.***

~~Falcon~~**District 49** has a variety of educational options designed for students' different learning styles and interests available through its existing district-run and charter public schools. See Appendix B for a summary of the district's existing programs. However, there are other models that may be of interest to the community. The ~~district~~**District** encourages applicants to consider what is currently available and what may be missing when developing a proposal for a new school.

- ***Secondary schools that offer a military-structured environment.*** The ~~district~~**District** believes the existence of a coeducational junior high and/or high school (7- 12 grade) based on a military-structured environment, where daily activities center on academics, leader and character development, and physical fitness, is needed to address an underserved portion of students. The ~~district~~**District** does not want a reform school or boot camp for at-risk youth.

The ~~district's~~**District's** goal for this type of school is to produce graduates who are academically prepared for college, the workforce and life. The graduates ~~would~~**will** embrace healthy living and avoid high-risk behavior, possess sound decision-making and problem-solving skills, appreciate lifelong learning, accept accountability for their actions and decisions, respect others and appreciate diversity, be leaders of character and honorable individuals, and aspire to be patriotic and productive citizens in their community.

- ***Schools that offer a strong math program with evidence of improved academic outcomes.***

Regardless of the type of school program being proposed, applicants must provide strong evidence ~~that~~ the school will offer a successful math program. Analysis of student achievement data shows ~~that~~ the area in which students district-wide are struggling the most is math. In particular, at the middle and high school levels, most students are not meeting adequate median growth percentiles, which means that they are not growing fast enough to reach proficiency within three years or by 10<sup>th</sup> grade, whichever comes first. The gap between the median growth percentile and adequate median growth percentile increases from middle school to high school, indicating ~~that~~ students are falling farther and farther behind as they progress through school, making it nearly impossible for them to make adequate growth by the time they reach high school.

- ***Schools that offer a STEM (science, technology, engineering, and math) program.***

The need for schools with a strong STEM focus is supported ~~both~~ by academic data in the areas of math and science, as well as by the community survey results. When parents and community members were asked to choose in which programs they have a high level of interest at the elementary, middle, and high school levels, "Science and Technology" was the top choice at both the middle and high school level, and the second most popular choice at the elementary level. See Appendix C for additional detail on these survey results.

- ***Schools that ensure success for students with disabilities.***

The ~~district's~~**District's** analysis of ~~disaggregated~~ data found significant achievement and growth gaps between students who have IEPs (Individualized Education Plans) and those who do not have IEPs. ~~Falcon~~**District 49** is interested in charter applications that offer ~~innovation~~**innovative** plans for serving all students well, including those with special needs. This might be through a center-based program for students with significant needs, an inclusive model, or other research-based approaches.

The student data analysis was corroborated by the community survey results, which indicated that many parents and community members do not feel that special education students are well-served within the district. Addressing this concern is a high priority for the district.

All applicants, regardless of whether the proposed school has a focus on serving students with special needs, must include a comprehensive description of how Response to Intervention (RtI) will be implemented at the school to ensure the effective use of interventions across a spectrum of students.

- ***Schools that ensure success for other disaggregated student groups, including English language learners, students of color, and students eligible for the Free and Reduced Lunch (FRL) program.***

The disaggregated data analysis also noted gaps between achievement and growth for various student groups. The district is firmly committed to serving all students well and, therefore, prioritizes programs with evidence of academic success in serving English language learners, students of color, and students on the FRL program.

- ***High school programs that align with the existing K-8 charter school choices and community/parent/student interest***

The District is seeking a high-quality application to operate a 900-student high school that synthesizes the best innovations in public education.

As a district of innovation, Falcon 49 has made a long-term commitment to host a robust portfolio of distinct and exceptional schools. As part of that commitment, we desire to solicit and authorize a new, chartered high school governed by a seven-member board including representatives from each of our five local charter schools boards along with a district liaison and one at-large community member.

To ensure that the community high school gives district families a compelling reason to enroll, the District encourages applicants to design a school program focused on the Four C's; Community, Character Education, Rich Content, and Challenging standards for all. Since we desire to authorize a community high school, the District will be favorable to applications that envision a school of the community, for the community that creates community. Because community is so central to this concept, the district discourages applicants from proposing a school that is managed by an EMO or CMO.

Falcon School District 49 has made a strategic commitment to host a robust portfolio of schools, which is why we authorize multiple charter schools and operate a range of unconventional online, blended, technical and alternative schools. The target enrollment for this secondary school will be students who matriculate through our current K-8 charter schools, and want to extend their preparation through high school. Falcon School District 49 will own and manage the school facility while the operating board and administration of the high school will operate the educational and community programs housed at the site.

Finally, District 49 seeks a high school program that is tightly aligned to Colorado's new mastery-based graduation standards. The District recommends that applicants explain how the proposed school will allow students to partake in traditional academic learning, including college preparatory, career and technical education, and have access to concurrent enrollment as well as multiple forms of community-based learning. The district believes that the student in this school should have access to learn through apprenticeships, entrepreneurial experiences and community leadership, as well as blended and online learning.

In addition to the six priority areas identified above, the ~~district~~**District** is strongly committed to using technology and tools for student-centered learning, as well as increasing post-secondary readiness (as demonstrated primarily by ACT performance and graduation rates), **and postsecondary success**).

The community survey results also indicated an interest in “back to basics” school programs that offer high expectations for all students, as well as programs that include challenging curricula for gifted and talented students. A summary of the types of educational programs of interest to parents and community members can be found in Appendix C.

## Charter School Application Timeline

Date	Task
March 15, 201416, 2015, 4:30 pm	Intent to Apply Form due
April 30, 20142015, 4:30 pm	Charter application due
May 2, 20144, 2015, 4:30 pm	District deadline for reviewing submitted charter applications for completeness- Applicants notified of any missing charter application sections. If information is complete, the applicant receives written documentation verifying the completeness.
May 9, 20148, 2015, 4:30 pm	Any information missing from the charter application must be submitted to the district. The district provides documentation when the application is complete and will be reviewed.
June 25, 2014May 8 – May 20, 2015, 4:30 pm	The Charter School Subcommittee of the District Accountability Committee conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than May 20, 2014. <u>Board of Education Work Session at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions.</u>
May 98 – May 19, 2014, 4:30 pm20, 2015	Charter School Subcommittee of the District Accountability CommitteeThe Application Review Team conducts its review and evaluation of charter applications. Committee presents its formal, written evaluation results to the DAAC and Application Review Team no later than May 20, 2014.
May 9 – May 20, 2014June 1 – June 5, 2015	The Application Review Team conducts its review and evaluation of interviews charter applications. applicants and requests additional clarification in writing.
June 2 – June 6, 201413, 2015	Applicant's written response due to the Application Review Team interviews charter applicants and requests additional clarification in writing.
June 13, 201425, 2015	<u>Board of Education Work Session at which charter applicants have 10 minutes to present their school design to the Board and address any Board questions</u> Applicant's written response due to the Application Review Team.
July 10, 20142105	<b>Regular Board meetingof Education Meeting</b> at which community members and parents can express support or concern regarding charter applications. These <b>Individuals</b> wishing to make public comment should sign up to do so according to the district's normal procedure.
July 10, 2014205	<b>Regular Board of Education Meeting</b> at which the Application Review Team presents its formal recommendations regarding approval or denial of charter applications. The School Board votes on the charter application.



## Intent to Apply Form

**Instructions:** All District charter school applicants must file this intent to apply form with the District at least 30 days before submitting an application to the Board of Education. This provides formal notice to the Falcon 49 School District regarding the applicant's intention to submit a new school proposal to open in the ~~2014-15~~**2016-2017** school year.

The deadline for applications is April 30, ~~2014~~**2015**; therefore, the Intent to Apply form must be submitted no later than close of business of March 15, ~~2014~~**2015**. The intent to apply form may be returned by fax to 719-494-8900 or e-mail to ~~kmcclelland@f49.org~~**philts@d49.org**. This form should also be the first document included in the charter school application.

*The information presented in this Intent to Apply is non-binding.*

Date:

Name of Proposed School:

Grade Configuration:

Model or Focus:

Primary Contact Person:

Phone:

Email:

**Geographic Region:**

*Double-click the appropriate box to check it.*

- ☐ Sand Creek Zone
- ☐ Falcon Zone
- ☐ POWER Zone
- ☐ **District-Wide**
- ☐ Unsure

Proposed Leader (if known):

Replication:

☐ Yes ☐ No

Contract with ESP/EMO:

☐ Yes ☐ No

Applicant(s) has filed/will file an application to charter this school or a substantially similar school with other authorizers:

☐ Yes ☐ No

If yes, identify the other authorizers:

Applicant(s) submitting this form:  
*Double-click the appropriate box to check it.*

- ☐ Is incorporated in Colorado as a nonprofit
- ☐ Has filed application to become a Colorado nonprofit
- ☐ Other – identify type of entity: \_\_\_\_\_

The proposed charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:

☐ Yes ☐ No

If no, identify the district in which the proposed school would be located:





**Enrollment Projections:** *Provide additional rows and columns if necessary.*

GRADE	<del>2015-16</del> 2016-17	<del>2017-18</del> <u>2017-17</u>	<del>2018-19</del> <u>2018-18</u>	<del>2019-20</del> <u>2019-19</u>	<del>2020-21</del> <u>2020-20</u>	<del>2021-22</del> <u>2021-21</u>	<del>2022-23</del> <u>2022-22</u>	<del>2023-24</del> <u>2023-23</u>	<del>2024-25</del> <u>2024-24</u>
ECE									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
Total # students									

	FRL %	SPED %	ELL %
Proposed Demographics			

Mission of School:	
Provide a brief overview of the education program of the proposed school:	

Complete the following table to list Board members for the school at this time.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise



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## *Charter Application Requirements*

The charter school application is a comprehensive document outlining the plan for the proposed school. Ten hard copies of the charter school application should be provided to the district by 4:30 p.m. on April 30, ~~2014~~**2015** for consideration for the following school year. The application should be delivered to:

**Kim McClelland**

**Innovation Zone Assistant Superintendent**

~~Falcon School~~ **Peter Hilts**

**Chief Education Officer**

District 49

10850 E. Woodman Road

Peyton, CO 80831

The applicant should also submit an electronic copy of the complete application, including all appendices and attachments, to the following email address: kmcclelland@d49.org. The electronic files also should be submitted by 4:30 pm on April 30, 2014.

**Please note that late submissions will *not* be accepted.**

These application requirements are based on the Colorado Charter School Standard Application, Checklist, and Review Rubric developed by the Colorado Department of Education Schools of Choice Unit, the Charter School Institute, and the Colorado League of Charter Schools. This standard application is divided into 19 application components. The components appear in this document in the same order that they appear in the Colorado Revised Statutes (C.R.S. § 22-30.5-106.1).

Each component is divided into three sections: a **Component Description**, a **Checklist for a ComprehensiveHigh-Quality Application**, and an **Evaluation Criteria**. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a **ComprehensiveHigh-Quality** Application may be used by both the applicant and the School District to monitor the completeness of the application. The Evaluation Criteria provides the School District with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document.

The format for the standard application is necessarily compartmentalized into the different application components. However, it is important to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications, or other unique programs, may not conform precisely to all components of this standard application. In these cases communication with the potential authorizer is imperative.

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## *Application Components*

A ~~complete~~**completed** application ~~includes~~**must include** the following three primary components:

- 1) Proposal Narrative:** In accordance with the Charter Schools Act, C.R.S. § 22-30.5-106, the narrative section herein seeks information about all major aspects of the proposed school. A complete application must include each section outlined in this application document (e.g., Executive Summary, Section I Culture, etc.). Within the narrative of each section, please use the outline headings we have provided.
- 2) Budget Forms:** All proposals must be accompanied by completed budget forms using the template created by Falcon 49, which can be found on the district's website. Submit only electronic copies of the budget (no paper-based copy is necessary).
- 3) Appendices:** Submit only those appendices that are referenced in this application. Additional material beyond the narrative and appendices referenced in the application will not be considered.

**Subsequent Information:** Within three days of receiving a charter application, ~~Falcon 49~~**the District** will review materials for completeness. If the district determines that an applicant has failed to submit any relevant sections or materials, the applicant will be notified in writing (email) and will have up to seven days to submit the requested materials. After that time, ~~Falcon 49~~**the District** will not accept any additional materials. This includes email explanations or alterations to your plans. The charter application submitted is considered final.

### **Formatting and Submission Requirements**

- The proposal must be typed with 1-inch page margins and 11- or 12-point font, single-spaced.
- The proposal must be supplied both in paper format (10 copies in 3-ring binders) and in electronic format (one PDF for the body of the application, one PDF for the collection of appendices and one Excel file for the budget).
- Each major section (e.g. Executive Summary, Vision/Mission, etc.) identified in the application requirements must be separated by a labeled tab and begin on a separate page.
- Number all pages within each section and observe page limits whenever they are specified.
- All appendices must be clearly labeled with the assigned appendix letter (e.g., A, B, C, etc.), separated by a labeled tab, and included in order.
- If a particular question does not apply to your team or proposal, please respond "Not Applicable." For each instance, include a statement as to why the question is not applicable to your team or proposal.

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## *Application Review Process*

When a charter school application is filed with the district by the appropriate deadline, the first thing district staff does is ensure the application is complete. The district does not have to evaluate an incomplete application. If the application is deemed complete, the applicant will receive written notification that it is complete and will be evaluated. If the application is not complete, the district will note the areas that are lacking information and provide the applicant with ten days to submit additional information. If the applicant does not submit additional information or that additional information is not sufficient for the application to be complete, the applicant is notified, in writing, that the application is incomplete and therefore will not be evaluated.

A complete charter school application is evaluated by a wide variety of individuals. The Application Review Team (ART) includes district staff and external contractors. Additionally, pursuant to statute, the charter school subcommittee of the District Accountability Committee also evaluates the application. Everyone uses the evaluation rubric included in this RFP. This wide variety of individuals evaluating all or portions of the application ensures a broad spectrum of expertise is considering the quality of the proposed charter school and that clarifying questions are asked of the applicant before the final decision is posed to the Board of Education.

The in-person interview of applicants is designed to determine the capacity of the founding team to open and manage a successful public charter school. The entire applicant team is invited to participate. This includes the founding committee, governing board members or anyone involved in the development of the charter school application. If a management company is involved, they will be asked to leave the meeting for a time so that the ART can ask questions about due diligence or issues for which the applicant team should be able to respond to without assistance from management company representatives. At the completion of the interview, the ART will provide the applicant team with a list of written questions for which a written response is required by a specific deadline. It is important to note that these written responses should not be new information, rather it is clarification for what has already been provided. These written responses will be added to the application as a supplement and does not constitute a change to the initial application.

The district anticipates the application review process to be cordial with a great deal of back-and-forth communication. Applicants should not hesitate to communicate with the designated contact person with questions or clarification. The application process is meant to be a rigorous evaluation of the proposed charter school to ensure a high quality charter school will open in the district, if approved. It is also a time when relationships are established between the charter school and the district. Therefore, transparency and clear communication are desired by both parties.



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## *Charter Application Components and Guidelines*

### **A. EXECUTIVE SUMMARY (3 page limit)**

~~Although an executive summary is not required by the~~ The Colorado Charter Schools Act **does not require an Executive Summary. However**, it serves as a concise explanation of the proposed charter school and identifies who is submitting the charter application.

This section should be two to three pages long and include:

- The proposed school's name, grade levels to be served, proposed opening date (month and year), grade levels upon opening and growth plan (if the school does not plan to initially open with all grade levels).
- ~~Size~~ **The size** of the school at build-out, including the number of classes per grade level and the number of students per class.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission.
- How the proposed school will be more effective than the schools currently serving the targeted student population.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- Evidence of a community need for a school of this nature.

### **B. VISION AND MISSION STATEMENTS (3 page limit)**

#### **1. Component Description**

A charter school application must have a mission statement for the proposed school. Many schools have both a vision and a mission statement. The vision statement is a statement of how the charter school will look once it is operating (the big picture view). The mission statement is how the school intends to make that vision a reality.

The vision and mission statements should be succinct, easy to understand and easy to remember. Many schools post their vision/mission statement throughout their building and use it in their printed materials (e.g. Parent/Student Handbook and Employee Handbook). Resist the temptation to please everyone with these statements. Instead, define your school for potential students, parents and staff. Be as clear as possible and don't use education "jargon." Again, be clear so as to lend clarity to those who will ultimately implement the vision over the life of the charter school.

#### **2. Checklist for Comprehensive High-Quality Application**

- ✓ The vision and mission statements describe the purpose for the charter school with a focus on outputs rather than inputs.
- ✓ The vision and mission statements are the driving force and rationale behind all other components of the application. It's obvious that the school's goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.

- ✓ The vision and mission statements express the ideal, long-term impact, scope and scale of the school. The vision articulates what the school hopes to be. The mission statement explains how the school will reach that goal.

## **C. GOALS, OBJECTIVES, AND PUPIL PERFORMANCE STANDARDS (10 page limit)**

### **1. Component Description**

Accreditation is the process by which school districts and public schools receive certification from the State Board of Education. Accreditation rules are established to foster greater accountability from public schools and school districts for the betterment of public education. This section should be based on the state Accreditation Indicators, which can be found at the Colorado Department of Education (CDE)'s website at [www.cde.state.co.us/index\\_accredit.htm](http://www.cde.state.co.us/index_accredit.htm) website at [www.cde.state.co.us/index\\_accredit.htm](http://www.cde.state.co.us/index_accredit.htm). The authorizer may use this section of the charter school application as a basis for the accreditation plan it creates with the approved charter school. The application should reflect an understanding of the accreditation requirements of the chartering authority with a clear plan from the charter school applicants outlining how data will be obtained, and how that data will be provided to the chartering authority for their accreditation contract requirements with CDE.

It is understood that there are not actual baseline test scores, attendance rates or other data before the school is established. A charter applicant can either use the district average as a baseline and/or state that a baseline will be established in the first year of operation.

In Colorado, there are multiple forms of accountability by which public schools, including public charter schools, are measured. The State Board of Education has approved accreditation contracts with each of the school districts and the Charter School Institute (CSI). School districts and the CSI, in turn, accredit each of their public schools. The process for individual public schools to be accredited oftentimes mirrors the authorizer's accreditation plan. Reviewing the authorizer's accreditation plan is essential before writing this section.

In addition to Accreditation Indicators required by state law, a charter school may choose to have other measures for which they wish to be held accountable. Those indicators may include school climate or culture. Be sure to only include measures that the charter school is willing to be held accountable for over time, as these additional indicators would become a part of the school's accountability plan.

### **2. Checklist for Comprehensive High-Quality Application**

- ✓ Provide goals that align with District/CSI Accreditation Indicators.
- ~~✓ Specified goals for making Adequate Yearly Progress (AYP).~~
- ✓ Goals are written "SMART" (Specific, Measurable, Attainable, Reflective of the school's mission and Time-phased) which includes objectives and benchmarks (or state that a baseline will be established and how/when).
- ✓ Goals, in addition to Accreditation Indicators, match the proposed school's mission and are based on valid and reliable methods to measure progress in non-Accreditation Indicator areas of school performance.
- ✓ Outline of how data will be obtained and how that data will be provided to the authorizer and CDE.

## **D. EVIDENCE OF SUPPORT (10 page limit)**

### **1. Component Description**

A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference the figures used in the Intent to Submit Form and

update the numbers if necessary. If appropriate to further demonstrate support, disaggregate the number of prospective students by zip code, school of attendance, gender or type of current school (home, private, public). After the charter school is approved, the founders will go through an enrollment process and verify which students will be attending the charter school. See C.R.S. § 22-30.5-106(3) for more information.

It may be helpful to include letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer's current curricular and program offerings.

Explain how students and parents were informed of the proposed charter school and what community meetings were conducted. Outreach activities should be diverse and designed to reach all students in the community, thereby, ensuring equal access. If relevant to the community, meetings should be bilingual.

Explain the applicant team's ties to and knowledge of the community. If the applicant team has established any partnerships or networking relationships, describe them and any resources or agreements that are planned, and include a Letter of Support or Intent. Specifically address what type of outreach activities have been made to at-risk populations, especially if the application is for the state CSI, whose mission is to serve at-risk student populations.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ Information about the proposed charter school's student body including the intended students' educational needs and demographics (racial/cultural, socioeconomic, special needs, and ELL). The application, in its entirety, reflects an understanding of the intended student population.
- ✓ A description of the type of broad outreach the founders conducted to make the student population and their families aware of the proposed charter school. This should include future plans if the charter school is approved.
- ✓ A summary of the number of students expressing an interest in the proposed school. This information should be disaggregated in a manner showing additional information about the prospective students.
- ✓ Information on community members and leaders who publicly support the proposed school and their role in the development of the school and application, if the proposed school is not being developed by parents.
- ✓ If there are any partnerships or networking relationships, provide an explanation of the planned resources or agreements that have been discussed.

## **E. EDUCATIONAL PROGRAM (30 page limit)**

### **1. Component Description**

A charter school application should include a description of the school's educational program, pupil performance standards and curriculum, which must meet or exceed content standards and must be designed to enable each pupil to achieve such standards. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area or areas. Instruction and assessment, in a standards based system, should be aligned with Colorado's content standards. At the time of publication of this document, the Colorado model content standards and suggested grade level expectations are online at the Colorado Department of Education website at [www.cde.state.co.us](http://www.cde.state.co.us).

~~There should be a current research basis for selecting a particular curriculum.~~ In addition to obtaining information from the publisher, research is available online at ~~ERI~~ ERIC (www.eric.ed.gov) and the What Works Clearinghouse

([www.whatworks.ed.gov](http://www.whatworks.ed.gov)). The research should support using the curriculum with the student body the proposed school will likely attract, and benchmark assessments should be chosen to align with the chosen curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education and high expectations), the research basis should thoroughly support the unique educational program design.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ Core content areas are described, ~~including the curriculum,~~ and supported by research matching the probable student population for the proposed school.
- ✓ Description of the educational program provides an explanation of how the curriculum is either already aligned to state model content standards, or will be aligned within the first year of school operation including a timeline and process for monitoring the success of the program.
- ✓ Description explains why the selected curriculum was chosen for the anticipated population of students.
- ✓ Supplemental curricula for electives or “special” courses is thoroughly described and based on state model content standards when available.
- ✓ Other vital aspects of the educational program design are thoroughly described and supported by research findings.

## **F. PLAN FOR EVALUATING PUPIL PERFORMANCE (8 page limit)**

### **1. Component Description**

A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards as well as with the school’s pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress, while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent, end of unit assessments) to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum.

**Plans for evaluating and reporting student performance must comply with published requirements of the Colorado Department of Education for assessment and graduation requirements.**

~~When developing the assessment plan consideration should be given to: the appropriateness of assessments to the curriculum; what will serve as baseline for student progress comparisons; the inclusion of state and federal assessments to demonstrate appropriate student growth (i.e., CELA, CSAP, AYP, CBLA); the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).~~

~~Be aware that all Colorado public schools including charter schools are subject to the Colorado Student Assessment Program (CSAP), which is aligned with the model state content standards. Access the CDE website for detailed information regarding this program. In addition, all Colorado public schools including charter schools are subject to the Colorado Basic Literacy Act (CBLA), which mandates that all students will be reading on the third grade level by the end of the third grade before they can move on to a fourth grade reading class. This law requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Students not reading on that grade level~~

must be placed on Individual Literacy Plans (ILP) through high school. CSAP is an integral part of this process and all third graders are required to participate in the state reading program and test, which is a part of CSAP. Further information about CBLA is also available on the CDE website.

Lastly, Colorado public schools are also held responsible for demonstrating Adequate Yearly Progress (AYP). Under the Elementary and Secondary Education Act, (ESEA), all states, school districts, schools and subgroups of 30 or more students within each school are required to make AYP. It represents the annual academic performance targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. To make AYP a school must (a) assess 95% of its students; (b) reach targets for either proficiency or reduce non-proficiency; and (c) reach targets for one other indicator—advanced level of performance for elementary and middle schools and graduation rate for high schools. Additional information on AYP can be found at [www.cde.state.co.us/ayp/index.asp](http://www.cde.state.co.us/ayp/index.asp). Finally, if the charter application includes high school, include graduation requirements and how those requirements meet standards put forth by the Colorado Commission on Higher Education for college preparation or how your requirements prepare students to enter the workforce ([www.highered.colorado.gov/Academics/Admissions/coursecompletion.html](http://www.highered.colorado.gov/Academics/Admissions/coursecompletion.html)).

## 2. Checklist for Comprehensive High-Quality Application

- ✓ A plan is in place explaining the use of internal assessments to include baseline data gathering, short- and long-term goals, types of assessments, and how the school will use this information to revise professional development and instruction.
- ✓ The application describes what formal assessments will be used in addition to **CSAP/Colorado Measures of Academic Success (CMAS)** that align with the school's goals; that **and** meet requirements of Colorado Basic Literacy Act (CBLA) and ILPs, accreditation, longitudinal growth measures, **district, state, and** federal requirements, such as the Elementary and Secondary Education Act (ESEA), and Adequate Yearly Progress (AYP)..
- ✓ The application describes which assessments will be used for literacy testing, and the process used to bring students up to grade level in reading, as required by **CBLA-the Colorado Read Act**.
- ✓ The application explains how the school will collect, analyze, triangulate and manage data on an ongoing basis. The school has created a data management plan to include a Student Information System, baseline, formative and summative assessments, a data warehouse, an academic data use summary and timeline of the plan. It identifies what other tools and resources will be used for data management purposes, such an internal database, data management service, etc. This section also explains how budget resources have been allocated to support these staffing and resource decisions.
- ✓ The application explains how student assessment and progress will be appropriately communicated to parents, the authorizer and the broader community.
- ✓ Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with CCHE and district requirements as they pertain to a high school are included.
- ✓ In compliance with **C.R.S. 22-30.5-106 (f), District Policy**, the application provides a description of the charter school's procedures for taking corrective action in the event that pupil performance at the charter school falls below the achievement goals approved by the authorizer in the charter contract, including a timeline, responsible person and staffing changes as appropriate.

## G. BUDGET AND FINANCE (10 page limit)

### 1. Component Description

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. The plan should demonstrate diligent

financial practices, clear alignment to the other components in the application, and strong oversight. Particular attention should be given to facility and salary costs, as these often represent a large portion of the school's budget.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. For example, enrollment projections used elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections of the application should be reflected in the budget, along with the basis for given assumptions.

The budget should demonstrate an ability to understand the sources of funding available to the charter school and the types of expenditures required to operate the charter school. The primary source of revenue is Per Pupil Revenue (PPR). There are several other sources of revenue, some of which are temporary or restricted and some of which are dependent on market factors other than enrollment. However, PPR is the guaranteed stream of revenue, which makes up most of the funding the school receives. When developing the budget all ongoing expenditures required to operate the school should be supported by PPR.

A charter school receives 100% of the PPR for ~~Falcon School~~ District 49. The District may retain up to 5% of PPR to cover the charter school's portion of the authorizer's central administration costs. In cases where the maximum is withheld, the charter school effectively receives 95% of its school district's PPR. When projecting revenue numbers, the single most important factor to understand is enrollment. Enrollment projections must be accurate, and it is best to project conservatively for budget purposes.

Other sources of revenue can be very helpful in funding specific programs or in helping with startup costs for new charter schools. These sources include federal grants, private grants, and more. CDE

(~~www.cde.state.co.us~~[www.cde.state.co.us](http://www.cde.state.co.us)) and the Colorado League of Charter Schools (~~the League~~) (~~www.coloradoleague.org~~[www.coloradoleague.org](http://www.coloradoleague.org)) are good resources for finding information about current sources of funding.

When planning expenditures, it is important to understand how choices affect different areas of the budget. For example, the smaller the class size the less revenue there is to spend. Also, the more staff there is in the school the less money per staff member there is to spend. Finally, as another example, the more money spent on facility costs the less money there is for salaries and other discretionary items.

In nearly all cases, the combination of facility costs and staff salaries/benefits represents close to 75% of spending in charter schools. As such, close attention should be paid to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. Existing Colorado charter schools that have a similar mission/philosophy are a good resource for assistance with planning expenditures.

In addition to budget projections, the charter school must comply with various requirements. In summary, the charter school needs to set up proper accounting procedures to safeguard its assets and to ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions. Note that online schools may have special considerations with respect to budgeting and financial reporting.

The CDE requirements for financial management and reporting are available in the Financial Policies and Procedures manual at ~~www.cde.state.co.us/cdefinance/sfFPP.htm~~[www.cde.state.co.us/cdefinance/sfFPP.htm](http://www.cde.state.co.us/cdefinance/sfFPP.htm). An additional resource with general information is the Colorado Charter School Financial Management Guide at:



## **2. Checklist for Comprehensive High-Quality Application**

- ✓ The plan includes a five-year budget, realistic assumptions and their basis, a cash flow projection for the first year of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the narrative in educational and other related application sections.
- ✓ The budget reflects an understanding of specific statutory requirements including separation of the general fund and Title funds and grants, Public Employees' Retirement Association (PERA-) contributions, as well as a three percent TABOR reserve (Colo. Const. Art. X, Sect. 20) each year.
- ✓ The budget narrative reflects the financial policies and procedures plan, anticipated management plan that will ensure checks and balances in cash disbursement and alignment with the mission and goals.
- ✓ The budget narrative includes a basic startup plan (facilities funding and FFE acquisition), the curriculum and professional development plan, and the school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.
- ✓ The budget is set up in such a way that it reflects an understanding of the CDE 's Chart of Accounts and any financial reporting requirements of the district.
- ✓ The budget does not include any "soft funds," such as grant money or donations; it includes only grants or donations that have already been received or for which commitments have been received.
- ✓ Evidence is provided for anticipated fundraising and grants, if cited in the application.
- ✓ The proposed budget balances each year and includes a five-year plan to reach at least a five percent reserve (in addition to the TABOR reserve) that the school can use for emergency purposes or as a long-term reserve.
- ✓ The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies.
- ✓ The application includes a list of planned services to be contracted to outside providers.

## **H. GOVERNANCE (8 page limit)**

### **1. Component Description**

Charter school governance is extremely important to the success of a charter school. Oftentimes, a proposed charter school's applicant team transitions to become the school's founding governing board. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the steering committee; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure for the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school's administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated.

While some existing Colorado charter schools have staff members on the governing board, others do not. Administrators may be an ex-officio, nonvoting board member. If staff members have voting privileges, there should be clear policies to explain when that board member should recuse him/herself. Any potential conflict of interest by any board member should be disclosed and addressed.

The number of directors on a charter school board should not be less than five and it is generally considered a best practice to have no more than nine directors.

A good way to mitigate any potential issues with board members is to have the governing board adopt and use a Board Member Agreement. These agreements stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. If the applicant team intends for the approved charter school's governing board to use a Board Member Agreement, it could be an attachment to the charter school application.

The charter school application should also describe the school's legal status. Many charter schools file articles of incorporation and bylaws with the Secretary of State in order to have their school recognized as a corporation. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, "who holds the charter." These legal issues should be discussed with a charter school attorney before decisions are made. Additionally, the charter school can apply for its own tax-exempt status with the IRS. Charter schools can either use their own tax-exempt status or use the status of the school district.

The charter school governing board must operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Records Act (C.R.S. 24-72-204) as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232).

See [www.cde.state.co.us/cdechart/guidebook/gov/pdf/OpenMtgsRecordsMemo.pdf](http://www.cde.state.co.us/cdechart/guidebook/gov/pdf/OpenMtgsRecordsMemo.pdf) for more information on the Open Meetings and Open Records laws. **For more information, please visit:**

**<http://www.cde.state.co.us/cdechart/guidebook/fin/index>.**

If the school will be contracting with an Educational Service Provider (ESP), a full description of the relationship should be provided.

Every charter school governing board should have a set of board policies. Much of what is included in the charter school application will become board policy. For instance, the school's vision/mission statement, legal status, enrollment policy, discipline policy and nondiscrimination policy will all be in the board policy book. These board policies should be made available to school staff and families. Generally, schools put these policies on their website and have them available in the school office.

Extensive training resources are available at [www.boardtrainingmodules.org](http://www.boardtrainingmodules.org). Sample best practice documents for charter school governing boards are available online at

[www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm) [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

Attach:

- Governing board bylaws.
- Articles of Incorporation (optional).
- Organizational chart explaining the relationship between the board, the lead administrator, subcommittees and/or advisory committees.
- Resumes of applicant team members and/or founding board members.
- Draft of initial board policies (optional).
- Draft of the Board Member Agreement (optional).
- Draft of Conflicts of Interest and Grievance Process board policies.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ The proposed bylaws explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.
- ✓ An explanation of the proposed transition from an applicant team to the founding governing board including the identification of individuals making the transition. This description of the transition process should explain when the governing board will be seated and assume responsibility for school governance. Further, how the transition plan will provide for a smooth shift of responsibilities and how the founder's original vision and mission will be brought to fruition.
- ✓ A plan is included for how a lead administrator will be hired and how the transition of leadership will happen.
- ✓ Resumes for applicant team and/or founding governing board members are attached.
- ✓ A plan for ongoing board training and capacity building is included in a board calendar.
- ✓ An explanation of the proposed board meeting frequency and focus, the role of any standing subcommittees (e.g. School Accountability Committee) is included.
- ✓ A detailed description of the responsibilities of the school's advisory council and its role in relation to the school's board of directors and administration is included. This section demonstrates that the applicant thoroughly understands statutory guidance on School Accountability Committees (SAC) and commits to forming such a committee or has requested a waiver with a complete replacement plan. (See C.R.S. 22-11-401-402 for additional information).
- ✓ An explanation of compliance with the Open Meetings Act and Open Records laws is included.
- ✓ A description of how the founding governing board will create and adopt board policies (an initial draft may be attached to the application) is included.
- ✓ Draft policies for Conflicts of Interest and the Grievance Process are included.
- ✓ A description of the relationship between the governing board and the school administrator, which includes the amount of authority the governing board will convey to the school administrator.

## **I. EMPLOYEES (8 page limit)**

### **1. Component Description**

A charter school must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. Guidance can found in the Administrator's Guide to Leading a Colorado Charter School at [www.cde.state.co.us/cdechart/adminguide.htm](http://www.cde.state.co.us/cdechart/adminguide.htm) <http://www.cde.state.co.us/cdechart/chact>.

As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees must participate in Colorado's Public Employees' Retirement Association (PERA) retirement fund. This is in lieu of participation in Social Security, which makes up the majority of the Federal Insurance Contributions Act (FICA) payroll tax. However, the Medicare portion of FICA is still paid by the employees and matched by the employer.

With the growing presence of private educational management organizations in Colorado, questions are arising about the nature of employees in some charter schools. This is a result of some educational management companies treating employees as employees of the private company, as opposed to employees of the public school. These determinations need to be made with legal counsel, but the nature of employees should be clearly outlined in the charter application.

There are several resources that provide more information about employment issues. Tax information is available at [www.irs.gov](http://www.irs.gov) and through the Colorado Department of Labor and Employment at [www.coworkforce.com](http://www.coworkforce.com). Additional information about PERA can be found at [www.copera.org](http://www.copera.org). Finally, a human resources manual

developed through CDE can be found at:

~~[www.cde.state.co.us/cdechart/download/HREmploymentManual.pdf](http://www.cde.state.co.us/cdechart/download/HREmploymentManual.pdf)~~<http://www.cde.state.co.us/cdechart/chact>.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ An organizational chart is included as an attachment, which explains administrative, teaching and support staff.
- ✓ A narrative description gives clear delineation of employee classification and who is responsible for employment decisions and oversight at each level of the organizational chart.
- ✓ Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school), and key employees are included. (See Highly Qualified Teachers Brochure on the CDE website at ~~[www.cde.state.co.us/FedPrograms/dl/tii-a-hqt-hqtbrochure.pdf](http://www.cde.state.co.us/FedPrograms/dl/tii-a-hqt-hqtbrochure.pdf)~~).
- ✓ Descriptions of key employee policies to include employment practices, benefits, leave policies, complaint policy, conflict of interest policy, harassment, drug-free workplace, classroom practices, evaluation practices, etc., are attached.
- ✓ A clear plan of support for staff development and funding is included.

## **J. INSURANCE COVERAGE (2 page limit)**

### **1. Component Description**

Charter schools must have appropriate insurance coverage. This includes workers compensation, liability insurance, and insurance for the building and its contents. Charter schools are public entities and liability is limited by the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq.

The risk management office in the local school district is a very good resource for finding information about particular insurance needs. In addition, the Colorado School District Self Insurance Pool is the insurance provider for many charter schools and can provide information. Once insurance needs are understood, costs need to be estimated and incorporated into the proposed budget that includes reasonable assumptions or quotes. The selected or intended insurance coverage should be commensurate with the overall school program and risk factors.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ A list of the types of insurance for which the charter school will contract.
- ✓ Fiscal impact of appropriate insurance coverage is evident in the budget.

## **K. PARENT AND COMMUNITY INVOLVEMENT (5 page limit)**

### **1. Component Description**

One of the most distinctive characteristics of charter schools is that they are choice schools. Due to this characteristic, many charter schools have a small school atmosphere and a culture of “everyone belongs to the community.” The application should demonstrate the expectations and plans for ongoing parent and community involvement and the support of volunteers through specific volunteer networks.

It is important for charter school developers to provide adequate notice to the community about the possibility of the new charter school. Some parts of the community may need additional outreach. For example, fliers may need to be published in a second language. Many charter developers have delivered fliers to individual homes in a community.

Be clear about what the new charter school will look like and the process for getting the school approved. Establish early the school's value for meaningful parental involvement. Explain to parents their role in the charter school through volunteering, monitoring their child's education and holding the school accountable. Designate an individual on the steering committee to follow up with parents who are interested in getting involved with the development of the charter school.

Network with established civic and organizations in the community your school will serve. Whenever possible, arrange to have Parent Information Meetings in that community. Be sure to reach out to a broad cross-section of the community.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ A sound plan and timeline are in place to reach a diverse student population.
- ✓ Parent involvement in the development of the school is clearly stated along with volunteer requirements and opportunities after the school is open.
- ✓ Partnerships or plans for community involvement are clearly defined in the application along with the purpose and expectation. Adequate evidence demonstrates assurance of these partnerships.

### **L. ENROLLMENT POLICY (5 page limit)**

#### **1. Component Description**

The Colorado Charter Schools Act allows the authorizer and the charter applicant the flexibility to use any enrollment policy, such as a wait list or lottery. The federal subgrant, administered by CDE-, requires the use of a lottery. Many charter schools have elected to use a lottery in order to access these startup and implementation grant funds. More information on lottery requirements can be found in the grant's Request for Proposals at

[www.cde.state.co.us/cdechart/cchgrn00.htm](http://www.cde.state.co.us/cdechart/cchgrn00.htm) (page 6). [www.cde.state.co.us/cdechart/cchgrn00.htm](http://www.cde.state.co.us/cdechart/cchgrn00.htm) (page 6). The Charter School Program grant is the only federal grant requiring the use of a lottery. A charter school is required to use an approved lottery only during the time it is spending or encumbering these grant funds.

The lottery policies and plan for enrollment should demonstrate how the school plans to enroll the intended student population. State law does require a public charter school to not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. It is important to distinguish between admission decisions and academic placement decisions. The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination based on academic ability. Diagnostic or placement exams may be given to students after they have been officially enrolled.

Charter School Lottery Policies Should Address:

- The date of the annual lottery.
- The definition of "founding family" and "teacher" children not to exceed 20% of the lottery.
- How the community will receive adequate notice about the formation of a new charter school.
- Any requirement for parents to reaffirm their intent to enroll on an annual basis.
- What happens to names not drawn in the lottery.
- How siblings of enrolled students are handled in the process.
- How long parents have to make a decision on whether or not their child will attend the school.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ A proposed policy or description detailing how the charter school intends to select students for enrollment including the proposed timeline, description of wait list or lottery process, any enrollment criteria, or pre- or post-enrollment testing.
- ✓ An explanation of the process that will be used to transfer student records to or from the charter school or a plan to develop such procedures.
- ✓ An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery or enrollment deadline.
- ✓ An explanation of the notification of placement and how long parents have to make the decision to accept or not accept. Contents of enrollment packet should be explained, along with an ongoing data information and communication plan.
- ✓ An explanation of the requirements of parents to reaffirm intent to enroll on an annual basis.
- ✓ A clear definition is provided for “founding family” and “teacher” and any preferences given them in the lottery, not to exceed 20%.

## **M. TRANSPORTATION AND FOOD SERVICE (4 page limit)**

### **1. Component Description**

A charter school may choose not to provide any transportation or food services or may choose to negotiate with a school district, BOCES or private provider to provide transportation services, or with a district or private provider for food services for its students. Colorado law does not require a charter school to provide transportation or food services.

If a charter school chooses to provide transportation or food services, a plan for each area must be included in the application. The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. For food services, the plan should include a description about how this service will be offered either initially or at a later time. In addition, a description of how the charter school plans to meet the needs specifically of low-income and academically low-achieving pupils should be included for both.

The provision of transportation services has several implications. First of all, the cost must be included in the charter school’s budget. Secondly, insurance and liability issues must be addressed when assessing the charter school’s overall insurance needs. Insurance coverage should meet required thresholds for liability whether the school uses public or private vehicles.

Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school or under contract must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29.

For more information, see ~~[www.cde.state.co.us/index-nutri-transpo.htm](http://www.cde.state.co.us/index-nutri-transpo.htm)~~ <http://www.cde.state.co.us/transportation>.

Schools with a significant number of students who could qualify for the Free and Reduced Lunch (FRL-) program are strongly encouraged to offer some sort of lunch program. The provision of food services may or may not have a negative effect on the school’s budget, depending on whether it is a program under the district food services umbrella with an agreement for the same provisions given other schools in the district or is provided through a private contractor. The school must collect FRL qualifying information from students and that process should be included in the food services plan. (Schools not providing a lunch program will still collect this information, but using a different form).

The plan should include whether the school intends to use a private or district food services provider, how the Free and Reduced Lunch (FRL) qualification forms will be distributed, collected and recorded, and how the facility will be brought

into compliance or be built to meet any federal requirements for food warming or preparation, if needed to meet FRL regulations. The charter school can only be reimbursed for its FRL program through an authorized “school food authority.” If the school will not be using an approved FRL program, or provide any lunch program, this section should include how students who would qualify for a Free or Reduced price lunch and how students who forget their lunch will be accommodated.

For more information, go to: ~~[www.cde.state.co.us/index-nutrition.htm](http://www.cde.state.co.us/index-nutrition.htm)~~ <http://www.cde.state.co.us/nutrition>.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ A description of the charter school’s transportation plan including the transportation of low-income and academically low-achieving students.
- ✓ A description of daily route and extracurricular transportation needs is included and there is an adequate plan for addressing these needs.
- ✓ A plan is in place for adequate safety measures and insurance coverage for the transportation of students to and from school events using private or school vehicles.
- ✓ If the school does plan to offer a FRL –qualifying hot lunch program, details should be included about how this service will be provided, reimbursed through an authorized “school food authority” and any other applicable state or federal regulations.
- ✓ If the school does not plan to offer a lunch program, this section addresses how the school will address the needs of students who forget or cannot provide a lunch.

## **N. FACILITIES (5 page limit)**

### **1. Component Description**

One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready for use when the school opens and, most importantly, reasonable costs of that facility which must be reflected in the proposed budget.

Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. Many charter schools have been able to finance their own facilities with tax-exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA). These are typically schools that are established, but information can be found by calling CECFA at 303-297-2538.

With any facility, building permits and inspections are required. Life and safety requirements (including asbestos regulations) apply to rented or contributed facilities as well. The state is responsible for issuing certificates of occupancy for public schools, and information can be obtained by calling the Department of Labor at 303-572-2919. In addition, contact your community’s planning and zoning department, as well as the facilities director for your school district for further information concerning the permit, life and safety and inspection requirements of local entities.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ A facility needs assessment including how many classrooms are needed, how many specials rooms are needed (art, music, gym), minimum size of each classroom, library space needed, number of bathrooms needed, number of



offices needed, amount of common space needed, outdoor space needed, overall size, cost per square foot, zoning and occupancy requirements, and how each facility aligns with the facility needs assessment is included in the narrative.

- ✓ If additional funds or financing will be needed to bring a facility online, the application narrative and attached budget identify potential grants and/or lending sources. If real estate consultants are involved, a brief description of the relationship and budget impacts is included.
- ✓ A target location (and prospective sites if not affected by confidentiality issues) is given based on school design and intended population with an explanation of prospective school sites and assistance to find them.
- ✓ An explanation of fund allocation is included based on estimated renovation costs, square foot needs per pupil and cost per square foot, average square foot costs in the intended location, and the percentage of budget designated for facility needs.

## **O. WAIVERS (no page limit)**

### **1. Component Description**

The technical means by which charter schools operate is via waiver from certain state laws, state rules and/or school district policies. Information on applying for waivers from the state is on the CDE Charter Schools website at

~~[www.cde.state.co.us/cdechart/index.htm](http://www.cde.state.co.us/cdechart/index.htm)~~ [www.cde.state.co.us/cdechart/index.htm](http://www.cde.state.co.us/cdechart/index.htm) under Technical Assistance.

Charter schools applying for waiver of school district policies should contact their charter school liaison if those policies are not listed on the school district's website. An example of a waiver application can be found in the CDE Charter Schools Electronic Guidebook of Best Practices at

~~[www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm)~~ [www.cde.state.co.us/cdechart/guidebook/gov/index.htm](http://www.cde.state.co.us/cdechart/guidebook/gov/index.htm).

The Colorado State Board of Education has determined that 13 statutes may be automatically waived, upon request, for charter schools. Charter schools may request waivers from statutes in addition to those automatically waived, but the process for approval is different.

There are two philosophies on charter schools obtaining waivers. Some believe that authority is given to the charter school via the charter contract, making some waivers unnecessary. In particular, the Board Powers (C.R.S. 22-32-109 and 22-32-110) statutes are considered "delegatory" rather than "substantive." In other words, the charter school governing board is delegated the authority that otherwise would belong to the school district board of education. Others believe that obtaining a waiver is an assurance against charter contracts that may be renegotiated and, therefore, less secure for the charter school. Charter schools should investigate the school district's or CSI's viewpoint on waivers to gain understanding of expectations. A charter school developer should obtain legal counsel when seeking waivers from either the state or the authorizer.

Attach:

- Waivers requested from the state.
- Waivers requested from the school district or CSI.

### **2. Checklist for Comprehensive High-Quality Application**

- ✓ The request for waiver from state statute by citation, state Board of Education rules or regulations and authorizer policies by policy number are included as attachments. Request includes rationale for requesting the waiver, replacement policy or explanation of intent, expected financial and implementation impact, and how the waiver will be evaluated.

## **P. STUDENT DISCIPLINE, EXPULSION, OR SUSPENSION (12 page limit)**

### **1. Component Description**

Although all charter schools must meet the minimum standards for student discipline, expulsion and suspension, they don't have to fit into the traditional "box." Charter schools can have their own policies as long as the statutory minimums are met. Many charter schools have sought and obtained waivers from related laws that provide for flexibility and a unique approach to student discipline.

Refer to C.R.S. 22-33-106 et seq., the Suspension, Expulsion and Denial of Admission law, for more detailed information. Further detail is provided in a publication prepared by the Attorney General's office at

[www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence\\_prevention/svpm2008.pdf](http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf)[www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence\\_prevention/svpm2008.pdf](http://www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf).

Most charter school contracts stipulate which party (the authorizer or the charter school) has the authority to suspend or expel students. C.R.S. 22-33-105(7) states that either a charter school authorized by the CSI, or the CSI itself, may expel, suspend or deny admission of students. During contract negotiations this issue must be decided. Therefore, the charter application should detail how the charter school proposes to handle student discipline, expulsion and suspension. Many applications include policies that the potential charter school would use. The education of expelled students is the responsibility of the public school that expelled them. Include an explanation of how the charter school will provide for an alternative education, if applicable.

### **2. Checklist for Comprehensive High-Quality Application**

- ✓ A proposed policy for student discipline, expulsion or suspension that meets state law and district policy (unless waived), is included.
- ✓ An explanation of how the student recommended for expulsion will be afforded due process rights, including manifestation hearings and the implementation of behavior plans.
- ✓ A description of the schools an expelled student will be prohibited from attending.
- ✓ An explanation of how the charter school will provide the expelled student with an alternative education, if applicable.

## **Q. SERVING STUDENTS WITH SPECIAL NEEDS (15 page limit)**

### **1. Component Description**

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student "falls through the cracks" may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

While charter schools can obtain waivers from teacher licensure, Special Education licensure cannot be waived.

There are many CDE resources available for charter school applicants to consider when writing this section. Those resources are available at

[www.cde.state.co.us/cdechart/guidebook/sped/index.htm](http://www.cde.state.co.us/cdechart/guidebook/sped/index.htm)[www.cde.state.co.us/cdechart/guidebook/sped/index.htm](http://www.cde.state.co.us/cdechart/guidebook/sped/index.htm)

. After reading the overview, read the resource on special education funding for direction on the impact to the charter school's operating budget. The sample compliance plan describes how all special education services could be delivered at a charter school. The application should contain sufficient detail about the delivery of special education services consistent with the school's educational program while still allowing for flexibility between the authorizer and the charter school to best deliver services.

Authorizers are increasingly interested in ascertaining the capacity of the charter school to implement IDEA compliance services in order to limit potential liability issues for the authorizer.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ The school addresses a Response to Intervention (RtI), or child study process to address a need for adaptations or special education assessments and staffing.
- ✓ Clear indications are given that the school understands requirements to meet the needs of IEP's, ELL-, IDEA-, 504 and plans to comply with the needs to include certified personnel, documentation, assessments, adaptations and modifications. The school may also want to address GT-, and enrichment needs.
- ✓ Plan is in place to include needed staff, adequate funding, evaluation of programs' success, flexibility to add contracted services, and specific services the district is expected to provide.

## **R. DISPUTE RESOLUTION PROCESS (1 page limit)**

### **1. Component Description**

This section is simply a paragraph or two that reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ Except as otherwise provided in C.R.S. 22-30.5-107.5, a plan should be provided to settle any disputes between a charter school and its authorizer, concerning governing policy provisions of the charter contract, to include a reasonable written notice which gives a brief description of the matter in dispute and the scope of the disagreement between parties.
- ✓ A process is given to address the issue within 30 days of receipt of notice. Both parties shall either reach an agreement by mutual consent or mutually agree to use any form of alternative dispute resolution as allowed by state law. Alternative dispute resolution shall result in a final issue of findings, by a neutral third party, within 120 days after receipt of written notice, with costs apportioned reasonably.
- ✓ The plan explains that a charter school and authorizer may agree to be bound by the findings of the neutral third party, or may appeal such findings to the state board according to statutory requirements.

## **S. SCHOOL MANAGEMENT CONTRACTS (5 page limit)**

(This section is to be completed only if the proposed school intends to contract with an education service provider).

### **1. Component Description**

If the proposed charter school intends to contract with an education service provider (ESP), such as a charter management organization, education management organization, or any other type of school management provider, address the following issues:

- An explanation of how and why the ESP was selected.

- Detailed explanation of the ESP's success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra-curricular programs).
- A term sheet setting forth the proposed duration of the management contract; roles and responsibilities; scope of services and resources to be provided by the ESP; performance evaluation measures and timelines; compensation structure including clear identification of all fees to be paid to the ESP; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- A draft of the proposed management contract including all of the above terms.
- Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, or have a means for severing the contract.
- Explanation of which staff will report to or be paid by the ESP.
- Evidence that the corporate entity is authorized to do business in Colorado.

Attach:

- Term sheet (described above).
- Proposed management contract.
- Evidence that the service provider is authorized to do business in Colorado.

## 2. Checklist for Comprehensive High-Quality Application

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.
- ✓ A term sheet for the proposed management of the charter school is included with clear performance measures and contract severance provision(s).
- ✓ A draft of the proposed management contract with a clear Conflict of Interest statement is included.
- ✓ An explanation of which staff will be hired and terminated by the ESP or report to or be paid by the ESP.
- ✓ Evidence that the ESP is authorized to conduct business in Colorado.
- ✓ Clear understanding of financial obligation to ESP and if it increases, decreases or stays the same for the duration of the relationship. This includes building ownership if the developers are making payments to the ESP.

## T. EXISTING SCHOOL OPERATORS OR REPLICATORS (10 page limit)

(This section is to be completed only if the charter school applicant currently operates a school or is replicating an existing school.) It is the expectation of ~~Falcon School~~ District 49 that any applicants who are existing school operators will meet the guidelines of the Replication Readiness checklist developed by the Colorado League of Charter Schools. These guidelines are included in Appendix D.

### 1. Component Description

If the proposed charter school is being developed by an existing school or is a replication of an existing school, address the following issues:

- An explanation of how and why the school has decided to replicate.
- Clear evidence of the existing school's capacity to operate a new school successfully while maintaining quality in existing school(s).

- Detailed explanation of the existing school's (or schools') success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., financial performance, back-office services, school operations, extra-curricular programs).
- Explain any never-opened, terminated, or non-renewed schools that were also part of replication efforts.
- Detailed explanation of the network's growth plan and the formal relationship between the existing school(s) and the proposed new school.
- If one board will oversee both or all schools, explain how the local community will be represented on either the board or another school-based oversight committee.

Attach:

- Business plan.
- Detailed academic results.
- Most recent financial audits.
- Parent satisfaction data.

## **2. Checklist for Comprehensive High-Quality Application**

- ✓ Evidence is included that the service provider has successfully managed other schools.
- ✓ Evidence is included that the existing school has the capacity to operate a new school successfully through thoughtful staffing plans and realistic financial projections.
- ✓ Evidence is included that the other school(s) have demonstrated high academic achievement for similar targeted student populations.
- ✓ Evidence is included that the school has a strong financial track record, including making contributions to an annual unrestricted reserve.
- ✓ Evidence is included that demonstrates a thoughtful relationship between the existing school(s) and the proposed new school.
- ✓ Evidence is included that the applicant has a realistic long-term plan for growth.
- ✓ Evidence of a local board or local representation on the governing board or an oversight committee.

## **U. VIRTUAL OR ONLINE SCHOOLS (10 page limit)**

(This section is to be completed only if the proposed charter school has a substantial virtual or online component.)

### **1. Component Description**

If the proposed charter school has a substantial virtual or online component, provide the following:

- An explanation of why a virtual or online school will meet the needs of the identified student population.
- The proposed school's system of course credits.
- How the school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion.
- System for monitoring and verifying student progress and performance in each course through regular, proctored assessments and submissions of coursework.
- How the school will provide appropriate services in the virtual learning environment to students with disabilities and English language learners.
- Plan for conducting parent-teacher conferences.
- Plan for administering state-required assessments to all students in a proctored setting.

## 2. Checklist for Comprehensive High-Quality Application

- ✓ Evidence that the virtual or online model can effectively meet the identified student population's academic needs.
- ✓ Evidence is included that courses and credits align with district graduation requirements and higher education admission requirements.
- ✓ Evidence the school will be able to effectively monitor student enrollment, course load, credit accrual and course completion.
- ✓ Evidence that the school will be able to conduct effective progress monitoring and provide responsive instruction when students are not making progress as expected.
- ✓ Evidence that the school will be able to legally and effectively meet the educational needs of students with disabilities and English language learners.
- ✓ Evidence that the school has a thoughtful plan for effectively engaging parents and communicating with parents about student progress and results.
- ✓ Evidence that the school will be able to meet all state requirements for administration of the annual state-mandated assessment.

## 3. Evaluation Criteria

An excellent Virtual or Online Schools section will have the following characteristics:

- A strong case for how this model was selected and why it is likely to be successful with the identified student population, including research or evidence of the success of this model with other similar student populations.
  - A detailed description of course requirements and how they align with district graduation requirements and higher education admission requirements.
  - A detailed plan for how the school will track student course enrollment to ensure appropriate course loads, sufficient progress towards graduation requirements, and course completion rates.
  - Specific protocol teachers will use to track student progress and provide interventions when progress is not meeting expectations.
  - Specific effective strategies for meeting the needs of students with disabilities and English language learners.
  - A thoughtful plan for holding parent-teacher conferences and generally engaging parents in the educational process.
- A plan for state-mandated test administration that reflects an understanding of requirements that must be met in an online or virtual environment.





Charter Application Evaluation Rubric

Falcon ~~District~~ 49 will use this Evaluation Rubric to determine the quality of the application. ~~It should also be used by charter school applicants as a guide in writing the application.~~ The Design Criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will score either a “3” or a “4” for that indicator. It should be noted that an application scoring a “4” is exemplary and exceeds the expectations established in the Standard Application framework. An application scoring a “2” on an indicator would only partially meet the expectation, and scoring a “1” signifies that the application does not meet the expectation. The application reviewer (or evaluator) must objectively review the application scores for each indicator in order to provide an overall score for the application component.

Sample Application Component

The general theme for the indicators.	Design Criteria: The standard condition that should be provided in the application.			
	The application does not address or meet this indicator for the design criteria.	The application does not sufficiently address or only partially meets this indicator for the design criteria.	The application addresses or meets an appropriate level of expectation for this indicator for the design criteria.	The application addresses and exceeds this indicator for the design criteria. Examples or evidence are provided.
	Written Proposal			
	Strengths:			
	Concerns and Questions:			
	Interviews & Forum			
	Strengths:			
	Concerns and Questions:			

B. Vision and Mission Statements

Design Criteria: The standard condition that should be provided in the application.				
The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.	The vision and mission statements are provided, however there may not be a clear focus, or the statements may not be specific enough to create a compelling purpose for the school.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measureable.	The vision and mission statements express a clear, focused, and compelling purpose for the school that is measurable. The vision and mission statements clearly translate into achievable goals, the selected curriculum, operations, and all aspects of the school.	
The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.	The vision and mission statements do not sufficiently focus on educational outputs and may not result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement.	The vision and mission statements focus on high-quality educational outputs and are likely to result in increased student achievement. Research is provided to support the identified outputs and expectations.	

Written Proposal

Strengths:

Concerns and Questions:

Interviews & Forum

Strengths:

Concerns and Questions:

## C. Goals, Objectives, and Pupil Performance Standards

### Accountability and Accreditation

**Design Criteria: The school demonstrates a clear understanding of accountability laws, both state and federal, and the accreditation process.**

The school does not demonstrate an understanding of state reporting, accountability and the accreditation process.

The school demonstrates a limited understanding of state reporting, accountability and the accreditation process.

The school demonstrates an understanding of state reporting, accountability and the accreditation process.

The school demonstrates an understanding of state reporting, accountability and the accreditation process, and has articulated how the goals and objectives of the school align with state accountability priorities.

The school has not described a plan to meet state performance measures.

The school has insufficiently described a plan to meet state performance measures.

The school has described a plan to meet state performance measures (achievement, -growth, growth gaps, and post secondary/ work force if HS).

The school has described a plan to meet state performance measures and has made connections between these measures and the goals of the school.

	The school does not address AYP.	The school has provided an insufficient plan to meet AYP.	The school has clearly described a plan to meet Adequate Yearly Progress (AYP).	The school has clearly described a plan to meet AYP and has provided clear connections between AYP the goals of the school and state accountability frameworks.
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**Design Criteria: The school has clearly stated high and attainable educational goals. The school has strategies in place to ensure that all students are making progress towards meeting all academic goals.**

The school does not have measurable academic goals.

The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage.

The school has an appropriate and manageable number of SMART goals that reflect high expectations.

The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data.

The school does not have a plan to monitor progress toward meeting the goals of the school.

The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school.

The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data.

The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used to inform the accreditation and school improvement process for the school.

### Goals and Objectives

|

The stated objectives and strategies do not align with -the schools goals.

Goals do not tie to the school’s mission.

The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective.  
Goals do not clearly tie to the school’s mission.

The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective.  
There is alignment of goals with the mission and vision of the school.

The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population.  
There is a clear description of alignment of goals with the mission and vision of the school.

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**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

|

## D. Evidence of Support

Student Population	<b>Design Criteria: The school has provided a clear description of the target student population and has demonstrated not only a sufficient interest in the school, but also a sufficient demand for the school model. Aggregate data for prospective students is provided.</b>			
	The targeted student population is not described.	The targeted student population is not clearly described.	The school has clearly described the targeted student population.	The school has clearly described the targeted student population and has provided aggregate student population projections based on demographic data provided by the authorizer.
	There is no discussion or description of interest or demand for the school.	The school has not sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school.	The school has sufficiently demonstrated an interest in or demand for the school and has provided aggregate demographic data for families interested in enrolling in the school.
Community	<b>Design Criteria: The school demonstrates community support for the proposed program through community partnerships, business relationships, and resource agreements.</b>			
	There is no evidence of support for the school.	The school has provided limited evidence of community support for the school.	The school has provided sufficient evidence of community support for the school.	The school has provided sufficient evidence of community support for the school and evidence is provided as attachments to the application (letters of support, contractual agreements, etc.).
	The school has not developed community partnerships.	The school has developed at least one community partnership, however a description of the partnership is not provided.	The school has developed community partnerships and has provided a clear description of the nature of each partnership.	The school has developed community partnerships and has provided a clear description of the nature of each partnership. Evidence is provided as attachments to the application.
Outreach	<b>Design Criteria: The school clearly describes all community outreach activities designed to reach a broad audience.</b>			
	The school has not provided a description of outreach activities or has not conducted any community outreach.	The school has provided a description of outreach activities; however, outreach activities may not reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience.	The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience. Evidence of outreach activities is provided as an attachment to the application.



The outreach activities of the school do not ensure an equal opportunity to enroll.

The outreach activities of the school may not be sufficient to ensure an equal opportunity to enroll.

The outreach activities of the school are sufficient to ensure an equal opportunity to enroll.

The outreach activities of the school are sufficient. An equal opportunity to enroll is evident in statements of intent to enroll and the enrollment procedures for the school. A sample of the Intent to Enroll form is included as an attachment.

### Written Proposal

Strengths:

Concerns and Questions:

### Interviews & Forum

Strengths:

Concerns and Questions:

## E. Educational Program

<b>Design Criteria: The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population. For unique or innovative practices, the team presents a compelling rationale for effectiveness.</b>				
Instruction	Instructional practices are not addressed.	Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.	Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population	The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.
	There is no connection between the proposed instructional practices and the school's mission.	The school does not effectively connect the proposed instructional practices with the school's mission.	The school's proposed instructional practices support and are aligned with the schools mission.	The school's proposed instructional practices support and are aligned with the schools mission and vision.
	There is no description regarding how instruction will be differentiated to meet student needs.	The school insufficiently describes how instruction will be differentiated to meet student needs.	The school describes how instruction will be differentiated based on identified student needs.	The school describes how instruction will be differentiated based on identified student needs and examples are provided.
	Research to support the proposed instructional practices is not provided.	Research to support the proposed instructional practices is limited or unreliable.	Research on the instructional practices is included in the appendices.	Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.
<b>Design Criteria: The school is proposing to use a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population, and that is aligned to district and state standards.</b>				
Curriculum	The curriculum framework is not presented clearly and does not align with the school's stated mission and goals.	The curriculum framework is partially defined; however the alignment to the school's stated mission and goals is unclear.	The curriculum framework is presented and aligned with the school's stated mission and goals.	The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.
	There is no evidence that the chosen curriculum is aligned with state and district standards.	Evidence that the chosen curriculum is aligned with state and district standards is insufficient.	There is sufficient evidence that the chosen curriculum is aligned with state and district standards.	There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.

The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.

High school credit requirements and course descriptions are not provided.

A description of course offerings is not provided.

Research to support the chosen curriculum is not provided.

**Design Criteria: The school's organizational structure places a priority on implementing the chosen curriculum with fidelity and in its entirety.**

A school calendar and schedule are not provided.

A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.

A description of the staff evaluation process is not provided.

The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.

High school credit requirements and course descriptions are insufficiently described.

Course offerings are insufficient, or do not reflect a cohesive alignment.

Research to support the chosen curriculum is limited or unreliable.

The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.

The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.

The school has provided a description of the staff evaluation process; however, clear links to implementing the curriculum are lacking.

A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.

High school credit requirements and course descriptions are included and clearly articulated.

Course offerings reflect an organized, cohesive curricular design.

Research on the chosen curriculum is included in the appendices.

The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.

A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.

The school has provided a description of the staff evaluation process ~~which~~ and includes clear links to implementing the curriculum with fidelity (through

A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.

High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.

Course offerings reflect an organized, cohesive curricular design that is aligned with the school's mission and philosophy. Any off-the-shelf curricular materials that have been chosen are named, along with an explanation of why these were chosen.

Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.

The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is viable.

A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.

The school has provided a description of the staff evaluation process ~~which~~ and includes clear links to implementing the curriculum with fidelity (through professional

professional development and expected collaboration) and high expectations.

development and expected collaboration) and high expectations. A draft of the staff evaluation tool is provided.

### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

## F. Plan for Evaluating Pupil Performance

**Design Criteria: The school has appropriate internal assessments in place to evaluate both student needs and the effectiveness of the academic programs, and external assessments to ensure district and state content standards will be met.**

The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.	Required state assessments are listed. Internal assessments will be aligned with state or district content standards, but no explanation is given as to how.	Assessments will be chosen with curriculum, instruction, standards and legal requirements such as ECEA and CBLA in mind.	Assessments are aligned with curriculum, instruction, standards and legal requirements such as ECEA and CBLA.
The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process.	A preliminary list of assessments is provided; however the assessment plan does not sufficiently address an anticipated schedule of frequency, or a plan to select additional assessments.	A preliminary list of assessments is provided. The assessment plan includes an anticipated schedule of frequency, and a plan to select additional assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments.	The assessment plan reflects a comprehensive list of assessments. The assessment plan includes a full schedule of assessments. The plan includes provisions for literacy testing, interventions, formative assessments, and summative assessments. The plan also addresses how information will be used to improve instructional practice and content.
There is no plan for corrective action.	A plan for taking corrective action is generally described and does not include examples of interventions.	A plan is clearly defined for taking corrective action, with examples of interventions.	A comprehensive plan is clearly defined for taking corrective action, with many examples of interventions and scheduling of additional supports given.
Research is not provided to substantiate the selected assessments.	Limited research is provided or is unreliable to support the selected assessments and interventions.	Research on effectiveness of the selected assessments and interventions is provided in the appendices.	The school clearly demonstrates researched validity and reliability of selected assessments and interventions, with the identified population, which is included in the appendices.

**Design Criteria:** The school will use student performance data to determine whether the school’s academic goals are being achieved, and to modify its academic program in order to improve student learning and instructional effectiveness.

The school has no plan in place to evaluate the effectiveness of the academic program.

The school states it will make changes to the academic program based on the results of evaluations; however, no plans or systems to track or evaluate data are included.

A Student Information System (SIS) and data warehouse are described or the process for selecting them is described. The SIS and data warehouse will be used in conjunction with identified assessments that will be used to evaluate the effectiveness of the academic program.

A specific SIS, formative and summative assessments, and data warehouse are part of a system of information that will be used to evaluate the effectiveness of the academic program.

No supporting research is provided.

Supporting research is limited.

Research to support the school’s evaluation process is included in the appendices.

Research on the effectiveness of the chosen pieces, with the identified population, is included in the appendices.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

## G. Budget and Finance

Assumptions and Descriptions	<b>Design Criteria: The budget is based on realistic revenue and expenditures for a period of 5 years. The school budget details are based on valid assumptions, and enable the school's mission to be realized.</b>			
	A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.	A 5-year budget is included with little information as to what the assumptions are based on. It cannot be determined if the budget balances.	A 5-year balanced budget is included.	A 5-year balanced budget is included along with a cash flow chart for the first year of operation.
	Little or no detail is provided in the budget narrative.	A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.	Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.	Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and includes a description of what budget changes will be made if actual enrollment does not meet projections.
Oversight, and Compliance	There is no connection of the budget to the school's mission and focus.	The budget and content in sections of the charter application don't always match.	Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.	Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.
	<b>Design Criteria: The board provides the proper legal fiscal oversight. The school follows generally acceptable accounting practices. Financial controls ensure adequate auditing and reporting procedures are in place.</b>			
	There is no plan to conduct an audit.	An audit will be conducted, with no mention of who will perform the audit.	An independent audit will be conducted by a qualified CPA, with a statement included that the school will address any concerns.	An independent audit will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns.
	The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls.	There is a plan to set the budget according to the state chart of accounts, but that is not reflected in the budget attachment.	The budget is set up in the prescribed form requested by the authorizer, or according to the basic state chart of accounts format.	The budget is set up according to the state chart of accounts.
	PERA and TABOR are not included in the budget.	PERA and TABOR are both included, but do not appear correctly.	Appropriate PERA and TABOR amounts are both included in the budget.	Appropriate PERA and TABOR amounts are both included.



No plan is in place to report financial information to the community or chartering authority.

The school does not describe or address the development of financial policies.

The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency Act.

The plan to develop financial policies or existing policies are deficient or out of compliance.

The school demonstrates a clear understanding of and compliance with the Financial Transparency Act.

Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight.

The school demonstrates a clear understanding of and compliance with the Financial Transparency Act and has provided sample financial templates and reports as an attachment.

All financial policies are included in the appendices, and provide fiscally responsible oversight.

**Design Criteria: The school has adequate personnel and service providers in place to perform financial tasks.**

The school's organizational structure does not provide enough support to conduct business services.	There is a plan to hire staff or a consultant to oversee the business services office, but no qualifications or responsibilities are provided.	Job qualifications and responsibilities for the business services office are listed in the narrative.	Job descriptions and qualifications for the business services office are included for key areas.
The school does not address the purchasing procedures at the school.	The school indicates that spending decisions will be regulated, however a clear description of the hierarchy and process is not provided.	The school provides a clear description of the spending decision hierarchy at the school, and a general description of the process.	The school provides a clear description of the spending decision hierarchy, spending procedures, and the process that is involved in making purchases.
No information is provided as to what services will be purchased or contracted.	Limited information is provided as to what services will be purchased or contracted.	A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included.	Specific purchased services are listed, and an agreement for each key partnership is included in the appendices

**Design Criteria: The school is financially solvent. The school has a budget planning process in place to maintain a financially viable school. The school develops and implements a long-range financial plan.**

No long term planning is evident.	The school has developed an inconsistent plan that includes plans to pursue some fundraising to meet their growth needs.	The school has developed a fundraising plan and strategies that identify specific grantors, fundraising groups and areas of support.	The school has developed a fundraising plan and strategies <del>which</del> <b>that</b> actively identifies grantors, involves different constituencies and diverse revenue sources.
There is no process for evaluating expenditures.	An evaluation process is described for evaluating expenditures against need; however, it is not clear if the evaluation includes mission alignment or how changes will be made based on the evaluation.	An evaluation process is described for evaluating expenditures against needs and mission alignment, and making changes based on this analysis.	An in depth evaluation process of financial spending decisions are based on a data-driven needs assessment, and mission alignment, and is included in the appendices.
Projected growth is not adequate to meet long range plans, or is not realistic.	Projected growth may not be adequate to meet long range plans, or may not be realistic.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facilities needs.	Projected growth is adequate to meet long range plans for the chosen school model, staffing and facilities needs. Projections are conservative and are based on realistic data.

### Written Proposal

Strengths:

Concerns and Questions:

### Interviews & Forum

Strengths:

Concerns and Questions:

## H. Governance

Capacity	<b>Design Criteria: The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.</b>			
	Board membership reflects a lack of diverse experiences and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).	Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.
	A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.	A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.	A plan is in place to recruit board members with identified skill sets.	A plan is in place to recruit highly qualified board members with identified skill sets.
	Board member information is not provided.	Only board member names are provided.	Board member biographies are included in the application.	Board member biographies are included in the application, and all board members' resumes are included as an attachment.
Process	Board members do not sign a Board Member Agreement.	NA	All board members will sign a Board Member Agreement.	All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.
	<b>Design Criteria: There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school's administrator. Adequate structures are in place to provide rigorous oversight and support.</b>			
	There is no description of the process to transition to an official board.	There is a partial explanation of the transition to an official board.	There is a clear explanation of the initial transition to an official board.	There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.
	There is no description of the board election process, decision-making process, or the board membership terms.	There is a partial explanation of the board election process, decision-making process, or the board membership terms.	There is a clear explanation of the board election process, decision-making process, or the board membership terms.	There is a clear explanation of the board election process, decision-making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.

There is no description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.

The administrator's qualifications are not described and there is no description of a process for hiring and evaluating the administrator.

Attachments detailing the governance structure are not provided.

There is a partial description of the roles and responsibilities of the board and the roles and responsibilities of the school's administrator; however the description does not sufficiently address the distinction between roles.

The administrator's qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.

Attachments detailing the governance structure are provided, but are insufficient in number or detail.

There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator.

The administrator's qualifications are described, and a plan to hire and evaluate the administrator is described.

Attachments detailing the governance structure (such as an organizational chart and bylaws) are provided.

There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school's administrator, and evidence is provided to demonstrate compliance with the stated distinctions.

The administrator's qualifications are described, and a plan to hire and evaluate the administrator is described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.

Attachments detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.

**Design Criteria: Legal Compliance with Open Meetings and Open Records laws, status of the proposed school, conflicts of interest, and grievance process are explained.**

There is no explanation of how the school plans to comply with Open Meetings Laws.

There is a partial explanation of how the school plans to comply with Open Meetings Laws.

There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.).

There is a complete explanation of how the school plans to comply with Open Meetings Laws (agendas posted 24 hours in advance, quorums, executive session procedures, board meeting frequency and focus, etc.) and evidence is provided to demonstrate compliance with Open Meetings Laws.

There is no explanation of how the school plans to comply with Open Records Laws.

There is a partial explanation of how the school plans to comply with Open Records Laws.

There is a complete explanation of how the school plans to comply with Open Records Laws (meeting minutes, accessibility of school business documents, etc.).

There is a complete explanation of how the school plans to comply with Open Records Laws (meeting minutes, accessibility of school business documents, etc.) and evidence is provided to demonstrate compliance with Open Records Laws.

Neither a conflict of interest policy, nor a complaint policy is included as an attachment.	Either a conflict of interest policy, or a complaint policy, is provided as an attachment.	Conflict of Interest and complaint policies are included as attachments.	Conflict of Interest and complaint policies are included as attachments, and evidence is provided to demonstrate compliance with the policies. NA
The legal status of the school is not explained. Articles of Incorporation are not included as an attachment to the charter application.	The legal status of the school is partially explained, but is incomplete.	The legal status of the school is clearly explained. Articles of Incorporation are included as an attachment to the charter application.	
<b>Design Criteria: There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.</b>			
There is no plan for board member training.	A plan is in place for board training; however it does not make use of the online board training modules, or the plan is not on- going or comprehensive, primarily addressing training as a one-time event.	A comprehensive plan is in place for board training and continuous improvement that includes certification through the online board modules for all new board members.	An ongoing comprehensive plan and training calendar are in place for board training and continuous improvement that includes certification through the online board modules for all board members.
There is no plan for evaluating the board.	The plan for annual self-evaluation is insufficient.	An annual self-evaluation of board function and effectiveness is in place.	An annual self-evaluation of board function and effectiveness is in place and a draft of the evaluation tool is included as an attachment.
There is no evidence that funding or time are allocated to ensure board member training.	Funding and time allocations for board training are insufficient.	There is money in the budget and time allotted in the calendar to ensure board training for all new board members.	There is money in the budget and time allotted in the calendar to ensure initial board training for all board members and ongoing continuous improvement for the full board.

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### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

## I. Employees

Teacher Quality and Professional Development	<b>Design Criteria: The School's Classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.</b>			
	There is no evidence that the school will require all members of the teaching staff to be Highly Qualified.	The school plans to only hire Highly Qualified teachers.	All teachers will be Highly Qualified and a definition is provided.	All teachers will be Highly Qualified and the school provides a clear definition or what this means and how it will be verified and tracked.
	Professional Development (PD) offerings are minimal and are not aligned with the school's educational philosophy or based on teacher need or student progress monitoring.	There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.	Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.	Professional Development and programmatic changes will be determined based on thorough data analysis, and a comprehensive list of initial trainings, timing of trainings, and the person responsible for evaluating need is provided.
	There is not a clear process for evaluating teacher effectiveness.	There is a process for evaluating teacher effectiveness, however it is unclear as to how this is tied to student academic performance.	There is a clear process for evaluating teacher effectiveness and this will be tied to student academic performance.	A comprehensive evaluation of teacher effectiveness is tied to student academic performance. The teacher evaluation rubrics are included in the appendices.
	No time is allotted in the calendar for PD.	The school offers some professional development days that are noted in the calendar.	Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.	Time is allotted in the calendar and schedule for ongoing PD, data analysis and collaborative planning. The professional development plan is aligned to standards and to the teacher effectiveness evaluation.
	The budget does not include funding to support the professional development plans.	The budget includes insufficient funding to support the professional development plans.	The budget reflects funding estimates to support professional development plans.	The budget fully supports the professional development plans, with reliable assumptions used for financial information.



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### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

J. Insurance Coverage

Insurance Coverage	<b>Design Criteria: There is clear assurance that the school will meet applicable insurance requirements with reasonable assumptions for the cost.</b>			
	The school has not provided a complete list of the types of insurance for which the school will contract.	The school has provided a list of the types of insurance for which the school will contract, however the coverage does not meet all applicable insurance requirements.	The school has provided a complete list of the types of insurance for which the school will contract and the coverage meets applicable insurance requirements.	The school has provided a comprehensive and complete list of the types of insurance for which the school will contract and the coverage exceeds applicable insurance requirements.
	The school budget does not reflect costs for insurance coverage.	The school budget reflects the costs for insurance coverage; however, the costs are either unreasonable or insufficient to obtain the coverage required.	The school budget reflects reasonable assumptions for insurance coverage.	The school budget reflects reasonable assumptions for insurance coverage based on written quotes from the insurance companies.

Written Proposal

Strengths:

Concerns and Questions:

Interviews & Forum

Strengths:

Concerns and Questions:

## K. Parent and Community Involvement

School Development	<b>Design Criteria: Outreach activities have resulted in a strong community including supporting parents from a wide range of backgrounds working to develop the school.</b>			
	There has been little or no parent and community involvement in the concept for the school or the development of the school.	The school demonstrates some parent and community involvement in the concept for the school and the development of the school.	The school demonstrates parent and community involvement in the concept for the school and the development of the school.	There is strong evidence to demonstrate parent and community involvement in all phases of the schools development.
	The school has provided little or no description or evidence of support from the larger community.	The school has stated that the larger community's interests were considered in the development of the school; however, evidence of support from the community is limited.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support.	The school has provided evidence that the school reflects the larger community's interest and evidence of support from the community in the form of letters of support, letters of intent, contractual partnerships.
Communication	The school has provided little or no information about volunteer requirements or opportunities.	The school has provided a limited description of the volunteer requirements and opportunities; however, it is apparent that volunteers play a significant role at the school.	The school has clearly described the volunteer requirements and opportunities at the school.	The school has clearly described the volunteer requirements and opportunities at the school. Evidence of a large volunteer pool is provided along with exemplary practices in recruiting and retaining volunteers.
	<b>Design Criteria: Communication with the parent community is a priority and information is provided to a diverse audience.</b>			
	The school does not distribute information about school operation, implementation, and progress.	The school distributes some information about school operation, implementation, and progress to a limited audience.	The school distributes information about school operation, implementation, and progress to an established parent community.	The school regularly distributes and makes widely available information about school operation, implementation, and progress to an established parent community and other interested parties.
	The school has not attempted to communicate with at-risk families.	The school has engaged in some strategies for communicating with at-risk families.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school.	The school has engaged in specific strategies for communicating with at-risk families and families who might not be aware of the school. Evidence of interest in the school reflects that communication efforts have been successful.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

L. Enrollment Policy

Policy	<b>Design Criteria: Enrollment policies reflect compliance with state statute and the process of enrollment is complete, fair, and equitable.</b>			
	The school has an enrollment process that is not in compliance with state statute.	The school has an enrollment process that is in partial compliance with state statute.	The school has an enrollment process that is in full compliance with state statute.	The school has an enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.
	The description of the enrollment process is insufficient and/or inequitable.	The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.	The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers. Draft enrollment policies are attached.

Written Proposal

Strengths:

Concerns and Questions:

Interviews & Forum

Strengths:

Concerns and Questions:

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## M. Transportation and Food Service

Transportation	<b>Design Criteria: The school considers the transportation needs of students and develops adequate plans to address those needs.</b>			
	The school has not provided a description of whether and how student transportation needs will be addressed.	The school has provided a partial description of whether and how student transportation needs will be addressed.	The school has provided a clear description of whether and how student transportation needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student transportation services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student transportation needs.
	The plan to address the transportation needs of students does not take low-income low achieving students into consideration.	The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.	The plan to address the transportation needs of students takes low-income low achieving students into consideration.	The plan to address the transportation needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student transportation needs.	The school budget reflects the costs for addressing student transportation needs; however, the costs plans are either unreasonable or insufficient to address the school's plan costs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs.	The school budget reflects reasonable costs associated with implementing the schools plan to address student transportation needs and are based on written quotes.
Food	<b>Design Criteria: The school considers the food service needs of students and develops adequate plans to address those needs.</b>			
	The school has not provided a description of whether and how student food service needs will be addressed.	The school has provided a partial description of whether and how student food service needs will be addressed.	The school has provided a clear description of whether and how student food service needs will be provided or student needs will be addressed.	The school has provided a clear description of whether and how student food service services will be provided. The school has established a plan that complies with all state and federal regulations in order to meet student food service needs.
	The plan to address the food service needs of students does not take low-income low achieving students into consideration.	The plan to address the food service needs of students partially takes low-income low achieving students into consideration.	The plan to address the food service needs of students takes low-income low achieving students into consideration.	The plan to address the food service needs of students fully meets needs of low-income low achieving students.
	The school budget does not reflect costs for addressing student food service needs.	The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service	The school budget reflects reasonable costs associated with implementing the schools plan to address student food service needs and are based on written

insufficient to address the  
school’s plan.

needs.

quotes.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

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## N. Facilities

### Description of Adequacy

**Design Criteria: The School's classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.**

A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program.

OR

If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.

The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing strategy is unreasonable and inappropriate.

OR

If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation of the school facility, or the school's financing plan is unreasonable and inappropriate.

A description of the school facility is provided; however, either detail is insufficient, or the facility is may not be sufficient to ensure the full implementation of the school program.

OR

If the facility has not been identified, a description of the school facility requirements is provided however, either detail is insufficient, or facility priorities may not be sufficient to ensure full implementation of the school program.

The school budget reflects costs associated with the development and operation of the school facility and the school's financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data.

OR

If the facility has not been identified, the school budget reflects costs associated with the development and operation of the school facility and the school's financing plan is presented; however costs may be unreasonable and are not substantiated with reliable data.

A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program.

OR

If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate and sufficient to fully implement the school program.

The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate.

OR

If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.

A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program.

OR

If the facility has not been identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.

The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.

OR

If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.

The location for the school is inappropriate based on need and does not address the targeted student population.

OR

If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.

The school has presented an unreasonable timeline for completion of the school facility.

OR

If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.

The school has not demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.

OR

If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.

The location for the school may be inappropriate based on need and the targeted student population.

OR

If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.

The school has presented an aggressive timeline for completion of the school facility which may be unattainable.

OR

If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.

The school partially demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.

OR

If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.

The location for the school is appropriate based on need and the targeted student population.

OR

If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.

The school has presented a reasonable and appropriate timeline for completion of the school facility.

OR

If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.

The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.

OR

If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.

The location for the school is appropriate and was selected specifically to address the targeted student population.

OR

If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.

The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility.

OR

If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.

The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.

OR

NA

|

### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

## O. Waivers

### Waiver Requests

**Design Criteria: Waiver requests are presented clearly and demonstrate alignment with the school's mission and purpose.**

The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for why the waiver is being requested is not included.

The school has provided a list of state laws or rules for which a waiver is requested and a rationale for why the waiver is being requested.

The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested and a replacement plan.

The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested, a replacement plan, and a plan for how the waiver will be evaluated.

The school has provided a list of authorizer policies for which a waiver is requested; however, the rationale for why the waiver is being requested is not included.

The school has provided a list of authorizer policies for which a waiver is requested and a rationale for why the waiver is being requested.

The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested and a replacement plan.

The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested, a replacement policy, and a plan for how the waiver will be evaluated.

Requested waivers are not in alignment with the school's mission.

Requested waivers are in alignment with the school's proposed autonomy.

Requested waivers are in alignment with the school's proposed autonomy and the mission and the alignment is clearly articulated.

Requested waivers are in alignment with the school's proposed autonomy, the mission and goals, operations, governances, and employment relationships of the proposed charter school, and the alignment is clearly articulated.

|

### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

P. Student Discipline, Expulsion, or Suspension

Policy	<b>Design Criteria: There is a plan to address student discipline, expulsion, and suspension which complies with applicable laws.</b>			
	The school has provided some information about student discipline and does not address how expulsion or suspension will be handled.	The school has provided information about student discipline; however, information about expulsion or suspension is insufficient.	There is a description of the school’s policy or plans to address expulsion, suspension, and education of expelled or suspended students, if applicable.	There is a description of the school’s policy addressing expulsion, suspension, and education of expelled or suspended students, if applicable. A draft of the policy is provided.
	The proposed student discipline policies are not in compliance with applicable laws.	NA	The proposed student discipline policies are in compliance with applicable laws.	NA

Written Proposal

Strengths:

Concerns and Questions:

Interviews & Forum

Strengths:

Concerns and Questions:

## Q. Serving Students with Special Needs

Serving Students with Special Needs

**Design Criteria: The school has strategies in place to meet the legal requirements and individual student needs when serving students that are considered to be at-risk, disabled, gifted, and English Language Learners, or that are performing below grade level.**

The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.

The school has no plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.

The school does not address how staffing allocations will be used to meet the needs of students.

There is no provision for ongoing monitoring of these populations.

The budget does not reflect costs involved in addressing the needs of special populations.

Research on interventions and chosen materials is not provided.

The school has a partial plan in place to identify and meet the needs of students who are struggling, and to identify students with special needs. Rtl is mentioned, but details are not provided.

The school has a partial plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.

The school had provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.

NA

The budget reflects some of the costs involved in addressing special populations; however, sufficient detail is not provided.

Limited research on interventions and chosen materials is referenced.

The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, and IEPs. Intervention strategies for the 3 tiers used in Rtl (Response to Intervention) are identified.

The school has a plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.

The school had provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher.

The school identifies the need for ongoing monitoring of these populations.

The budget reflects allocation for resources, staffing, and training needed to serve the needs of special populations.

Research on interventions and chosen materials is included in the appendices.

The school has a plan in place to meet all legal requirements to identify students with special needs, to include IDEA, FAPE, IEP, ALP, and 504. Intervention strategies for the 3 tiers used in Rtl (Response to Intervention) are fully described.

The school has a plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school. Strategies and interventions are fully described.

The school had provided a plan to provide adequate staff to meet the needs of all students that includes a licensed Special Ed teacher. A timeline that fully describes the development of the staffing and instructional and curricular plans is included.

The school provides exit standards and plans for ongoing monitoring of these populations.

The budget reflects allocation for resources, staffing, and training needed to serve all students' needs.

Research on effective strategies and support materials, with the identified populations, is included in the appendices.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:



R. Dispute Resolution Process

Dispute Resolution

**Design Criteria: A dispute resolution process is proposed that will appropriately guide the school and authorizer should a governance disagreement arise.**

The dispute resolution process is not in compliance with statutory requirements for both the charter school and the authorizer.	NA	The dispute resolution process is in compliance with statutory requirements for both the charter school and the authorizer.	NA
The dispute resolution plan is incomplete or does not provide enough detail to demonstrate reasonable methods for resolving disagreements.	The dispute resolution plan is included; however, the plan does not always demonstrate reasonable methods for resolving disagreements.	The dispute resolution plan demonstrates reasonable methods for resolving disagreements.	The dispute resolution plan demonstrates reasonable methods for resolving disagreements and the plan is in alignment with the authorizer’s existing dispute resolution policies.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

## S. School Management Contracts

This section should be completed only if the proposed school intends to contract with an Education Service Provider.

Teacher Quality and Professional Development

### Design Criteria:

The school has not provided evidence of past success for the Education Service Provider (ESP). The ESP is not authorized to do business in Colorado.

The contract between the school and the ESP does not include reasonable terms.

The school has failed to provide assurance against conflicts of interest with the ESP.

A description of the relationships between the school, the school governing board, the employees, and the ESP is not provided.

The school has provided insufficient evidence to show past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.

The contract between the school and ESP includes reasonable terms and a term sheet is provided; however, the contract is not performance based.

NA

A description of the relationships between the school governing board and the ESP is provided; however, there information about the relationship between other parties is not sufficiently described.

The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.

The contract between the school and ESP is a performance contract that includes reasonable terms and an ability to sever the relationship. A complete term sheet and the performance contract are provided.

The school has provided assurance that there are no conflicts of interest with the ESP.

A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided.

The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado. A list of qualifications and references is provided.

The contract between the school and ESP is a performance contract that includes reasonable terms, and ability to sever the relationship, and a monitoring plan. A complete term sheet and the performance contract are provided. A detailed monitoring plan is also provided.

NA

A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided. A list of staff members that will be hired, evaluated and terminated by the ESP is provided.

|

### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

## T. Existing School Operators or Replicators

This section should only be completed if the applicants already manage one or more schools.

Teacher Quality and Professional Development

### Design Criteria:

The school does not meet the Replication Readiness indicators in the guide developed by the Colorado League of Charter Schools.

The school has not provided evidence of past success with school management and academic performance serving similar student populations.

The school has not provided insufficient evidence of adequate financial health.

The school has not provided a sufficient staffing plan and has included unrealistic allocation of financial resources.

If one board will oversee multiple schools, the applicant has not provided evidence that the local community will be represented on the board or another local oversight body.

The school only meets some of the Replication Readiness indicators in the guide developed by the Colorado League of Charter Schools.

The school has provided insufficient evidence of past success with school management and academic performance serving similar student populations.

The school has provided insufficient evidence of adequate financial health.

The school has provided an insufficient staffing plan and insufficient allocation of financial resources.

If one board will oversee multiple schools, the applicant has provided insufficient evidence that the local community will be represented on the board or another local oversight body.

The school meets all of the Replication Readiness indicators in the guide developed by the Colorado League of Charter Schools.

The school has provided evidence of past success over multiple consecutive years with school management and academic performance serving similar student populations.

The school has provided evidence of adequate financial health through multiple consecutive years of clean financial audits and a reserve.

The school has provided a staffing plan and realistic allocation of financial resources that make management of an additional campus likely to succeed.

If one board will oversee multiple schools, the applicant has provided evidence that the local community will be represented on the board or another local oversight body.

The school meets all and exceeds many of the Replication Readiness indicators in the guide developed by the Colorado League of Charter Schools.

The school has provided evidence of exemplary past success over multiple consecutive years with school management and academic performance serving similar student populations.

The school has provided evidence of strong financial health through multiple consecutive years of clean financial audits and a healthy reserve.

The school has provided a strong staffing plan and realistic allocation of financial resources that make management of an additional campus highly likely to succeed.

If one board will oversee multiple schools, the applicant has provided strong evidence that the local community will be represented on the board or another local oversight body.

|

### **Written Proposal**

Strengths:

Concerns and Questions:

### **Interviews & Forum**

Strengths:

Concerns and Questions:

## U. Virtual or Online Schools

This section should only be completed if the applicants intend to offer a virtual or online school.

Teacher Quality and Professional Development

### Design Criteria:

The school has not provided adequate rationale for why this type of program is being proposed and why it is likely to be successful.

The school has not provided an overview of how courses and credits will be earned, what is required for graduation, how these requirements align with district and higher education requirements, or how the school will track student progress in effectively earning credits.

The school does not have a plan for monitoring, effectively assessing, and supporting individual students' academic performance.

The school does not have a plan for administering state-required assessments to all students in a proctored environment.

The school has provided insufficient rationale for why this type of program is being proposed and why it is likely to be successful based on research or evidence of success in other similar environments.

The school has provided an insufficient overview of how courses and credits will be earned, what is required for graduation, how these requirements align with district and higher education requirements, and how the school will track student progress in effectively earning credits.

The school has an insufficient plan for monitoring, effectively assessing, and supporting individual students' academic performance.

The school's plan for administering state-required assessments to all students in a proctored environment reflects an insufficient understanding of state requirements and appropriate protocol.

The school has provided rationale for why this type of program is being proposed and why it is likely to be successful based on research or evidence of success in other similar environments.

The school has provided an overview of how courses and credits will be earned, what is required for graduation, how these requirements align with district and higher education requirements, and how the school will track student progress in effectively earning credits.

The school has an adequate plan for monitoring, effectively assessing, and supporting individual students' academic performance.

The school's plan for administering state-required assessments to all students in a proctored environment reflects an adequate understanding of state requirements and appropriate protocol.

The school has provided strong rationale for why this type of program is being proposed and why it is likely to be successful based on compelling research or evidence of success in other similar environments.

The school has provided a clear and comprehensive overview of how courses and credits will be earned, what is required for graduation, how these requirements align with district and higher education requirements, and how the school will track student progress in effectively earning credits.

The school has a comprehensive plan for monitoring, effectively assessing, and supporting individual students' academic performance.

The school's plan for administering state-required assessments to all students in a proctored environment reflects a strong understanding of state requirements and appropriate protocol.

The school does not have a plan for meeting the needs of students with disabilities and English language learners that will ensure that these students' needs are effectively and legally met.

The school does not have a plan for effectively communicating with and engaging parents about student progress and achievement.

The school has an insufficient plan for meeting the needs of students with disabilities and English language learners that will ensure that these students' needs are effectively and legally met.

The school has an insufficient plan for effectively communicating with and engaging parents about student progress and achievement.

The school has a sufficient plan for meeting the needs of students with disabilities and English language learners that will ensure that these students' needs are effectively and legally met.

The school has a sufficient plan for effectively communicating with and engaging parents about student progress and achievement.

The school has a comprehensive plan for meeting the needs of students with disabilities and English language learners that will ensure that these students' needs are effectively and legally met.

The school has a thoughtful plan for effectively communicating with and engaging parents about student progress and achievement.

### Written Proposal

Strengths:

Concerns and Questions:

### Interviews & Forum

Strengths:

Concerns and Questions:

**V. Overall Assessment**

This section gives the application reviewer an opportunity to provide general feedback about their overall impression of the charter school application.

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

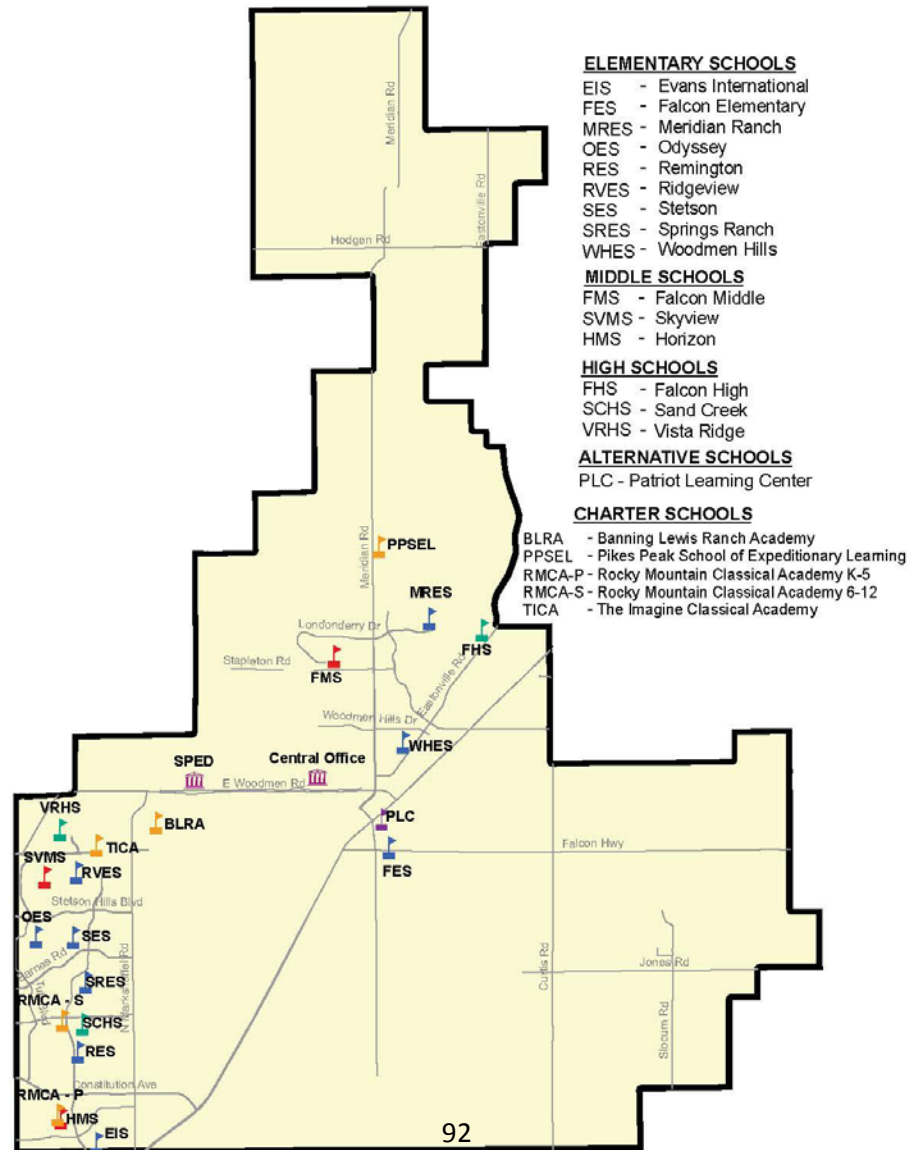


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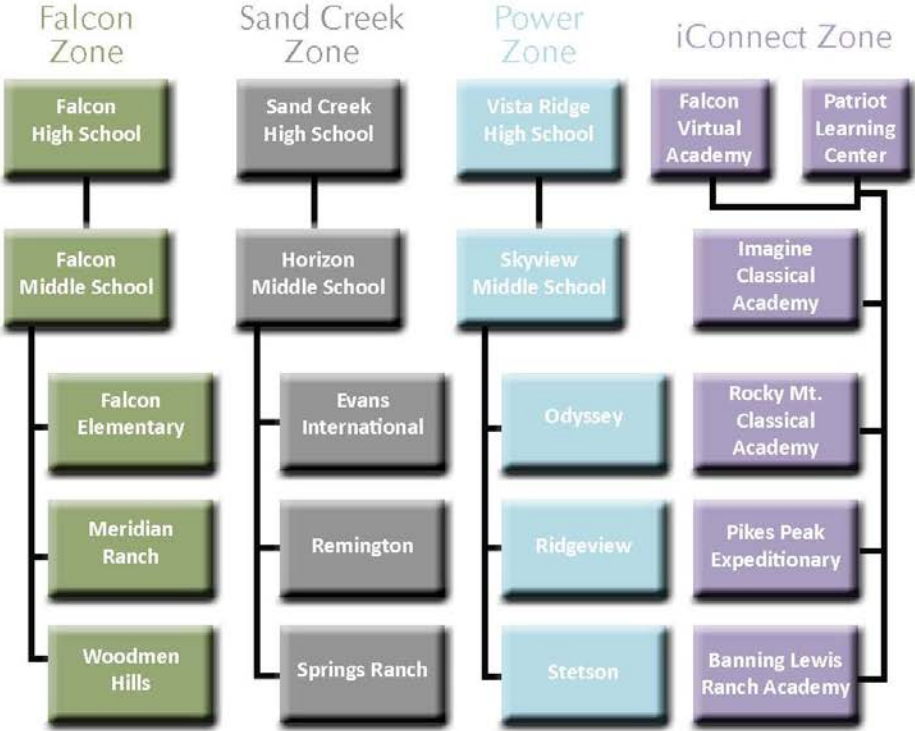
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**~~Appendix A: Falcon 49 District Map and Zone Feeder Pattern~~**

## District Map



# Innovation Zone Feeder Pattern



|

|

## **Appendix B:**

### **Falcon 49 Innovation Zones and Existing School Options**

District 49's educational programs provide autonomy, flexibility and the resources our teachers need to create opportunities to challenge and support every student. District 49 is proud to offer students an outstanding education from preschool through grade 12 and beyond, with options for college-level courses and credit. K-12 International Baccalaureate, along with Advanced Placement courses, hands-on, inquiry-based Science, Technology, Engineering, Arts and Math curriculum (STEAM) and career-focused nursing and finance academies are just some of the options available to District 49 students. Online and alternative educational environments, as well as homeschool enrichment and charter school opportunities, are also available.

#### **FALCON ZONE**

The Falcon Innovation Zone has the highest ACT and CSAP scores in the district. Falcon Zone schools have ranked in the top 20% of all state schools in various categories. The zone has a tradition of collaborating at all levels of education and the community to improve educational opportunities for students. The Falcon Zone believes in developing a synergy between traditional education methods and new technology, to maximize the benefits of both. The zone prides itself on individual attention and relationships that have proven to deliver results in the classroom. The five schools in Falcon Zone are providing students with a sound, fundamental, comprehensive and rigorous education.

#### **Falcon Zone Schools:**

- Falcon Elementary School of Technology
- Meridian Ranch International School
- Woodmen Hills Elementary
- Falcon Middle School
- Falcon High School

#### **In addition, the zone offers:**

- Information / Technology Academy
- Air Force JROTC program
- Nursing Academy
- Finance Academy
- Vocational classes (wide variety)
- Falcon Zone offers 20 Advanced Placement/College Success (UCCS) classes for students to get a jump start on their college education.

#### **SAND CREEK ZONE**

The Sand Creek Innovation Zone emphasizes service learning throughout its schools. Students are encouraged to give back to their community while broadening their critical thinking and problem solving skills. The Sand Creek Innovation Zone offers extra-curricular activities, clubs, and athletics to meet the needs of every student.

Sand Creek Zone Schools:

- Springs Ranch Elementary
- Remington Elementary
- Evans International Elementary
- Horizon Middle School
- Sand Creek High School

The Sand Creek Zone has: \_\_\_\_\_

- K-12 International Baccalaureate program with an international, community minded focus.
- Sand Creek High School will begin implementing a Media, Arts and Communication strand next year.
- 21st century skills, such as the ability to think critically, collaborate, creatively problem solve and communicate information to others in a structure that affords businesses the ability to reach its constituents in a digital society is the emphasis of this strand.
- Sand Creek High School offers an academic intervention period for all learners during the school day. The intervention period is designed to meet the individual learning needs of all students.
- Integration of state of the art technology to better prepare students for college and workforce.

### **POWER ZONE**

The POWER Innovation Zone is a value and purpose driven organization, which emphasizes the importance of family, community, communication, decorum and loyalty. The zone works to engage students in finding their passion and goals. Through collaboration, the POWER Zone quickly adapts its curricula to the changing needs of the job market.

POWER Zone Schools:

- Odyssey Elementary
- Stetson Elementary
- Ridgeview Elementary
- Skyview
- Middle School
- Vista Ridge
- High School

The zone offers:

- A unique K-12 Science, Technology, Engineering and Math (STEM) ecosystem with science labs in the elementary schools, middle school and an all-girls engineering class at the high school level.

- Science labs in elementary schools.
- A career and technical education focus at both Skyview Middle School and Vista Ridge High School.
- Arts integration into the STEM program at Ridgeview and Odyssey Elementary.
- Stetson Elementary School uses traditional foundation skills, incorporated with 21st century skills to promote critical thinking, collaboration, self-direction and invention.
- A relationship with the iConnect Zone to offer online courses and credit recovery among other options to suit individual students' needs.
- Arts inquiry, math and science emphasis at Ridgeview Elementary School.
- Free full-day kindergarten for all POWER Zone elementary schools starting 2012-13.

### **iCONNECT ZONE**

The iConnect Innovation Zone strives to inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals. The iConnect Zone interconnects effective educational systems which inspire individuals to their learning potential. It investigates and implements the best educational practices that lead students to success and invests in students by challenging and developing citizens that compete in a global society. It creates settings and systems that empower each student's learning, leadership and life.

#### **iConnect Zone Schools:**

- Patriot Learning Center – Alternative middle and high school/night school
- Falcon Virtual Academy – Full-time online and blended-online school
- Homeschool Enrichment Program
- The Imagine Classical Academy – PreK-8 Classical
- Core Knowledge school
- Rocky Mountain Classical Academy – K-8 Classical
- Core Knowledge school/part-time homeschool program
- Banning Lewis Ranch Academy – K-8 Mosaica/Paragon Curriculum
- Pikes Peak School of Expeditionary Learning – PreK-8 Expeditionary Learning

#### **The iConnect Zone provides:**

- Online and blended-online classroom courses
- Credit recovery for students who previously attempted a class but did not succeed in earning academic credit towards graduation
- Homeschool Enrichment Program
- Night School options
- Alternative high/middle school opportunities
- A resource for all zones for students who request online courses and credit recovery among other options to suit their needs.
- Charter school options – tuition-free, public schools with specific curriculum and programs.

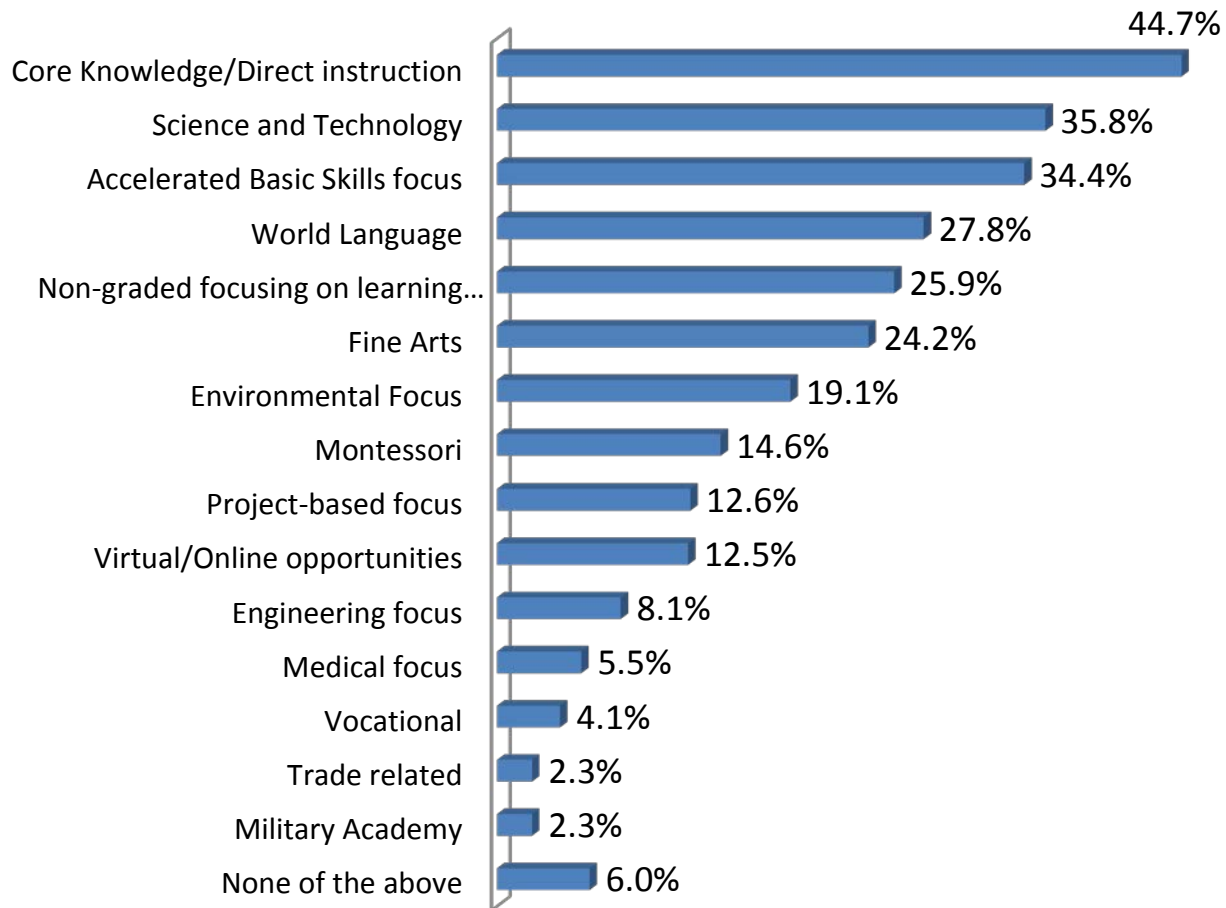


## **Appendix C: Educational Programs of Interest at the Elementary, Middle and High School Levels Based on Community Survey Results**

The following charts show the results from the community survey administered in the fall of 2011. The survey was distributed by email, newsletter and through the district's website and all community members were invited to respond. The data below reflects responses from 2,479 respondents.

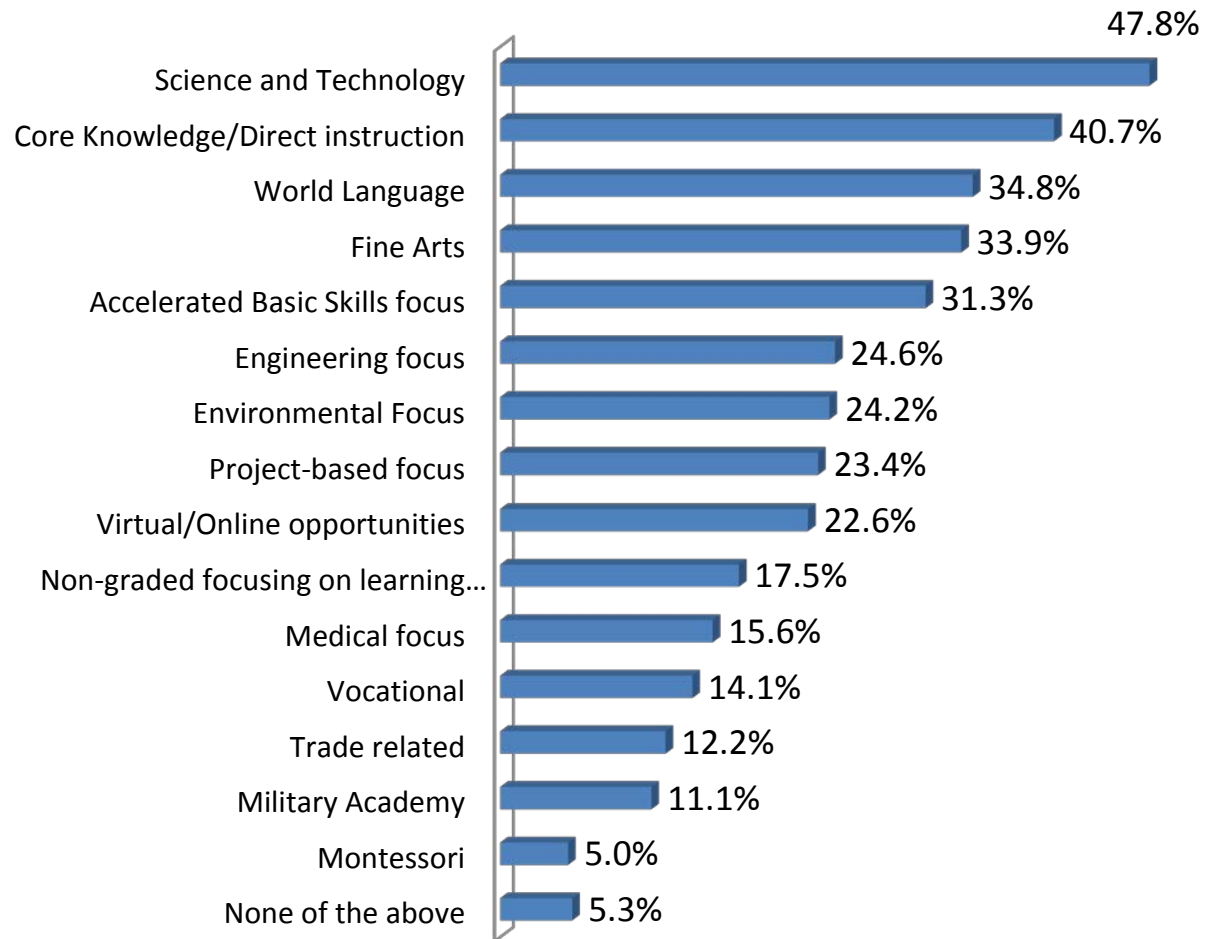
**"Which of the following educational programs  
would you have a high level of interest?"**

**Elementary School**

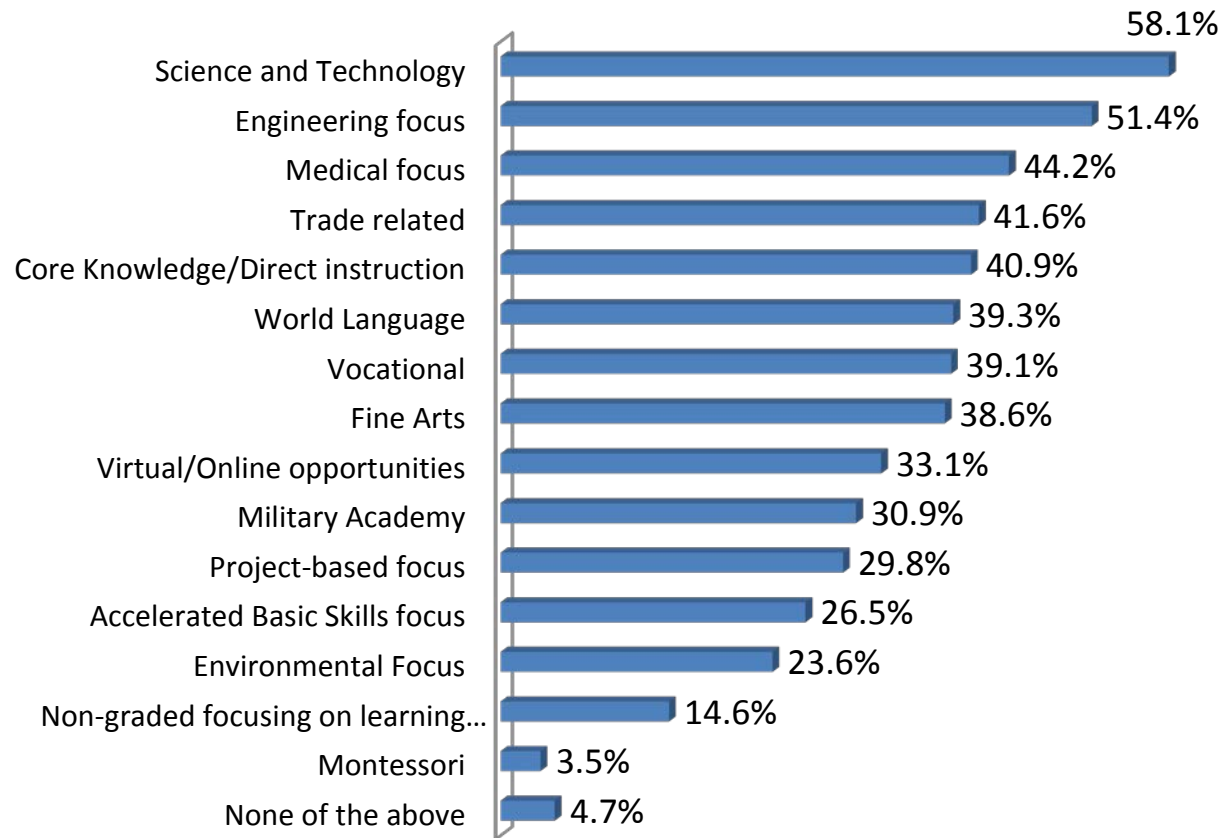


**"Which of the following educational programs would you have a high level of interest?"**

**Middle School**



**"Which of the following educational programs would you have a high level of interest?"**  
**High School**



## Appendix D: Replication Readiness—A Colorado Guide

### Introduction

Replication is when a charter school seeks to establish one or more additional schools using the same educational model and where there will be an ongoing relationship between the schools. This definition is meant to be fairly broad and include a range of practices, some of which are described below:

- One governing board overseeing two or more schools;
- An educational service provider contracting for services with two or more schools; and
- Shared services among schools.

The purpose of this paper is to help schools and authorizers identify when a school may be ready to replicate. These conditions for replication are described below and are intended to provide general guidelines—replication readiness will vary to some extent based on a school's replication plan and its unique circumstances.

### Operational History

The school should:

1. Have been operating for at least three years.
2. Be serving all grade levels that are included in its original charter. Ideally, there is a minimum of two years of academic outcomes for each grade level.

### Student Outcomes

The school should:

1. Be ~~accredited with distinction or accredited with a performance plan.~~
2. Meet or exceed standards in all three (elementary and middle) or four (high school) Colorado performance indicators—academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness (high school only) or consistently exceed standards for academic growth or academic growth gaps.
3. Exceed the performance of comparable schools.
4. Be achieving its unique charter school objectives.

### Efficient, Effective and Compliant Operations

The school should:

1. Have a rating of at least a three (3) on CSSI Standard 11: *The school board demonstrates strong fiscal management and the school's practices demonstrate current and future financial health.*—Specific indicators include the following:
  - a. *The governing board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.*
  - b. *The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.*

~~c.—The school has enough revenue to ensure stable programming.~~

~~d.—School programs do not exceed their assets. Programs operate on a modest surplus and the school makes adjustments to reduce operating costs to cover any deficit.~~

~~2.—Have systems in place to timely and accurately complete reports required.~~

~~3.—Be in compliance with its charter contract, health, safety, and other legal requirements including IDEA and services for English language learners.~~

~~4.—Have unqualified annual independent audits and an adequate or growing reserve.~~

~~5.—Be in compliance with Articles 44 and 45, C.R.S., financial policies and procedures and accounting and reporting requirements.~~

### **Governance and Leadership**

The school should:

~~1.—Have a rating of at least a three (3) on CSSI Standard 10: The school demonstrates strong leadership through their procedures to promote their mission, their strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishes networked community relationships. Specific indicators include the following:~~

~~a.—The governing board models quality and needs-based professional development.~~

~~b.—The governing board provides guidance in program assessment and renewal processes.~~

~~c.—The governing board has a clear plan for hiring, retaining, supporting and evaluating the school administrator.~~

~~d.—The governing board supports the mission/vision of the school by securing strong relationships within the school and with outside agencies.~~

~~2.—Have strong, stable, and effective governance that includes well-developed governance documents (bylaws, policies, grievance procedures, conflict of interest disclosure, and human resources policies/procedures).~~

~~3.—Be able to demonstrate support for replication in the school community.~~

~~4.—Have incorporated replication into the school's mission, vision, and/or strategic plan.~~

~~5.—Have a succession and leadership development plan in place.~~

### **Replication Plan**

The school should have:

~~1.—A financial plan in place for replication that addresses the needs of starting a new school and does not disadvantage students at the original school(s).~~

~~2.—An educational program whose key features have been identified and can be replicated including school culture, staff development, and data/assessment systems.~~

~~3.—A clearly defined target population and evidence that demand for the program among the target population exceeds available space.~~

~~4.—A plan for allocating sufficient human resources for a successful replication without disadvantaging existing schools.~~

### **Conclusion**

Replication readiness begins with a track record of outstanding achievement and demand that exceeds supply. The school that wishes to replicate is saying 'grant us an additional charter(s) based on our past success and the demand for our school.' When this condition is met, the authorizer will still need to know that the financial and human resources and operational systems are in place to support expansion. An authorizer may reasonably want assurance that the

school community supports replication and that current students are not disadvantaged. Finally, the school that wishes to replicate needs a vision or plan that describes the desired end state for the organization.

## **Appendix E: Automatic State and District Waivers**

### **AUTOMATIC STATE WAIVERS**

The state board automatically waives the following state statutes and state rules for Charter Schools. Any such automatically waived state statute and/or state rules shall be reflected in the contract between the Charter School and its Charter School authorizer:

- 3.06(a) Section 22-9-106, C.R.S., local board duties concerning performance evaluations for licensed personnel;
- 3.06(b) Section 22-32-109(1)(f), C.R.S., local board duties concerning selection of personnel and pay;
- 3.06(c) Section 22-32-110(1)(h), C.R.S., local board powers concerning employment termination of school personnel;
- 3.06(d) Section 22-32-126, C.R.S., employment and authority of principals;
- 3.06(e) Section 22-63-201, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Employment — license required — exception;
- 3.06(f) Section 22-63-202, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing — duration — damage provision;
- 3.06(g) Section 22-63-203, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Probationary teachers — renewal and nonrenewal of employment contract;
- 3.06(h) Section 22-63-206, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Transfer of teachers — compensation;
- 3.06(i) Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal;
- 3.06(j) Section 22-63-302, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review;
- 3.06(k) Section 22-63-401, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule;
- 3.06(l) Section 22-63-402, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers; and
- 3.06(m) Section 22-63-403, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries.



## **~~AUTOMATIC DISTRICT WAIVERS~~**

~~AD—Educational Philosophy/School District Mission~~

~~DJB—Purchasing Procedures~~

~~DKA—Payroll Procedures/Schedules~~

~~DKB—Salary Deductions~~

~~DKC—Expenses Authorization/Reimbursement~~

~~EBCE—School Closings and Cancellations~~

~~EBCE-R—District-wide Closure Procedures for Employees~~

~~EEAA—Walkers and Riders~~

~~FF-R—Naming of Facilities~~

~~FF/FF/r—Facility Naming~~

~~GBEBA—Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers)~~

~~GBEBA-R—Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers) Procedures~~

~~GBEBB—Dress Code for Non-Teaching Staff~~

~~GBGA—Staff Health~~

~~GBGB—Staff Personal Security and Safety~~

~~GBJ—Personal Records and Files~~

~~GBK—Staff Concerns/Complaints/Grievances~~

~~GC—Professional Staff~~

~~GCB—Professional Staff Contracts and Compensation~~

~~GCBC—Professional Staff Supplementary Pay Plans/Overtime (Athletic Coaches)~~

~~G CBD—Professional Staff Fringe Benefits~~

~~GCCAF—Instructional Staff Sabbaticals~~

~~GCCAG—Instructional Staff Restoration of Health Leave~~

~~GCCBA—Administrative Staff Sick Leave~~

~~GCCBB—Administrative Staff Personal/Emergency/Legal/Religious Leave~~

~~GCCBC—Administrative Staff Maternity/Paternity/Parental Leave~~

~~GCCBE—Administrative Staff Conferences/Training Workshops~~

~~GCCBF—Administrative Staff Sabbaticals~~

~~GCCBG—Administrative Staff Restoration of Health Leave~~

~~GCCBH—Administrator General Leave of Absence~~

~~GCCBJ—Administrative Staff Elective Office Leave Charter School Application Guide 42 for schools to open 2013-14~~

~~GCD—Professional Staff Vacations and Holidays~~

~~GCF—Professional Staff Hiring~~

~~GCF—2—Professional Staff Hiring (Athletic Coaches)~~

~~GCID and GCID-R—Professional Staff Training, Workshops and Conferences and Associated Procedures~~

~~GCOC and GCOC-R—Evaluation of Administrative Staff~~

~~GCP—Professional Staff Promotion and Reclassification~~

~~GDA—GDQD-R—Support Staff Policies~~

~~IC/ICA—School Year/School Calendar~~

~~IE—Organization of Instruction~~

~~IGD—Curriculum Adoption~~

~~IJJ and IJJ-R—Textbook Selection and Adoption~~

~~KCD—Public Gifts/Donations to Schools~~

## **Appendix F: Per Pupil Funding and Other Budget Assumptions**

The following information is designed to provide guidance to charter school applicants when creating a proposed budget for the school. These are only estimates and are subject to change.

Estimated per pupil funding: \$6,136

Kindergartners: 58% of the per pupil amount

District overhead: 1.9%

Special Education: \$548.58 per FTE

PERA Participation: See <http://www.copera.org/pdf/5/5-123.pdf> for year by year PERA contribution rates.

## Appendix G: Applicant Checklist

### Application Body

- ☐ A. Executive Summary
- ☐ B. Vision and Mission
- ☐ C. Goals, Objectives, and Pupil Performance Standards
- ☐ D. Evidence of Support
- ☐ E. Educational Program
- ☐ F. Plan for Evaluating Pupil Performance
- ☐ G. Budget and Finance
- ☐ H. Governance
- ☐ I. Employees
- ☐ J. Insurance
- ☐ K. Parent and Community Involvement
- ☐ L. Enrollment Policy
- ☐ M. Transportation and Food Services
- ☐ N. Facilities
- ☐ O. Waivers
- ☐ P. Student Discipline, Expulsion, or Suspension
- ☐ Q. Serving Students with Special Needs
- ☐ R. Dispute Resolution
- ☐ S. School Management Contracts (if applicable)
- ☐ T. Existing School Operators (if applicable)
- ☐ U. Virtual or Online Schools (if applicable)

**Appendices** — The applicant may choose to include additional appendices, but the ones listed here should be included (if not included in the body of the application):

- ☐ Letters of Support (Intent to Apply forms for students should not be included; instead, a summary of total number received by grade level should be included in the body of the application.)
- ☐ Job Descriptions for Leadership Team Positions
- ☐ Resumes for all Identified Leadership Team Members
- ☐ School Leader Evaluation Tool
- ☐ School Organization Charter
- ☐ Personnel Policies or Employee Handbook
- ☐ Course Scope and Sequence for One Grade Level Showing Alignment with Colorado Academic Standards
- ☐ Exit Standards for the Highest Grade Level Served at the School
- ☐ School Annual Calendar and School Day Schedule
- ☐ Draft Teacher Evaluation Tools
- ☐ Resumes of All Board Members
- ☐ Articles of Incorporation
- ☐ Bylaws
- ☐ Board Policies, including Conflict of Interest Policy
- ☐ Draft ESP Agreement (if applicable)
- ☐ Financial Audit of Education Service Provider (if applicable)

License Authorizing Business in Colorado (if applicable)





## **BOARD OF EDUCATION AGENDA ITEM 8**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Amber Whetstine, Executive Director of Learning Services
<b>TITLE OF AGENDA ITEM:</b>	Unified Improvement Plans Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**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. Each school has also updated their plans to reflect progress on implementing identified improvement strategies and action steps. District and school UIPs will be submitted to CDE for public viewing by April 15.

**RATIONALE:** The 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. The Board has requested quarterly review of UIPs.

**RELEVANT DATA AND EXPECTED OUTCOMES:** See attached district and school UIPs.

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

<b>Rock #1</b> —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.
<b>Rock #2</b> —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.
<b>Rock #3</b> — 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.
<b>Rock #4</b> — 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.
<b>Rock #5</b> — 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:** N/A

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 13, 2015



## 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 <sup>th</sup> 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 District Performance Framework for the ratings for each content area at each level.
			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	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Approaching</b> * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	<b>Graduation Rate</b> <b>Expectation:</b> 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 <b>91.4%</b> using a 7 year grad rate	Exceeds	<b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b> <b>Meets</b>
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	3.9%	0.8%	Exceeds	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a>

### Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>State Accountability and Grant Programs</b>			
<b>Plan Type for State Accreditation</b>	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).
<b>School(s) on Accountability Clock</b>	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.
<b>Student Graduation and Completion Plan (Designated Graduation District)</b>	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.
<b>Gifted Education</b>	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: <a href="http://www.cde.state.co.us/gt/director">http://www.cde.state.co.us/gt/director</a> .

### Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>ESEA and Grant Accountability</b>			
<b>Title IA</b>	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.
<b>Title IIA</b>	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.
<b>Program Improvement under Title III</b>	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.
<b>District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)</b>	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

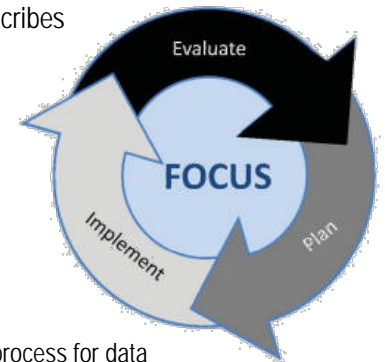
Improvement Plan Information	
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title III	<input type="checkbox"/> Student Graduation and Completion 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	
<b>For districts with less than 1,000 students:</b> 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

<b>Description of District(s) Setting and Process for Data Analysis:</b> 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).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the 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.

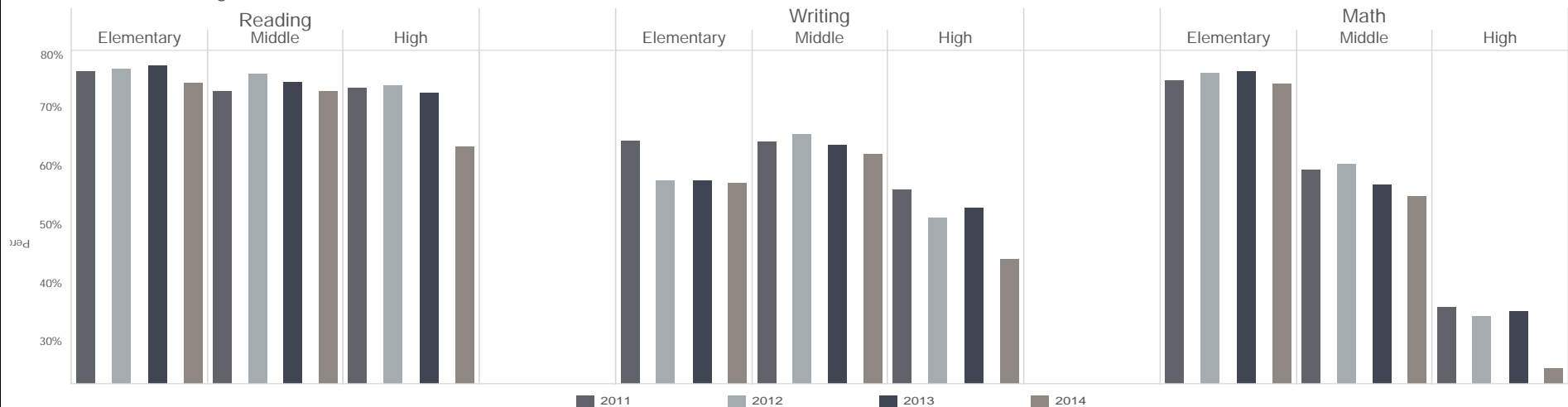
## Data Analysis and Team Review of Prior Year's Performance Targets

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

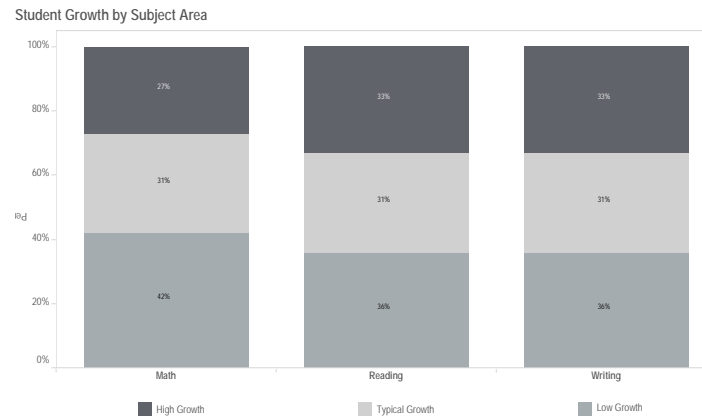


## Academic Growth

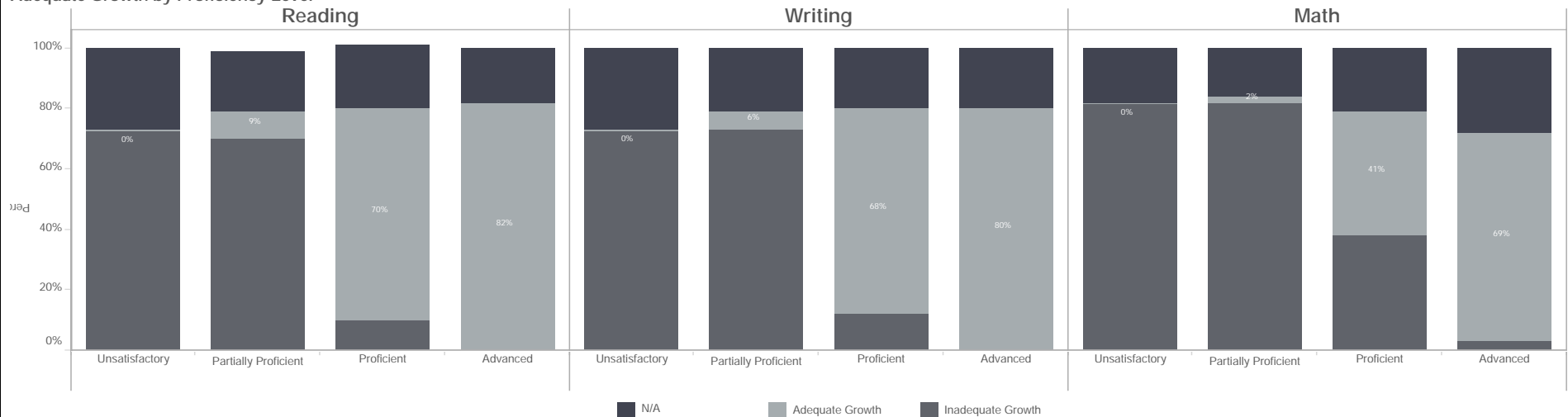


As a district, we meet overall expectations for student growth as indicated on our 3-year District Performance Framework reports but are approaching on our 1-year. This is largely a function of decreases in academic growth at the high school level. While we are meeting math growth expectations on our 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.

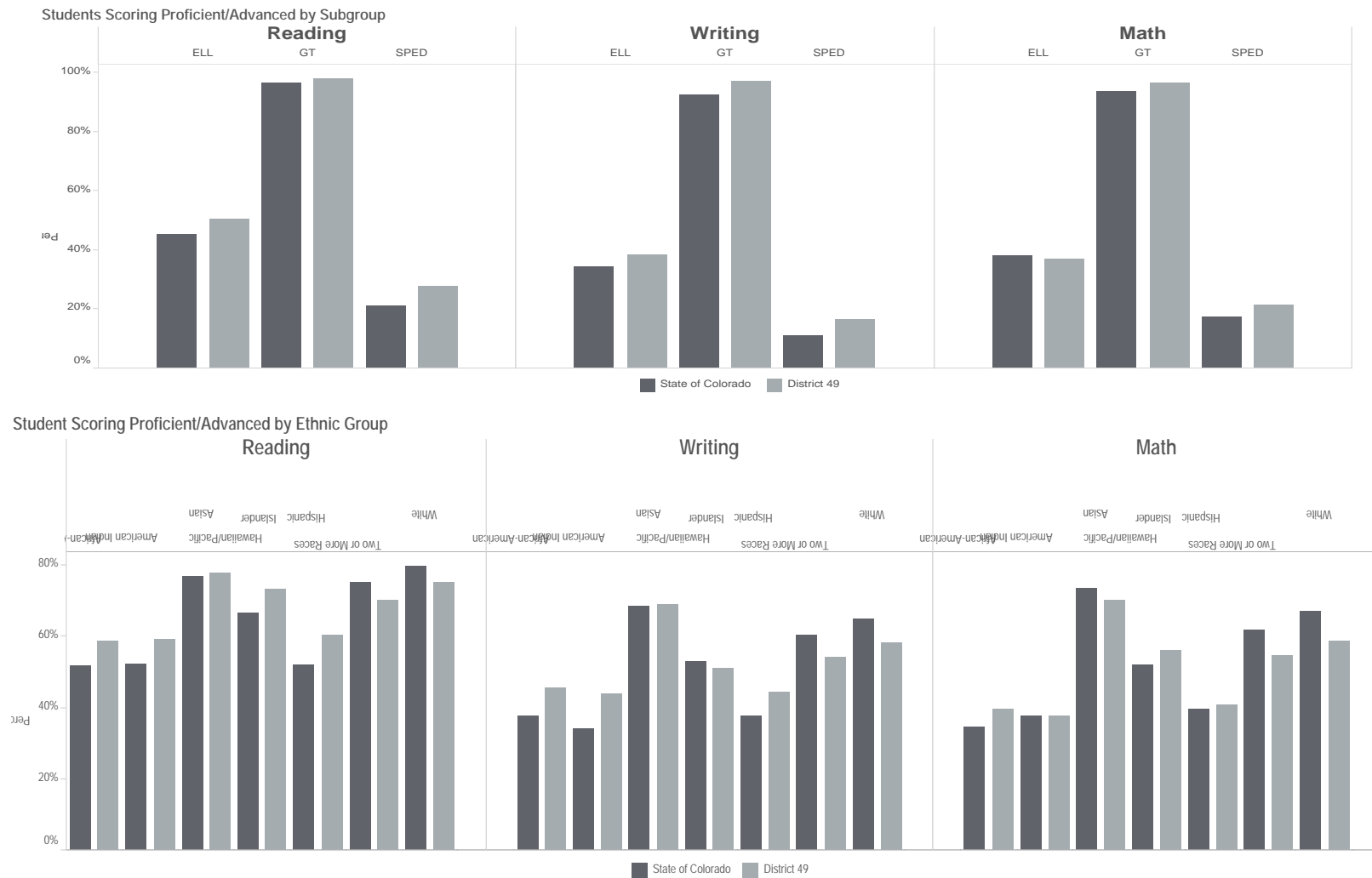


Adequate Growth by Proficiency Level



## 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.

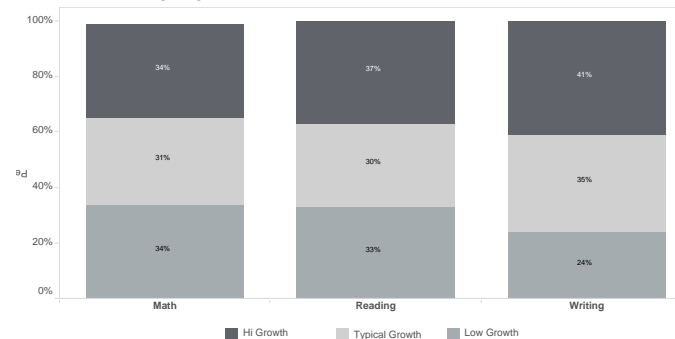
	Elementary	Middle	High	Overall AMAO met?
AMAO 1-ACCESS Growth	Meets	Meets	Does not Meet	No

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.
				York to increase rigor for students in mathematics.
	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.	
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><b>Growth gaps exist for subgroups in reading, writing and math at all levels.</b></p> <p><u>Reading</u></p> <p><b>Elementary and Middle</b> Students with Disabilities and Students Needing to Catch Up</p> <p><b>High</b> Students with Disabilities, English Learners, and Students Needing to Catch Up</p> <p><u>Math</u></p> <p><b>Elementary, Middle and High</b></p> <p>Economically Disadvantaged Students, Minority Students Disabilities English Learners, and Students Needing to Catch Up</p> <p><u>Writing</u></p> <p><b>Elementary</b></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><b>Middle</b></p> <p>Economically Disadvantaged Students, Students with Disabilities English Learners, and Students Needing to Catch Up</p> <p><b>High</b></p> <p>Economically Disadvantaged Students, Minority Students, Students with Disabilities English Learners, and Students Needing to Catch Up</p>	

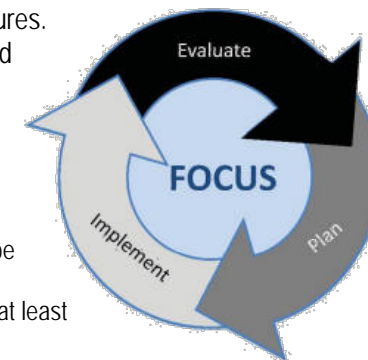
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness		N/A	N/A
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	N/A
English Language Development and 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 <sup>rd</sup> 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 <sup>rd</sup> 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 <sup>rd</sup> 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 <sup>rd</sup> 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 <sup>rd</sup> 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 3<sup>rd</sup> 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 <sup>rd</sup> 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 February 2015		Coordinator of ELD and Coordinator of CIA	\$9,625 Title III \$7,000 – ELPA/Local Resources	Attendance records, surveys,	Complete
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 <sup>rd</sup> grade reading	August-Dec. 2014		Exec. Director of Learning Services		Visits scheduled and complete	Complete
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 In Progress

	2015		Education			
Institute a district-wide book drive to support primary readers	October 2014 and March 2015		Exec. Director of Individualized Education, Director of Communications		Books collected and distributed	Complete
Develop an inventory of current literacy practices in D49 elementary schools	October 2014- Nov. 2014		Coordinator of CIA		Survey complete and compiled	Complete
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 Eight Videos Complete as of February 2015
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 On-going
Research potential for a Dual language program at Evans International to support language development of K-3 students <ul style="list-style-type: none"> <li>Conduct site visits to exemplary programs in the region</li> <li>Conduct parent information meetings to gauge interest in the program</li> <li>Meet with school leaders and staff to discuss feasibility</li> </ul>	October 2014- May 2015		Exec. Dir. Of Individualized Education, Coordinator of ELD		Site visits conducted, parent and staff meetings held	In Progress
Institute a Reading Foundations	Nov.		Coordinator		Training complete	Complete

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Academy in collaboration with CDE	2014-Dec. 2014		of CIA			Schedule follow-up training for summer 2015
Provide "Digging Deeper into Data" training for principals	January 2015		Coordinator of CIA	ELAT Grant Funded	Training complete	Complete
Purchase curriculum (Maravillas and trade book readers) to support Dual Language program at Evans International	Spring 2015		Coordinator of ELD	14,000 Title I DM	Purchase made	In Progress
Send two teachers to Dual Language Conference to research best-practices to support implementation of Dual Language Program	March 2015		Coordinator of ELD	6,000 ELPA	Conference attended, best-practices, research shared in planning	In Progress
Create job descriptions, post and hire Dual Language Instructional Coach and dual Language Teacher to support implementation at kindergarten beginning the 15-16 school year	Spring-Summer 2015	June 2016	Exec. Dir. Of Individualized Education, Exec. Dir. Of Learning Services, Coordinator of ELD	Title I DM 60,000 (15-16) Title I DM 60,000 (16-17)  Title III Amount 30,000(15-16) Title III Amount 30,000(16-17)	Positions approved, posted and hired	In Progress
Provide training for teachers to support Dual Language Program implementation	June-July 2015	June 2016	Exec. Director of Learning Services, Coordinator of ELD	Title II A 5,000 (15-16)  Title II A 5,000 (16-17)	Training attended	Not Begun
Provide summer school for students on READ plans <ul style="list-style-type: none"> <li>Provide intensive BURST / Lexia intervention sessions</li> <li>Incorporate next-grade level standards to front-load student</li> </ul>	June-July 2015		Exec. Dir. Of Learning Services Exec. Director of Individualized	400,000 READ Act Funds  100,000 Title I A	Summer school complete	In Progress Met with teacher leaders to begin planning curriculum, READ plan students received invitations to attend February 2015

<p>learning</p> <ul style="list-style-type: none"> <li>• Extend learning through interdisciplinary literacy units</li> <li>• Provide an optional culminating field trip</li> </ul> <p>Provide transportation for Title I students</p>			Education Coordinator of CIA			
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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	Complete
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 On-going

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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	Complete
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	Complete
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;	Complete

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	Complete
Create Grade Level Career & College Readiness Curriculum for Middle Schools & High Schools	Nov. 2014		Director of Concurrent Enrollment,		Curriculum Developed	On-going



			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-May 2015		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 June 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	Complete
Embed IEP goals in student ICAPs, provide	January 2015		Exec. Dir. Of Individualized Education, Director of Concurrent Enrollment		Teachers trained January 16 Implementation January 23	Complete
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	Complete
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	Complete

Explore partnerships with Universities to provide needed coursework to certify CE High School Teachers	January 2015-May 2015		Exec. Dir. Learning Services, Director of Concurrent Enrollment		Meetings, Conference Calls scheduled and complete UCCS University of Phoenix University of Central Oklahoma	In Progress
Explore options for hiring college adjunct professors on high-school campuses	January-February 2015		Exec. Dir. Learning Services, Director of Concurrent Enrollment, Director of Human Resources		Meetings with Higher Education Commission, CDE Office of Licensing, scheduled and held Job description for CE Coordinator Created	In Progress
Explore options to provide alternative licensure pathways for District 49 teachers and leaders to support CE programing and hiring hard to fill positions (Math, Science, etc.)	February 2015-June 2015		Exec. Dir. Learning Services, Director of Concurrent Enrollment, Director of Human Resources		Conference with Pikes Peak BOCES and Douglas County School District Meet and consult with CDE office of Licensing Develop committee to begin program description and course work Submit program proposal 2015-2016	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 Falcon High School and integrate the Biomedical pathway for the 2015-2016 school year		Aug. 2015	Director CTE, Principal FHS		Program implemented during 2015-2016 school year	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:** 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 Implementation benchmarks complete, exploring alternative assessments to SCANTRON which include Scholastic Reading and Math Inventories
Conduct quarterly PLC's (Professional Learning Communities) for each special education program (SSN, DD/ID, SED, So/Co, and SLD)	August 2014- 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	In Progress
Continue to create WIDA/CELP RoadMaps, instructional look-fors, as well as a ELD resource guide for	Aug. 2014 - May 2015		Coordinator of ELD	\$3,000 – ELPA/Local Resources	Completed RoadMaps Instructional Look-fors, and ELD	In Progress

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teachers with outside consultant					Resource guide	
Continue to institute a process for supporting schools with below "performance" level improvement plans.	Sept. 2014-May 2015		Exec. Director of Learning Services		School site visits UIP support provided Alternative Measures developed and submitted	In Progress
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	Complete
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 lesson planning.	Jan. – February 2015		Exec. Director of Learning Services	6,000 Title II A	Training complete Planning facilitated in schools	Complete
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	On-going
Provide training for teachers and leaders on Scholastic Math Inventory	July 2014 and Dec. 2014			3,000 Title II A	Training complete	Complete
Provide continued in-depth data analysis training using Scantron Assessment Series	August 2014 Winter 2014		Coordinator of CIA, Data and Assessment Analyst		Training complete	Complete

- **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	CDE BOCES Grant Funded	Initial Set-up complete, users loaded, training scheduled and completed, ongoing support provided	Complete On Going Support

			Specialist			
Provide training for teachers and/or itinerants regarding: 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	July 2014		Executive Director of Individualized Learning and Assistant Special Education Director		Sign in sheets, agendas	Completed
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. –		Exec. Director of Learning Services	N/A	Training developed and delivered	Session 1 Complete Session 2 Complete

	March 2015					
Provide on-going training for building and district leaders to ensure compliance and consistency of practices	Fall 2014- June 2015		Director of Human Resources, Coordinator of Cultural Capacity		Training developed and delivered	In Progress
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	Complete Evaluating the need for additional follow-up training
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	Complete
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	Complete as of February 1, 2015
Send instructional coaches and leaders	Fall 2014		Exec. Director	16,241 Title II A	Coaches trained, information	Complete



to Instructional Coaching Institutes to develop coaching skills and techniques			of Learning Services Coordinator of ELD		shared with Lead Mentors and other instructional coaches and leaders during monthly Coaching meetings	
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.	Complete
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	Support classes scheduled and attended	In Progress
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 Fall Session Complete
Continue to improve New Teacher Induction Program. Send administrators	Winter 2015		Exec. Director of Learning	15,000 Title II A	Teachers and leaders attend conference. Share back	In progress

and teacher leaders to New Teacher Center National Conference. Continue to provide training on mentoring and coaching strategies for Lead Mentors.			Services		practices learned with Lead Mentor induction group	
Send teachers and leaders to annual educating Children of Color Conference	January 2014		Exec. Director of Learning Services, Coordinator of Cultural Capacity		Attendees registered, conference complete, learning shared with other teachers and leaders across district	Complete
Provide training to teachers and leaders on multi-cultural education perspectives	Jan. – May 2015		Coordinator of Cultural Capacity		Training developed and complete	Complete
Hold Schoology Power User Summer Conference to provide additional support for Schoology implementation	May 2015		On-line Professional Development Specialist		Presenters identified, conference planned and advertised, conference complete	In Progress
Send teachers and leaders to training to support implementation of 21 <sup>st</sup> century teaching strategies and integrated technology (ISTE)	Spring-Summer 2015		Exec. Director of Learning Services	5,000 Title II A	Conference attended and practices shared	In Progress Participants identified and registered
Provide support for recruiting and retaining highly-qualified teachers	July 2014-June 2015		Director of Human Resources	Title II A 4,000	Job fair attendance	In Progress
Provide tutoring for immigrant students during June	Summer 2015		Coordinator of ELD	10,973 – Title III SA	Staff identified, contracted and summer tutoring complete	In Progress
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 <sup>th</sup> 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	-	-	-	-	-	-	

School Code: **0555**

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	<p>Median Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Meets</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

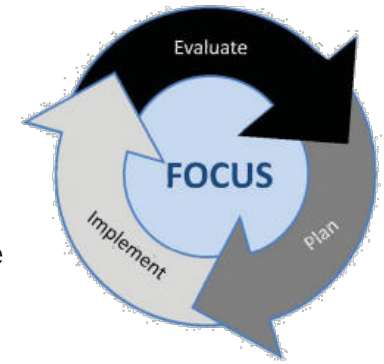
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Andy Franko, Head of School
	Email	afranko@blacademy.org
	Phone	719.570.0075
	Mailing Address	7094 Cottonwood Tree Drive, Colorado Springs CO 80927
2	Name and Title	Amy Brundage, Assistant Principal
	Email	<a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

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

### 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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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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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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>

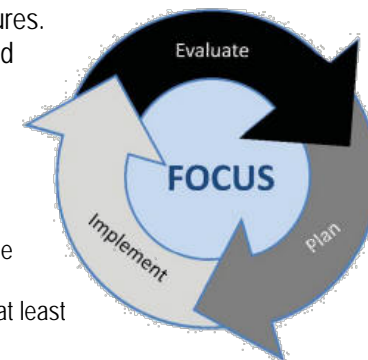
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Median Growth Percentile decreased from 74% to 51% to 58% from 2012-2014, which does not meet adequate growth and meets state expectations.</p> <p>Students' with 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 <sup>rd</sup> : 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 <sup>rd</sup> : 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.	<b>READ Act:</b> <b>DIBELS Next:</b> Administered K-6 <sup>th</sup> , 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. <b>STAR Early Literacy:</b> Used as a diagnostic component for READ Plan candidates. <b>BURST Diagnostic:</b> 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	<b>Scantron Performance Series:</b> (Reading/Math) Administered 2 <sup>nd</sup> -8 <sup>th</sup> , three times per year (August, December, May). Spring scores are used to determine summative
		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. <b>MobyMax:</b> (Math) Administered K-8 <sup>th</sup> to progress monitor and measure growth in math. <b>STAR Reading:</b> Administered 1 <sup>st</sup> -8 <sup>th</sup> to measure reading growth. <b>STAR Early Literacy:</b> Administered at Kdg. to measure reading growth. This is also used as a diagnostic component for READ Act. <b>DIBELS Next:</b> Administered K-6 <sup>th</sup> , 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.  <b>Provide teachers with quality and consistent observation and feedback.</b> 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
					Status Update: 3/15	GT teachers have fully implemented student and staff programming. We are receiving very positive feedback from staff and families about the work that is being done to support our students on ALP's both in a pull out setting and in the Gen Ed classroom.

\* 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: 0555

School Name: BANNING LEWIS RANCH ACADEMY

**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.
					Status Update: 3/15	The school year started off strong with observation cycles and feedback. As the year has progressed, the number of distractions to this process has increased. The most consistent coaching cycle has been done on a very regular basis with our newest staff members. More emphasis is needed with the veteran teachers to help improve their instruction through observation and feedback.

\* 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: 0555

School Name: BANNING LEWIS RANCH ACADEMY

**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 <sup>th</sup> graders and guidance counseling for 7 <sup>th</sup> -8 <sup>th</sup> .	Completed.
					Status Update: 3/15	Each action step has been implemented and gains are being attained through the 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.

**Section V: Appendices**

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

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: **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 <sup>th</sup> 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	-	-	
			47	-	-	38	-	-	
			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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

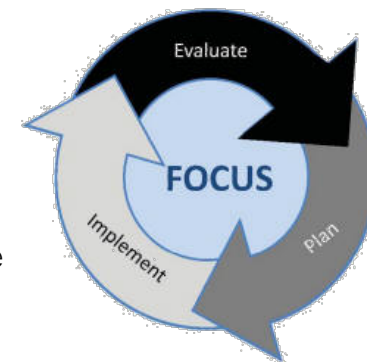
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Michelle Slyter, Principal
	Email	<a href="mailto:mslyter@d49.org">mslyter@d49.org</a>
	Phone	719-495-5289
	Mailing Address	Evans International Elementary School, 1675 Winnebago Road, Colorado Springs, CO 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 1618

School Name: EVANS INTERNATIONAL 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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**Narrative:**

Evans International Elementary is an International Baccalaureate School serving approximately 650 students in Kindergarten through 5<sup>th</sup> 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 15<sup>th</sup>. 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 3<sup>rd</sup> grade scores from 68% to 47% this past year. Over the past 3 years, 3<sup>rd</sup> grade has seen an increase in scores but the scores decreased this year from 68% to 47%. 4<sup>th</sup> and 5<sup>th</sup> Grade have remained stable over a 3 year period. Our 3<sup>rd</sup> grade students experienced a decrease of 21% in students scoring proficient/advanced from the previous year. Our 4<sup>th</sup> 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. 5<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> grade (12% to 5% in 3<sup>rd</sup>, and 9% to 6% in 4<sup>th</sup>), but increased in 5<sup>th</sup> 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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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>

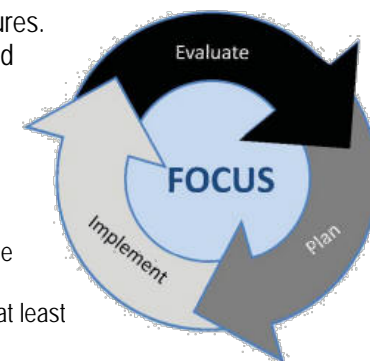
				achievement.
	W	Evans International Elementary has experienced an overall rating of Approaching on our 1 year and 3 year plans.	Over a 3 year period, minority students were the only subgroup to make adequate growth, though they still had an overall rating of Approaching.	<p>We lack a system for delivering 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 50<sup>th</sup> 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 51<sup>st</sup> 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 55<sup>th</sup> 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 50<sup>th</sup> 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 <sup>rd</sup> percentile.	59 <sup>th</sup> 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 <sup>st</sup> 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 <sup>th</sup> percentile.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 4 percentile points to the 58 <sup>th</sup> 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

### 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:** Enhance and improve standards-based core reading, writing, and math instruction to include: improving the use of grade level or above resources, providing all students with equal access to high quality texts, and utilizing data to create the written and taught curriculum.

**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				
Provide all students exposure and repeated practice with grade level skills (120 minutes each day) utilizing resources such as Treasures, NLC Every Child a Reader, NLC Every Child a Writer, Saxon Phonics, Common Core ELA books and math workbooks, Document Based Questioning, Engage New York, Mountain Language, Motivational Reading, etc.)	August 2014– May 2015	August 2015 – May 2016	Instructional Coach, Classroom Teachers	2014-2015 Budget: Books Title I = \$15,000	After reviewing data we identified a need for having a systematic phonics program for all K-2 students. Teachers will implement the Saxon Phonics program on a daily basis as a core phonics program for all students K-2.  November 2014 - Develop master schedule for 120 school-wide reading block	In Progress  Completed
Implement NLC Every Child a Reader	August	August	Instructional	2014-2015 Budget:	Continually utilize the	In Progress

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framework to students Kindergarten through 5 <sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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 &amp; benefits Title I = \$40,301.63</p>	<p>Teacher selection for coaching: We have strategically placed students identified as GT in 4<sup>th</sup> and 5<sup>th</sup> 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 2015-3 teachers for Gifted and Talented training January and February 2015 – Flippen Group Common Core Connections training for admin, instructional coach, IB coordinator and classroom teacher Spring 2015-IB Training for 7 staff members	Completed  Completed  Completed  Completed  Not Begun  Completed  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 <sup>th</sup> 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	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.	Completed

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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.				<p>Subscriptions Title I = \$3,000</p> <p>Printing Title I = \$9,600</p> <p>IBO fees/dues Title I = \$8,000</p> <p>Out-of-State training/Staff Development – IB training Title I = \$5,000</p>	<p>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 social studies as “stand alone” blocks of time.</p> <p>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.</p>	In Progress
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	<p>2014-2015 Budget: IBO fees/dues Title I - \$8,000</p>	<p>July 2014 – Develop a master schedule to include time for collaboration among grade level teams with support from the Instructional Coach</p> <p>November 2014- Revise the master schedule to align with 120 minute school wide literacy block</p>	<p>Completed</p> <p>Completed</p>
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	August 2014 – May 2015	August 2015 – May 2016	Administrators, Instructional Coaches, Classroom Teachers.	<p>2014-2015 Budget: Supplies Title I = \$4,000</p>	During weekly team planning and PLC meetings share instructional strategies and resources to support and enhance math instruction. The	In Progress.

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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.				Books Title I = \$15,000  Printing Title I = \$9,600	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	
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**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	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	Completed  Beginning December 1, 2014 – Completed  Completed

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to hold all staff accountable for planning, teaching, and assessing.					leadership team.	
<p>Hire RTI Coach/Interventionist to provide targeted literacy and math support to students in Tier II who are not receiving SPED or ELD support.</p> <p>At-risk students will be identified through assessment and progress monitoring and discussed during SST meetings (every 4-6 weeks) to ensure appropriate interventions are in place.</p>	August 2014 – May 2015	August 2015 – May 2016	Principal, RTI Coach/Interventionist	<p>2014-2015 Budget:</p> <p>Full Time RTI Coach/Interventionist salary &amp; benefits</p> <p>Title I = \$50,726</p>	Beginning in August and throughout 2014-2015 school year - Utilize benchmark assessments, progress monitoring, and teacher observation and feedback during PLC meetings and SST meetings to determine students who are not demonstrating growth and are needing extra support.	In Progress
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	<p>2014-2015 Budget:</p> <p>Books</p> <p>Title I = \$15,000</p>	<p>Grade level planning every Monday to plan reading with leadership team.</p> <p>Continually utilize the Colorado Academic Standards, progress monitoring, and NLC Reading Proficiency Validation Plans to monitor student placement and mastery of essential skills.</p>	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	<p>2014-2015 Budget:</p> <p>Stipend &amp; Benefits for ELD teacher:</p> <p>Title I = \$1,200</p>	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-	In Progress

					teaching).	
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 classroom teacher, intervention from their teacher or RtI Coach or ELD teacher, and an additional support/intervention from the paraprofessionals within the classroom setting.	Completed
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 and data meetings.	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, Chrome Books, 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	August 2014 –	August 2015 –	Administrators, Instructional	2014-2015 Budget:	Utilize technology (i.e., iPads, Netbooks,	In Progress

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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 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.).	May 2015	May 2016	Coaches, Classroom Teachers.	<p>Subscriptions Title I = \$3,000</p> <p>Electronic Media Title I = \$10,000</p>	<p>Macbooks, Chrome Books, software, apps) in every classroom and resources to support and enhance reading and math instruction.</p> <p>Teachers will utilize school wide subscriptions (National Geographic, Time for Kids, 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. 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>	<p>Completed</p> <p>In Progress</p>
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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 with teachers to develop a plan for students.	In Progress
Teachers will create plans to individualize instruction including Literacy Plans, English Language Proficiency, READ Plans, and Advanced Learning Plans.	September 2014 – May 2015	August 2015 – May 2016	Administrators Instructional Coach GT Coordinator Classroom Teachers Rtl Coach / Interventionist		Teachers will work with GT Coordinator and Instructional Coach to develop plans. Plans will be updated throughout the year and shared with parents during conferences	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:** 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 <sup>th</sup> 2014 – Capturing Kids Hearts Training at Evans	Completed
During PLC's, collaborate and refine	August				Revisit CKH strategies during staff meetings at the start of	In Progress

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consistent school-wide strategies for establishing a safe and high-performing school culture.	2014-May 2015				each quarter of the school year.	
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 about school culture.  May 15, 2015 – Hold an Evans 40 <sup>th</sup> Anniversary celebration to promote school spirit and community connections	In Progress  In Progress  In Progress
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.

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☒ 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 & August 2015	Principal, Assistant Principal	Pastries for Breakfast Parent Involvement Supplies Title I = \$1,267.21	Hold breakfast at the beginning of each semester. Parent participation, 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	Purchase planners and homework folders for every student and hand out the first day of school- July 2014 and July 2015

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			Title I = \$1,267.21	
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.

### 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. a. Attend job fairs as needed	Ongoing	Principal, Assistant Principal, Instructional Coach, IB	N/A	All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone

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b. Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during 1 <sup>st</sup> semester		Coordinator		Evaluation Council
c. Diligently check references when hiring new staff members				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.
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
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We coordinate funds in the following ways: • Title I funds: <ul style="list-style-type: none"> <li>○ Salary of Instructional Coach</li> <li>○ Stipend for Instructional Coach</li> <li>○ Salary for Interventionist</li> <li>○ Stipend for IB/GT Coordinator</li> <li>○ Stipend for ELD Teacher</li> <li>○ Stipends parent classes</li> <li>○ Purchase intervention materials and instructional supplies</li> <li>○ Purchase of technology to support instruction</li> <li>○ Purchase of parent supplies</li> <li>○ Professional Development</li> <li>○ IB fees and activities</li> <li>○ Books and Subscriptions</li> </ul> • Local <ul style="list-style-type: none"> <li>○ Classroom materials and supplies</li> <li>○ Enrichment (art, music, PE, technology, Spanish) supplies</li> <li>○ Student health supplies</li> <li>○ IB training, supplies, resources</li> <li>○ Administrative supplies</li> <li>○ Creative Units</li> </ul>	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.
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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)
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<p>Comprehensive Needs Assessment:</p> <p>What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Page # 5 - 8</i></p>
<p>Reform Strategies:</p> <p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><i>Pages # 22 - 27 - Major Improvement Strategy 1</i></p> <p><i>Pages # 28 - 32 - Major Improvement Strategy 2</i></p> <p><i>Pages # 32 - 33 - Major Improvement Strategy 3</i></p>
<p>Professional Development:</p> <p>How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>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.</p>
<p>Community Involvement:</p> <p>How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>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.</p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
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

## 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 <sup>th</sup> 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

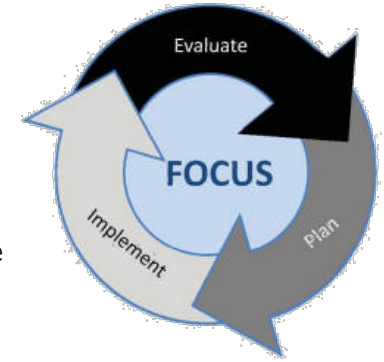
School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Malinda Keck/Principal
	Email	<a href="mailto:mkeck@d49.org">mkeck@d49.org</a>
	Phone	719-495-5272
	Mailing Address	12050 Falcon Hwy; Peyton, CO 80831
2	Name and Title	Aimee Crespin/Assistant Principal
	Email	acrespin@d49.org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

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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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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**Narrative:**

**Description:**

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.

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**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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade in Writing and Math and in 5<sup>th</sup> grade Reading; however we did not meet state or district targets in Reading for 3<sup>rd</sup> and 4<sup>th</sup> grade. Writing was slightly below the state target in 3<sup>rd</sup> and 4<sup>th</sup> grade and slightly above in 5<sup>th</sup> grade. The chart below depicts the percentages of students who have scored partially proficient on TCAP. This data shows slight changes in the percentages of students scoring partially proficient over three years which indicates that 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	20%	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 4<sup>th</sup> and 5<sup>th</sup> grade but the opposite was true for 3<sup>rd</sup> grade. Over the past year, we experienced a significant decrease in students scoring proficient and advanced in 3<sup>rd</sup> grade (79%-60%), a slight decrease in 4<sup>th</sup> grade (68%-62%) and a significant increase in 5<sup>th</sup> 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.

### **Math:**

#### **Academic Achievement in Math:**

TCAP scores were above the state average in 3<sup>rd</sup> and 5<sup>th</sup> grade and slightly below in 4<sup>th</sup> 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 4<sup>th</sup> grade classrooms this year though 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.

**Title 1 Plan:**

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. After school tutoring is provided through Title 1, which provides support for Reading and Math. Three tutors meet with their students for 1 hour 2 days a week. Students are recommended by their teachers for after school tutoring based on formal/informal assessments as well as benchmark testing. The additional tutoring support given to students in math support students with our new math program, Engage NY, which is aligned to the common core standards. Reading tutoring utilizes the F & P Intervention Library as well as Susan Barton. An Instructional Coach is also being utilized through our Title 1 funds to provide modeling and professional development in the area of writing instruction to teachers. We are also providing a stipend for our 2<sup>nd</sup> Grade Teacher through our Title 1 funds to support us as a GT/ALP Coach. She will provide support to teachers with writing ALP's, meeting with parents, and identifying students as gifted and talented.

As a school of technology, we have utilized our Title 1 Funds to support us with additional iPads for our 2<sup>nd</sup> grade classroom so that we may move to a 1:1 model in 2<sup>nd</sup> Grade. Title 1 funds have also assisted in helping us to improve engagement in academic tasks through a classroom sound system to include student microphones. iPad integration with Smart Boards has also included Apple TVs; HDMI cables, stylus pens, and headphones. We are providing a stipend to our 4<sup>th</sup> grade teacher to support our teachers as a Technology Integration Specialist. He provides professional development to teachers to enhance their ability to deliver engaging lessons and assists them in the utilization of apps for interventions, enrichment, and student presentations. We have purchased Stora (e-books) and Scootpad (online-targeted intervention tool for Reading and Math) to increase the reading support of students and to target classroom learning more efficiently. We purchased a new writing program, CraftPlus, to support us in writing, as this is a Major Improvement Strategy for our school. Our Title 1 funds allowed us to purchase the program as well as provide professional development to support our teachers with instruction. We provide our students with Summer Bridge learning Program books over the summer to practice and increase their learning. We provide a stipend through Title 1 for a teacher to update our website with reading and writing resources to our parents.

Another intervention we felt was missing was an intervention that would 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.

Our Family Involvement nights support our students and families with an academic focus (Reading, Writing, or Math). We will be holding a family book club this year in which each family will receive a book "Charlie and the Chocolate Factory" and a follow up movie night will be held that will provide our families with strategies they can use at home to support their child in reading.

**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><b>Reading:</b></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><b>Reading:</b></u> Reading was at 69.1% and the target was not met by 5.2%	<u><b>Reading:</b></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><b>Writing:</b></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><b>Writing:</b></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><b>Writing:</b></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><b>Reading:</b></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><b>Reading:</b></p> <p>According to the SPF, the subgroup for Students Needing to Catch up was 51 which provided a rating of approaching.</p>	<p><b>Writing:</b></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><b>Writing:</b></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><b>Writing:</b></p> <p>The Median Growth Percentile for Free/Reduced Lunch Eligible was 41<sup>st</sup> percentile, which was below our target of 45<sup>th</sup> percentile. This was also true for our Students Needing to Catch Up as the Median Growth Percentile was 51<sup>st</sup> percentile and needed to reach a target of the 55<sup>th</sup> percentile. We received a rating of "approaching" in both of these categories.</p> <p>The Median Growth Percentile for our Minority students was the 34<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> grade over the past 3 years and a 15% increase in 5<sup>th</sup> grade over the last year.</p> <p>Over the past 4 years, females have scored significantly higher than males on the 5<sup>th</sup> 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 5<sup>th</sup> 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.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Math:</b> 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 5<sup>th</sup> grade cohort consistently scored above the district over the past 3 years 2012 - as 3<sup>rd</sup> graders - FESoT 87% District 80%; 2013 - as 4<sup>th</sup> graders - FESoT 88% District 80%; 2014 - as 5<sup>th</sup> 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><b>Writing:</b> 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 3<sup>rd</sup>-5<sup>th</sup> 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 <sup>th</sup> 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.

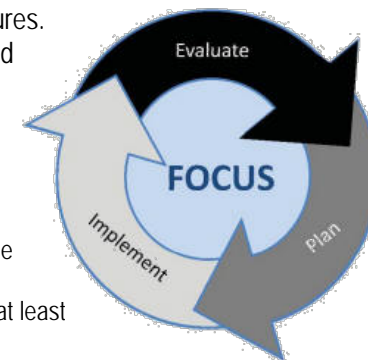
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Students with disabilities have not made adequate growth in the areas of Reading and Writing:</p> <p>Reading: Median Growth Percentile: 38 Median Adequate Growth: 63</p> <p>Writing: Median Growth Percentile: 53 Median Adequate Growth: 78</p>	According to our 3-Year SPF, students with Disabilities did not make adequate growth in reading and writing.	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. The percentages below indicate the Beginning of Year (BOY) Benchmark data:  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. The percentages below indicate the End of Year (EOY) Benchmark data (goal range for above average growth):  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 <sup>rd</sup> 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	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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	measures						
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 48<sup>th</sup> 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 <sup>rd</sup> 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 39<sup>th</sup> 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 <sup>th</sup> 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.

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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:** Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3<sup>rd</sup> 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 <sup>rd</sup> and 4 <sup>th</sup> 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	Completed
Utilize our 2 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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.	Completed

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 <sup>th</sup> and 5 <sup>th</sup> 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"> <li>• PLC</li> <li>• Co-teaching strategies</li> <li>• Best practices for writing instruction</li> <li>• iPad and Technology Training/Schoology Support/ScootPad Training</li> <li>• READ Plans</li> </ul>	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 DVD PD---Completed

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"> <li>• Back to School Night</li> <li>• Doughnuts for Dads/Muffins for Moms</li> <li>• Family Nights/Student Showcase Nights</li> <li>• iPad Family Nights</li> </ul>	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 <sup>th</sup> 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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## 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 <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Approaching</b> * 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 <b>Expectation:</b> 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 <b>96.5%</b> using a 6 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: <b>Meets</b>
	Disaggregated Graduation Rate <b>Expectation:</b> 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.	Exceeds	
	Dropout Rate <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	3.6%	0.5%	Exceeds	
	Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

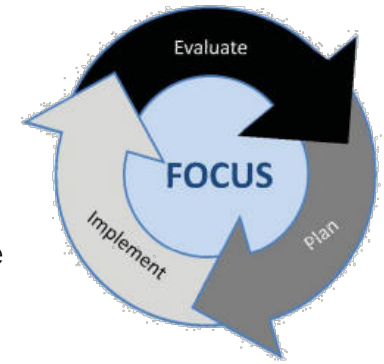
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cheryl Goodyear-DeGeorge
	Email	cldegeorge@d49.org
	Phone	719-495-5527
	Mailing Address	10255 Lambert Road, Falcon, CO 80831
2	Name and Title	Steve Oberg
	Email	soberg@d49.org
	Phone	719-495-5526
	Mailing Address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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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)

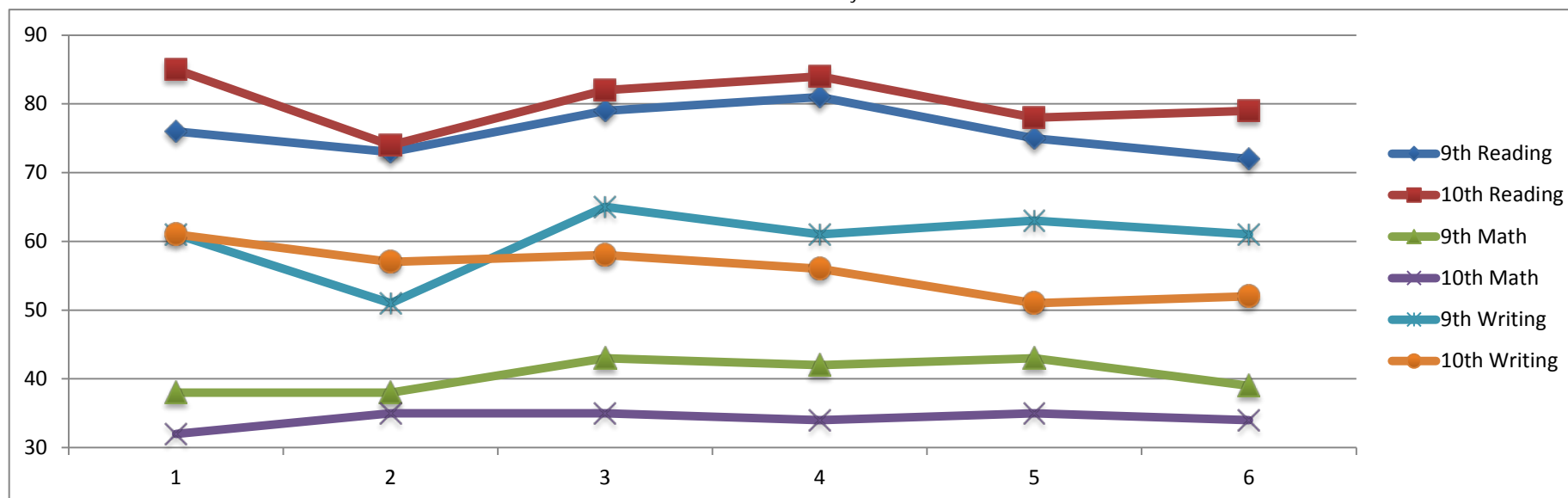
Decline from previous year:

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

2014 TCAP Results for Academic Achievement:

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

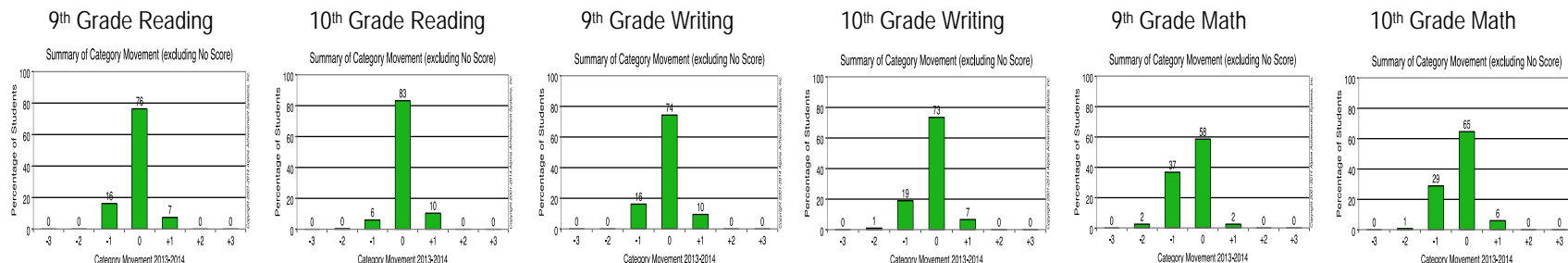
**Writing**

	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

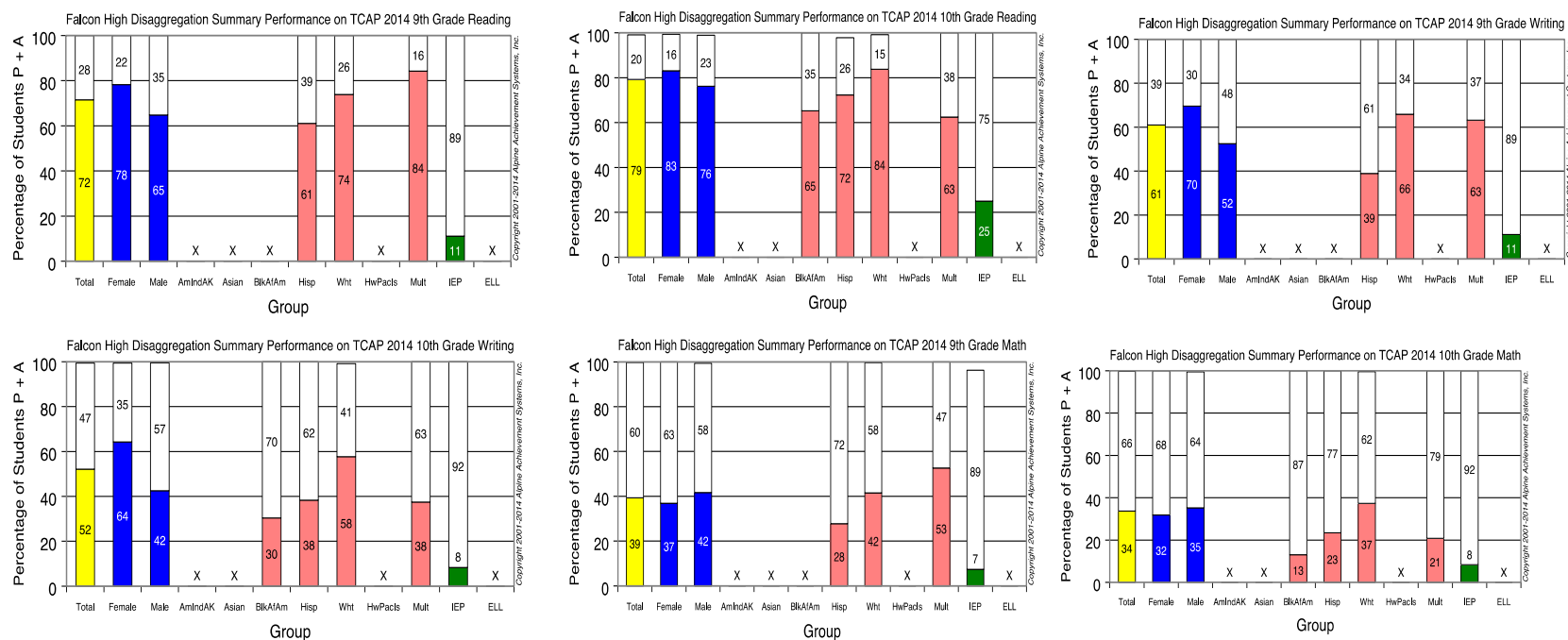
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Academic Growth Gaps present the greatest performance challenge for Falcon High School. Our greatest gaps exist with our students with disabilities in reading and writing. In both reading and writing our students with disabilities "Do Not Meet" the 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
<b>Total</b>	<b>13</b>	<b>15</b>	<b>86.7%</b>	<b>Meets</b>			

**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 &amp; Advanced on TCAP (the same as 2013) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9<sup>th</sup> 72%, 10<sup>th</sup> 79% (P &amp; A on TCAP)</p> <p>2013 – 9<sup>th</sup> 75%, 10<sup>th</sup> 78% (P &amp; A on TCAP)</p> <p>2012 – 9<sup>th</sup> 81%, 10<sup>th</sup> 84% (P &amp; A on TCAP)</p> <p>2011 – 9<sup>th</sup> 79%, 10<sup>th</sup> 82% (P &amp; A on CSAP)</p> <p>For the 9<sup>th</sup> grade the percent of students scoring P &amp; A on the state assessment is at a 4 year low. 10<sup>th</sup> grade scores up 1% from 2013.</p>	NA	NA	
	<p>Math – 37.46% Proficient &amp; Advanced on TCAP (2% decrease from 2013) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9<sup>th</sup> 39%, 10<sup>th</sup> 34% (P &amp; A on TCAP)</p> <p>2013 – 9<sup>th</sup> 43%, 10<sup>th</sup> 35% (P &amp; A on TCAP)</p> <p>2012 – 9<sup>th</sup> 42%, 10<sup>th</sup> 34% (P &amp; A on TCAP)</p> <p>2011 – 9<sup>th</sup> 43%, 10<sup>th</sup> 35% (P &amp; A on CSAP)</p> <p>For the 9<sup>th</sup> grade students, math scores dipped 4% from 2013. 10<sup>th</sup> grade the percent of students scoring P &amp; 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 &amp; Advanced on TCAP (no significant change from 2012) Received rating of Meets on the School Performance Framework.</p> <p>2014 – 9<sup>th</sup> 61%, 10<sup>th</sup> 52% (P &amp; A on TCAP)</p> <p>2013 – 9<sup>th</sup> 63%, 10<sup>th</sup> 51% (P &amp; A on TCAP)</p> <p>2012 – 9<sup>th</sup> 61%, 10<sup>th</sup> 56% (P &amp; A on TCAP)</p> <p>2011 – 9<sup>th</sup> 65%, 10<sup>th</sup> 58% (P &amp; A on CSAP)</p> <p>For the 9<sup>th</sup> and 10<sup>th</sup> grade, the percent of students scoring P &amp; 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 9<sup>th</sup> and 10<sup>th</sup> 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"> <li>- Minority Students 2014 – 51 (Median Adequate Percentile is 19). Did make adequate growth</li> <li>- Minority Students 2013 – 39 (Median Adequate Percentile is 20). Did make adequate growth.</li> <li>- Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.</li> </ul> <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"> <li>- Students needing to catch up 2014 – 51</li> </ul>	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"> <li>- Students Needing to Catch Up 2013 – 43 (Median Adequate Percentile is 72). Did not make adequate growth.</li> <li>- Students Needing to catch up 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.</li> </ul> <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"> <li>- Students with Disabilities 2014 – 37 (Median Adequate Growth Percentile is 91). Did not make adequate growth.</li> <li>- Students with Disabilities 2013 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.</li> <li>- Students with Disabilities 2012- 45 (Median Adequate Percentile is 92). Did not make adequate growth.</li> </ul> <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"> <li>- Minority Students 2014 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.</li> </ul>	<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"> <li>- Inconsistent application of an aligned and viable Math curriculum at the 9<sup>th</sup> and 10<sup>th</sup> grade levels.</li> <li>- Little vertical articulation between the middle and high school.</li> </ul>

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"> <li>- Minority Students 2013 – 40 (Median Adequate Percentile is 90). Did not make adequate growth.</li> <li>- Minority Students 2012- 49 (Median Adequate Percentile is 95). Did not make adequate growth.</li> </ul> <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"> <li>- Students with Disabilities 2014 – 65 (Median Adequate Percentile is 99). Did make adequate growth</li> <li>- Students with Disabilities 2013 – 46 (Median Adequate Percentile is 99). Did not make adequate growth.</li> <li>- Students with Disabilities 2012- 48 (Median Adequate Percentile is 99). Did not make adequate growth.</li> </ul> <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"> <li>- Students Needing to Catch Up 2014 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.</li> <li>- Students Needing to Catch Up 2013 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.</li> <li>- Students Needing to Catch Up 2012- 50 (Median Adequate Percentile is 99). Did not make adequate growth.</li> </ul> <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"> <li>- Many students missing critical computation skills, such as fractions and use of order of operations</li> <li>- Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing.</li> <li>- Students struggling in math are placed in RtI interventions, such <i>Intermediate Math</i> instead of, not in addition to, grade level curriculum.</li> </ul>

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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"> <li>- Students with Disabilities 2014 – 36 (Median Adequate Percentile is 99). Did not make adequate growth.</li> <li>- Students with Disabilities 2013- 53 (Median Adequate Percentile is 99). Did not make adequate growth.</li> <li>- Students with Disabilities 2012- 40 (Median Adequate Percentile is 99). Did not make adequate growth.</li> </ul> <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"> <li>- Minority Students 2014- 41 (Median Adequate Percentile is 51). Did not make adequate growth.</li> <li>- Minority Students 2013- 47 (Median Adequate Percentile is 59). Did not make adequate growth.</li> <li>- Minority Students 2012- 49 (Median Adequate</li> </ul>	<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"> <li>- Additional teacher training needed in reading and writing processes and strategies across all content areas.</li> <li>- Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.</li> <li>- Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.</li> <li>- 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.).</li> <li>- Extensive use of guided notes and reduced writing expectations for students on IEPs.</li> </ul>

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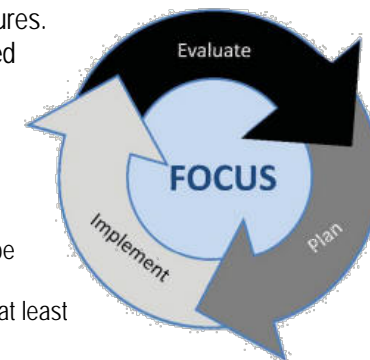
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges		Root Causes
	<p>Percentile is 59. Did not make adequate growth).</p> <p>*Overall FHS received an <i>Approaching</i> rating in this area.</p>			
Postsecondary & Workforce Readiness	<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	

## 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	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.	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5% raising it from 63% to 68%.	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5% raising it from 68% to 73%.	Analysis of Scantron Scale scores in Fall and Winter for the 9 <sup>th</sup> and 10 <sup>th</sup> grade. Common assessments from Engage New York pre and post scores for the Spring units of Engage New York.	<b>Major Improvement Strategy #1:</b> Develop and Implement with Fidelity an Aligned and Viable Math Curriculum Grades 6-10 (Engage New York at grades 9 and 10)
		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	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in reading by 5% raising it	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in reading by 5% raising it	Analysis of Scantron Scale scores in Fall and Winter for the 9 <sup>th</sup> and 10 <sup>th</sup> grade. Common assessments English 1 and English 2 pre and post scores for the Spring units.	<b>Major Improvement Strategy #2:</b> 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

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			received a rating of "Approaching," not meeting the Subgroup Median Adequate Growth Percentile (51/72) and did not make adequate growth for the 2014 school year.	from 60% to 65%.	from 65% to 70%.		the curriculum.
		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.	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5% raising it from 63% to 68%.	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be available. Our goal is to increase our School Percentile ranking by 5% raising it from 68% to 73%.	Analysis of Scantron Scale scores in Fall and Winter for the 9 <sup>th</sup> and 10 <sup>th</sup> grade. Common assessments from Engage New York pre and post scores for the Spring units of Engage New York.	<b>Major Improvement Strategy #1:</b> 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	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will be	Due to changes in state assessment, Academic Growth Data will not be available. The school's state School Percentile Ranking however will	Common assessments for Freshman Composition and English 2 pre and post scores for the Spring units.	<b>Major Improvement Strategy #2:</b> Develop training, resources, and assessments to effectively provide instruction and feedback for students to

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			Median Adequate 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.	available. Our goal is to increase our School Percentile ranking in writing by 5% raising it from 66% to 71%.	be available. Our goal is to increase our School Percentile ranking by 5% raising it from 71% to 76%.		analyze text and respond 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	Our goal is to have completed ICAPs for at least 85% of students.	Our goal is to have completed ICAPs for at least 100% of students.	Not all students have a completed ICAP (Individual College/Career Plan) to help guide them to course selections as they move toward graduation.	<b>Major Improvement Strategy #3:</b> 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 9<sup>th</sup> and 10<sup>th</sup> 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 process
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	Completed

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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 process
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	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:** 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	In process
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	In progress

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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	Developed but not yet administered

\* 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 <sup>th</sup> 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 <sup>th</sup> and 11 <sup>th</sup> 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 <sup>th</sup> and 11 <sup>th</sup> 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 <sup>th</sup> graders tested in January 2015 and 10 <sup>th</sup> graders tested in April 2015	11 <sup>th</sup> graders complete, 10 <sup>th</sup> graders scheduled for April 28, 2015
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 <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> 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: <b>Meets</b>  * 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 <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> 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: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.		
			Elem	MS	HS	Elem	MS	HS			
			-	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?	
<b>Academic Growth Gaps</b>	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Approaching</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> 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	-	<b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b> -
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> At or above state average (baseline of 2009-10).	-	-	-	

### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

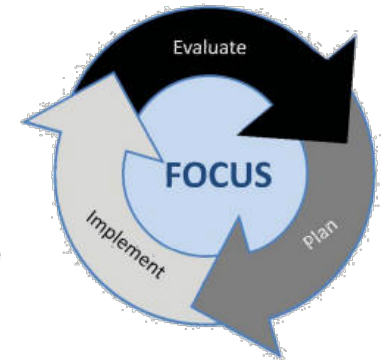
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Brian Smith – Principal
	Email	<a href="mailto:bsmith@d49.org">bsmith@d49.org</a>
	Phone	(719) 495-5222
	Mailing Address	9755 Towner Ave. Peyton, CO 80831
2	Name and Title	Amanda Maranville – Assistant Principal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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<b>Narrative:</b> <ul style="list-style-type: none"> <li>Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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.</li> <li>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</li> </ul>				

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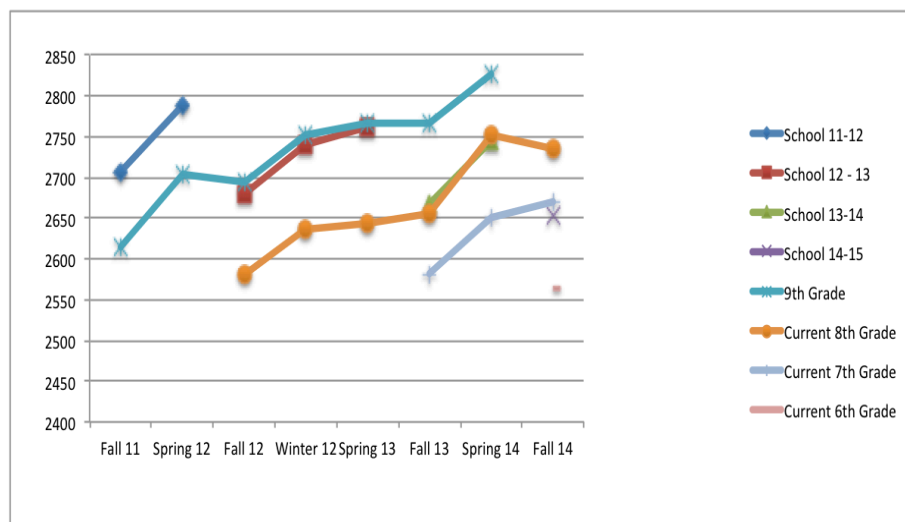
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did not meet the expected growth in Math. In looking at growth in thirds as well, the staff determined that many of our students that were on the bubble between partially proficient and proficient did not grow into the higher category, indicating the 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 8<sup>th</sup> grade group showed a drop in math from the end of 7<sup>th</sup> grade to the beginning of 8<sup>th</sup> grade indicating a gap in their learning of the math skills. This same group showed a similar drop in the previous year (from 6<sup>th</sup> to 7<sup>th</sup> 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 7<sup>th</sup> graders showed a similar trend in reading from 6<sup>th</sup> to 7<sup>th</sup> 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.

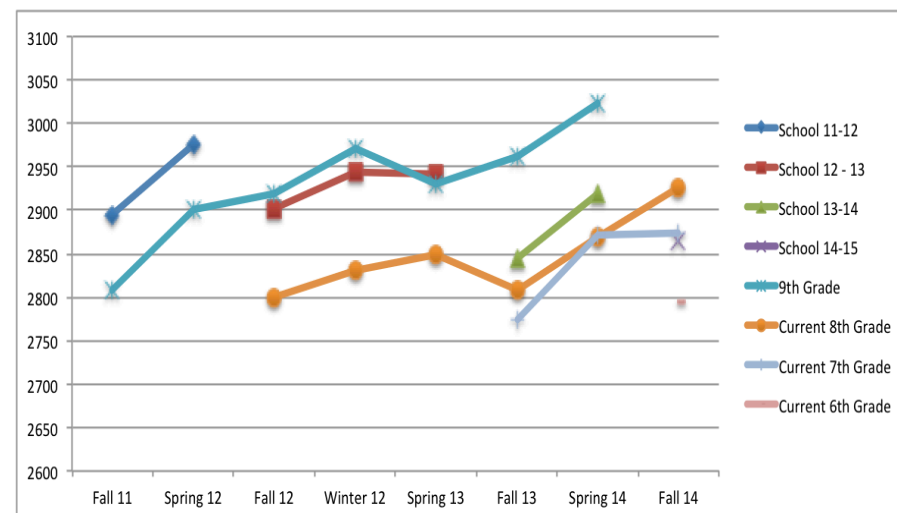
MATH	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2707	2789						
School 12 - 13			2680	2740	2762			
School 13-14						2667	2744	
School 14-15								2654
9th Grade	2614	2703	2695	2751	2766	2766	2827	
Current 8th Grade			2581	2637	2643	2656	2753	2735
Current 7th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

Scantron Math Gains

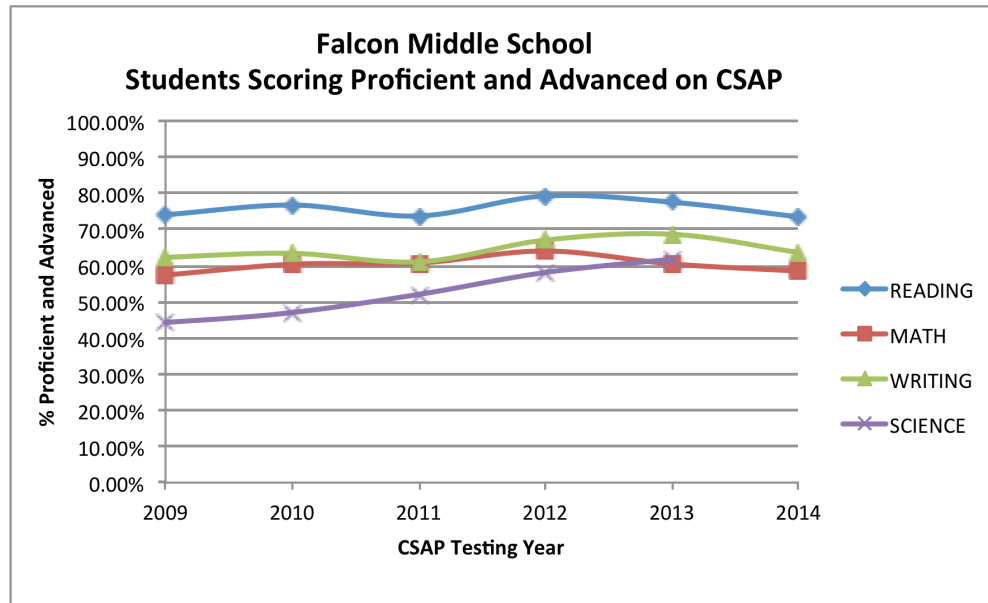


READING	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2895	2975						
School 12 - 13			2902	2945	2941			
School 13-14						2845	2918	
School 14-15								2864
9th Grade	2808	2901	2918	2971	2930	2961	3022	
Current 8th Grade			2800	2830	2850	2808	2869	2926
Current 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 <b>Reading</b> of:</p> <ul style="list-style-type: none"> <li>Students w/Disabilities: 55</li> <li>Students Needing to Catch up: 55</li> </ul>	<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 <b>Math</b> of:</p> <ul style="list-style-type: none"> <li>Free/reduced lunch: 55</li> <li>Minority students: 55</li> <li>Students with disabilities: 55</li> <li>English language learners: 55</li> <li>Students Needing to Catch up: 55</li> </ul>	<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 <b>Writing</b> of:</p> <ul style="list-style-type: none"> <li>• Free/reduced lunch: 55</li> <li>• Students with disabilities: 55</li> <li>• English language learners: 55</li> <li>• Students Needing to Catch up: 55</li> </ul>	<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><b>Reading</b> – 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><b>Math</b> – 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><b>Writing</b> – 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><b>Reading</b> – 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><b>Math</b> – 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><b>Writing</b> – 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><b>Reading</b> - 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><b>Math</b> – 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"> <li>Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.</li> <li>Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.</li> </ul>

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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><b>Writing</b> – 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"> <li>Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.</li> </ul>

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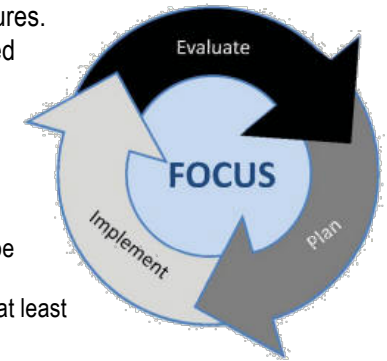
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	area and needed to show an adequate growth percentile of 73 and Falcon Middle students had a growth percentile of 50.		
Postsecondary & Workforce Readiness	N/A	N/A	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 <sup>rd</sup> 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 <sup>rd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>th</sup> Grade Reading Team and 7 <sup>th</sup> 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 <sup>th</sup> Grade Reading has begun the transition to Engage NY. 7 <sup>th</sup> Grade Reading and Writing are in the process of realigning curriculum as well to include more rigorous texts and regular ECAW Utilization. Curriculum continues to be evaluated and adjusted as new units

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						are planned.
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.  Teachers have begun submitting data showing student progress and growth as they work through this curriculum.
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 <sup>st</sup> quarter and will turn in their data after the 1 <sup>st</sup> Quarter is complete.  2 <sup>nd</sup> Quarter Assessment data has been submitted and 3 <sup>rd</sup> quarter data will be submitted right after Spring Break.
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 effective	Schedules are complete for the 14-15 school year. The training for counselors is also complete.

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					populate these classes from a Special Education Consultant.	
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 enhance understanding.	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 lesson plans and in observed instruction to see that this is taking place.	In Progress – Observation have begun, which include feedback back to teachers on the implementation of this practice.  Administration continues to observe in classrooms and provide feedback. We are still growing in this area overall.
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.  Based on observations and common assessment data received so far, all teams have been using the R.A.C.E. format and extended responses in their assessments and daily classwork to have students explain their reasoning.
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 <sup>th</sup> and January 16 <sup>th</sup> , and through the regular Monthly Monday Admin PLC	Admin and the Instructional Coach will provide initial training and overview. Teachers will be selected for each PD Day to provide a mini	The initial training took place on Monday, September 15 <sup>th</sup> . The all staff rotation and strategy sharing took place on September 26 <sup>th</sup> . Another

				Workshops.	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.	round will take place in January and through the next Admin PLC.  The January Staff Development is complete and additional instructional strategies were modeled. Staff were required to email what strategies they would incorporate and ask for feedback when they were used for accountability.
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.  Two classrooms now have blended labs for our Schoology Implementation. These teachers have also provided weekly PD after school to help other staff in building courses within Schoology.

\* 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.	All ICAPs are Complete at FMS for the steps required for Middle School. These were completed in January.
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.	Complete – The FMS Admin Team met with the Concurrent Enrollment director to talk about specifics needed at the middle school level.  The Principal has also met with the CTE director on courses added at FMS and those needing to be implemented in the future. These meetings will continue as we plan for

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						future school years.
Attend the Colorado ICAP Summit to learning the new requirements and systems with ICAP and determine steps needed for proper implementation.	December 3, 2014	N/A	Administration and Counselors	No budget needed at this time.	FMS Administration and Counselors will attend the 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.	Complete – FMS Admin and Counselors attended the workshop in December
Falcon Middle School will move ICAP Activities to the beginning of the School year for the 15-16 School year to use results from the exploration to help students select their annual mini courses that take place in November. Students will be able to take a mini course that relates to their specific areas of interest and/or future pathway.	N/A	November 2015	FMS Staff	No Budget needed	<p>FMS Admin and Counselors will facilitate the ICAP Plans in the 1<sup>st</sup> quarter of the 15-16 school year and will demonstrate completion through College in Colorado.</p> <p>Students will sign up for Mini Courses in December using the results of their ICAP.</p>	In Progress – The planning discussions have begun. This step will not be complete until our mini courses take place next November.

\* 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: **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 <sup>th</sup> 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>93.8%</b> using a <b>5</b> year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: <b>Meets</b>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	<b>3.6%</b>	<b>1%</b>	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	<b>20.0</b>	<b>19.9</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

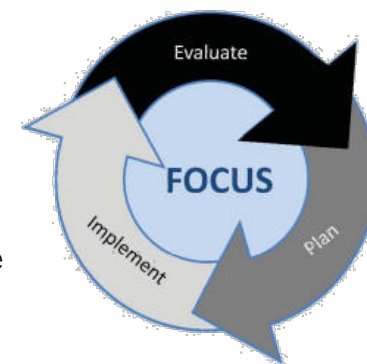
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David P. Knoche, Principal
	Email	dknoche@d49.org
	Phone	719 494-8940
	Mailing Address	6113 Constitution Ave., Colorado Springs, Co 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<p><b>Narrative:</b> 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 8<sup>th</sup> 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 4<sup>th</sup> grade writing and outperformed both the district and state for grades 5-6. Our 3<sup>rd</sup> 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 3<sup>rd</sup> and 6<sup>th</sup> graders failed to meet district and state averages. A noticeable trend 3<sup>rd</sup> -6<sup>th</sup> 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 10<sup>th</sup> 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 8<sup>th</sup> grade. 7<sup>th</sup> graders did not meet state or district averages in writing. In 7<sup>th</sup> 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 9<sup>th</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup> graders in reading, however, our 5<sup>th</sup> graders missed 12 of 22 Depth of Knowledge (DOK) 3 questions and our 6<sup>th</sup> graders missed 17 of 21 DOK 3 questions. In 7<sup>th</sup> grade, students struggled with responding to and discussing literature, while 8<sup>th</sup> graders

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

**3-10 Writing:** Increasing writing scores remains a priority at FVA. Overall, FVA 3<sup>rd</sup> and 4<sup>th</sup> graders struggled with punctuation, grammar and spelling. Being able to generating topic sentences and develop ideas was also as significant deficiency for 4<sup>th</sup> grade. FVA 5<sup>th</sup>-10<sup>th</sup> 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 4<sup>th</sup> 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 7<sup>th</sup> 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 5<sup>th</sup> 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 8<sup>th</sup> 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 3<sup>rd</sup> grade. Root Cause(s) Addressed: Our 3<sup>rd</sup> grade reading scores for proficient and advance fall below state expectations, only 52 % of 3<sup>rd</sup> 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 <sup>rd</sup> 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		
	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.	FVA is approaching in math and writing at ES and MS and math at the HS level.	Teachers are not addressing student academic gaps early enough in the academic year to ensure students are making adequate yearly growth to reach grade level benchmarks.
	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.	FVA is approaching in math and writing at ES and MS and math at the HS level	Teachers are not addressing student academic gaps early enough in the academic year to ensure students are making adequate yearly growth to reach grade level benchmarks.
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.	ES-FVA is approaching in reading and does not meet in math.	Teachers are not teaching at a high enough level of rigor to prepare students to successfully complete DOK 2 and 3 questions at grades 3 <sup>rd</sup> -10 <sup>th</sup> , resulting in lower student achievement, especially at the advanced level. 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.

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.	MS & HS- FVA is approaching in writing and does not meet in math.	Teachers are not teaching at a level of rigor necessary to prepare students to successfully complete DOK 2 and 3 questions at grades 3 <sup>rd</sup> -10 <sup>th</sup> , resulting in lower student achievement, especially at the advanced level. 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 MS – Meets in Reading, Does not meet in math and Approaching in writing HS – Approaching in Reading, Approaching in math and Meets in writing	FVA does not meet or is approaching in math at all three levels.	Teachers are not teaching at a level of rigor necessary for students to successfully complete DOK 2 and 3 questions at grades 3 <sup>rd</sup> -10 <sup>th</sup> , resulting in lower student achievement, especially at the advanced level. 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.
Postsecondary & Workforce Readiness			





## 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	Reduce the number of students scoring red and yellow on DIBELS by 50 %.	<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>	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. 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.	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 <sup>rd</sup> 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.	Teachers regularly progress monitor through A+ mastery, Scantron, and class grades. Struggling students are identified and discussed during weekly PLC meetings.  Regularly progress monitor the online math club for elementary level students	Hone the Response to Intervention program to emphasize data driven decision-making.

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			appropriate growth.				
		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.	ES- Move elementary school ranking from the 36 <sup>th</sup> percentile to the 43 <sup>rd</sup> percentile  MS- Move middle school from 43 <sup>rd</sup> percentile to 49 <sup>th</sup> percentile	ES- Move school from 43 <sup>rd</sup> percentile to 50 <sup>th</sup> percentile  MS- Move school from 49 <sup>th</sup> percentile to 55 <sup>th</sup> percentile	Teachers are requiring monthly writing samples at the K-6 level and are offering more in building opportunities in writing at all grade levels. Writing is 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					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
		M	Students were not able to answer DOK 2 and 3 level math questions on TCAP	ES- Move from 37 <sup>th</sup> percentile to 44 <sup>th</sup> percentile MS- Move from 35 <sup>th</sup> percentile to 41 <sup>st</sup> percentile HS- Move from 38 <sup>th</sup> percentile to 46 <sup>th</sup> percentile	ES- Move from 44 <sup>th</sup> percentile to 51 <sup>st</sup> percentile MS- Move from 41 <sup>st</sup> percentile to 47 <sup>th</sup> percentile HS- Move from 46 <sup>th</sup> to 54 <sup>th</sup> percentile	FVA has implemented 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	MS- Move from 46 <sup>th</sup> percentile to 52 <sup>nd</sup> percentile	MS- Move from 52 <sup>nd</sup> percentile to 58 <sup>th</sup> percentile	Students with writing deficiencies have been identified and are progress	Implementation of Project-Based Learning to focus on higher level thinking

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			addressed during weekly PLC meetings for middle school students.			monitored during weekly PLC meetings. These students are also receiving additional small group writing instruction.	skills and high return instructional practices.
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate		Graduation numbers were affected by a small sample size.	92% graduation rate	96% graduation rate	<p>The counselor will train designated staff on ICAP and attend the ICAP Summit.</p> <p>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.</p> <p>The counselor will work with district to expand the concurrent enrollment program.</p> <p>The counselor and the ALF will work together to increase the number of college applications, scholarships and grants students will apply for.</p>	<p>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.</p> <p>Ensure all students are college and/or workforce ready by implementing individualized pathways for students.</p>

	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 <sup>st</sup> .	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.
	Other PWR Measures	As FVA continues to evolve from an at risk	From the graduating class of 2014,	65% of graduating seniors will attend a	FVA will increase college-counseling opportunities to	Support students in the development and

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		population to a college prep school, our focus is to increase the percentage of students going directly to post-secondary institutions after high school.	approximately 60% of graduates went directly onto post secondary institutions.	post secondary institution within one year of high school.	include, college visits, college fairs, college application and scholarship assistance.	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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### 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:** Hone 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	Completed

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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 Learning Coach accountability of completing the assigned interventions at the K-6 level.	March 2015 -	March 2015 – May 2016 with quarterly conferences between the teacher and the learning coaches	K-6 teachers and admin	N/A	Schedule one on one data meetings with these families and explain the reason for the interventions.	Implementing
Increase participation in the online math facts club focusing on positive	September 2014 – May	September 2015 – May	K-6 teachers	N/A	Weekly progress monitoring reporting tools to measure	In progress

behavioral supports in grades K-6	2015 with weekly progress monitoring	2016 with weekly progress monitoring			student growth during weekly PLC 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.



**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 3<sup>rd</sup>-10<sup>th</sup>, 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	Completed
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
Use C3 process to evaluate/align DOK levels within Fueled Curriculum	2014 – April training	2015 - Implementation	6-12 teachers Admin	N/A	All core content courses will be aligned with Colorado Standards, placing emphasis on increased	In progress

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					DOK levels	
Inclusion of community stakeholders and critical friends in the presentation, feedback and evaluation portion of the projects.	September 2014 – May 2015 with weekly progress monitoring	September 2015 – May 2016 with weekly progress monitoring	K-12 teachers Admin Community Members	N/A	Number of community stakeholders participating in this partnership	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:** Support students in the development and maintenance of personalized post secondary plans for grades 6-12 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. Address the inconsistency 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	Completed
The FVA Counselor will attend the	September	September	Counselor	College in Colorado	100% of students completing	In progress

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ICAP Summit and facilitate ICAP training and development with designated staff members.	2014 – May 2015 Monitored monthly	2015 – May 2016 monitored monthly	Advanced Learning Facilitator Rti Facilitator Admin Secondary Teachers	ICAP Summit- Building funds	initial ICAP	
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 Rti Coordinator	Transportation \$ 500- building funds	Attendance Sheets Student Participation Quantity of college applications Number of Scholarships/grants	In progress/completed for 2014-2015
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
Develop a mandatory class for grades 6-12 in Schoology, intended to actively engage students in their college and career planning utilizing an ICAP Pathways process based on Colorado Career Clusters	January 2015	August 2015 – May 2016	All staff	N/A	Introduce course April 2015 and implement course 2015-2016 school year	In progress
Students will develop highly effective ICAP portfolios in preparation for changes in graduation requirements and demonstration of post secondary readiness	April 2015	August 2015 – May 2016 school year	All staff	N/A	Students will complete grade level expectations in ICAP in grades 6-8. Students in grades 9-12 will complete the ICAP requirements up to and including 9 <sup>th</sup> grade during April and May of 2015. -Full implementation of ICAP course will begin August	In progress

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					2015 – May 2016 in conjunction with college and career advisement sessions.	
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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 #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 3<sup>rd</sup> grade. Root Cause(s) Addressed: Our 3<sup>rd</sup> grade reading scores for proficient and advance fall below state expectations, only 52 % of 3<sup>rd</sup> 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

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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 monitoring	September 2015 – May 2016 with weekly progress monitoring	K-6 Teachers RtI Facilitator Advanced Learning Facilitator Admin	N/A	N/A	In progress
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)

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- Title I Schools Operating a School-wide Program (Optional)

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

Organization Code: **1110**

District Name: **FALCON 49**

School Code: **3475**

School Name: **GOAL ACADEMY**

SPF Year: **AEC: Improvement**

### 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 <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is at/above the 60 <sup>th</sup> percentile for AECs.										R	Elem			MS			HS			Elem	MS			HS			Overall AEC Rating for Academic Achievement: <b>Meets</b>  * Consult your AEC School Performance Framework for the ratings for each content area at each level.					
												-			-			35.40%				-			-				41.28%				
												-			-			4.40%				-			-				4.78%				
												-			-			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) <b>Description:</b> Growth in TCAP for reading, writing and math.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: Approaching
		R	-	-	46.8	-	-	42	
		M	-	-	42.0	-	-	31	

	<b>Expectation:</b> Median Student Growth Percentile (MGP) at/above the 60 <sup>th</sup> percentile for AECs.	W	-	-	43.4	-	-	40	* Consult your AEC School Performance Framework for the ratings for each content area at each level.
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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?	
<b>Student Engagement</b>	State Required Measure: Average Daily Attendance <b>Description:</b> Total days attended out of total days possible to attend. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs.	86.46%	88.92%	Overall AEC Rating for Growth Gaps: <b>Meets</b>  * Consult your AEC School Performance Framework for the ratings for each measure.	
	State Required Measure: Truancy Rate <b>Description:</b> Total days unexcused absent out of total days possible to attend. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs.	7.69%	11.08%		
	Supplemental Measure: Returning Student Rate <b>Description:</b> the criteria for returning student rate was: <b>Expectation:</b> below 90 percent but at or above 60 percent of students	60.0%	72.8%		
	Supplemental Measure: Student Re-engagement Rate <b>Description:</b> the criteria for student re-engagement was: <b>Expectation:</b> below 90 percent but at or above 60 percent of students	60.0%	61.7%		
<b>Postsecondary &amp; Workforce Readiness</b>	State Required Measure: Completion Rate <b>Description:</b> % of students completing. <b>Expectation:</b> At/above the 60 <sup>th</sup> 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

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	<b>State Required Measure: Dropout Rate</b> <b>Description:</b> % of students dropping out. <b>Expectation:</b> At/below the 60 <sup>th</sup> percentile of all AECs (baseline of 2009-10).	11.3%	15.7%	Approaching	<b>&amp; Workforce Readiness:</b> <b>Meets</b> * Consult your AEC School Performance Framework for the ratings for each measure.
	<b>State Required Measure: ACT Composite Score</b> <b>Description:</b> Mean ACT composite score. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs (baseline of 2009-10).	15.5	16.4	Meets	
	<b>Supplemental Measure: Workforce Readiness</b> <b>Description:</b> the percent of students to meet or exceed readiness benchmark was: <b>Expectation:</b> below 90 percent but at or above 60 percent of students	60.0%	87.4%	Meets	
	<b>Supplemental Measure: Concurrent Enrollment (CCE) Completion Rate</b> <b>Description:</b> % of CCE courses completed with college credit earned was: <b>Expectation:</b> below 90 percent but at or above 60 percent of courses	60.0%	93.2%	Exceeds	

### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for 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 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.	

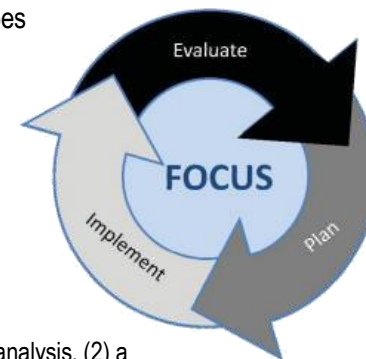
Improvement Plan Information	
The school is submitting this improvement plan to satisfy requirements for (check all that apply):	
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) 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

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

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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

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> 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.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
<p><b>Narrative:</b> 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>				

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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 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

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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	<b>Target was not met.</b> There was an increase of 1 MGP from 41 in 2013 to 42 in 2014.	<p>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)</p> <p>Lack of fidelity in following our Every Opportunity to Succeed Policy (Rtl) resulted in high truancy rates.</p> <p>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.</p> <p>GOAL Academy implemented summer programs to keep students engaged through the summer months.</p>
	Math – MGP =45	<b>Target was not met.</b> There was an increase of 2 MGP with a MGP of 29 in 2013 and a MGP of 31 in 2014.	
	Writing – MGP = 45	<b>Target was not met.</b> Scores remained constant at a MGP of 40 for both 2013 and 2014.	
Student Engagement	Attendance – 86.46%	<b>Target was met.</b> Attendance was 88.92%	
	Truancy – 7.69%	<b>Target was not met.</b> Truancy was 11.08%	
Postsecondary & Workforce Readiness	Completion Rate – 45%	<b>Target was not met</b> – There was a slight increase in the completion rate from 42.8% in 2013 to 43.8% in 2014.	
	Dropout Rate– 17.6%	<b>Target was met</b> 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.

## 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)	<b>Reading</b> 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 <b>Writing</b> 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		
	<b>Math</b> 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		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	GOAL Academy's <b>reading</b> MGP has remained stable over the last 3 years. 2012 – 41, 2013 – 41, 2014 -42  The <b>writing</b> MGP has remained stable over the past three years with a MGP of 40 each year	Lack of academic growth in all subject areas for both grades assessed.	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.
	The MGP for <b>math</b> 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 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.
	The truancy rate has remained stable for the last 2 years, but does not meet AEC expectations with a 11.08% truancy rate.		
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 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

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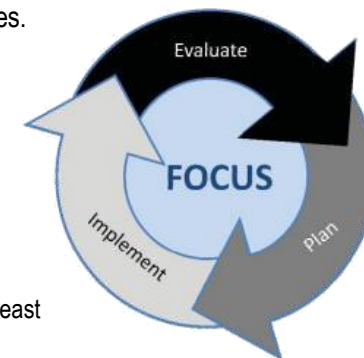
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		the state AEC expectations of 11.3%	maintaining the ability to support the social emotional needs of the students.

## 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 <sup>th</sup> percentile, with a target to increase 11 percentile points to 59 <sup>th</sup> percentile	Additional increase of 11 percentile points to put us at the "meeting" range with a 70 <sup>th</sup> 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 <sup>th</sup> percentile, with a target to increase 8 percentile points to 35 <sup>th</sup> percentile	Additional increase of 8 percentile points to put us at the 43 <sup>rd</sup> 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 <sup>rd</sup> percentile, with a target to increase 10.5	Additional increase of 10.5 percentile points to put us at in the "meeting" range with a 63.8 <sup>th</sup> 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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				percentile points to 53.5 <sup>th</sup> 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"> <li>Test iterations of the tool</li> <li>Create prototype</li> </ul>	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"> <li>Test iterations of the tool</li> <li>Create prototype</li> </ul>	In Progress
Beta test metric system wide	Nov – Dec, 2014		Academic and Innovations Team	none	<ul style="list-style-type: none"> <li>Conduct initial pilot of a small portion of date</li> <li>Expand data collection to the whole organization to test capacity</li> <li>Run 2-5 cycles</li> </ul>	In Progress

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				<ul style="list-style-type: none"> <li>Review data sets</li> </ul>	
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"> <li>Develop training materials</li> <li>Schedule training</li> <li>Implement training</li> </ul>	In progress
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"> <li>Conduct data review process</li> <li>Determine action steps based on data analysis</li> </ul>	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 #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, 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

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Enroll students in Think 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.	May-Sept, 2014	May-Sept, 2015	Director of Math Intervention & Assessment and ICAP team	SY14-15: \$22.50 per license, 600 total licenses (\$13,500) for 9 months (ending 6/30/15) SY15-16: TBD	Administer Accuplacer for placement scheduling and enrollment by October 1, 2014.	October 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>	On-going

Growth will be measured by Accuplacer, and completion of TTM pathway or Odysseyware CART course	Ongoing		Director of Math Intervention & Assessment, and math intervention team	N/A	<p>Students will take the Accuplacer in the Spring of 2015.</p> <p>Students may take the next prescribed TTM pathway or Odysseyware CART course as needed to gain grade level readiness</p>	In Progress
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		<p>Students may take the next prescribed TTM pathway or Odysseyware CART course as needed to gain grade level readiness</p> <p>Following completion of the remediation pathway (TTM or Odysseyware CART) students will be placed into Pre-algebra or higher.</p> <p>If a pathway is completed below a 70% target lesson pass rate, a custom pathway will be built for student to address individual needs.</p>	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:** 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.	Completed December 2014
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.	Completed November 2014

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					<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.</p> <p>40% of ILPs will be completed by December</p> <p>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	On-going

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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	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.

## 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: **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 <sup>th</sup> 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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## 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

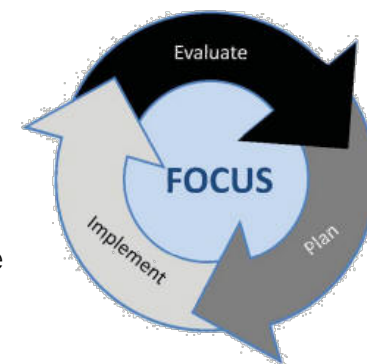
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dustin Horras, Principal –Horizon Middle School
	Email	<a href="mailto:dhorras@d49.org">dhorras@d49.org</a>
	Phone	719-495-1167
	Mailing Address	1750 Piros Drive, Colorado Springs, CO 80915
2	Name and Title	
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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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**Narrative:**

*Horizon Middle School serves approximately 630 students in 6<sup>th</sup> – 8<sup>th</sup> 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 8<sup>th</sup> 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 6<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> 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 5<sup>th</sup> to 8<sup>th</sup> 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 5<sup>th</sup> to 8<sup>th</sup> 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

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 <sup>th</sup> and 8 <sup>th</sup> grades of the same over the last three years. In the past year, 7 <sup>th</sup> 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 8<sup>th</sup> 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 50<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> grades of the same over the last three years.</p> <p>In the past year, 6<sup>th</sup> grade scores experienced a 3% increase, 8<sup>th</sup> grade scores experienced a 4% increase, and 7<sup>th</sup> 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 50<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> grades over three years. A decrease of 7% in 7<sup>th</sup> grade and 8% in 8<sup>th</sup> 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 52<sup>nd</sup> 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 5<sup>th</sup> to 6<sup>th</sup> 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 6<sup>th</sup> to 7<sup>th</sup> 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 7<sup>th</sup> to 8<sup>th</sup> 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 5<sup>th</sup> to 6<sup>th</sup> 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 6<sup>th</sup> to 7<sup>th</sup> 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 7<sup>th</sup> to 8<sup>th</sup> 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 5<sup>th</sup> to 6<sup>th</sup> 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 6<sup>th</sup> to 7<sup>th</sup> 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 7<sup>th</sup> to 8<sup>th</sup> 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

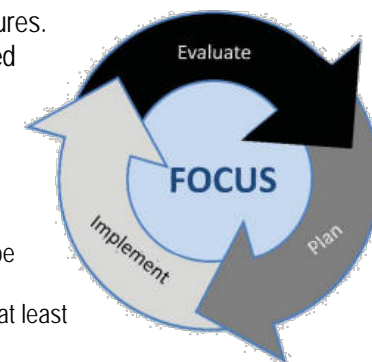
Performance Indicators		Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		Although adequate growth was not made – Students with Disabilities experienced a 14% increase in subgroup median growth percentile on 1 year plan-Median Growth Percentile 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.

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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	<p>We are currently at the 39<sup>th</sup> percentile in reading.</p> <p>We are not scoring at the 50<sup>th</sup> 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 <sup>rd</sup> percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 4 percentile points to the 47 <sup>th</sup> 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.
							<u>Major Improvement Strategy 3:</u> Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.
		M	<p>We are at the 39<sup>th</sup> percentile in math.</p> <p>We are not scoring at the 50<sup>th</sup> 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 45<sup>th</sup> percentile or above.</p>	<p>The percentile ranking as compared to other schools in Colorado 2016 will increase by 6 percentile points to the 51<sup>st</sup> 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 52<sup>nd</sup> percentile in math.</p> <p>Although we are at the 52<sup>nd</sup> 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 <sup>th</sup> percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 6 percentile points to the 64 <sup>th</sup> 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.	In progress
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	Complete
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
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.	In Progress
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 progress
Bring in speaker, Fabian Washington, on Bullying and Self Advocacy. Assembly will be held for students as well as a Night event for parents. Will also include a half day staff development for teachers in recognizing and dealing with bullying or conflict.		August 2015	Administrators, Teachers, Parents	Title I - \$5,000	Assembly is scheduled for August 27, 2015. Parent event scheduled for August 27, 2015 Staff Development scheduled for August 28, 2015 -am	Not yet 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:** 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.	In Progress
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	<u>2014 - 15</u> Title - \$28,000 Title - \$1,000 (mileage)	Feedback and evaluation of professional development and observations.	In Progress

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			ELD Teachers	Local Funds -		
Develop a master schedule that provides additional, common, planning time for instructional staff to collaborate and plan aligned, standards-based instruction.	May 2014 – August 2014	May 2015 – August 2015	Principal	None	Schedule developed and implemented	Complete
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	August 2014 – May	August 2015 – May 2016	Administrators, Instructional Coach, IB	None	Schedule developed and implemented	Complete - Ongoing

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development	2015		Coordinator			
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
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.	Complete
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 <sup>th</sup> 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	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



organizations.						
Continue as an IB school and meeting the requirements of offering the MYP programme.	August 2014 – May 2015	August 2015 – May 2016	All Instructional and Administrative staff	Yearly MYP fee Title – \$9,280	Continue to meet IB requirements	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:** 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	Complete
Hire an Interventionist to provide reading and/or math interventions to student in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grade.	July 2014 – May 2015	August 2015 – May 2016	Principal	<u>2014 – 15</u> Title I – Salary - \$48,680	December 2014 – evaluation of interventions and mid-year data	Complete

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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.				Benefits - \$14,607  Addti'l days – Stipend - \$1,335	May 2015 – evaluation of interventions and end-of-year data	
Hire a full-time para-professional to support ELL students in the classroom	July 2014- May 2015	August 2015 – May 2016	Principal, ELD teacher	<u>2014 – 15</u> Title I – Salary \$12,316.50 Benefits - \$3,694.95	May 2015 -Improved performance and engagement of ELL students	In progress
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
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.	In Progress

Purchase additional, supplemental materials to support math and reading instruction; Big Ideas journals, CPM algebra textbooks & tiles, NLC books for reading groups, additional novels,	August 2014 – May 2015	August 2015 – May 2016	Principal, Teaching staff	<u>2014 – 15</u> Title I – \$15,350 (books) \$8,940 (supplies)  Local Funds -	May 2015 – success of students utilizing resources	In Progress
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	July 2014 - May 2015	July 2015 – May	Principal	<u>2014 – 15</u> Title –	Instructional support, collaboration and feedback	Complete

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practices.		2016		salary \$71,120 benefits - \$21,336	will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and 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.

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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)
<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 <sup>th</sup> 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	Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Approaching</b> * 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 <b>Expectation:</b> 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 <b>Expectation:</b> 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 <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score <b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

School Code: 4251

School Name: IMAGINE INDIGO RANCH

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

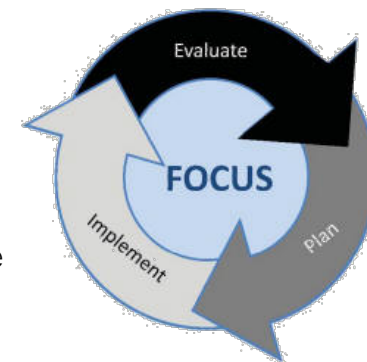
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Frank Fowler, Principal
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	Phone	719-495-7360
	Mailing Address	6464 Peterson Road, Colorado Springs, CO 80923
2	Name and Title	Scott Hunter, Asst. Principal
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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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**Narrative:**

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 3<sup>rd</sup> – 8<sup>th</sup> 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.

**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%.

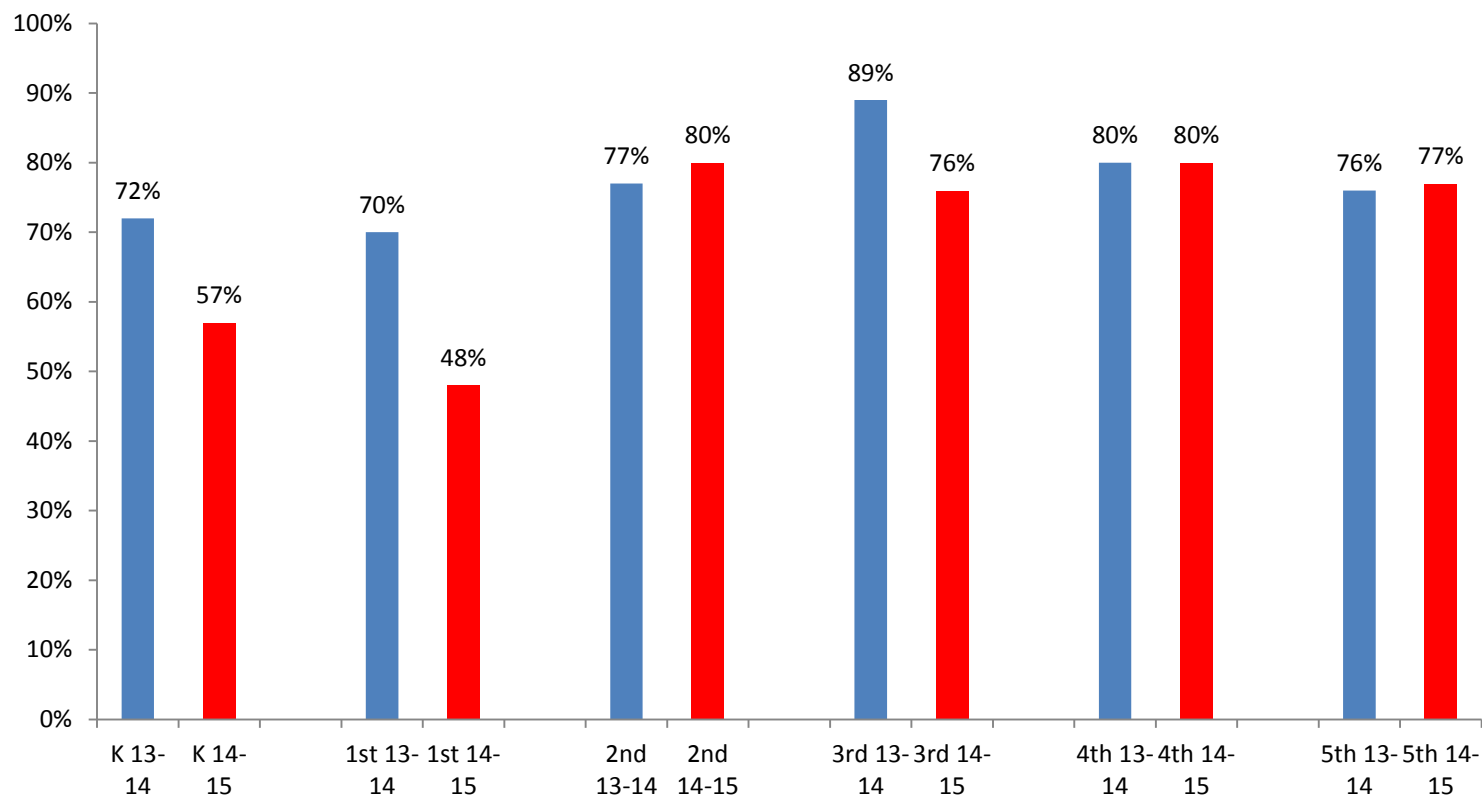
We identified the following trends in Academic Growth: The MGP of 5th graders in Reading decreased from 53 to 47 to 24 between 2012-2014 dropping below the state expectation of 26 MGP. The MGP of 6th graders in Writing increased then decreased from 50 to 65 to 45 between 2012-2014 dropping near the state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

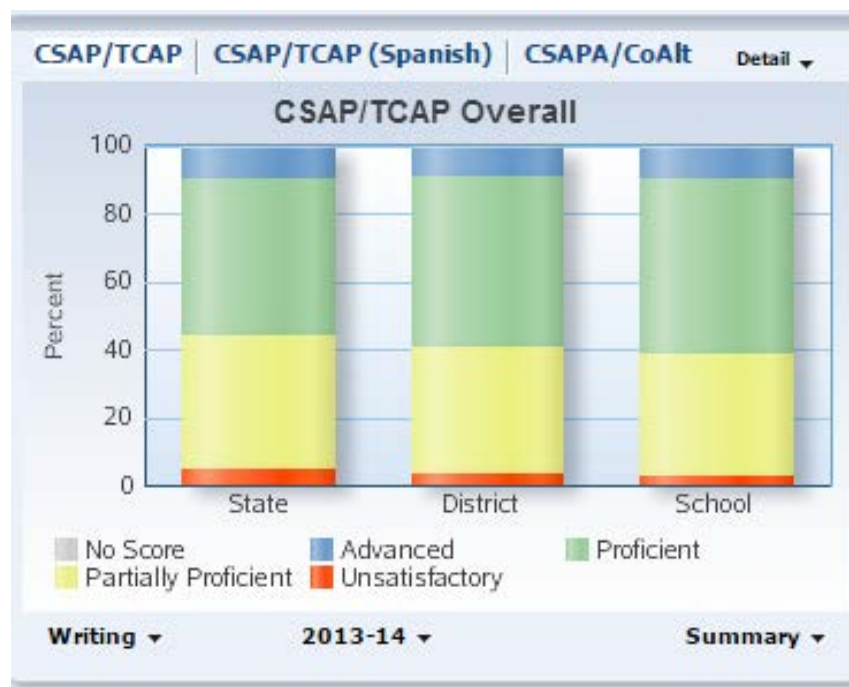
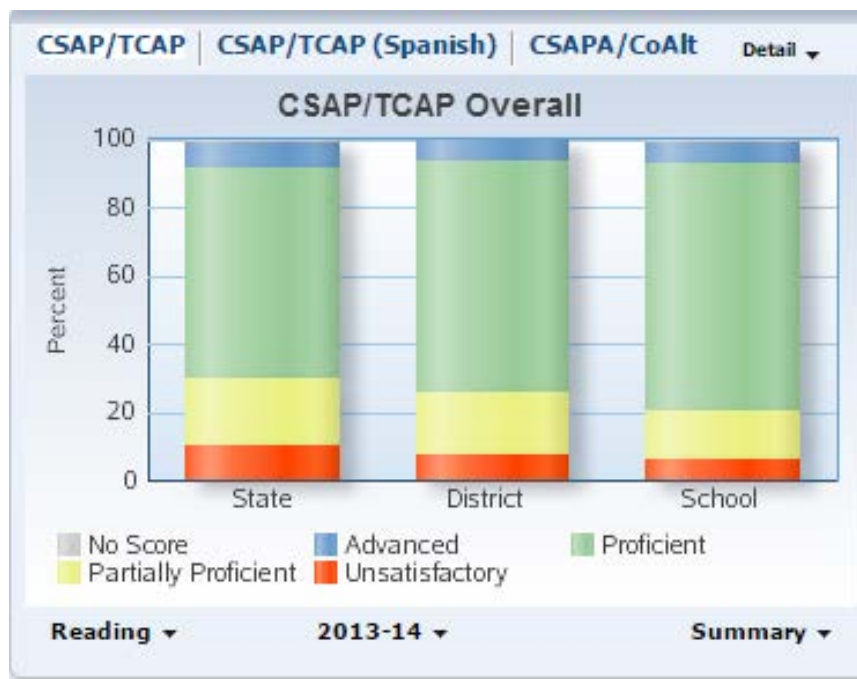


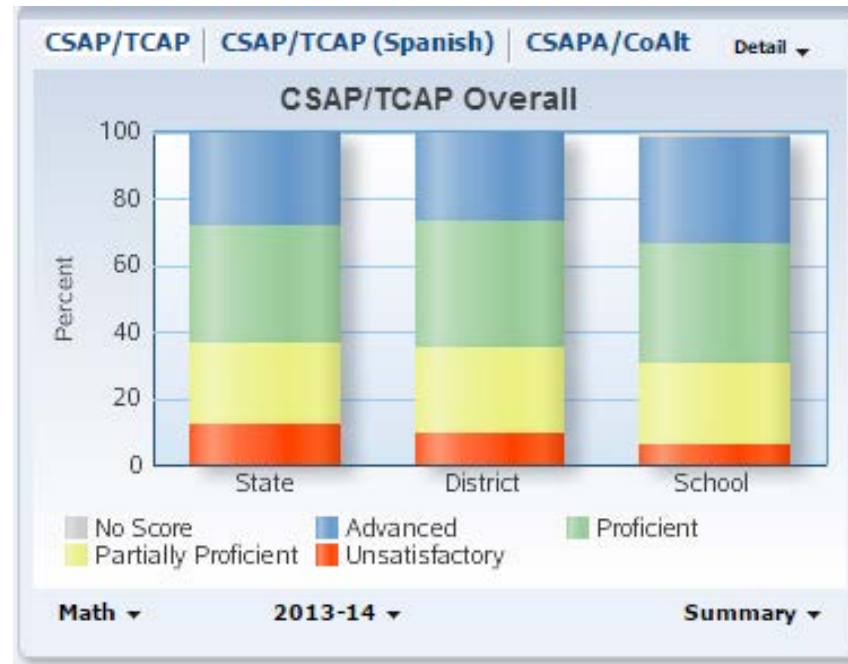
### DIBELSNext BOY % of Students At or Above Benchmark



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#### 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:**

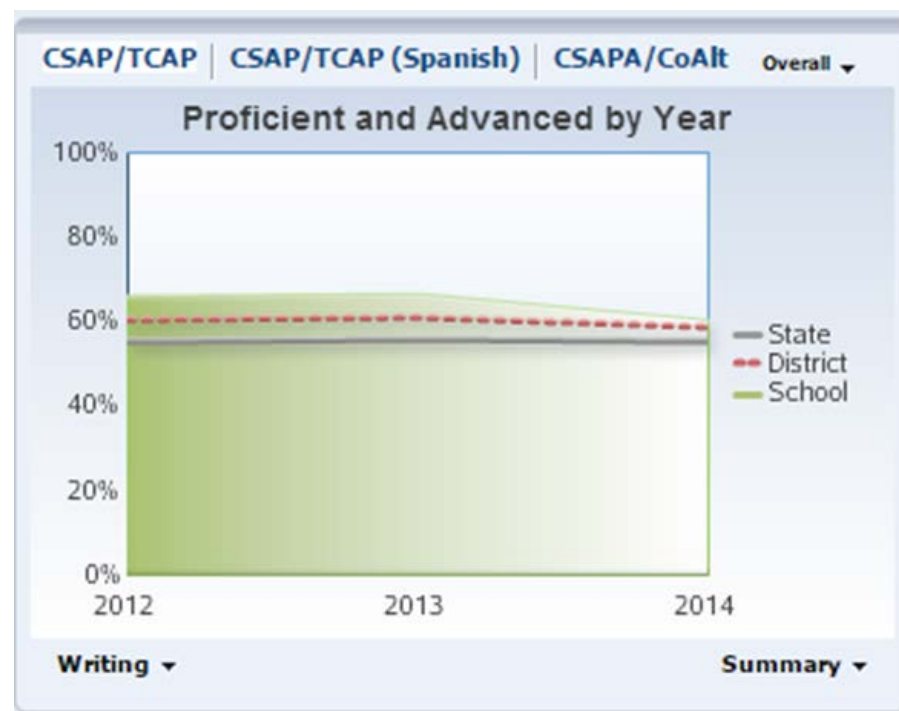
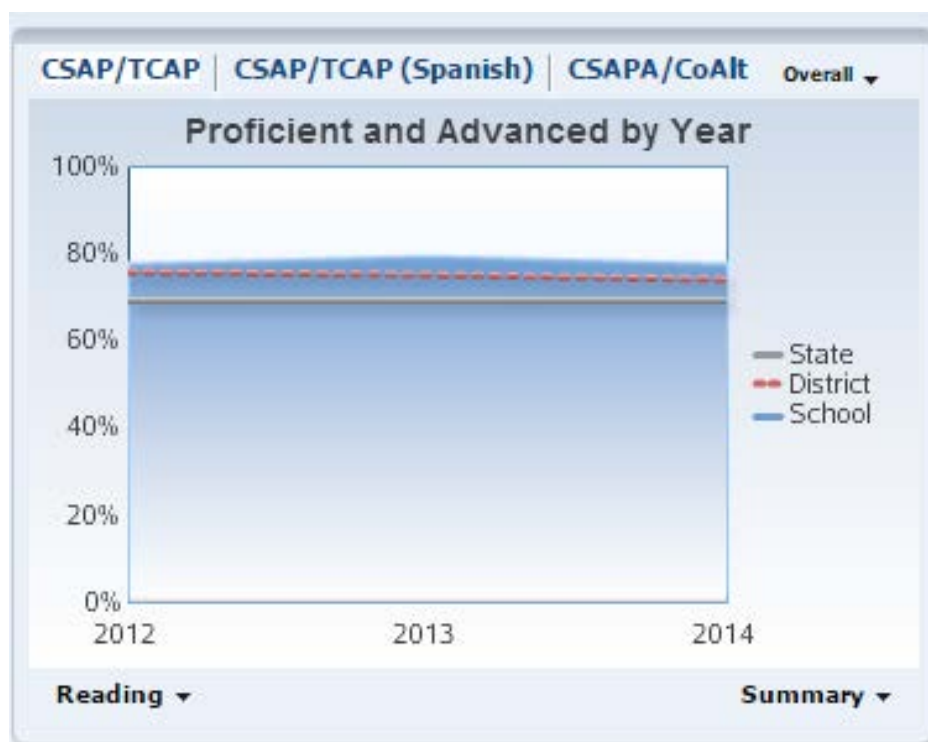
		Reading						Writing						Math					
		2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
IIR		96	72	81	82	83	82	60	57	56	68	60	60	96	80	83	86	93	79
Falcon 49	3rd	79	76	80	82	78	73	62	61	60	58	58	75	78	80	76	80	81	77
Colorado		73	70	73	74	73	72	54	50	51	52	51	51	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

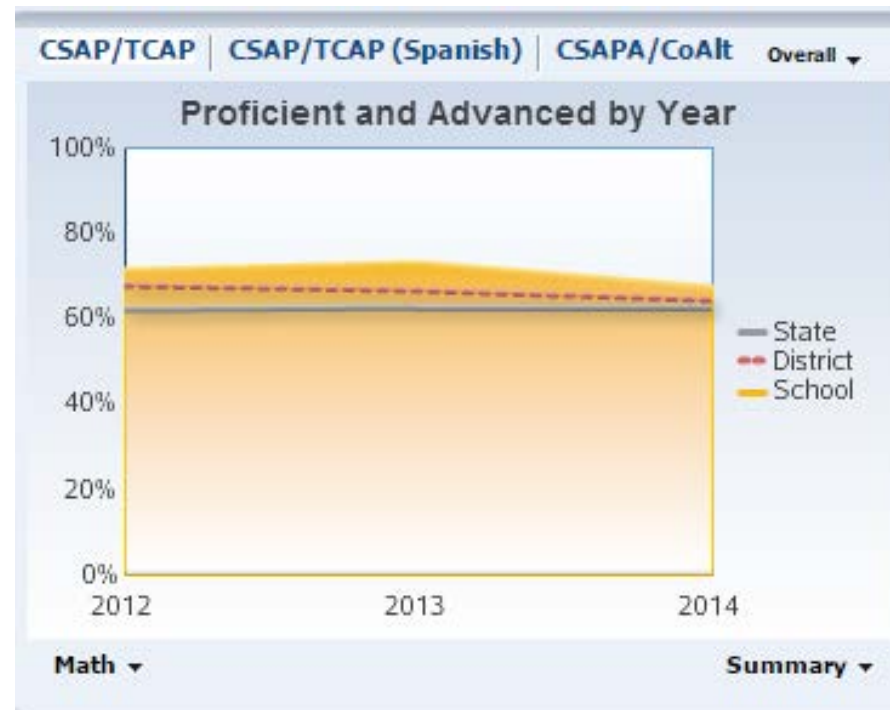
**TCAP Reading** - IIR performed consistently at or above the state and district percentage of students scoring proficient/advanced in third, fourth, seventh, and eighth grades. The percentage of fifth and sixth grade students scoring proficient is equal and above the state percentage of students scoring 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.





**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	<p>Neither Elementary nor Middle School met the target.</p> <p>Elementary minority students underperformed receiving a MGP of 33.</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.
	rating of "Meets" is achieved.	(They were 22 points away from reaching the 55 MGP goal.)  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 <sup>rd</sup> 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		



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>of 72%.</p> <p>The percent of 8<sup>th</sup> 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%.</p> <p>The percent of 4<sup>th</sup> 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 5<sup>th</sup> 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 6<sup>th</sup> 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 5<sup>th</sup> grade Reading has declined in the last three years and has been well below minimum state expectations.</p>	<p>Teachers are not preparing students adequately to complete non-fiction comprehension tasks.</p>
	<p>The MGP of 4<sup>th</sup> 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 4<sup>th</sup> grade Math over the last three years has dropped below minimum state expectations.</p>	<p>We do not have a system to identify gaps with students that lack foundational skills.</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</p>	<p>Growth MGP for students with disabilities in Reading</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</p>

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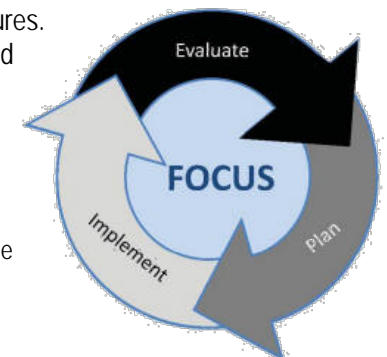
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	expectation of 79 AGP.  Our three year Performance Framework reported that minority students received a 38 MGP in Writing which does not meet the state expectation of 43 AGP.	is 27 well below the state expectation of 79 AGP, Math is 28 MGP and the state expectation is 72 AGP; Writing is 32 MGP and the state expectation is 81 AGP.	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.
	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



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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	Growth (MGP from 53-24) in 5 <sup>th</sup> grade Reading has declined in the last three years and has been well below minimum state expectations.	Increase our school percentile ranking in Reading to: Elementary 69 Middle School 79	Increase our school percentile ranking in Reading to: Elementary 74 Middle School 83	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 from 44-30) in 4 <sup>th</sup> grade Math over the last three years has dropped below minimum state expectations.	Increase our school percentile ranking in Math to: Elementary 75 Middle School 62	Increase our school percentile ranking in Math to: Elementary 82 Middle School 69	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	N/A	Increase our school percentile ranking in Writing to:  Elementary 61 Middle School 80	Increase our school percentile ranking in Writing to:  Elementary 68 Middle School 86	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	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:** 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:** Teachers are not preparing students adequately to complete non-fiction comprehension tasks.

**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				
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.	2014-2015	2015-2016	Instructional staff and administration	Local funds	Teacher and administrative reviews quarterly.	In progress now and through 2016
*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	Throughout the school year.	Throughout 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	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.

evaluations tracked in the Teachescape electronic evaluation system.						
*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 identified, to drive specific intervention according to grade level.	2014-2015	2015-2016	Instructional staff	Local funds	READ Act state requirements and deadlines will be met.	In progress through 2016.
*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.
Teachers will attend refresher PD's on best practices in instructional strategies including but not limited to Marzano's research.	2014-2015	2015-2016	Instructional Staff	Local funds	Several days are set aside for full day professional development on the academic calendar each year.	In progress now through 2016.
ELL students will have the opportunity to join a mentoring group this year.	2014-2015	2015-2016	All stakeholders	Local funds	Weekly meetings are being finalized.	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:** We do not have a system to identify gaps with students that lack foundational 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				
*Implementation of curriculum maps and curriculum calendars with mid-year	2014-2015	2015-2016	Instructional staff and	Local funds	Teacher and administrative reviews mid-year.	In progress now and through 2016

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reviews.			administration			
*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-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 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.
Grade levels are researching heterogeneous grouping methods to reflect best practices.	2014- 2015	2015- 2016	Instructional staff	Local funds	Quarterly growth scores are used to show results and adjustments are made as needed.	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:** There has been a lack of communication with SpEd services 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
*Classroom observations and walk-throughs by school leaders	Throughout the school year.	Throughout 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 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.
*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	2014-2015	2015-2016	Instructional staff	Local funds	Documentation and training of the RTI process with the utilization of Alpine	In progress through 2016.

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services are being implemented.					Achievement	
There has been progress to enhance communication between the SpEd personnel, teaching staff and administration this year. Direct lines of communication have been opened between teachers and SpEd personnel.	2014-2015	2015-2016	SpEd staff and administrative team members	Local Funds	Monthly meetings are scheduled and the agenda is updated by all parties involved.	In progress through 2016.
Teachers will attend an ECAW Core PD in order to further develop instruction related to writing target PVP's.	2014-2015	2015-2016	Instructional Staff	Local funds and EL PD	Several days are set aside for full day professional development on the academic calendar each year.	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.

## 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: **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 <sup>th</sup> 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Meets</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

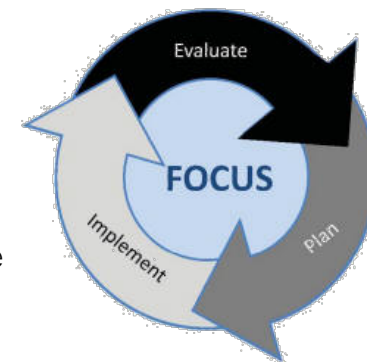
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kimberly Leon- Principal
	Email	kleon@d49.org
	Phone	719-494-2902
	Mailing Address	10480 Rainbow Bridge Dr. Peyton CO 80831
2	Name and Title	Edward Kulbacki -Assistant Principal
	Email	ekulbacki@d49.org
	Phone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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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 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 would 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 66th percentile in 2013 to the 47th 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 1<sup>st</sup> grade to 2<sup>nd</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U’s. In 5<sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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% (4<sup>th</sup>) to 57% (5<sup>th</sup>), 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 4<sup>th</sup> and 5<sup>th</sup> 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 2<sup>nd</sup> 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 1<sup>st</sup> to 2<sup>nd</sup> 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\*

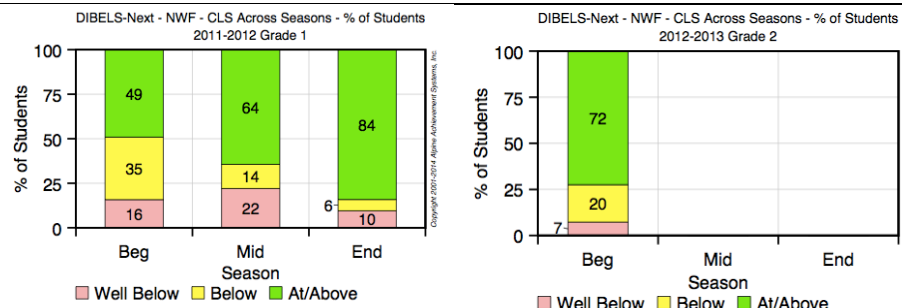
<b>MATH</b>								
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2011-2012			Met Target	Growth Category				
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	279	1705	60%	40	72	75	92	2357
Aggregate	279	1705	60%	40	72	75	92	2357
2012-2013			Met Target	Growth Category				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 2<sup>nd</sup> 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)	Overall academic achievement on TCAP shows MRES is a performance school. In reading, 3 <sup>rd</sup> grade went from 80,78, to 76, 4 <sup>th</sup> grade 75,76, to 83, and 5 <sup>th</sup> grade 84,81, to 87 percent of kids being proficient and advanced.  In writing, 3 <sup>rd</sup> grade went from 52, 52, to 63; 4 <sup>th</sup> grade 59, 60, to 58; and 5 <sup>th</sup> grade 66, 65, to 63 percent of kids being proficient and advanced.  In math, 3 <sup>rd</sup> grade went from 76, 74, to 80; 4 <sup>th</sup> grade 86, 82, to 79; and 5 <sup>th</sup> grade 70, 72, to 73 percent of kids being proficient and advanced.	N/A	N/A	
		N/A	N/A	
Academic Growth	Academic Growth shows MRES as a performance school that meets expectations with overall trends as follows: Reading: 4 <sup>th</sup> grade 60, 56, 56 that show a stable growth rates above the median of 50. 5 <sup>th</sup> grade 58,58,50 that show a declining growth rate in reading.	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: 4<sup>th</sup> grade 61,62,54 indicates an inconsistent growth rate in writing.</p> <p>5<sup>th</sup> grade 52, 57, 48 indicates an inconsistent growth rate.</p>		
	<p>Math: 4th grade 80,63, 56 which indicates declining growth.</p> <p>5<sup>th</sup> grade 41, 44, 26 which indicates declining growth.</p>	N/A	N/A
Academic Growth Gaps	<p><b>Reading-</b> 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><b>Reading-</b> 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 1<sup>st</sup> grade to 2<sup>nd</sup> grade in NWF</p> <p><b>Reading-</b> 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 4<sup>th</sup> grade has raised their Reading scores every since 2009 and has the most advanced students ever.</p>	<p><b>Reading-</b> In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2<sup>nd</sup> 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<sup>st</sup> to 2<sup>nd</sup> grade in NWF of 11%.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• MRES lacks a focus on Phonemic Awareness and Phonics skills across all grade levels</li> <li>• MRES lacks professional development in early literacy skills such as phonics and phonemic awareness</li> <li>• No progress monitoring NWF in DIBELS after BOY in 2<sup>nd</sup> grade</li> </ul>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Math-</b> our total median growth percentile in 4<sup>th</sup> and 5<sup>th</sup> 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><b>Math-</b> 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% (4<sup>th</sup>) to 57% (5<sup>th</sup>), which indicated a downward trend.</p>	<p><b>Math-</b> Our median growth percentile in TCAP for 4<sup>th</sup> and 5<sup>th</sup> 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><b>Math:</b></p> <ul style="list-style-type: none"> <li>• No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment</li> <li>• Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards</li> <li>• The implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago.</li> </ul>
	<p><b>Writing-</b> 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</p>	<p><b>Writing-</b> 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.</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Lack of topics/prompts that engage our male population in writing</li> <li>• Lack of training and commitment to the writing curriculum last year</li> </ul>

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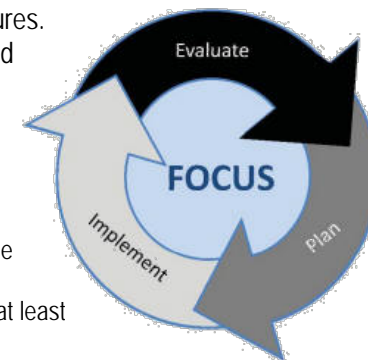
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>and writing between boys and girls. The number of students who have scored PP or U in writing in grades 4-5 has increased over the last 3 years. In 4<sup>th</sup> grade there were 39 in 2012. In 2013 there were 40. And in 2014 there were 48 PP/U's. In 5<sup>th</sup> grade the data shows 36 PP/U's in 2012, 38 in 2013, and 42 in 2014.</p> <p><b>Overall:</b> In Reading, Writing, and Math the growth gaps have all been closing and improving in each of the last three years.</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	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 <sup>nd</sup> 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 <sup>st</sup> to 2 <sup>nd</sup> 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 3.6% from 75.4% to 79%.	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 <sup>th</sup> and 5 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 3.5% from 72.5% to 76%	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 3.9% from 67.1% to 71%	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  2/22/15 update- PLC reviews have begun and topics/prompts have been changed or added as needed.
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  2/22/15 update- On hold because we have begun a pilot reading/writing program called CKLA. If adopted, we will no longer use CraftPlus.
Establish a male mentoring program	Nov-May	Aug-May	Male staff	N/A	Student writing conferences bi-	In Progress

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with a focus on writing growth and engagement			members		<p>weekly within the mentoring program.</p> <p>Male teachers will meet quarterly to monitor growth and engagement. They will also plan semester assembly for male students in grades 3-5</p>	<p>2/22/15 update- Male mentor program has begun. Male teachers meet with male students to review and provide feedback on their writing. We purposely schedule to meetings to ensure they are not missed. Male teachers meet once every other week with students.</p> <p>First assembly with males in grades 3-5 was completed and very successful!</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 #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-  2/22/15 update- using consistent data in each grade level. Working to align the EngageNY with Colorado Academic Standards as well.
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  2/22/15-Complete-vertical alignment was in Sept. We will continue to monitor vertical alignments into the 2015-16 school year as well.
Evaluate our BOY, MOY, and EOY Scantron data with the EngageNY Module assessments to ensure accurate alignment of Colorado	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  2/22/15 update- Just completed our MOY data

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Academic Standards						review with entire staff. EOY data review will be in May.

\* 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:** 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 2<sup>nd</sup> 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  2/22/15 update- 14 staff member to include administration have completed the READING Foundations academy. The final 8 K-3 teachers will attend the training in April.
Progress monitor NWF throughout the entire second grade year and provide needed interventions	Aug-May	Aug-May	All 2 <sup>nd</sup> grade teachers	N/A	Progress monitoring in DIBELS Next	In Progress  2/22/15 update- 2 <sup>nd</sup> grade continues to progress monitor NWF and providing interventions as needed.
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	Local funding	Administrative observations, curriculum reviews, and staff input.	Not begun  2/22/15 update- Several observations have been

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			education teachers			conducted with administration and instructional coach. We have begun a pilot with CKLA reading program (one classroom per grade level). Additional observations have been completed in classrooms using the new core reading program. Updates are being made with the school accountability committee on Feb. 26 <sup>th</sup> . Continued observations and data collections will continue through May.

\* 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 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 <sup>th</sup> 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	-	-	

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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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Meets</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

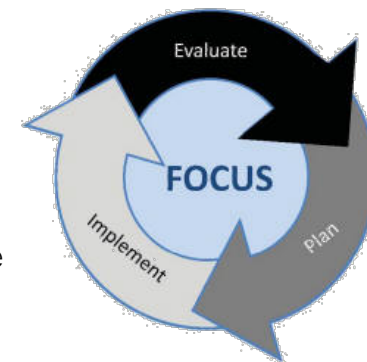
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Pamela Weyer, Principal
	Email	pweyer@d49.org
	Phone	719-494-8617
	Mailing Address	6275 Bridlespur Avenue Colorado Springs, CO 80922
2	Name and Title	Rebecca Thompson, Assistant Principal
	Email	rthompson@d49.org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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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 -5<sup>th</sup> 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-**

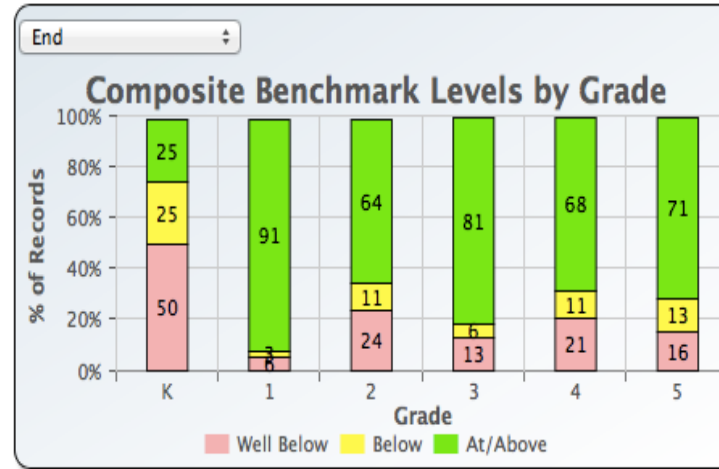
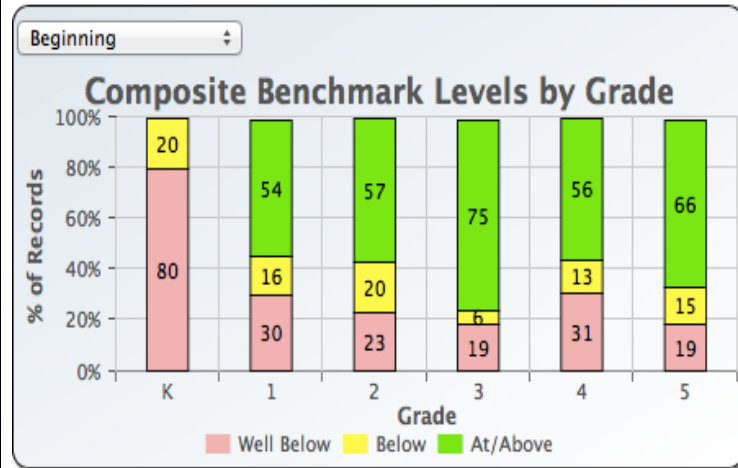
*In examining our 1 year and 3 year SPF, we notice that our three year data is actually more positive, meaning that our state testing from last year was not our best. Our third grade achievement data was especially discouraging in reading, writing and math. Our growth data, however, was very good in 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 3<sup>rd</sup> graders had an 11 percentage points decrease in our 3<sup>rd</sup> grade reading achievement. Based on this drop, along with our historic downward trend in 3<sup>rd</sup> 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.*

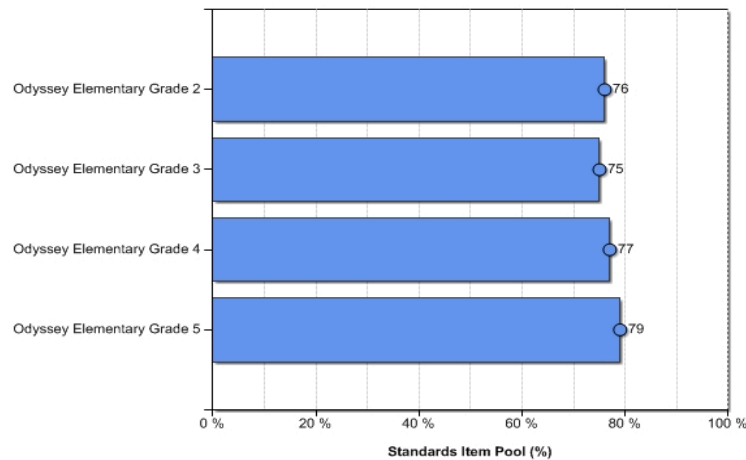
*Data is analyzed from many sources to include, Scantron, DIBELS, and our new computerized intervention program, as well as READ plans to see if data trends exist across multiple measures. DIBELS data has a great accessibility now with participation in the state grant received for Amplify (MClass), which 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



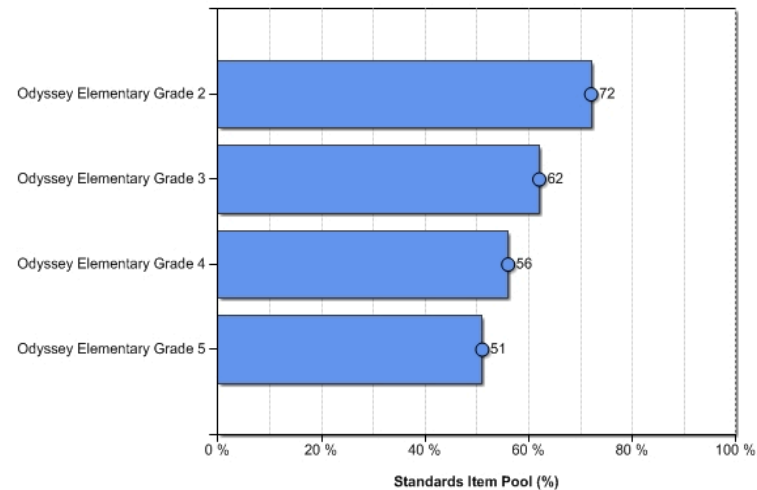
## Reading Scantron for 2013-14

Reading Overall SIP  
Report Date: 10-24-2014

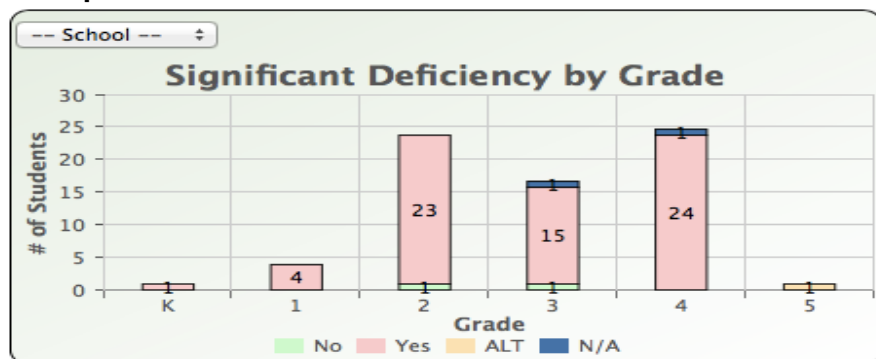


## Math Scantron

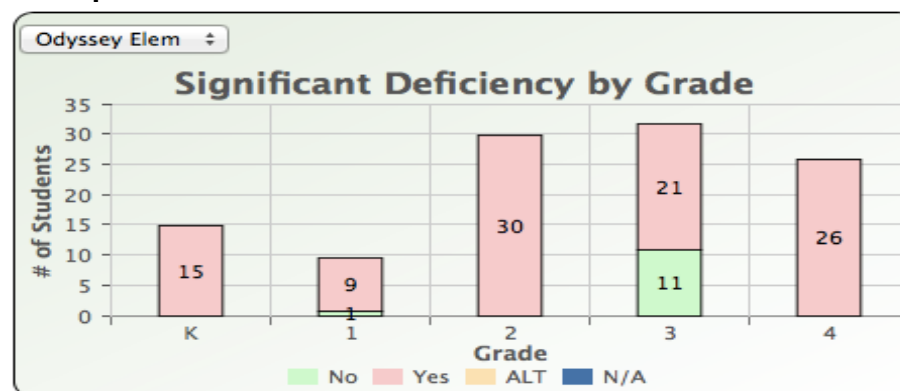
Math Overall SIP  
Report Date: 10-24-2014  
Version: English



### 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)	<p>Reading Proficient &amp; Advanced combined for 3<sup>rd</sup>-5<sup>th</sup> grades: 2012-74%; 2013-74%; 2014-71%</p> <ul style="list-style-type: none"> <li>Overall, reading achievement has continually gone down while student growth has increased.</li> <li>Academic growth meets the state expectations.</li> <li>Students With Disabilities have continually gone down.</li> </ul>	Odyssey is currently approaching in reading at the 48 <sup>th</sup> percentile.	<p>We need to go through the literacy standards to ensure that teachers are focusing on the critical skills/standards at each grade level.</p> <p>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.</p> <p>We need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.</p>
	<p>Math Proficient &amp; Advanced combined for 3<sup>rd</sup>-5<sup>th</sup> grades: 2012-70%; 2013-64%; 2014-62%</p> <ul style="list-style-type: none"> <li>Academic growth is approaching state expectations.</li> <li>Math achievement is going down but</li> </ul>	Odyssey is currently approaching in math at the 34 <sup>th</sup> percentile.	<p>Teachers do not have a consistent math program due to the new Common Core Standards. Currently all the teachers are pulling math resources from 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</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	student growth is going up.		third year at all grade levels to help us improve in student growth.  We need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.
Academic Growth	We have met the states expectations for growth in reading and writing but not in math.  Our median growth in each area over three years is: Reading- 52, Math 52 and Writing 48		
	ELP- We have exceeded adequate growth on both the 1 & 3 year SPF		
Academic Growth Gaps	Reading: <ul style="list-style-type: none"> <li>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.</li> <li>All other subgroups have gone up over the last 3 years.</li> </ul>		
	Math: <ul style="list-style-type: none"> <li>Free/Reduced Lunch, Minority Students, and Students with Disabilities are approaching state expectations.</li> <li>Students with Disabilities subgroup had the largest gap (29 percentile points) and</li> </ul>		

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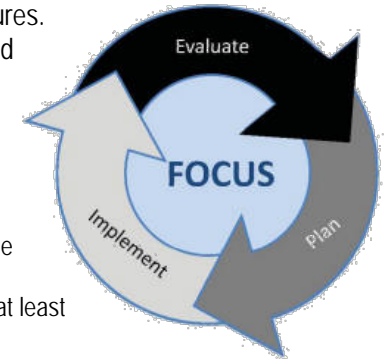
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>are approaching the state expectation. There is less of a gap this year than there was last year.</p> <ul style="list-style-type: none"> <li>Even though we are still approaching 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.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Over the last three years writing has met the state expectations for growth gaps.</li> <li>English Language Learners exceed the state expectations, and Minority Students Meet the state expectations.</li> <li>Free and Reduced Lunch, Students with Disabilities, and Students Needing to Catch Up are approaching the state expectations.</li> </ul>		
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 <sup>th</sup> percentile. Our goal is to be at the 43 <sup>th</sup> percentile.	Our goal for the 2015-16 SY is to be at the 48 <sup>th</sup> 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 <sup>st</sup> percentile. Our goal is to be at the 27 <sup>th</sup> percentile.	Our goal for the 2015-16 SY is to be at the 33 <sup>rd</sup> 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 <sup>th</sup> percentile. Our goal is to be at the 38 <sup>th</sup> percentile.	Our goal for the 15-16 SY is to be at the 45 <sup>th</sup> 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	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
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: \_\_\_\_\_

Description of Action Steps to Implement	Timeline	Key Personnel*	Resources	Implementation Benchmarks	Status of Action Step* (e.g.,
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the Major Improvement Strategy	2014-15	2015-16		(Amount and Source: federal, state, and/or local)		completed, in progress, not begun)
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	Completed
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 relationship between families & staff	LEx-Sept. Read/Math-Jan 2014-15	LEx-Sept. Read/Math 2015-16	Staff and Administration	Federal funding: Title I \$5,500	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	September and January Completed

Provide an on-line assessment and progress monitoring tool (Mclass/Amplify) that supports the RtI process and helps K-3 <sup>rd</sup> & 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers to determine gaps in their students' understandings in reading	August – May 2014-15	August – May 2015-16	4 <sup>th</sup> and 5 <sup>th</sup> 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	Ongoing
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 I \$7,958	Increased academic achievement for all ELL students	Ongoing
Provide a STEM para to our STEM program which will increase the amount of support (math and reading) to all	August-May 2014-15	Aug. – May 2015-16	STEM para and teacher	Federal Funding Title I \$15,609	Increased scores in CMAS (Science), Science Scantron	Ongoing

students in the STEM lab						
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	Hiring completed, support to grade levels is ongoing
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	Completed
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	Completed and in use
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	Ongoing
Group identified students for intervention purposes and instructional	August & May	August & May	Classroom Teachers in	n/a	DIBELS, Scantron, PARCC	Ongoing

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strategies within grades 2-4 to meet the needs of dyslexic profiled students	2014-15	2015-16	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 2015-16	All classroom and Discovery teachers	n/a	Observation and periodical checks by administration	In progress

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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	Completed
All 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> 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)

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 <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is at/above the 60 <sup>th</sup> percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: <b>Approaching</b>  * 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: <b>Description:</b> Required if TCAP data are not available for the school.  Scantron: <b>Description:</b> the percent of students increasing at least one grade level was: <b>Expectation:</b> 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) <b>Description:</b> Growth in TCAP for reading, writing and math. <b>Expectation:</b> Median Student Growth Percentile (MGP) at/above the 60 <sup>th</sup> percentile for AECs.	R	Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: <b>Approaching</b>  * 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: <b>Description:</b> Required if TCAP data are not available for the school. <b>Scantron:</b> <b>Description:</b> the percent of students achieving their target growth was: <b>Expectation:</b> 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			-			-	

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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?	
Student Engagement	State Required Measure: Average Daily Attendance <b>Description:</b> Total days attended out of total days possible to attend. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs.	86.46%	89.95%	Overall AEC Rating for Growth Gaps: <b>Meets</b>  * Consult your AEC School Performance Framework for the ratings for each measure.	
	State Required Measure: Truancy Rate <b>Description:</b> Total days unexcused absent out of total days possible to attend. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs.	7.69%	3.23%		
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate <b>Description:</b> % of students completing. <b>Expectation:</b> At/above the 60 <sup>th</sup> 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: <b>Meets</b>  * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Dropout Rate <b>Description:</b> % of students dropping out. <b>Expectation:</b> At/below the 60 <sup>th</sup> percentile of all AECs (baseline of 2009-10).	11.3%	4.6%	Meets	
	State Required Measure: ACT Composite Score <b>Description:</b> Mean ACT composite score. <b>Expectation:</b> At/above the 60 <sup>th</sup> percentile of all AECs (baseline of 2009-10).	15.5	16.3	Meets	

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### 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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.
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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.

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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.	Spring of 2014 we conducted an external evaluation that monitored us in the areas of achievement, school culture, and teacher implementation by Flippin group.

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"/> 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	<a href="mailto:twilke@d49.org">twilke@d49.org</a>
	Phone	719-495-5505
	Mailing Address	11990 Swing Line Road Peyton Colorado 80831
2	Name and Title	Amanda Ortiz-Torres
	Email	<a href="mailto:aortiz-torres@d49.org">aortiz-torres@d49.org</a>
	Phone	719-495-5505
	Mailing Address	11990 Swing Line Road Peyton Colorado 80831

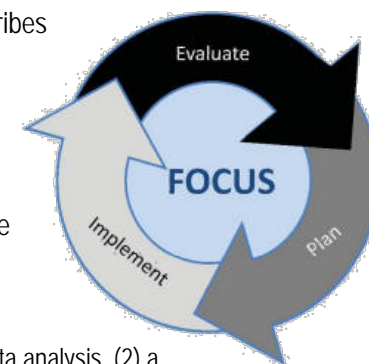
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## Section III: Narrative on Data Analysis and Root Cause Identification

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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<b>Narrative:</b>  <b><u>School Description:</u></b>  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								

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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 Psychiatric or Behavioral Disorders, (13) Over-aged, (14) Individualized Education Plan or (15) Credit Recovery. At PLC our Vision Statement focuses on Patriot Learning Center as a place to establish a respectful environment to enhance education and encompass relevancy with 21<sup>st</sup> century skills through student-centered learning and community outreach to become contributing members of society. Our vision statement frames out where we want to go and our mission statement indicates how we will get there. PLC's Mission Statement states that 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.

### **Review of Performance:**

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 student's 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.

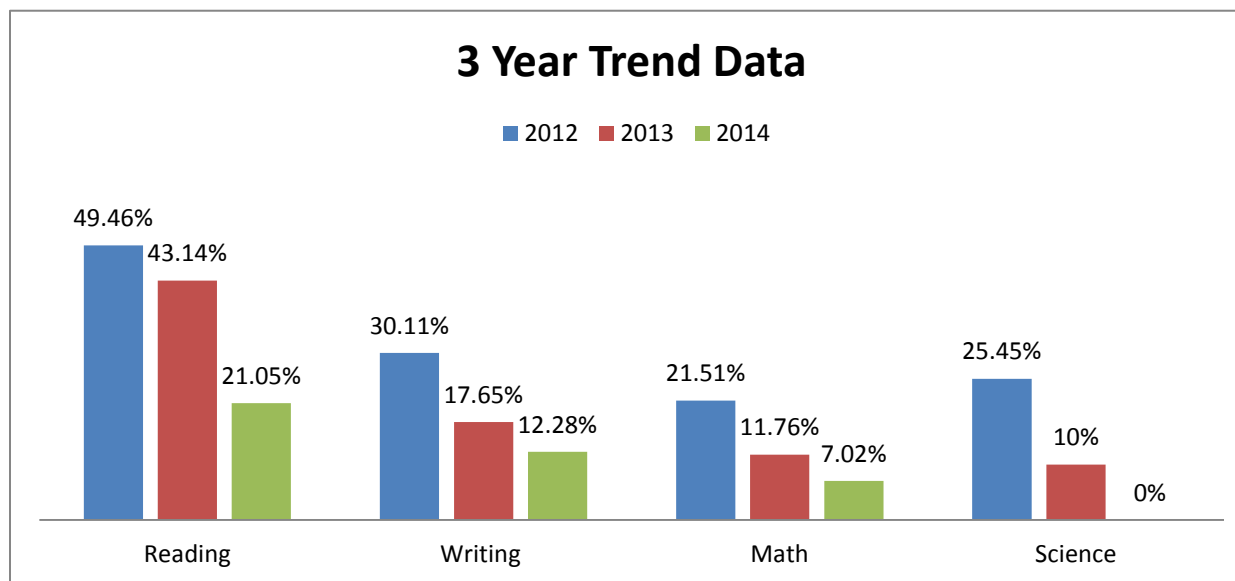
Patriot Learning Center's performance, on state assessments under academic achievement, has taken a steady decline over the past 3 years in reading, writing, mathematics, and science.

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.

Patriot Learning Center's performance, on state assessments under academic growth, has plateaued over the past 3 years in reading, writing and math. Last year at the MS level in reading results dropped 1% from 39 to 38, in math results dropped from 48 to 43, and in writing results stayed the same at 39. Last year at the HS level in reading results dropped from 50 to 49, math results dropped from 44 to 36, and writing levels increased from 44 to 46. Due to misadministration on state assessments in reading, writing and math Patriot Learning Center used an additional assessment (SCANTRON) to track student growth. At the MS level in reading the result show 50% of 50 students show an increase of their targeted growth and in math 52.2% out of 46 showed an increase of their targeted growth. At the HS level 40.5% of 37 students achieved their targeted growth in reading and in math 41.7% of 36 students achieved their targeted growth.

### **Trend Analysis:**

Patriot Learning Center's three year data has been on a decline in all core content areas on state assessments. The graph below displays our school's achievement status for 2012, 2013, and 2014.



With the three year trend data on achievement status it was hard to determine students' true ability within the core content areas. Therefore, we added to our data analysis process by adding in more factors. Our process for Data Analysis now includes gathering data from a variety of assessments including, TCAP, SCANTRON, AIMS, Reading Plus, DIBELS, BARTON, SIMS, A+, pre and post-tests in classes, and ICAP testing and technology instruction integration for twenty-first century learning. BARTON program was purchased with Title funds to support the deficit. BARTON provides professional development for teachers and parents. Quarterly benchmarks are assessed on each student and instructional decisions are based on data derived.

### **Priority Performance Challenge:**

**Overall our priority performance challenges are summarized as follows:**

- Math and Reading data is on a down ward trend in both middle school and high school
- Academic achievement is at the approaching level.
- Reading is a challenge in growth at the middle school.

- Math, writing and reading are the greatest challenges for high school and middle school.

**Root Cause Analysis:**

Root Cause of Achievement and Growth Challenges includes:

- lack of Implementing bell to bell instruction
- lack of student-centered instruction
- lack of content understanding for teachers
- lack of instructional strategies for best practices

**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%	Targets were not met in Math or Writing. Our goal is to make instructional programming decision based on data trends within the past three years.
Academic Growth	Goal: Meet/Exceed State and Federal Expectations.	HS Math = Goal not met by 6% MS Reading = Goal Not Met by 5.2%	Instructional programming and instructional delivery needs to be a focus to provide teachers with the appropriate professional development needed to get specific targets with attainable strategies to meet the targets.
Student Engagement	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	Student engagement is a strength for PLC.

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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.
Postsecondary & Workforce Readiness	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	We are a small school that has high participation rate.
			Student engagement and postsecondary/workforce readiness goals were met because our students actively participate at needed events as well as complete ICAP assessment for workforce readiness.

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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)	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	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, reading, writing or science.</p> <table> <tr> <td></td><td>2012</td><td>2013</td><td>2014</td></tr> <tr> <td>Reading</td><td>49.46%</td><td>43.14%</td><td>21.05%</td></tr> <tr> <td>Writing</td><td>30.11%</td><td>17.65%</td><td>12.28%</td></tr> <tr> <td>Math</td><td>21.51%</td><td>11.76%</td><td>7.02%</td></tr> <tr> <td>Science</td><td>25.45%</td><td>10%</td><td>0%</td></tr> </table>		2012	2013	2014	Reading	49.46%	43.14%	21.05%	Writing	30.11%	17.65%	12.28%	Math	21.51%	11.76%	7.02%	Science	25.45%	10%	0%	<p>Overall PLC is approaching in the area in the of academic achievement.</p> <ul style="list-style-type: none"> <li>Does not meet math at the high school level</li> <li>Does not meet approaching at the high school level.</li> </ul>
	2012	2013	2014																			
Reading	49.46%	43.14%	21.05%																			
Writing	30.11%	17.65%	12.28%																			
Math	21.51%	11.76%	7.02%																			
Science	25.45%	10%	0%																			

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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>Overall, MS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: M/W</p> <p>Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/W</p> <p>According to the Colorado growth model both middle and high school students fall in the low growth and low achievement quadrant.</p>	<p>Overall PLC is approaching in academic growth.</p> <ul style="list-style-type: none"> <li>We are approaching in reading at the middle school level</li> <li>We are approaching in math at the high school level.</li> </ul>	<p>-lack of Implementing bell to bell instruction</p> <p>-lack of student-centered instruction</p> <p>-lack of content understanding for teachers</p> <p>-lack of instructional strategies for best practices</p>
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	N/A
	N/A	N/A	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	N/A
	N/A	N/A	N/A

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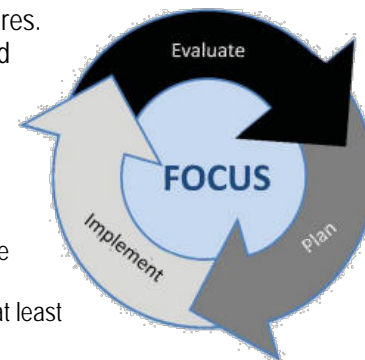
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## Section IV: Action Plan(s)

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.

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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	<p>Overall PLC is approaching academic achievement.</p> <ul style="list-style-type: none"> <li>We are approaching in reading, writing and math at the middle school level</li> <li>We are approaching in writing at the high school level</li> <li>We meet in reading at the high school level.</li> <li>We do not meet in math at the high school level.</li> </ul>	<p>Percentile ranking for high school reading was 61. PLC's achievement target is 69.35.</p> <p>Percentile ranking for middle school reading was 83. PLC's achievement target is 87.2.</p>	<p>Percentile ranking for high school reading was 69.35. PLC's achievement target is 77.7.</p> <p>Percentile ranking for middle school reading was 87.2. PLC's achievement target is 91.4.</p>	<p>-Analysis of Scantron (Fall/Winter/Spring)</p> <p>-AIMS (Fall/Spring)</p> <p>-Reading Plus Benchmarks</p> <p>-BARTON Benchmarks</p> <p>-DIBELS</p> <p>-CARRIE</p>	<p>Train and implement teachers on math, reading and writing instructional design and delivery utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.</p>
			<p>Percentile ranking for high school math was 31. PLC's achievement target is 39.3.</p> <p>Percentile ranking for middle school math was 83. PLC's achievement target is 89.45.</p>	<p>Percentile ranking for high school math was 39,3. PLC's achievement target is 47.5.</p> <p>Percentile ranking for middle school math was 89.45. PLC's achievement target is 95.9.</p>	<p>-Analysis of Scantron (Fall/Winter/Spring)</p> <p>-AIMS (Fall/Spring)</p> <p>-SMI</p> <p>-Unit Assessments</p>	
			<p>Percentile ranking for high school writing was 43. PLC's achievement target is 53.85.</p> <p>Percentile ranking for</p>	<p>Percentile ranking for high school writing was 53.85. PLC's achievement target is 64.7.</p> <p>Percentile ranking for</p>	<p>-Analysis of Scantron (Fall/Winter/Spring)</p> <p>-Writing across curriculum by monitoring within student grades.</p>	

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				middle school writing was 87. PLC's achievement target is 93.15.	middle school writing was 93.15. PLC's achievement target is 99.3.		
		S	N/A	N/A	N/A	N/A	N/A
	Supplemental Measure (SCANTRON)	R	Students are not meeting academic achievement for reading or math at the middle or high school level	Meet the state bar at middle school for reading and writing.  Attain approaching level for high school math and reading.	Meet the state bar at middle school for reading and writing.  Attain approaching level for high school math and reading.	-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -Reading Plus Benchmarks -BARTON Benchmarks -DIBELS -CARRIE	Train and implement teachers on math, reading and writing instructional design and delivery utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
		M				-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -SMI -Unit Assessments	
		W				-Analysis of Scantron (Fall/Winter/Spring) -Writing across curriculum by monitoring within student grades.	
		S					
Academic Growth	Median Growth Percentile (TCAP)	R	We are approaching overall academic growth in reading, writing, and math.	Achieve a rating of meets in academic growth for middle school and high in reading and math.	Achieve a rating of meets in academic growth for middle school and high in reading and math.	-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -Reading Plus Benchmarks -BARTON Benchmarks	Train and implement teachers on math, reading and writing instructional design and delivery utilizing research based

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						-DIBELS -CARRIE	instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
		M				-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -SMI -Unit Assessments	
		W	N/A	N/A	N/A	N/A	
		ELP	N/A	N/A	N/A	N/A	
	Supplemental Measure (SCANTRON)	R	Students are not making adequate growth at the middle or high school.	Meet the state bar at middle school for reading and writing.  Attain approaching level for high school math and reading.	Meet the state bar at middle school for reading and writing.  Attain approaching level for high school math and reading.	-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -Reading Plus Benchmarks -BARTON Benchmarks -DIBELS -CARRIE	Train and implement teachers on math, reading and writing instructional design and delivery utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
		M				-Analysis of Scantron (Fall/Winter/Spring) -AIMS (Fall/Spring) -SMI -Unit Assessments	
		W	N/A	N/A	N/A	N/A	
		ELP	N/A	N/A	N/A	N/A	
Student Engagement	Attendance Rate		N/A	N/A	N/A	N/A	N/A
	Truancy Rate		N/A	N/A	N/A	N/A	N/A
	Supplemental Measure(s)		N/A	N/A	N/A	N/A	N/A

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Postsecondary & Workforce Readiness	Completion 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	
	Supplemental Measure(s)	N/A	N/A	N/A	N/A	N/A	

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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:** Train and implement teachers on math instructional design and delivery utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.

**Root Cause(s) Addressed:** Teachers are teaching in a traditional model with little to no student engagement. Analysis of the TCAP Math test data indicates that objectives fell in below 35% range which indicates that the curriculum, taught is not standards driven.

**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				
Focus on the MS and HS students' individual achievement in math.  Provide students an opportunity to have math instruction in a variety of ways including blended learning, project-based instruction and recovery instruction.	July 2014- May 2015	July 2015- May 2015	Math Teachers  Principal	None	Conduct walk-through to ensure math instruction is supported.	On going
Purchase math electronic resources to target intervention for identified students.	July 2014- May 2015	July 2015	Principal	14-15 Title I \$714.21	Program Benchmark	Complete

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Conduct three parent nights to discuss progress of students and inform parents of school support programs in math. Supply food for parents and students during parent nights.	July 2014-May 2015	September January May	Principal	14-15 Title I \$88.00	Parent surveys, sing in sheets	On going
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.	Beginnin g of each school year	Beginnin g of each school year	Principal	14-15 Title I \$1000.00 teacher stipend \$200.00 benefits	Person Hired	Completed
Conduct weekly walk through with principal and assistant principal to determine teacher needs.  Require each teacher to visit each other's classrooms to learn other instruction strategies twice a semester.  Create Professional Learning Communities schedule to support teachers on instructional development.	Monthly	Monthly	Staff Administratio n  Principal  Assistant Principal	None	Monthly Staff Development Trainings	In Progress/On Going
Develop the following: Provide support centered 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	Beginnin g 1st Quarter	Beginnin g 1st Quarter	Staff Administratio n  Teachers and SPED Resource Teacher	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	Fall/Wint	Fall/Wint	Jenny Olson	None	Review results with students in	In Progress

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individual attention to students who are performing at lower levels And AIMS Web Brain Pop	er/Spring	er/Spring	and Roberta Comfort – Testing Coordinators  Robin Schawe – Counselor		classes in September 2013, January 2014 and April 2014.	
Departments will align curriculum to meet Common Core Standards	Beginnin g 1st Quarter	Beginnin g 1st Quarter	Staff Administratio n	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	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	Beginnin g 1st Quarter	Beginnin g 1st Quarter	Staff Administratio n	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 Administratio n	None	Quarterly course completion checks and competency level tracking of students.	In Progress
Focus on the HS students' individual achievement in math by creating a math path plan for each student to be successful on completing graduation math requirements.	Fall 2014	Fall 2015	Robin Schawe	None	Track developed and monitored as classes are completed for graduation credit.	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:** Train and implement teachers on reading and writing instructional design and delivery utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.

**Root Cause(s) Addressed:** Teachers are teaching in a traditional model with little to no student engagement. Analysis of the TCAP Reading test data indicates that teachers and staff should plan together the curriculum objectives that should be focused on both horizontally and vertically across grade levels. Analysis of the TCAP Writing test data indicates that the curriculum taught is not standards driven.

**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 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	none	Had a Title 1 Parent night 1 <sup>st</sup> semester and are planning our 2 <sup>nd</sup> semester meeting.	In Progress
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	\$1000.00 stipend \$200.00 benefits	Person Hired	Completed

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Provide professional services for students as needed and offer a variety of developmental programs and instruction strategies.	Monthly	Monthly	Staff Administration	\$14,640.29	Identify students who need services	In Progress
Develop the following: Provide supported 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
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	In Progress

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					Standards alignment	
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
Middle school teachers will make home visits and offer title 1 resources for parents to help improve reading skills at home. Parents will be supported on different strategies they can use to help their child grow in reading development.	Fall Winter Spring	Fall Winter Spring	Jenny Olson Kim Brown	14-15 Title 1-Part of the Stipend	Parent contact forms with summary of the visit.	In Progress
Focus on the MS and HS students' individual achievement in reading.  Use reading and writing interventions in language art classes. Provide students multiple resources of reading materials and opportunities to demonstrate reading and writing skills in real-world scenarios	Fall 2014-May 2015	Fall 2015-May 2016	Reading Interventionist  Teachers	None	Goal setting Mid-Year Reviews EOY Review	In Progress
Provide reading material for all students at PLC to take home and keep allow them to start building a home library.	Each Quarter	Each Quarter	Principal Assistant Principal Teachers	Donations	Quarter give a ways	In Progress

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

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## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Targeted Assistance Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a targeted assistance 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) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
What are the multiple objective criteria used for identifying and exiting students in the Title I program?		Section III: Data Narrative (p.7)	Pages # 7-10
How is the progress of participating students reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient? How are individual students' needs met?		Section III. Data Narrative (p.7) or Section IV: Target Setting Form (p.8)	<i>Pages #19-21 – Major Improvement Strategy 1</i> <i>Pages # 22-24 – Major Improvement Strategy 2</i>
How is the overall effectiveness of the program evaluated?		Section III. Data Narrative (p.7) or Section IV: Target Setting Form (p. 8)	<i>Teaching staff review state assessment information at the beginning of the school year. They review beginning, middle, and end of year math, reading and language arts data to make adjustments to instruction and student intervention schedules and services.</i>
How does the Title I program accelerate student growth? How is the program coordinated and aligned with the general classroom curriculum?		Section IV: Action Plan (p. 10)	Our process for Data Analysis now includes gathering data from a variety of assessments including, TCAP, SCANTRON, AIMS, Reading Plus, DIBELS, BARTON, SIMS, A+, pre and post-tests in classes, and ICAP testing and technology instruction integration for twenty-first century learning. BARTON program was purchased with Title funds to support the deficit. BARTON provides professional development for teachers and parents. Quarterly benchmarks are assessed on each student and instructional decisions are based on data derived.

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Description of Title I Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Title I students receive additional assistance in reading and/or math that is beyond what is provided in the regular classroom.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Primary consideration was given to providing extended learning time and minimizing removal of children from the regular classroom during regular school hours for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	All teachers and paraprofessionals are Highly Qualified-August 2014. Pages 19-24
How are Title I student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Conduct weekly walk through with principal and assistant principal to determine teacher needs. Require each teacher to visit each other's classrooms to learn other instruction strategies twice a semester. Create Professional Learning Communities schedule to support teachers on instructional development.  Pages 20-24
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are Title I funds used in coordination with other ESEA funds, as well as state and local		Section IV: Action Plan (p. 10),	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>

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funds?		Resource Column	
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07/31/2014

Dear Parents,

This is to inform you that Patriot Learning Center currently offers a Target Assisted Title I Program. This notification is required by Section 1112 of the No Child Left Behind Act of 2001. Title I is a federal program based upon income levels of families whose children attend these schools. The program ensures that students are equipped to meet high standards of academic performance. Target Assisted Title I resources support schools with a high percentage of low-income families, but allow services to be provided to any student in that school. Target Assisted Title I programs use funds to provide such interventions as before and/or after school instructional services, summer intervention programs, more instructional time and enrichment opportunities for students, and increased professional development for staff members. We believe that we can offer your child the best possible education by using this model in our school.

As a requirement of the law, our school will be holding an annual Title I parent meeting on August 18, 2014 at 4:30 PM. You also have the right to request additional meetings. Please contact the school office for additional information.

As a parent of a student at Patriot Learning Center you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar para-educators provide services to your child and, if they do, their qualifications.

As a part of our Target Assisted Title I Program, we will also be offering you expanded opportunities to become involved in your child's educational program and school. We will offer **Family Literacy Activities** throughout the school year and encourage you to attend. We encourage you to visit our school, attend parent-teacher conferences, and communicate with your child's teacher and other school staff regarding any questions or concerns you may have. There is a great deal of information on parent involvement to access through the Colorado Parent Involvement Resource Center at <http://www.cpirc.org/>.

Together we can make this an exceptionally rewarding and successful year for your child! Sincerely,

Tom Wilke Principal

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School Name: PATRIOT LEARNING CENTER

## 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 para professional support for lower student ratios and to provide additional academic support for specified Math.
- 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** during which this compact will be discussed as it relates to the individual child's achievement. Specifically, conferences will be held.

1. At parent request or scheduled by math intervention instructor and math instructor and on the following dates and times.

07/30/2014 3:00-7:00 PM

08/18/2014 5:00 PM

**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.
- 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:** \_\_\_\_\_



## 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 <sup>th</sup> 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	-	
		M	43	64	-	52	62	-	
		W	39	42	-	50	62	-	
		ELP	-	-	-	-	-	-	

School Code: **6935**

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?	
<b>Academic Growth Gaps</b>	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Exceeds</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> 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	-	<b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b> -
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> At or above state average (baseline of 2009-10).	-	-	-	

## Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

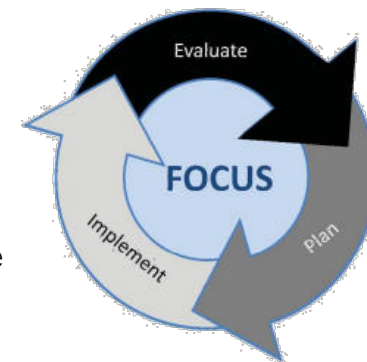
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Don Knapp – Principal
	Email	<a href="mailto:don.knapp@ppsel.org">don.knapp@ppsel.org</a>
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831
2	Name and Title	Dean Jaeger – Teacher
	Email	dean.jaeger@ppsel.org
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

### 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<p><b>Narrative:</b></p> <p><b>Process:</b></p> <p>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.</p> <p><b>Celebrations:</b></p> <p>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.</p>								

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. 3<sup>rd</sup> 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 4<sup>th</sup> 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.	

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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.
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 2<sup>nd</sup> 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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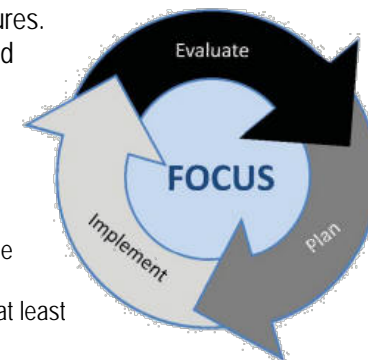
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	n/a	n/a	n/a

## 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 <sup>nd</sup> quarter 2014	N/A	Committee Leaders and new staff	Copies of book – Local Sources	Order Books Summer 2014	Completed Fall 2015
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"> <li>Professional development on Grapple step and create criteria. Match current writing standards to</li> </ul>	In Progress

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			Designer	Professional Development Time.	workshop <ul style="list-style-type: none"> <li>Professional development on Discuss and Focus steps and create criteria. Match current writing standards to workshop</li> <li>Professional development on Apply and create criteria. Match current writing standards to workshop</li> <li>Professional development on Synthesis step and create criteria. Match current writing standards to workshop</li> </ul>	
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"> <li>Professional development on Grapple step and create criteria. Match current Math standards to workshop</li> <li>Professional development on Discuss and Focus steps and create criteria. Match current Math standards to workshop</li> <li>Professional development on Apply and create criteria. Match current Math standards to workshop</li> <li>Professional development on</li> </ul>	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"> <li>Gather and organize models by October 2014</li> </ul> Alignment draft to staff by February 2015	Completed January 2015
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	Completed Fall 2015
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)



### 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 <sup>th</sup> 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	-	-	-	-	-	-	

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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	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Meets</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	<b>Graduation Rate</b> <b>Expectation:</b> 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: -
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> 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 <a href="http://SchoolView.org">SchoolView.org</a> .
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on <a href="http://SchoolView.org">SchoolView.org</a> .
	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: <a href="http://www.cde.state.co.us/uiip/UIIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIIP_TrainingAndSupport_Resources.asp</a>

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School Name: REMINGTON ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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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School Name: REMINGTON ELEMENTARY SCHOOL

## 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)

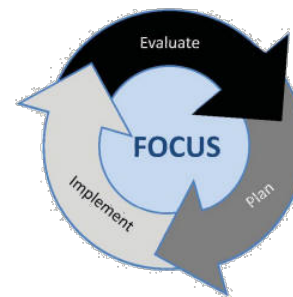
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### Section III: Narrative on Data Analysis and Root Cause Identification

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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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 5<sup>th</sup> 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 out 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 <sup>rd</sup> grade students	2/7	30/31	<b>8/8</b>
4 <sup>th</sup> grade students	1/4	<b>37/29</b>	5/8
5 <sup>th</sup> grade students	7/8	24/29	<b>8/8</b>

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 3<sup>rd</sup> and 4<sup>th</sup> grade. Remington's Advanced Students are keeping up with state percentages in 3 and 5<sup>th</sup> grade writing and 4<sup>rd</sup> grade math. Our 3<sup>rd</sup> and 5<sup>th</sup> 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%

1<sup>st</sup> 53% 74%

2<sup>nd</sup> 58% 70%

3<sup>rd</sup> 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	MOY
Kdg	54%	78%
1 <sup>st</sup>	63%	57%
2 <sup>nd</sup>	58%	75%
3 <sup>rd</sup>	62%	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– <b>Meets</b>	Overall Rating for Academic Achievement– <b>Meets</b> (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- <b>Approaching</b>	Target Met: Rating for Academic Achievement in Math- <b>Meets</b>	
Academic Growth	Overall Rating for Academic Achievement– <b>Meets</b>	Overall Rating for Academic Achievement– <b>Meets</b>	
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	<b>"Approach"</b> 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 <b>DOES NOT MEET</b> 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 <sup>th</sup> and 5 <sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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 4<sup>th</sup> and 5<sup>th</sup> 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> Our local data from DIBELS is aligned with what we are seeing from TCAP reading scores when comparing the EOY data.</p> <p><b>Reading Data: 2013-2014</b> <b><i>Growth on mCLASS:DIBELS</i></b> 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 <i>reduction of 10%</i> 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</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. <i>(16% increase)</i></p> <p><b>Reading Data: 2014-21015</b> <b><i>Growth on mCLASS:DIBELS</i></b> By Grade for Remington Remington recorded 24% of K-5 students scoring Well Below the Benchmark (RED) when reviewing the Populations Data at the beginning of the year (BOY). <b><i>MOY- 23 % of K-5 students scoring Well Below the Benchmark (RED)</i></b></p> <p>Remington recorded 21% of our K-3 students scoring Well Below the Benchmark (RED) at the BOY.</p> <p><b><i>Remington recorded 20% of our K-3 students scoring Well Below the Benchmark (RED) at the MOY.</i></b></p>		
Academic Growth	Remington students have made adequate growth in all areas, however the scores are	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>"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><b>3 Yr.</b></td> <td><b>2010</b></td> <td><b>2011</b></td> <td><b>2012</b></td> <td><b>2013</b></td> <td><b>2014</b></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> <tr> <td>Writing-</td> <td>48</td> <td>52</td> <td>45</td> <td>45</td> <td>43</td> </tr> </table>	<b>3 Yr.</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	Reading-	49	52	51	47	44	Math-	49	48	55	54	56	Writing-	48	52	45	45	43		
<b>3 Yr.</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>																						
Reading-	49	52	51	47	44																						
Math-	49	48	55	54	56																						
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Academic Growth Gaps	<p>Reading: APPROACHING (3 year SPF)</p> <p>We continue to see our students in subgroups not making enough growth to close the gaps.</p> <table> <tr> <td></td> <td><b>Growth</b></td> <td><b>Med/Adequate</b></td> </tr> <tr> <td><u>Subgroup</u></td> <td><u>2013</u></td> <td><u>2014</u></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><i>Stud. W Dis.</i></td> <td><i>26/73</i></td> <td><i>38/74</i></td> </tr> </table>		<b>Growth</b>	<b>Med/Adequate</b>	<u>Subgroup</u>	<u>2013</u>	<u>2014</u>	Free/Reduce.	38/39	35/37	Minority	44/36	43/34	<i>Stud. W Dis.</i>	<i>26/73</i>	<i>38/74</i>	<p>We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students who have identified significant reading</p>	<p>Reading</p> <p>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.</p> <p>We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards. Grading practices are not aligned with assessment</p>									
	<b>Growth</b>	<b>Med/Adequate</b>																									
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
	<p>English Learner    47/53    45/49 <i>Catch Up</i>            46/59    46/57</p> <p>Reading: EXCEEDS (1 year SPF)</p> <p>Math: MEETS (3 Year SPF)</p> <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> <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><td>Subgroup</td><td>2013</td><td>2014</td></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></table>	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	<p>deficiencies. (SRD)</p> <p>We need to ensure that each student achieves grade level proficiency by increasing student growth in math.</p>	<p>expectations.</p> <p>Professional Learning Community Meetings are not fully focused on alignment, rigor, and assessment expectations</p> <p>Math: NA</p>
Subgroup	2013	2014																
Free/Reduce	54/56	56/57																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>Catch Up 54/76 61/78</p> <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 50<sup>th</sup> percentile, but 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 border="1"> <thead> <tr> <th>Subgroup</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <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> </tbody> </table>	Subgroup	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		
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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	NA	NA	NA

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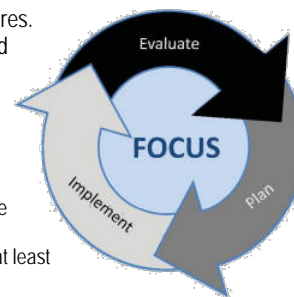
School Name: REMINGTON ELEMENTARY SCHOOL

## 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 21% of students were "well below" the Benchmark (RED) MOY (14-15 yr.) 20% of students were "well below" the Benchmark (RED)  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 DIBELS 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 DIBELS 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)	BOY (14-15 yr.) DIBELS Assessment scores K-3 64% of students scored on Benchmark (K-3)  MOY (14-15 yr.) DIBELS Assessment scores K-3 67% 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 students with growth gaps.	Sep	May	Teachers	Local	Quarterly Review	In progress
1 <sup>st</sup> Grade teachers are utilizing the common intervention block to provide targeted instruction in reading to our students with growth gaps.	Feb	May	Teachers	Local	Quarterly Review	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.

**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.

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**Major Improvement Strategy #4:** We will implement the Second Step Bullying Prevention Units to all students to increase student safety.

**Root Cause(s) Addressed:** Based on our Cultural Compass Survey results (Feb. 15) , 10.5% of our students reported that they do not feel safe at school. (89.5% feel safe)

**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: To be included in our (SHIP) 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				
Teachers will participate in Second Step Bullying Prevention Professional Development and Survey	NA	Aug	Teachers	State/Local	PD – Survey	Not begun
Teachers/Counselor will implement lessons in the general education setting	NA	Aug-Oct.	Teachers	State/Local	4 lessons 1 lesson per week with follow up as needed	Not begun
Student Survey (Pre and Post) TBD	NA	Sept. and April	Teachers	State/Local	2 times per year	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 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 <sup>th</sup> 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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## 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Meets</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

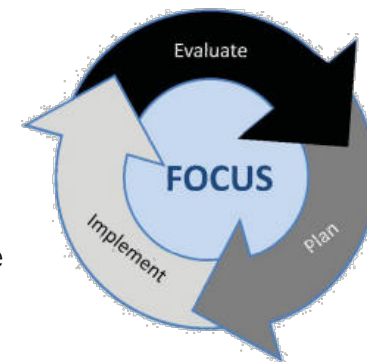
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Christianna Fogler - Headmaster
	Email	cfogler@rmcacs.org
	Phone	719-622-8000
	Mailing Address	1710 Priors Drive, Colorado Springs, CO 80915
2	Name and Title	Vladislav Izboinikov - Principal
	Email	izzy@rmcacs.org
	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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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.

<b>ELEMENTARY SCHOOL READING</b>					
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
<b>ELEMENTARY SCHOOL MATH</b>					
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
<b>ELEMENTARY SCHOOL WRITING</b>					
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.

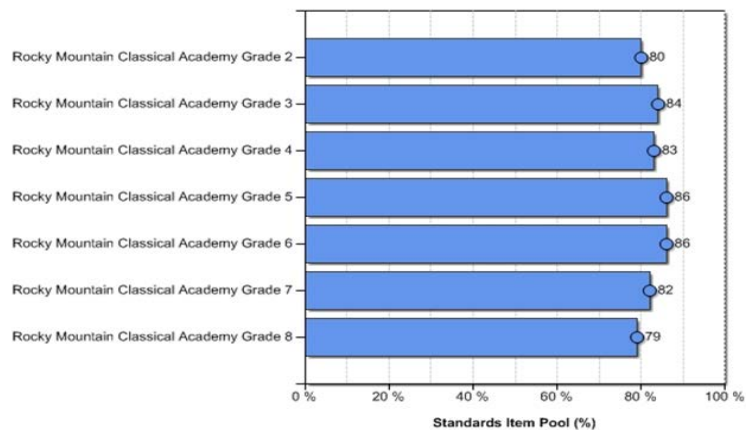
Our 3-year SPF indicates "Approaching" ratings in writing, reading and math at elementary level. Students with disabilities and students on Free/Reduced lunch have the largest gaps over three year time. At the middle school level 3-year growth data indicates that we are meeting growth expectations in 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".

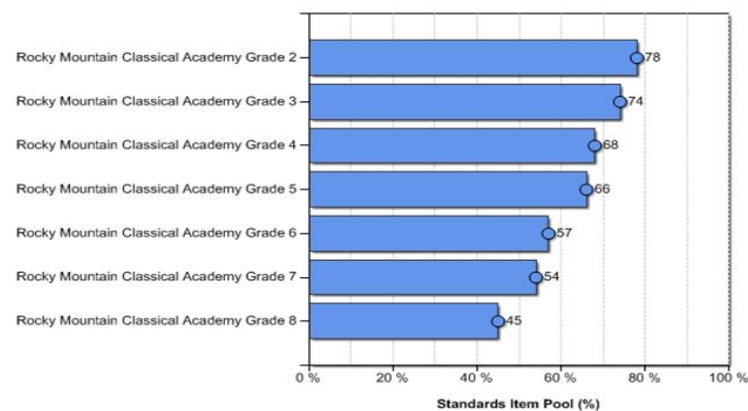
## SCANTRON SPRING RESULTS 2014

Scantron results throughout the year were not a surprise as they correlate with TCAP scores and classroom assessments throughout the year.

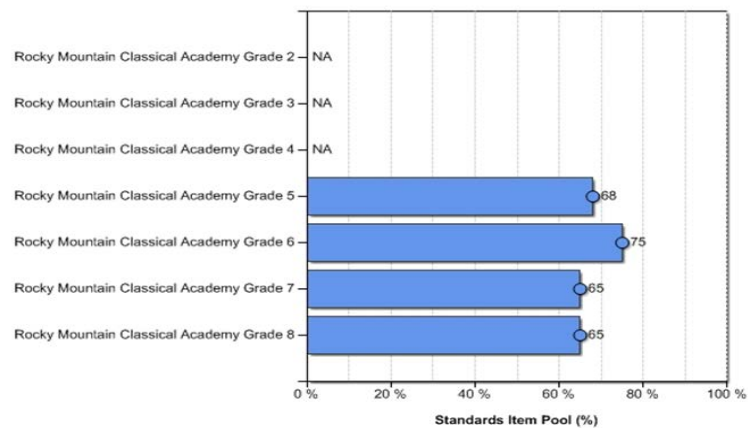
**Reading Overall SIP**  
Report Date: 05-17-2014



**Math Overall SIP**  
Report Date: 05-17-2014  
Version: English

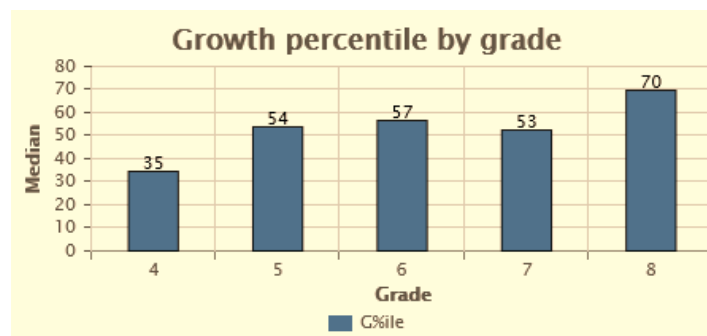


**Language Arts Overall SIP**  
Report Date: 05-17-2014

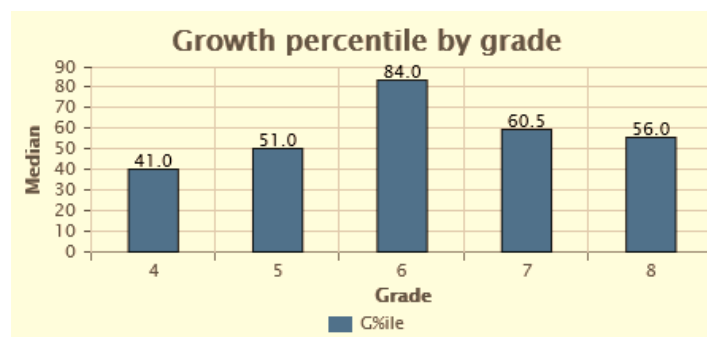


## 2014 TCAP GROWTH

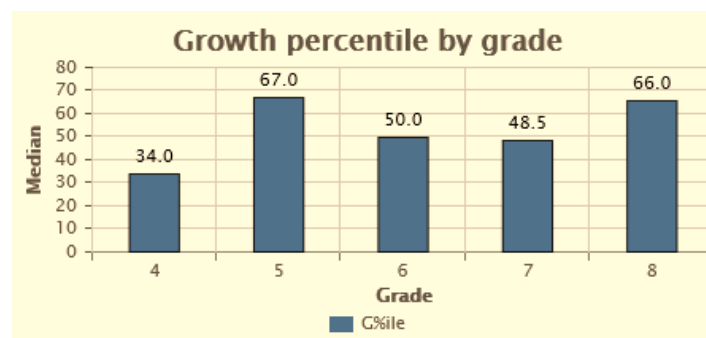
### READING



### WRITING



### MATH

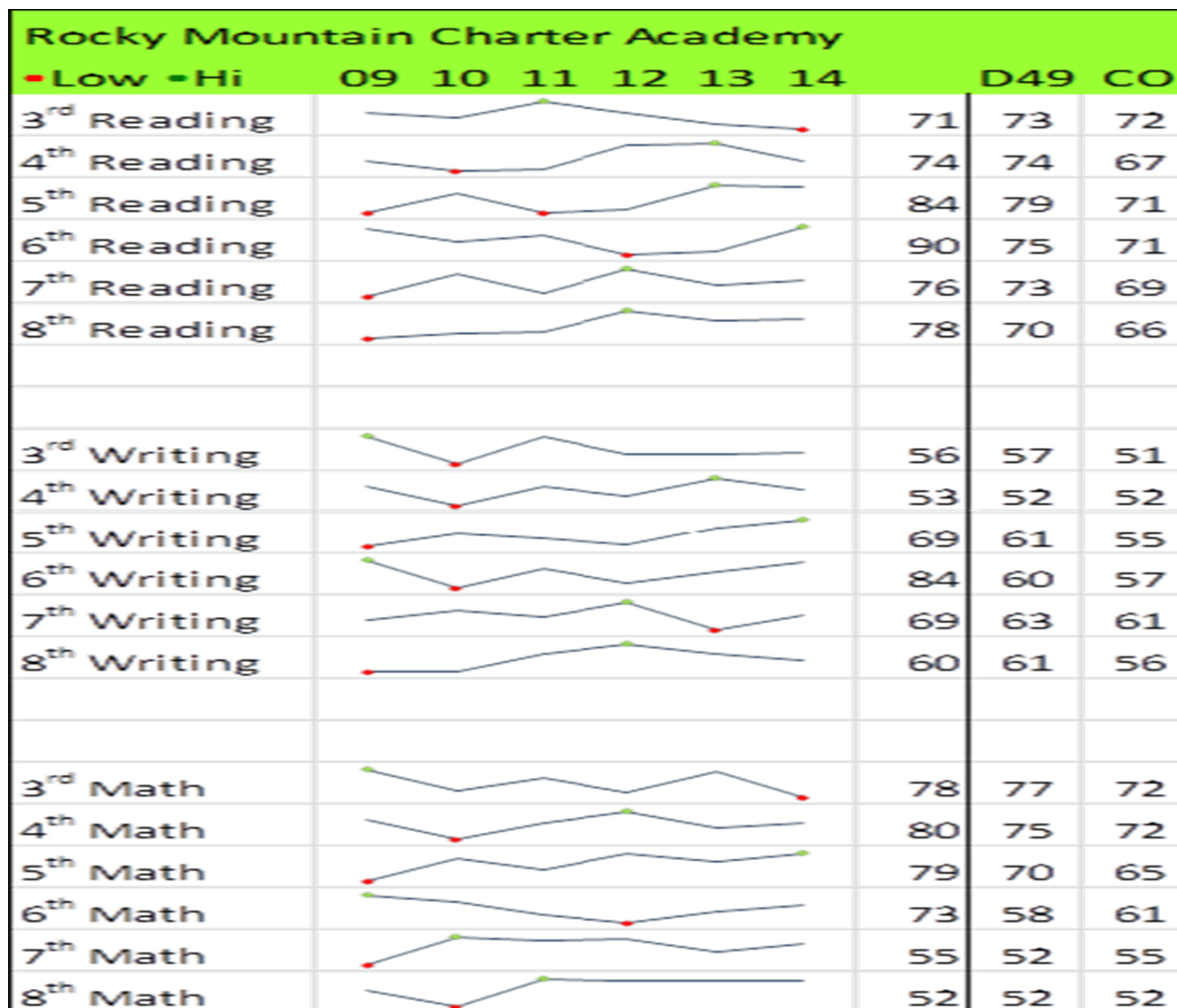


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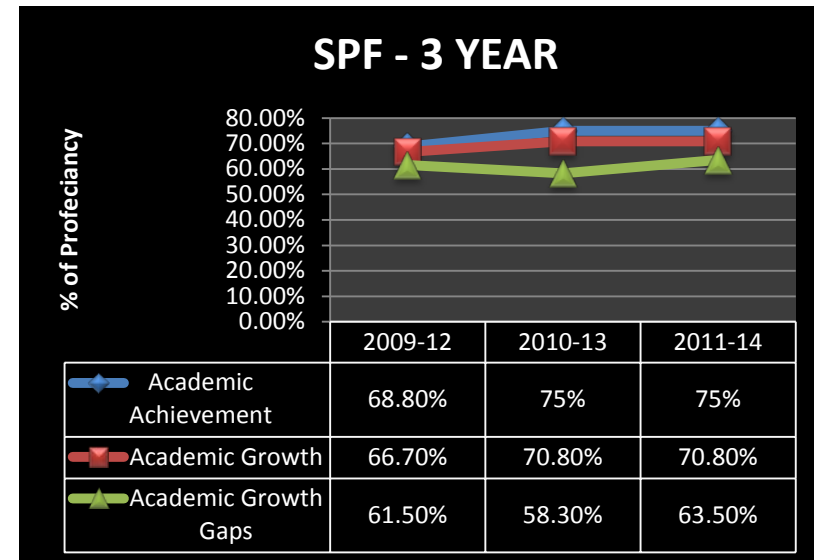
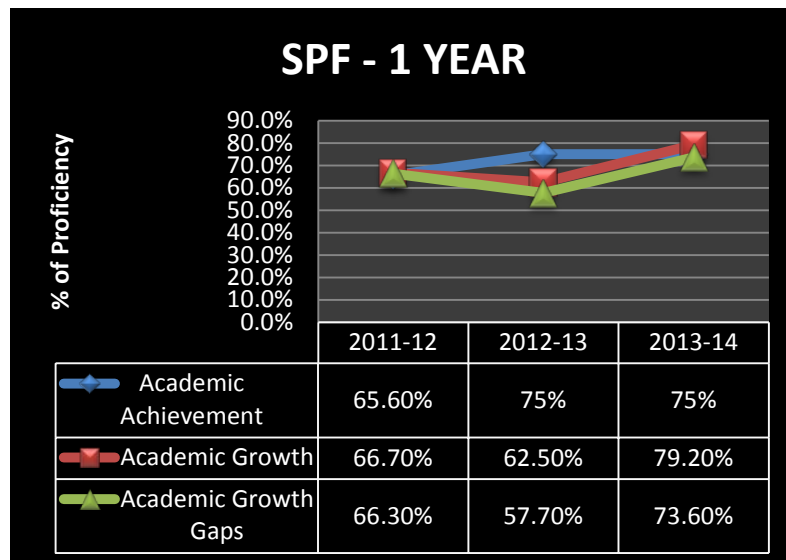
Trend Analysis:



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<b>1 year</b>		<b>2011-12</b>			<b>2012-13</b>			<b>2013-14</b>	
<b>Performance Indicators</b>		<b>Rating</b>	<b>%</b>		<b>Rating</b>	<b>%</b>		<b>Rating</b>	<b>%</b>
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%
<b>3 year</b>		<b>2009-12</b>			<b>2010-13</b>			<b>2011-14</b>	
<b>Performance Indicators</b>		<b>Rating</b>	<b>%</b>		<b>Rating</b>	<b>%</b>		<b>Rating</b>	<b>%</b>
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><b>ES: Academic Growth Gaps was - <u>Approaching</u></b></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><b>ES: Academic Growth Gaps is - <u>Meets</u></b></p> <p><b><u>Reading - Meets</u></b></p> <p>Target met for Minority students by 1 point (MGP-56%)</p> <p>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><b><u>Math - Meets</u></b></p> <p>Target met for - Free/Reduce lunch by 1 point (MGP-51%), minority students by 4 points (MGP-54%).</p> <p>Target is not met for Students needed to catch up by 1 point (MGP-54%)</p> <p><b><u>Writing - Approaching</u></b></p> <p>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%)</p> <p>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 - <b>Meets</b></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 - <b>Meets</b></p> <p><u>Reading</u> - <b>Exceeds</b></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> - <b>Meets</b></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> - <b>Exceeds</b></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.	<b>Middle School Math</b> <ul style="list-style-type: none"> <li>Lack of mastery of the curriculum/state standards at each grade level.</li> </ul> <b>Elementary Reading</b> <ul style="list-style-type: none"> <li>A need to create flexible reading ability groups across all content areas and grade levels.</li> </ul>
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	<b>Middle School - Math</b> <ul style="list-style-type: none"> <li>Challenges with implementation of the new curriculum at the Middle school.</li> <li>Lack of mastery of curriculum at each</li> </ul>

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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"> <li>• Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards).</li> <li>• Students' placement indicators do not accurately reflect mastery of standards.</li> <li>• Without vertical alignment among K-8 there is no responsibility to the grade above and no clear expectations to the grade below.</li> </ul> <p><b><i>Elementary School - All Areas</i></b></p> <ul style="list-style-type: none"> <li>• A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.</li> <li>• Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for U/PP learners.</li> <li>• 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.</li> <li>• Teachers at all grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum.</li> </ul>

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"> <li>• A need to create flexible reading ability groups across all content areas and grade levels.</li> <li>• Implementation of several new curriculums in the last two years took focus away from the RTI process.</li> <li>• Undefined RTI processes and unclear expectations prohibit struggling students from developing skills to make adequate growth in the all areas.</li> <li>• Need to implement wider variety of progress monitoring tools to better track students' improvement.</li> </ul>

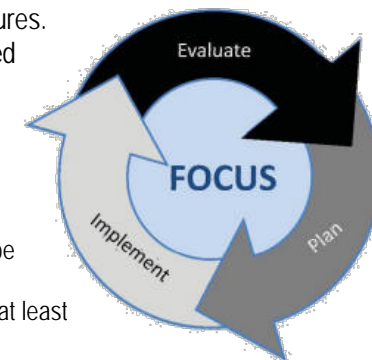


## Section IV: Action Plan(s)

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 DIBELS Next is administering as a screener for every student K-5 and then used as bi-weekly monitoring tool.	Re-evaluation and re-structure of current Elementary (K-5) RTI program.
		M	Not all students are proficient in reading by 3 <sup>rd</sup> grade.	Decrease the number of students identify at Significant Reading Deficiency.	Decrease the number of students identify at Significant Reading Deficiency.		
		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.	Completed
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,	Completed

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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.	In progress
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	Completed
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.	Completed
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.	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:** 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.	Completed
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 <sup>th</sup> 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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(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.	Completed
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 <sup>th</sup> 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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## 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?	
<b>Academic Growth Gaps</b>	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Approaching</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> 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	-	<b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b> -
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> At or above state average (baseline of 2009-10).	-	-	-	

## Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

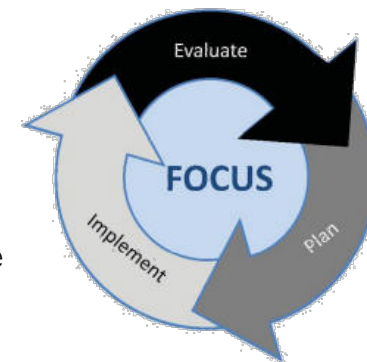
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Theresa Terrones Ritz, Principal
	Email	tritz@d49.org
	Phone	719-494-8700
	Mailing Address	6573 Shimmering Creek Drive
2	Name and Title	Marjorie McKeal
	Email	mmckeal@d49.org
	Phone	719-494-8700
	Mailing Address	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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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. Our staff is comprised of mainly experienced teachers, but many are within their first 3 years at RVES. We do not have any first year teachers on staff currently. All teaching teams have at least some experienced team members, thus a good support system exists within each team. Ridgeview is a Pre-K - 5<sup>th</sup> 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

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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.

#### **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.

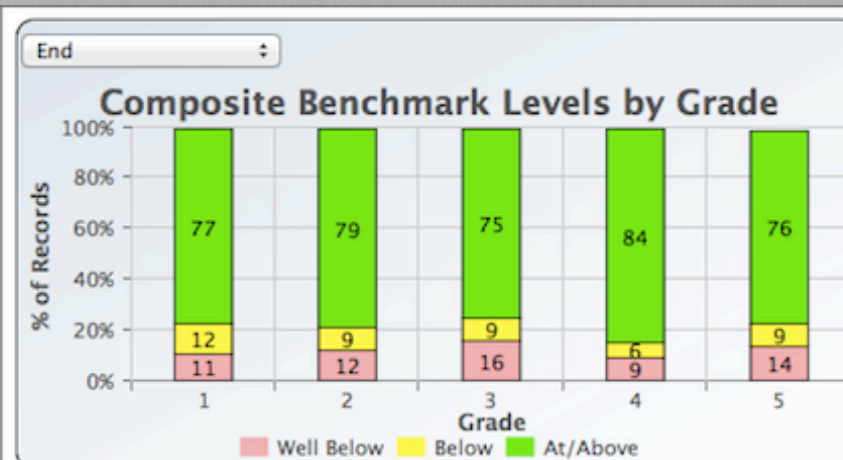
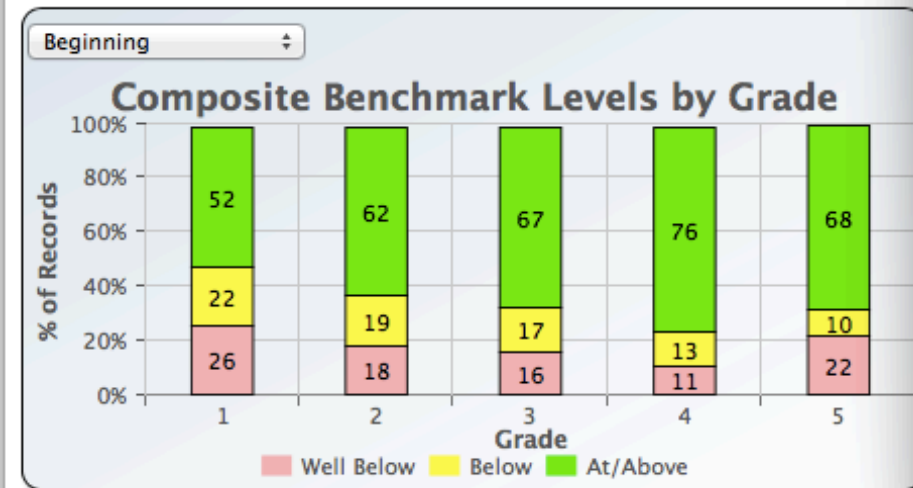
#### **Review of Data (Current Performance and Trend Analysis)-**

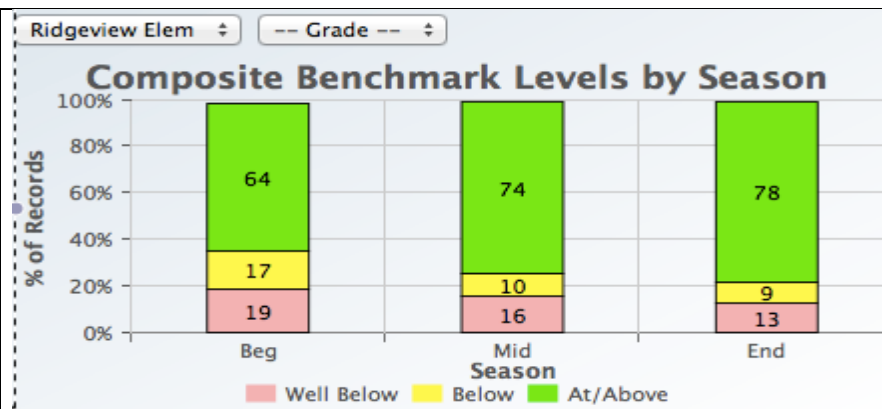
Data is analyzed from many sources to include, Scantron, DIBELS, and a web-based, digital reading intervention program (Lexia Core 5), as well as READ plans to see if data trends exist across multiple measures. DIBELS data has great accessibility now with participation in the state grant received for 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.

### 3<sup>rd</sup> Grade TCAP Reading Data:

Ridgeview's P/A 3<sup>rd</sup> 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 3<sup>rd</sup> 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-5<sup>th</sup>, and it may have contributed to our 3<sup>rd</sup> 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 3<sup>rd</sup> 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 teachers are highly skilled and offer excellent support for our at-risk population.

Our 3<sup>rd</sup> grade reading scores are a celebration, but they are not good enough. Our goal is for 100% of our 3<sup>rd</sup> graders to move on to 4<sup>th</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade scores are strong. Scores are slightly higher than our 3<sup>rd</sup> 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 3<sup>rd</sup> graders had been exposed to the program for most of their elementary years. This may be why our 3<sup>rd</sup> grade data is so strong and our goal is for this trend to continue in writing. Our 3<sup>rd</sup> 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.

4<sup>th</sup> and 5<sup>th</sup> grade writing scores for Ridgeview are lower than the district and the state.

The same is true for math---- 3<sup>rd</sup> grade scores exceed the district and state. 4<sup>th</sup> and 5<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> graders and we are being very thoughtful in how to best meet their needs. The 5<sup>th</sup> 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 5<sup>th</sup> 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 3<sup>rd</sup> grade scores for 2013-14 were very strong, up from the past. 4<sup>th</sup> and 5<sup>th</sup> 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 2<sup>nd</sup> 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 4<sup>th</sup> and 5<sup>th</sup> grade are below the district and state averages
- Math scores for 4<sup>th</sup> and 5<sup>th</sup> 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	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	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

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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.
	55 if adequate growth was not met until a rating of "Meets" is achieved.	Framework.	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>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>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>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>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>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>
	<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 3<sup>rd</sup> 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	N/A		

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)	<b>READING</b> —3 <sup>RD</sup> , 4 <sup>TH</sup> , AND 5 <sup>TH</sup> --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 <sup>rd</sup> : 2011-76%, 2012-78%, 2013-76%, 2014-77% 4 <sup>th</sup> : 2011-65%, 2012-71%, 2013-70%, 2014-69% 5 <sup>th</sup> : 2011-76%, 2012-77%, 2013-83%, 2014-74%	N/A	N/A	
	<b>MATH</b> —3 <sup>RD</sup> , 4 <sup>TH</sup> , AND 5 <sup>TH</sup> --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 <sup>rd</sup> : 2011-77%, 2012-80%, 2013-72%, 2014-83% 4 <sup>th</sup> : 2011-80%, 2012-80%, 2013-76%, 2014-66% 5 <sup>th</sup> : 2011-76%, 2012-79%, 2013-79%, 2014-61%	N/A	N/A	
	<b>WRITING</b> —3 <sup>RD</sup> , 4 <sup>TH</sup> , AND 5 <sup>TH</sup> --- % OF PROFICIENT/ADVANCED (P/A) on CSAP/TCAP 3 <sup>rd</sup> : 2011-59%, 2012-61%, 2013-60%, 2014-64% 4 <sup>th</sup> : 2011-58%, 2012-50%, 2013-63%, 2014-43% 5 <sup>th</sup> : 2011-71%, 2012-69%, 2013-65%, 2014-42%	N/A		
	<b>SCIENCE</b> --5 <sup>TH</sup> --- % OF PROFICIENT/ADVANCED (P/A) on TCAP/ STRONG/DISTINGUISHED on CMAS 5 <sup>th</sup> : 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><b>SOCIAL STUDIES</b>—4<sup>th</sup>---% OF STRONG/DISTINGUISHED on CMAS</p> <p>4<sup>th</sup>: 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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Training and support is needed regarding best practices in general, specifically around Learning Goals/Targets, Learning Scales</li> </ul>

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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"> <li>Student motivation, which is highly dependent upon positive and strong relationships, is an area of ongoing need.</li> </ul>
Postsecondary & Workforce Readiness	N/A	N/A	N/A

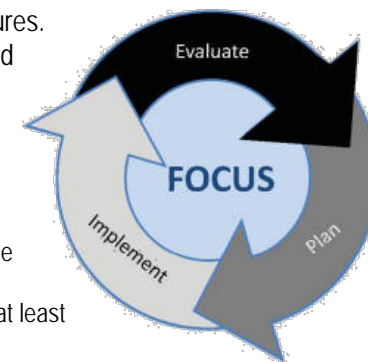
## Section IV: Action Plan(s)

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 <sup>th</sup> percentile in reading, and our goal is to achieve at the 63 <sup>rd</sup> 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 <sup>rd</sup> percentile in math, and our goal is to achieve at the 69 <sup>th</sup> 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 <sup>th</sup> percentile in writing, and our goal is to achieve at the 65 <sup>th</sup> 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 – Sherry Kyle is finalizing the zone document

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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><b><u>READING/Writing:</u></b>  <b>mClass:</b> 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><b>Lexia:</b> 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;  Approximately 5 iPads or more provided per classroom in order to support with Lexia implementation;  Upgrade of Laptop Computer Lab to support with Lexia implementation;  (iPads and Laptop Lab are also used to support in other ways, not solely for Lexia)</p> <p><b>Implementation of Additional Resources and Professional Development to support core reading instruction and reading intervention:</b>  --Rite Flight (2<sup>nd</sup>-5<sup>th</sup> grades)  --Phonics for Reading (1<sup>st</sup>-5<sup>th</sup> grades)  --Drawing Children into Reading (preK-2<sup>nd</sup>)  --SIPPS (4<sup>th</sup> grade)  --Rewards (5<sup>th</sup> grade)  --Sonday System 1 and 2 (tier 3 school-wide and tier 2 intensive at some grade</p>	August – May 2014-15	Continued in 2015-16	Administration; m-Class Coaches; Lexia Coach; After-school reading tutoring facilitator; Team Leaders; All teaching staff (preK-5)	<p><b>mClass:</b> CDE Grant and building funds for mClass and stipend for mClass Coaches (amount of stipend is TBD);</p> <p><b>Lexia:</b> Building funds for Lexia annual purchase (approx. \$8,000) plus a stipend for Lexia Coach (TBD);  Building Funds-- Apple 4-year lease for iPads, approximately \$20,000 per year  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><b>Additional Resources:</b>  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 via regular classroom progress monitoring (mClass)</p>	<p>All in Progress</p> <p>--All resources and professional development have been purchased and completed for this school year—COMPLETED  —we are now planning for next school year's training and resource needs.</p>

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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><b>Restructuring of schedules to prioritize reading:</b></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 3<sup>rd</sup> grade at-risk readers;</p> <p>After-school reading program offered for selected below grade level readers from Dec-May</p>				<p><b>Restructuring of schedules:</b></p> <p>\$10,000 needed for after-school tutoring program--- we will use READ Act funds</p>		
<p><b>MATH:</b></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>	<p>August – May 2014-15</p>	<p>August – May 2015-16</p>	<p>Administration; Math Coach; Team Leaders; All teaching staff</p>	<p>Building budget-- Training in Stand Out Math for new staff, purchase of MobyMax</p>	<p>Math PLC discussions regarding math instruction and student data;</p> <p>Observations of math instruction and SOM during walk-through/formals/informals and data will be collected in iObservation</p>	<p>In progress</p>

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						All new staff have been trained on SOM --- 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:**

*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 April and May
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  All new staff have participated in book study- COMPLETED  Marzano zone-wide training- COMPLETED
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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<b>In addition to greetings and Social Contract, all school personnel will utilize:</b> --"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; parent/student climate surveys	In progress
Zone Capturing Kids' Hearts committee will continue to meet periodically to review implementation of Capturing Kids' Hearts.	August – May 2014-15	August – May 2015-16	Zone Leader; RV Administrator; school representatives	n/a	Reports and outcomes from committee meetings; parent/student climate surveys	In progress

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

## Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I 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: **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 <sup>th</sup> 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	-	-	-	-	-	-	

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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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>92.8%</b> using a 7 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: <b>Meets</b>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	<b>3.9%</b>	<b>0.8%</b>	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	<b>20.1</b>	<b>19.5</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

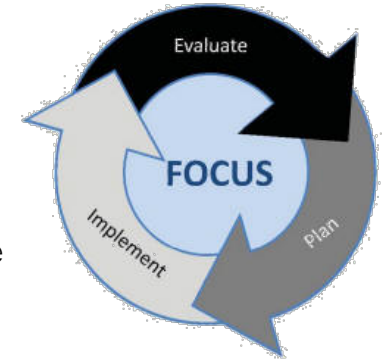
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ronald P. Hamilton Jr., Principal
	Email	rhamilton@d49.org
	Phone	719-495-1174
	Mailing Address	7005 North Carefree Circle, Colorado Springs, CO., 80819
2	Name and Title	Janet Giddings, Assistant Principal
	Email	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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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 9<sup>th</sup> and 10<sup>th</sup> Grade TCAP are flat for the past 4 years.

4 year TCAP Results	9 <sup>th</sup> Grade				10 <sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> Grade TCAP are flat for the past 4 years.

### Writing –

4 year TCAP Results	9 <sup>th</sup> Grade				10 <sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> Grade TCAP were flat for the previous 3 years but fell dramatically last year.

### Math –

4 year TCAP Results	9 <sup>th</sup> Grade				10 <sup>th</sup> 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.

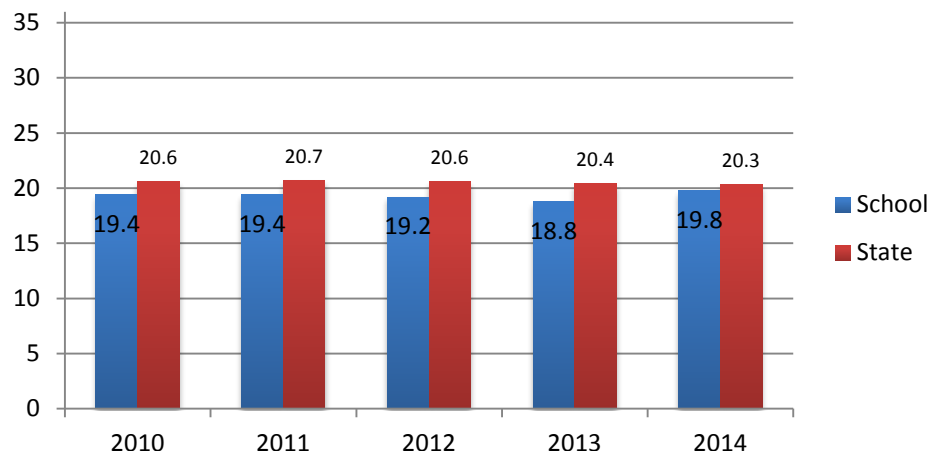
Year	SPF % of points earned out of points eligible
2010-11	56.7%
2011-12	58.3%
2012-13	55.0%
2013 -14	56.7%

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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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.</p> <p>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)	The Academic Achievement status for the 3-year SPF rates SCHS as "meets." <ul style="list-style-type: none"> <li>3 years of data shows no definite trend for 9<sup>th</sup> grade and a declining trend for 10<sup>th</sup> grade in reading.</li> <li>3 years of data shows a declining trend for 9<sup>th</sup> grade and 10<sup>th</sup> grade in math.</li> <li>3 years of data shows no definite trend for 9<sup>th</sup> grade and a downward trend for 10<sup>th</sup> grade in writing.</li> <li>AP and IB DP scores are trending up.</li> </ul>	N/A	N/A
Academic Growth	The Academic Growth status for the 3-year SPF rates SCHS as "meets" overall. <ul style="list-style-type: none"> <li>Meets in reading</li> <li>Approaching in math</li> <li>Meets in writing</li> </ul>	N/A	N/A
Academic Growth Gaps	The Academic Growth Gaps status for the 3-year SPF rates us as "approaching" specifically due to our scores in math and writing. <ul style="list-style-type: none"> <li>Meets in reading</li> <li>Approaching in math</li> </ul>	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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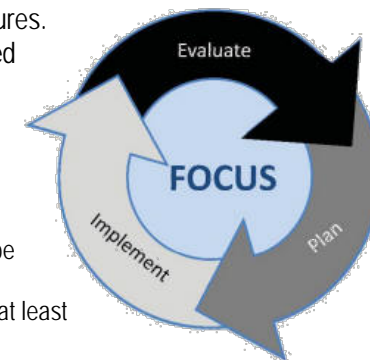
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> <li>Approaching writing</li> </ul>	<p>Minority Students, Students with Disabilities, English Learners, and Students needing to catch 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 <sup>th</sup> and 10 <sup>th</sup> 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 <sup>th</sup> percentile for reading.	The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 62 <sup>nd</sup> 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 <sup>th</sup> and 10 <sup>th</sup> 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 <sup>st</sup> percentile for math.	The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 69 <sup>th</sup> 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	SCHS 9 <sup>th</sup> and 10 <sup>th</sup> grade subgroup populations are falling behind the overall population in writing as measured by TCAP.	The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 63 <sup>rd</sup> percentile for writing.	The percentile ranking on CMAS PARCC in 2016 for students scoring proficient and advanced will be at the 74 <sup>th</sup> percentile for writing.	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.	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.
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		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.  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.	SCHS juniors will score on average an ACT composite score of 20.1.	SCHS juniors will score on average an ACT composite score of 21.	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 9 <sup>th</sup> and all 10 <sup>th</sup> grade students prepare for, take and reflect on the PLAN test in preparation for the ACT in the 11 <sup>th</sup> grade.	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.  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.

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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 and culture-building strategies to support the needs of all students, those struggling to catch up or demonstrating affective disengagement, those working to maintain a year's growth and positive behaviors, and those capable of advanced learning and student leadership. **Root Cause(s) Addressed:** School and classroom engagement is not ensured through implementation of engaging instructional strategies and culture-building activities for all students, as indicated in recent external evaluations (5-year IB evaluation, SchoolWorks School Quality Review) and ongoing instructional and cultural 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	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,	In progress

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			Coaches		<p>writing, and higher level questioning.</p> <p>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.</p>	
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	<p>ILT documentation of vertical unit maps in all core content areas.</p> <p>Verification of all summative assessments.</p> <p>Vertical articulation of approaches to learning, command terms, and age-appropriate strategies to develop higher level critical thinking skills.</p>	In progress
Support development of a student leadership group to focus on growth in positive communication and culture among the student body.	Select students during the 4 <sup>th</sup> quarter and begin with community engagement.	Administrators and teacher leaders will meet with student leaders regularly to review agenda items.	Principal Assistant principals Counselors Lead Teachers Student leaders	Local	<p>Choose student leaders based on application.</p> <p>Set agendas and action items for the 2015-2016 school year.</p> <p>Begin working on action plans in July of 2015 with regular reflection and data collection ongoing.</p>	In progress
Institute positive behavior curriculum, celebrations, and	Research and choose a positive	Train faculty in selected behavior	Principal Assistant	Local	<p>Choose a program.</p> <p>Train faculty, students, and</p>	In progress

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behavioral interventions for students with a full range of academic and behavioral needs.	behavior program, such as the Renaissance program, to support student culture. Train teachers and peer mediators in Restorative Practices.	program. Involve parents and the community in implementation of the program	principals Counselors Teachers School Accountability Committee		community members.	
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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	Local	Update courses in catalog and align with pathways	In progress

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			Teachers Students Parents			
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

\* 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 <sup>th</sup> 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?	
<b>Academic Growth Gaps</b>	<b>Median Growth Percentile</b> <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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.	<b>Overall Rating for Growth Gaps:</b> <b>Approaching</b> * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Postsecondary &amp; Workforce Readiness</b>	<b>Graduation Rate</b> <b>Expectation:</b> 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	-	<b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b> -
	<b>Disaggregated Graduation Rate</b> <b>Expectation:</b> 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.	-	
	<b>Dropout Rate</b> <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	<b>Mean Colorado ACT Composite Score</b> <b>Expectation:</b> At or above state average (baseline of 2009-10).	-	-	-	

## Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

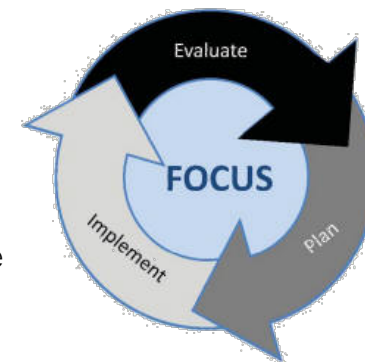
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jeff Moulton
	Email	jcmoulton@d49.org
	Phone	719-495-5252
	Mailing Address	4910 Jedediah Smith, Colorado Springs CO, 80922
2	Name and Title	Kathleen Granaas
	Email	kgranaas@d49.org
	Phone	719-495-5252
	Mailing 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).		<b>Review Current Performance:</b> 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.		<b>Trend Analysis:</b> 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.		<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.		<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
<p><b>Narrative:</b> 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><b>Team Involvement</b> - 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 <sup>rd</sup> Grade Reading	79%	77%	73%
4 <sup>th</sup> Grade Reading	67%	74%	72%
5 <sup>th</sup> Grade Reading	79%	74%	68%
3 <sup>rd</sup> Grade Writing	61%	61%	63%
4 <sup>th</sup> Grade Writing	49%	66%	58%
5 <sup>th</sup> Grade Writing	66%	52%	59%
3 <sup>rd</sup> Grade Math	82%	70%	77%
4 <sup>th</sup> Grade Math	72%	79%	73%
5 <sup>th</sup> 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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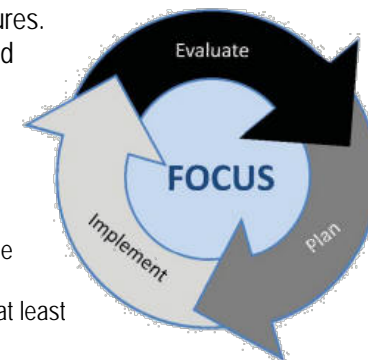
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<p>MATH: Continued maturation of the math standards and the lack of specific knowledge regarding desired learning evidence outcomes of the CCS influenced CAS create 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	At the end of the 2014 school year, Stetson had 80% of students reading at or above benchmark as measured by DIBELS.	Our goal is to have 84% of our students reading at or above benchmark as measured by DIBELS Composite.	Our goal is to have 88% of our students reading at or above benchmark as measured by DIBELS Composite	DIBELS progress monitoring	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.	Improve our school's statewide percentile in reading to 54%.	Improve our school's statewide percentile in reading to 59%.	<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 -	Improve our school's statewide percentile in math by 6 percentile points to 60%.	Improve our school's statewide percentile in math to 66%.	<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>

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							skill necessary for meeting the provisions of the Colorado Academic Standards
		W	Students with disabilities did not meet state expectations	Improve our school's statewide percentile in writing by 7 percentile points to 71%.	Improve our school's statewide percentile in writing to 78%.	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	Completed We have finished the ELA portion.
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	This is an ongoing step that will continue till the end of the year.

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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.	Continuing for the remainder of the year
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 as 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.	Complete 10/2014
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.	Complete
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)

## Stetson Elementary School and Falcon School District 49 Wellness Policy

Federal law requires all school districts receiving federal funding for child nutrition programs to adopt a policy on "school wellness". Falcon School District 49 recognizes that students need to be physically active and eat nourishing food to grow, learn, and maintain healthy development. The District has adopted the following goals:

• **Goal #1: Nutrition** -The District will support and promote proper dietary habits contributing to student's health status and academic performance to include the federal government guidelines.

Students will be encouraged to eat healthy foods while at school and all classroom treats will be within the "wellness" guidelines except for a few "exemption" days such as holiday parties. **Holiday parties are exempt from the wellness guidelines.** Any birthday or non "exemption day" treats must fall within the wellness guidelines, \*see below. \* Non-food birthday items are encouraged but no treats for birthdays are necessary. **Due to allergies and wellness guidelines, before bringing any food into your child's classroom for other students besides your own, you must get permission from your child's teacher.**

• **Goal #2: Wellness Education** - The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. Health education will be integrated into science and PE as well as during lunch.

• **Goal #3: Physical Activity** - The District will provide opportunities for students to engage in physical activity through 50 minutes of PE weekly, 30 minutes of physical activity daily and many opportunities to have positive experiences with being active and integrating movement throughout the day.

\*For all NON-EXEMPTION DAYS: All foods offered during the school day must be items of 100 calories or less, 0 grams of trans fat with recommendations of less than 4 grams fat and less than 9 grams sugar. Items are to be store bought with Nutritional Information visible. Food prepared in a private home may not be served at school to students because knowledge of ingredients, sanitation, preparation, and temperature of food in storage or transit is not available. In addition, quality and sanitation standards cannot be controlled.

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Please sign and return this portion to school.



I will support SES in promoting nutrition, health, and physical activity by abiding by the wellness policy guidelines.

Student's name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Parent's name \_\_\_\_\_

Parent signature \_\_\_\_\_



## 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 <sup>th</sup> 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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## 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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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	<a href="mailto:ctinucci@d49.org">ctinucci@d49.org</a>
	Phone	719-495-5565
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923
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	Email	<a href="mailto:pgioscia@d49.org">pgioscia@d49.org</a>
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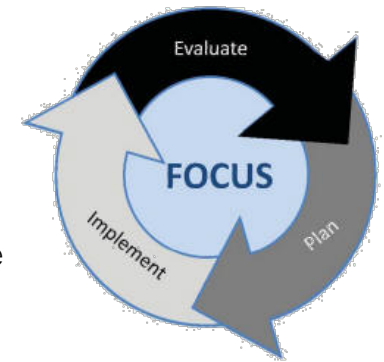
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3	Name and Title	Lisa Fillo, Assistant Principal
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4	Name and Title	Scott Bonyng, Assistant Principal
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### Section III: Narrative on Data Analysis 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g.,	<b>Review Current Performance:</b> 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	<b>Trend Analysis:</b> 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	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide
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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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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 50<sup>th</sup> 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.
- 6<sup>th</sup> 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.
- 6<sup>th</sup> Grade Cohort was stable and even a little higher in 8<sup>th</sup> grade.
- Above the state in 8<sup>th</sup> grade writing, below in 7<sup>th</sup> grade and equal to the state in 6<sup>th</sup> grade.
- 8<sup>th</sup> grade writing has been a steady increase of the last 3 years.

##### Math Achievement

- 6<sup>th</sup> Grade Cohort from 2012 has dropped in %PA over the last two years.
- 6<sup>th</sup> grade has downward trend over the last three years. 7<sup>th</sup> and 8<sup>th</sup> grade is stable in their achievement.

- Compared to the state, we are below in 6<sup>th</sup> and 7<sup>th</sup> grade math, above the state in 8<sup>th</sup> grade. We are above the district in all grade levels in math.
- Steady decrease in 6<sup>th</sup> and 7<sup>th</sup> 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
- 7<sup>th</sup> 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

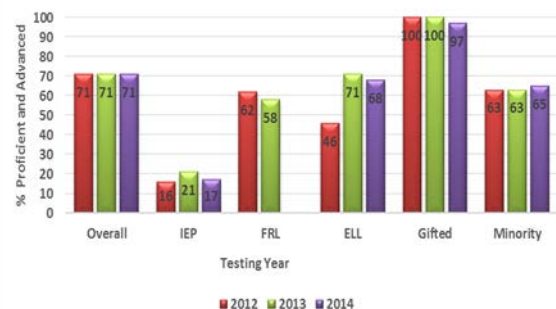
- IEP %PA is pretty stable but overwhelming below in writing across the grade levels
- ELL % PA is stable in writing over the last three years

#### Math

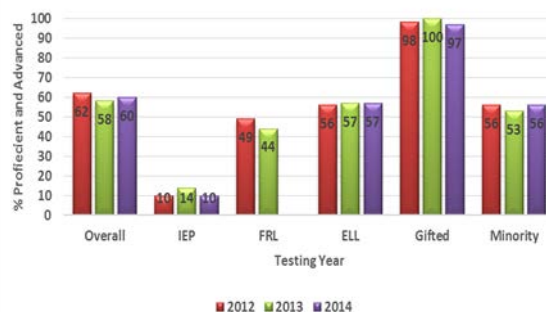
- IEP %PA is pretty stable but overwhelming below in math across the grade levels
- 7<sup>th</sup> grade ELL students (represented by Green 2013) outperformed the building in math
- Our gifted kids over 80% are advanced in math.
- ELL students are struggling in 6<sup>th</sup> and 8<sup>th</sup> grade.



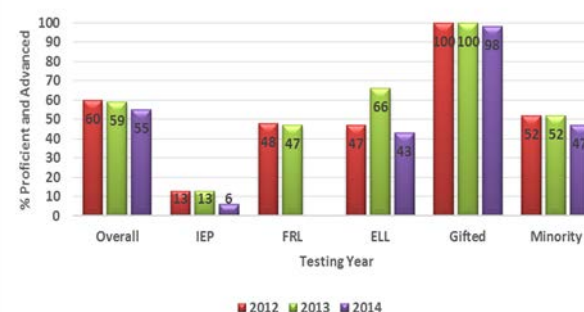
Reading Achievement Demographics 3 Year



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.
- 7<sup>th</sup> and 8<sup>th</sup> grade was at the 51<sup>st</sup> percentile growing at least nine percentile points in one year.
- Overall reading growth for the school has been consistent.

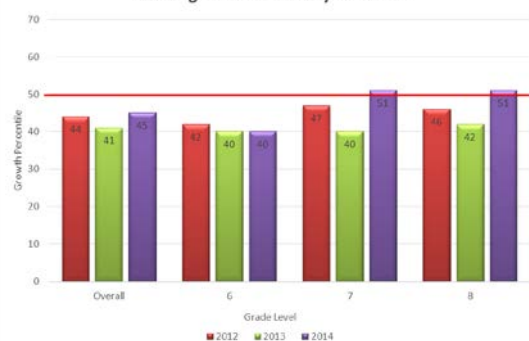
**Writing**

- 6<sup>th</sup> and 7<sup>th</sup> grade made at least a 10<sup>th</sup> percentile growth increase from 2013 to 2014..
- 8<sup>th</sup> grade is in the 60<sup>th</sup> 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 60<sup>th</sup> percentile from 6-8<sup>th</sup> grade (red 6<sup>th</sup>, green 7<sup>th</sup> and purple 8<sup>th</sup>)

**Math**

- 8<sup>th</sup> grade has shown a steady growth percentile of over 50 over the last three years.
- Concerned about the drop in percentile in 6<sup>th</sup> grade from 2013-2014. Many double identified students as ELL and SPED in the 2014 6<sup>th</sup> 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

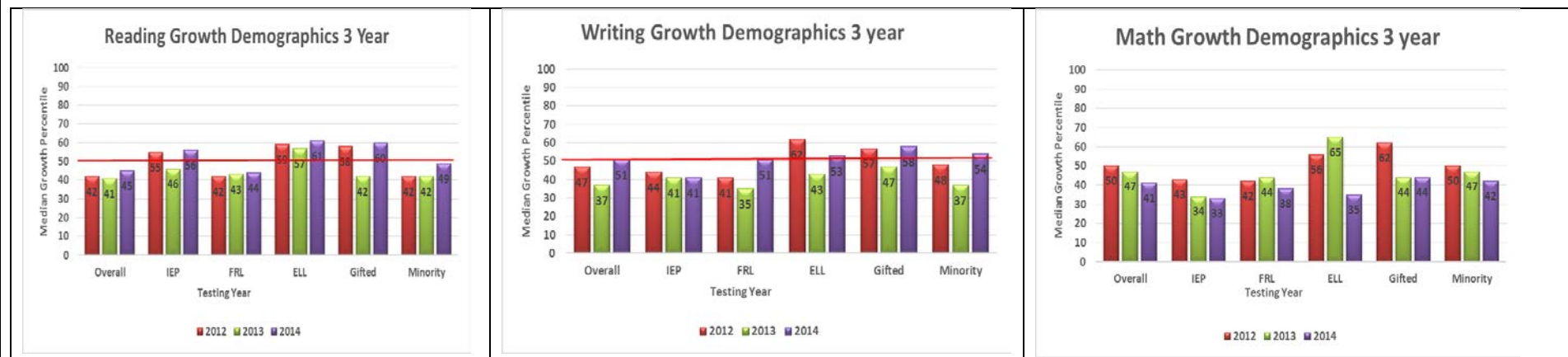
- FRL not identified and tells us very little because we do very little intentional for them other than what is good for all students. Showing very little growth each year.
- ELL has strong, consistent over 50<sup>th</sup> percentile for growth over time.
- Gifted has a huge increase and many great honors teachers in 8<sup>th</sup> 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 50<sup>th</sup> percentile (at 56<sup>th</sup> 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.

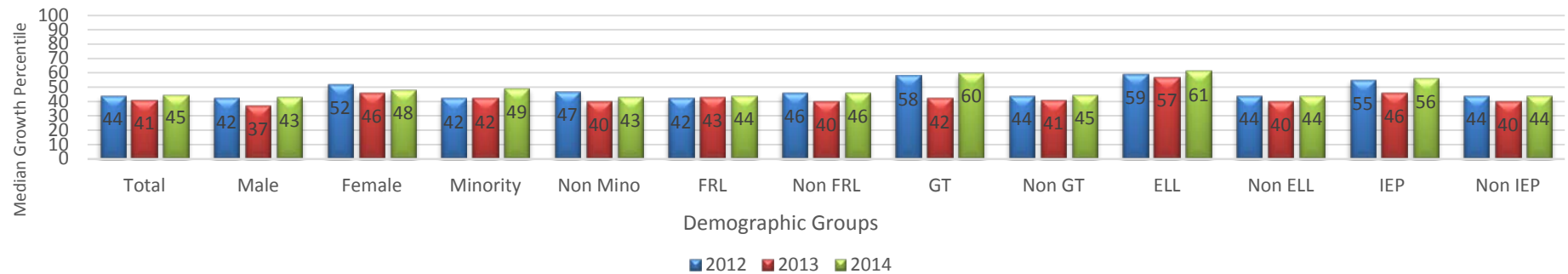
#### Writing

- 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.

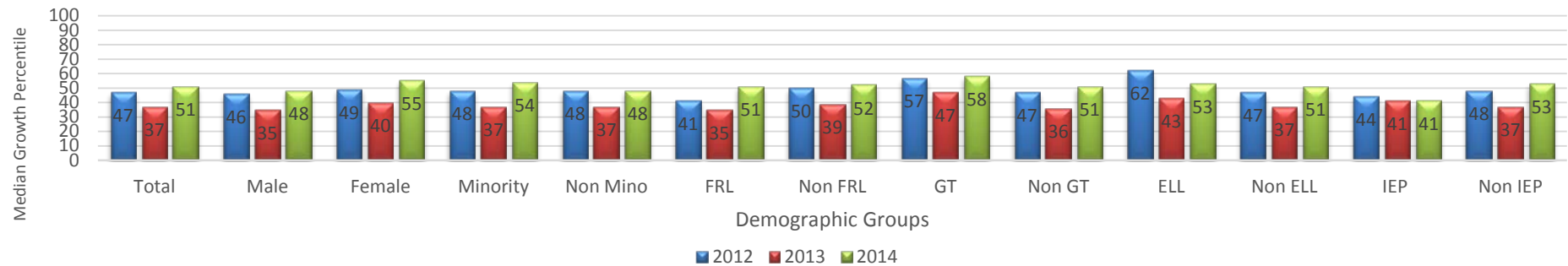
## Math

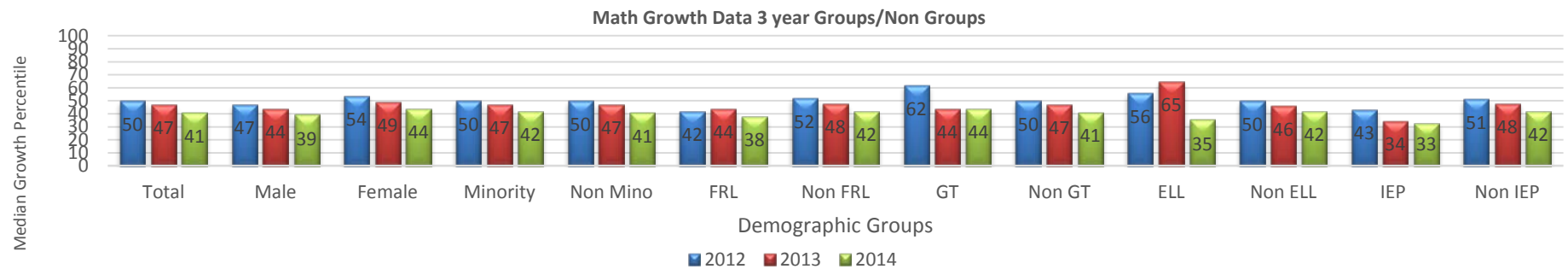
- FRL (smallest of the three & addressed in the support of ELL and IEP), ELL, IEP all have growth gaps.
- IEP is decreasing in their median growth percentile each year, and we are a long way off in reaching the Adequate Growth Percentile of 98. We are striving to get this group to me above the 50<sup>th</sup> 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 <sup>th</sup> Grade	334	53%	37	120	124	53	2758	2859
7 <sup>th</sup> Grade	302	59%	27	97	134	44	2836	2941
8 <sup>th</sup> 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 <sup>th</sup> Grade	323	35%	49	162	96	14	2560	2641
7 <sup>th</sup> Grade	298	32%	52	150	79	17	2657	2711
8 <sup>th</sup> 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 8<sup>th</sup> 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 6<sup>th</sup> and 7<sup>th</sup> grade math achievement over the last 4 years.
- There has been a steady increase in 8<sup>th</sup> 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:**

- 8<sup>th</sup> 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 41<sup>st</sup> percentile and needed to be in the 64<sup>th</sup> 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 6<sup>th</sup> grade year re-norming all 6<sup>th</sup> 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 <sup>th</sup> grade students who have performed consistently above the state minimum for math. The 8 <sup>th</sup> 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	Math Students with Disabilities will increase the median growth percentile (MGP) to at least 50.	Math Students with Disabilities did not meet this target and actually had a MGP of 33. Their AGP was projected to be in the 98 <sup>th</sup> percentile. We are significantly off that target.	
	FRL, Minority and Students needing to Catch Up will increase the median growth percentile (MGP) to at least 55.  ELL students will increase the median growth percentile (MGP) to at least 60.	None of the FRL, Minority and Students needing to Catch Up group had a MGP of the 55 <sup>th</sup> 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 42 <sup>nd</sup> percentile a difference of 13. Students Needing to Catch Up scored in the 44 <sup>th</sup> percentile missing this target. This is a difference of 11 percentile points. AGP requirement was at the 91 <sup>st</sup> percentile.  ELL students actually scored a MGP of 35. They needed to be at the 67 <sup>th</sup> percentile to meet AGP.	
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"> <li>A steady decrease in 6<sup>th</sup> and 7<sup>th</sup> grade Math Achievement over the last 4 years. 6<sup>th</sup> grade Achievement in Math has decreased from 66% to 61% and again to 55% in the period from 2012-2014. 7<sup>th</sup> grade Achievement in Math has decreased from 57% to 55% and again to 54% in the period from 2012-2014.</li> <li>Our 6<sup>th</sup> and 7<sup>th</sup> grade students performed</li> </ul>	<p>Priority Performance Challenge #1: As noted in our 1-year SPF our total school Growth Percentile in Math was at the 41<sup>st</sup> percentile and needed to be in the 64<sup>th</sup> percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English</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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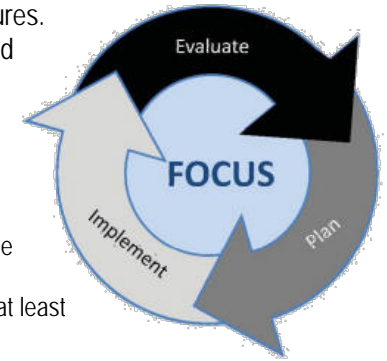
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>below the state Achievement level in Math, but our 8<sup>th</sup> grade students performed above the state in Math Achievement. We perform above the district in all three grade levels in Math Achievement.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Our Gifted Students have performed over the 98<sup>th</sup> 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 44<sup>th</sup> percentile for the last two years.</li> <li>• 8<sup>th</sup> grade has shown steady Growth in Math over the past three years and this Growth has been above the 50<sup>th</sup> percentile in all three years. 7<sup>th</sup> grade also experienced a Math Growth increase in percentile ranking from the 37<sup>th</sup> percentile to the 40<sup>th</sup> percentile.</li> <li>• Our 6<sup>th</sup> grade percentile in Math Growth decreased dramatically in the last year, from the 43<sup>rd</sup> percentile to the 33<sup>rd</sup> percentile.</li> <li>• 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 33<sup>rd</sup> percentile for Math Growth in 2014. We have a similar story for ELL students and FRL students.</li> <li>• Our Minority students consistently perform at or above their non-Minority peers in Math Growth, outscoring them in the 42<sup>nd</sup> percentile in 2014 (non-Minority in the 41<sup>st</sup></li> </ul>	<p>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.</p> <p>Priority Performance Challenge #2: 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.</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 6<sup>th</sup> grade year re-norming all 6<sup>th</sup> 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>



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: As noted in our 1-year SPF our total school Growth Percentile in Math was at the 41<sup>st</sup> percentile and needed to be in the 64<sup>th</sup> 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</p>	<p>Skyview Students will increase the school Percentile in Math to the 62<sup>nd</sup> Percentile.</p>	<p>Skyview Students will increase the school Percentile in Math to the 68<sup>th</sup> Percentile.</p>	<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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			Meet" for our English Learners.				Model as a tool that supports educator effectiveness and instructional improvement.
			Priority Performance Challenge #2: 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.				
		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. Completed:-30 new

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					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. Completed: February 27, '15 9. Completed: 4 trained (June '14) 10. Completed: (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. Completed 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 <sup>th</sup> and 8 <sup>th</sup> grade. Additional programs to support STEM/CTE initiatives: SeaPerch, BEST Robotics, CTE Programs, iPad teams, Industry Speakers.	Nov. 2014	May 2015	Administration 7 <sup>th</sup> /8 <sup>th</sup> grade Teachers Counselors District Lead Counselor	CIC Learning Styles and Career Inventory Technology commitment	1. All 7 <sup>th</sup> grade complete Learning Styles 2. All 8 <sup>th</sup> grade complete Career Inventory 3. BEST Robotics Competition 4. Forensics Course implementation 5. Computer Basic Programming (GTT) 6. iPad Assessments (survey)	1. Completed (May '15) 2. Completed (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,	Aug. 2014	May 2015	Administration All Teachers	School-Based Budget Grant opportunities (MFF)	1. Increase use of Mobymax to all Math and LA classrooms.	1. In Progress: (May '15) 2. Complete: iPad REACH

Peer Tutoring, Co-Teaching, Reading Intervention, Saturday School)					2. Increase use of Reading Plus to include General ed. Students in 6 <sup>th</sup> and 7 <sup>th</sup> and 8 <sup>th</sup> 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 <sup>th</sup> and 8 <sup>th</sup> grade 7. Take Flight Tier III Intervention	teams added (Sept '14-May '15) 3. In Progress (May '15) 4. In Progress (May '15) 5. In Progress (May '15) 6. Complete (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)

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					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 as well being as indicated on our School Health Improvement Plan.	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 <sup>nd</sup> 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 <sup>th</sup> -8 <sup>th</sup> 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	1. In Progress (May '15) 2. Completed (Oct '14, May '15) 3. Completed (May '14) 4. In Progress (May '15) 5. In Progress (May '15)  6. 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. Completed (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)

## 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 <sup>th</sup> 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: <b>Meets</b>  * 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: <b>Meets</b>  * 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	-	-	

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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	Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Meets</b>  * 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 <b>Expectation:</b> 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 <b>Expectation:</b> 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 <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score <b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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="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	<a href="mailto:jlandon@d49.org">jlandon@d49.org</a>
	Phone	(719) 494-8601
	Mailing Address	4350 Centerville Drive, Colorado Springs, CO 80922

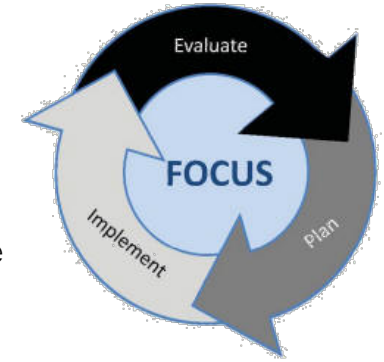
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### Section III: Narrative on Data Analysis and Root Cause Identification

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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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. 3<sup>rd</sup> grade scores dropped this year, showing a similar pattern over the past six years, in up, then down scores. 4<sup>th</sup> grade dropped from 77 to 65 this year, which is a concern. 5<sup>th</sup> grade rose from 80 to 86 this year. **Math** achievement meets state expectations. 3<sup>rd</sup> grade has remained stable over the past three years. 4<sup>th</sup> grade dropped from 81 to 68; another concern. 5<sup>th</sup> grade rose, showing a three-year increase, from 62 in 2012, to 74 in 2014. **Writing** achievement meets state expectations. 3<sup>rd</sup> grade has remained stable over three years. 4<sup>th</sup> grade dropped from 58 to 46; another concern. 5<sup>th</sup> 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 3<sup>rd</sup> Writing and 3<sup>rd</sup> Math, and in 5<sup>th</sup> 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 in 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. 4. Culture at Springs Ranch Elementary

**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	<p><b>Reading</b> academic growth "Meets" the adequate growth percentile with a median growth percentile of 56 in 2014. Adequate growth was made. This is an increase from 53 in 2013.</p> <p><b>Math</b> 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.</p> <p><b>Writing</b> 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.</p> <p><b>English Language Proficiency (ACCESS)</b> 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.</p>	N/A	N/A	
Academic Growth Gaps	<p><b>Reading</b> 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".</p> <p><b>Math</b> 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.</p>	<p>9% of our students have been identified with a Significant Reading Deficiency</p> <p>Adequate growth was not made in academic growth gaps in mathematics, except for English Learners</p>		<p>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. <b>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.</b></p>

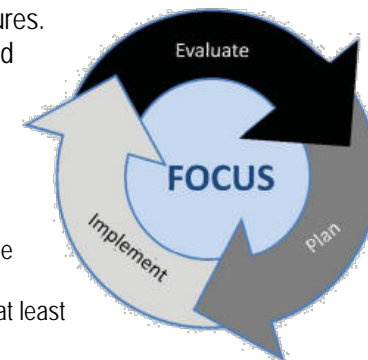
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Writing</b> in 2014 overall, the rating is "Meets". Students Needing to Catch Up, did not make adequate growth, but showed an MGP increase from 51 to 56. Students 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 <sup>th</sup> percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 5 percentile points to the 75 <sup>th</sup> percentile or above.	DIBELS, Scantron, grade level unit assessments	<b>Major Improvement Strategies:</b> 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 <sup>rd</sup> percentile or above.	schools in Colorado 2016 will increase by 7 percentile points to the 80 <sup>th</sup> 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 <sup>rd</sup> percentile or above.	The percentile ranking as compared to other schools in Colorado 2016 will increase by 7 percentile points to the 80 <sup>th</sup> 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 in professional development, and teachers 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:** Root Cause(s) Addressed: Springs Ranch has participated in professional development, and teachers 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. Sand Creek Zone Instructional Coach	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 in professional development, and teachers 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	August 2015- June	Grade level teams, support staff,	Local funding	Back-to-School Night, communication via website, teacher pages, scheduled	In progress

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	2015	2016	administrators, parents		conferences	
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

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Monthly bookmobile for ELL students, through Pikes Peak Library	January 2015- June 2015	August 2015- June 2016	Librarian, ELL team	Local funding	Community contact and scheduling	In progress
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.

#### Major Improvement Strategy #4: Culture at Springs Ranch Elementary

**Root Cause(s) Addressed:** To build and strengthen a positive culture, Springs Ranch has participated in Capturing Kids Hearts, utilize our counselor for classroom lessons, participate in the Watch D.O.G. program, has a strong Parent Teacher Organization (PTO), and strives to provide strong communication to families through various modes.

1. Continue to create and provide a safe and welcoming environment
2. Continue to provide safety and social education for students

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 to students, parents, and community about Safe2Tell anonymous reporting program	August 2014- June 2015	August 2015- June 2016	Administrators, counselor, district safety coordinator	Local funding	Communication via posters, website, and classroom	In progress
Continue Watch D.O.G.S. (Dads of Great Students), school volunteer program	February 2015- June 2015	August 2015- June 2016	Grade level teams, support staff, administrators, counselor	Local funding	Scheduled training and classroom volunteer/calendar scheduling	In progress
Implementation of Capturing Kids Hearts, program that focuses on culture	August 2014- June	August 2015- June	Grade level teams, support staff,	Local funding	Establishing key elements of program in classrooms and throughout school, committee	Completed

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of school, and how we all treat others	2015	2016	administrators		meetings	
Continue with counseling program, to include classroom lessons, small group support, and individual support	August 2014-June 2015	August 2015-June 2016	Counselor, grade level teams, administrators	Local funding	Scheduling with classroom teachers, small groups, individuals	In progress
BIONIC (Believe It Or Not I Care), (lunchroom and care support provided by older students), Peer Mediators (older students on duty at recess for extra support), Bobcat Ambassadors (classroom student representatives), Community Service Projects	August 2014-June 2015	August 2015-June 2016	Counselor, grade level teams, administrators	Local funding	Scheduling, selection of students in groups, training for students	In progress
Welcoming parents into school through events, to include Dads and Donuts, Moms and Muffins, Volunteer Breakfast, classroom volunteers, PTO events	August 2014-June 2015	August 2015-June 2016	PTO, grade level teams, administrators, support staff	Local funding	Scheduling of events and volunteers in classroom, PTO meetings	In progress
Provide communication to families through classroom newsletters, Thursday folders (take home), Springs Ranch website and calendar, district website, marquee, Springs Ranch and library Facebook pages, automated email, automated phone message and Parent Portal	August 2014-June 2015	August 2015-June 2016	PTO, grade level teams, administrators, support staff, office staff	Local funding	Modes of communication set in place and updated often	In progress

## 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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## Springs Ranch Elementary Data

### Reading

4 year TCAP Results	3 <sup>rd</sup> Grade				4 <sup>th</sup> Grade				5 <sup>th</sup> 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 <sup>rd</sup> Grade				4 <sup>th</sup> Grade				5 <sup>th</sup> 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 <sup>rd</sup> Grade				4 <sup>th</sup> Grade				5 <sup>th</sup> 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
% <i>Advanced</i>	12	7	11	11	9	12	6	5	15	13	14	11	12	10	11	9

**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 <sup>th</sup> Grade				Subgroups								
Year-		2011	2012	2013	Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
% <i>Unsatisfactory</i>		6	6	8									
% <i>Partially Proficient</i>		36	44	32	2011	57	20	0	50	40	63	43	67
% <i>Proficient</i>		41	39	45	2012	48	0	75	33	50	53	53	46
% <i>Advanced</i>		16	9	15	2013	60	0	46	67	44	65	62	59

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## 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 <sup>th</sup> 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	-	-	-	-	-	-	

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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><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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: <b>Approaching</b></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><b>Expectation:</b> 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><b>96.4%</b> using a <b>5</b> year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: <b>Meets</b>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> 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><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	<b>3.6%</b>	<b>0.6%</b>	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	<b>20.0</b>	<b>18.8</b>	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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

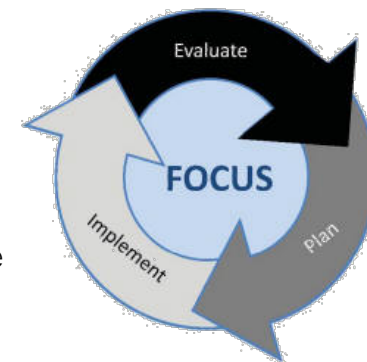
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Bruce Grose, Principal
	Email	bgrose@d49.org
	Phone	719-494-8805
	Mailing Address	6888 Black Forest Rd. Colorado Springs CO 80922
2	Name and Title	Elaine Schoen, Assistant Principal
	Email	eschoen@d49.org
	Phone	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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement 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 23, 2014 and formally presented to the Vista Ridge High School Accountability Committee on December 1, 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: The root cause analysis focus on the priority needs and why situations exist at Vista Ridge High School. Information from the TCAP and Scantron data were used to determine the schools initial priority needs. The priority needs identified several areas of concern that lead to the root cause analysis. Root cause analysis has been accomplished with the administrative team, Wolf Council, and the SAC Committee. Discussion has been focused on the priority needs and why there were a drop in the overall percentage of the category of Academic Achievement, specifically in Mathematics. Information from the TCAP, Scantron, and Master Schedule were used to determine the needs. After reviewing what appeared to be the root causes, the curriculum that was adopted was reviewed for effectiveness and the ability to raise student achievement.

Verification of the Root Cause: Through the process of analyzing data and identifying the root cause for the improvement plan, it is evident that the Math Department needs to continue to work with the curriculum and to understand how it is rooted in the common core. The teachers in the math department need to use time during PLC to analyze student data and grade books and collaborate about the curriculum.

**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.

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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>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)	<p>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%.</p> <p>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%.</p> <p>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%.</p>	N/A	N/A
Academic Growth	<p>Reading:</p> <p>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</p>		<p>-continuing to analyze Evidence Outcomes and aligning the curriculum.</p> <p>-common prompts and rubrics across</p>

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	growth percentile of 51. In 2014, Vista Ridge achieved a median growth percentile of 47.		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	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.	In Reading, all of the sub group areas showed a rise in the Subgroup Median Growth Percentile.	-Implementation of a co-taught Reading class for Freshmen for the second year. -continuing to analyze Evidence Outcomes and aligning the curriculum.
	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	According to the 1 year framework, in the area of Math, Minority	-continuing to analyze Evidence Outcomes and

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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>	<p>Students, Students with Disabilities, English Language Learners, and Students Needing to Catch Up did not meet in this area.</p>	<p>aligning the curriculum. -aligning the Math curriculum.</p>
	<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>Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up are all Approaching on the 1 year Framework. Free/Reduced Lunch are Does Not Meet on the 1 year Framework.</p>	<p>-continuing to analyze Evidence Outcomes and aligning the curriculum. -common prompts and rubrics across the grade levels.</p>

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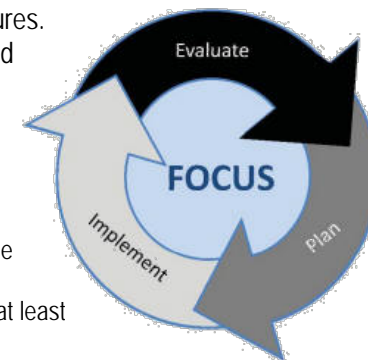
	50 Median Growth Percentile in 2013 and in 2014 achieved a 42 Median Growth Percentile. Under the category English Learners in 2013, Vista Ridge High School achieved a 46 Median Growth Percentile and in 2014 Vista Ridge achieved a 51 Median Growth Percentile. Under the category Students Needing to Catch 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"> <li>-Free/Reduced Lunch: 48</li> <li>-Minority: 60</li> <li>-Students with Disabilities: 55</li> <li>-English Learners: 65</li> <li>-Students Needing to Catch Up: 55</li> </ul>	<p>Vista Ridge would like a Meets rating in all of the categories and the new targets are being set using the Target Setting Worksheet:</p> <ul style="list-style-type: none"> <li>-Free/Reduced Lunch: 56</li> <li>-Minority: 68</li> <li>-Students with Disabilities: 63</li> <li>-English Learners: 50</li> <li>-Students Needing to Catch Up: 50</li> </ul>	<p>Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.</p> <p>Have a 2<sup>nd</sup> 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</p>	<p>Vista Ridge would like an Approaching rating in all of the categories:</p> <ul style="list-style-type: none"> <li>Free/Reduced Lunch: 35</li> <li>-Minority: 48</li> <li>-Students with Disabilities: 40</li> </ul>	<p>Vista Ridge would like a Meets rating in all of the categories and the following new targets are being set using the Target Setting Worksheet:</p> <ul style="list-style-type: none"> <li>-Free/Reduced Lunch:</li> </ul>	<p>Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a</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</p>

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			and aligning the curriculum across the grade levels.	-English Learners: 55 -Students Needing to Catch Up: 46	42 -Minority: 55 -Students with Disabilities: 48 -English Learners: 62 -Students Needing to Catch Up: 52	year.	grade levels.
		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 and the following new targets are being set using the Target Setting Worksheet: -Free/Reduced Lunch: 49 -Minority: 55 -Students with Disabilities: 52 -English Learners: 61 -Students Needing to Catch Up: 54	Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.	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:63 Math:45 Writing:61	Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.	Continue supporting the ELL students with a resource class.  ELL taught class, specifically targeting individual learning needs.
Academic	Median Growth	R	The second year of	In Reading, all student	In Reading, all student	Scantron Performance	Implementing common

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Growth Gaps	Percentile, local measures		implementation of a co-taught Reading class for the 2014-2015 school year.	groups will achieve at least a Median Growth Percentile of 50.	groups will achieve at least a Median Growth Percentile of 55.	Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.	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.
		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 55.	Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.	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 60.	Scantron Performance Series Assessment using the scale score for scantron (3 times during the year: fall, winter and spring), CMAS, PARCC and ACT. Also, common assessment administered two times a year.	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

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							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:** 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 through the current academic year.
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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**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	Complete
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 through the summative evaluation at the end of the current school year.
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	Complete
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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## 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 <sup>th</sup> 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	-	-	-	-	-	-	

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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 <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Approaching</b> * 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 <b>Expectation:</b> 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 <b>Expectation:</b> 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 <b>Expectation:</b> At or below state average overall (baseline of 2009-10).	-	-	-	
	Mean Colorado ACT Composite Score <b>Expectation:</b> 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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School Name: WOODMEN HILLS ELEMENTARY SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
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).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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: _____	

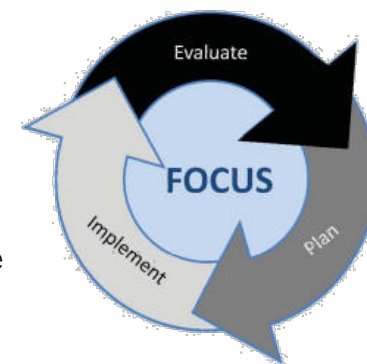
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kelly Warren, Principal
	Email	kmwarren@d49.org
	Phone	719-492-0154
	Mailing Address	8308 Del Rio Rd, Peyton, CO 80831
2	Name and Title	Mike Miller, Assistant Principal
	Email	mrmiller@d49.org
	Phone	719-484-9397
	Mailing Address	8308 Del Rio Rd, Peyton, CO 80831

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### 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

<b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	<b>Review Current Performance:</b> 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.	<b>Trend Analysis:</b> 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.	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
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**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).

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

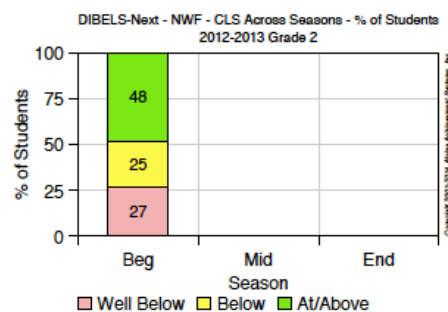
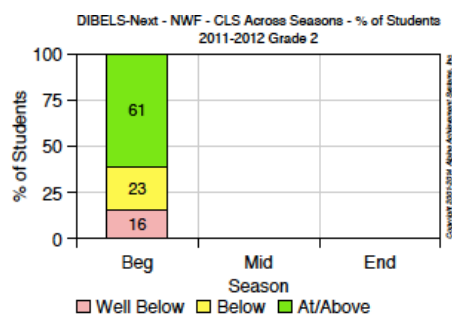
three Performance indicators including Academic Achievement and Academic Growth, while we are “Approaching” in Academic Growth Gaps. When you desegregate the information in the Academic Growth Gap category you will find that WHES is “Approaching” in Writing while it is “Does not Meet” in Math. However, 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 4<sup>th</sup> and 5<sup>th</sup> grade scores have increased over the same four-year trend. 3<sup>rd</sup> 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. 3<sup>rd</sup> 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 4<sup>th</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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	<b>79</b>	0	4	22	88	8	<b>96</b>	0
2010	5	8	76	10	<b>86</b>	0	6	10	90	12	<b>102</b>	0
2011	1	6	79	14	<b>93</b>	0	1	7	86	15	<b>101</b>	0
2012	2	7	79	12	<b>91</b>	0	2	9	99	15	<b>114</b>	0
2013	6	11	73	11	<b>83</b>	0	7	13	88	13	<b>101</b>	0
2014	9	19	66	6	<b>72</b>	0	10	21	73	7	<b>80</b>	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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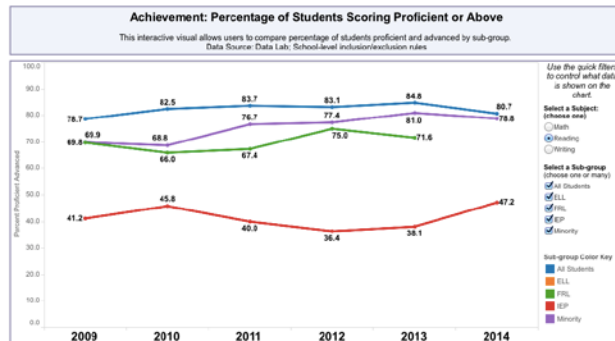
School Name: WOODMEN HILLS ELEMENTARY SCHOOL



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		54	2247		2107		2090		1905		1562
	Grade 1	Grade 1	1	2007											
	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	Location *	Grade	Item Pool	Student Count	Mean Language Arts SS
Woodmen Hills Elementary	Overall		250	2544	Woodmen Hills Elementary	Overall		244	2542
	Grade 3	Grade 3	6	2233		Grade 2	Grade 2	1	2192
	Grade 4	Grade 4	121	2913		Grade 3	Grade 3	1	2113
	Grade 5	Grade 5	123	2590		Grade 4	Grade 4	117	2492
						Grade 5	Grade 5	125	2595

## 2013 EOY Scantron Writing

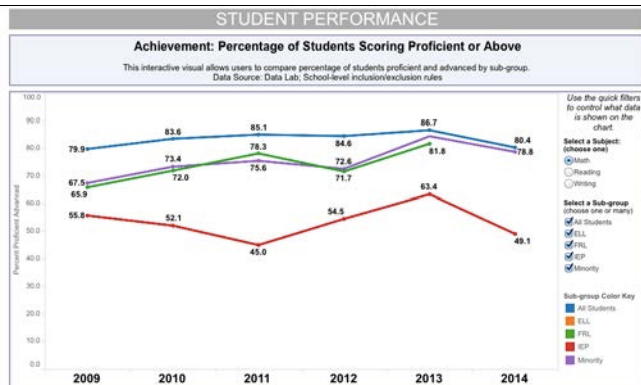


## 2014 EOY Scantron Writing

## 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 21<sup>st</sup> 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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School Name: WOODMEN HILLS 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.
		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)	<b>READING:</b> 3rd grade reading has trended downward over the last 4 years from 93% (2011), 91% (2012), 83% (2013), to 72%(2014), while 4 <sup>th</sup> and 5 <sup>th</sup> grade scores have gone up over the same four-year trend.	Listed Below	Listed Below
	<b>MATH:</b> Scores have trended down by an average of 5% grades 3-5 over a four-year span of 2011-2014. <b>WRITING:</b> 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	<b>MATH:</b> 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." <b>READING:</b> 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
	<b>MATH:</b> 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><b>READING:</b> 3rd grade reading has trended downward over the last 4 years from 93% (2011), 91% (2012), 83% (2013), to 72%(2014), while 4<sup>th</sup> and 5<sup>th</sup> grade scores have gone up over the same four-year trend.</p> <p><b>READING:</b> 3<sup>rd</sup> 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><b>READING:</b> According to SPF, WHES is “Approaching” in reading with the group of “Students with Disabilities.”</p> <p><b>MATH:</b> Scores have trended down by an average of 5% grades 3-5 over a four-year span of 2011-2014.</p> <p><b>MATH:</b> 3<sup>rd</sup> 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><b>MATH:</b> 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><b>MATH:</b> 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><b>WRITING:</b> Scores have trended down by an average of 12% grades 3-5 over a four-year span of 2011-2014.</p> <p><b>WRITING:</b> Scantron overall Mean has slowly trended down in grades 3-5. In 2012 3<sup>rd</sup> grades mean was 2233, followed by 2159 (2013) and finally 2113) 2014.</p>	<p><b>READING:</b> <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 2<sup>nd</sup> grade Proficient or Advanced on it’s last NWF test (2012) to 48% in 2013.</p> <p><b>MATH:</b> <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 3<sup>rd</sup> thru 5th grade have decreased by an average of 5% over the last three</p>	<p><b>READING:</b></p> <ul style="list-style-type: none"> <li>- lack of in-depth reading training in order to be able to fill student gaps effectively</li> <li>- lack of direct instruction for all students during small group instruction and intervention, student summer dip</li> <li>- too much focus on interventions and not enough focus on quality core instruction</li> <li>- increase quantity and quality of reading opportunities</li> </ul> <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>- No consistency in math programs over the past few years and inconsistency and lack of vertical alignment</li> <li>- Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards</li> <li>- Lack of training and intervention support for student and staff necessary for integration of math and 21<sup>st</sup> century skills</li> </ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- lack of consistent schedule and delivery when it comes to daily delivery with instructors and support services.</li> <li>- Staff not trained in both ECAW and LAYERS and therefore not understanding how to combine the two for best effectiveness.</li> <li>- Lack of observation and mentoring to create feedback to provide for teacher direction.</li> </ul>

	<p><b>WRITING:</b> In 4<sup>th</sup> grade it is 2513 (2012), 2526 (2013), and 2492 (2014). Finally, fifth grades scores are 2590 (2012), 2558 (2013), and 2575 (2014).</p> <p><b>WRITING:</b> 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><b>WRITING:</b> 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			

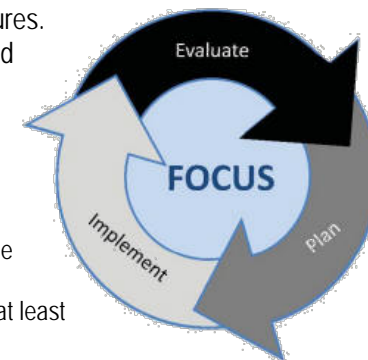


## Section IV: Action Plan(s)

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 75th 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 1<sup>st</sup>-5<sup>th</sup> 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 <sup>st</sup> 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 <sup>st</sup> %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 <sup>th</sup> %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  2 of 3 sessions were completed by January 16, 2015  CDE Training will occur in April and in June, so far 8 teachers have signed up for the April session.

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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.	Completed 2-27-15
			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 <sup>rd</sup> grade.	In progress
	By November 2014		PTA Board Administration	No cost	4) PTA School of Excellence Parent and Principal Survey BOY and EOY improvement to include one action step for improvement.	Completed November 2014
	By October 2014		Team Leads Administration	No cost		

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	By Dec. 2014		Classroom Teachers Administration	\$300 for supplies	5) Family and Community Partnership Staff Survey -BOY and EOY improvement to include one action step for improvement.	Completed October 2014
	By end of May 2014	By end of May 2015	Library Staff Administration	Unknown	6) Literacy Night- Focus on increasing parent understanding about literacy expectation with common core standards.	Completed Common Core Math and Literacy night for parents on December 2 <sup>nd</sup> 2014.
	By January of 2015		Assistant Principal Parents Teachers		7) Summer reading opportunities to close gap between EOY and BOY DIBELS scores	In progress- Summer School provided by our district for at risk reading students
					8) Watch DOGS to provide additional in school reading opportunities to students	Completed- Kick off was December 2 <sup>nd</sup> , 2014
Increase the use of high yield teaching strategies to strengthen the effectiveness of our core instruction.	By March 2015  By April		Administration Team Leads All Teachers	Visible Learning for Teachers Book Study \$280 Building-Wide Training	1) Team Leads and administration will participate in a book study 2) Team Leads will prioritize top 3	Not Begun

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Continue 2 <sup>nd</sup> year implementation of our Burst reading intervention program while balancing our educational focus on quality core instruction.	2015	By January 2016		3 days \$20,000	building wide focus strategies. 3) Training and implementation of prioritized strategies	Not Begun  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 Teachers Building Administration IT, Facilities	Fulltime Library Para for additional special's class with Zone support.  Zone funding of modular readiness to include Promethean Boards, phone readiness, wiring, cabling, projectors, ceiling mounts, etc.	1. Hiring of a .5 Library Teacher 2. Survey staff related to 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  Completed- school wide-meeting with Peter Hiltz and Monty Lammers on 12-16-15  Not Begun  Not Begun  In process
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 21<sup>st</sup> 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 process  As of 3-2-15 two of three common assessments have been completed.  MOY comparison has been completed as of 1/15/15  EOY comparison will still need to be completed  In process
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	In process
Increase parent and family partnership opportunities to leverage parent	By December			Minimal copy costs	Family Math Night- to communicate with parents	Completed December 2, 2014

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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"> <li>1. Survey staff related to staff needs as a result of the overflow process</li> <li>2. Determine cost for modular updates needed for classroom use</li> <li>3. Assessment Plan to alleviate the testing of incoming students.</li> <li>4. Define and adhere to overflow agreements.</li> </ol>	<p>Completed-</p> <p>Not Begun</p> <p>Not begun</p> <p>In progress</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.	Completed Feb 2015
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

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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	In process
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.	Completed-December 16, 2012  Not Begun  Not Begun  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.

## 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)



## **BOARD OF EDUCATION AGENDA ITEM 9**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Rachel Duerr, Health & Wellness Coordinator
<b>TITLE OF AGENDA ITEM:</b>	School Health Improvement Plan Updates
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The School Wellness Policy ADF states “The Wellness Advisory Council will communicate with the Chief Education Officer to integrate this Wellness Policy into each schools’ unified improvement plans.” To meet this requirement, all schools will submit copies of their School Health Improvement Plans (SHIPs) with the Unified Improvement Plans to be submitted as an attachment. To streamline this process, the SHIP and UIP deadlines are the same this year.

**RATIONALE:** All schools have SHIPs based on their assessment, needs and school priorities. The SHIPs must focus on one of the ten components of the Whole School, Whole Community, Whole Child model. The ten components include: Family Engagement, Community Involvement, Health Education, Physical Education and Physical Activity, Health Services, Nutrition Environment and Services, Counseling, Psychological and Social Services, Physical Environment, Social and Emotional Climate, and Health Promotion for Staff.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Educate the board of education on progress of SHIPs for each school. Research shows a link between health outcomes and the academic success of students.

### **IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	District 49 has received national and state level recognition for our work around healthy schools as well as a number of outside grants to support our work.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Family Engagement and Community Involvement are two components of the WSCC model and many schools include these in their SHIPs.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	SHIPs provide the framework for each school to focus on continuous improvement around school health.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	School health teams have autonomy to develop health improvement strategies aligned with the mission, vision and needs of the school.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Research shows a link between health outcomes and the academic success of students.

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Peter Hilts, CEO

**DATE:** March 16, 2015



## Healthy Schools Successful Students School Health Improvement Plan (SHIP)

### ***What is the School Health Improvement Plan (SHIP)?***

The School Health Improvement Plan (SHIP) is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

### ***What is a SMART objective?***

Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities.

- **Specific:** Who? (Target Population) and What? (Action/Activity)
- **Measurable:** How much change is expected?
- **Attainable:** Can it be realistically accomplished given current resources and constraints.
- **Relevant:** Does it address needs and proposes reasonable action steps to lead to desirable results.
- **Time-phased:** Does it provide a timeline indicating by when the objective will be met.

### ***What data will you collect to show you achieved your SMART objective?***

Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented. Make sure to include data collection activities when writing the SHIP's action steps.

### ***What are Action Steps?***

Action steps are the activities that are needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb. Make sure to complete all sections, including person(s) responsible, timeline of when the action step will be completed (make sure everything is not due at the same time), and budget needed. Make sure that tasks and responsibilities are spread across the team and that one person is NOT doing all the work. All SHIPs should include the following action steps:

- a. Meeting with your school health team
- b. Work on your school/district wellness policy (e.g., assessing, communicating, revising, implementing, etc.)

### ***Things to Remember***

1. Focus the SHIP on your school's needs identified through the School Health Index.
2. Get input from other individuals in your school on how best to address your school's health needs.
3. The SHIP is developed for one year. Don't try to take on everything at once.
4. Meet regularly with your school health team and monitor SHIP progress.

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - EES Physical Activity

Date: 3/18/15

<b>School Name:</b> Evans International Elementary <b>Co-leader Name(s):</b> Bryan Mickelson, Kara Woolery <b>Principal:</b> Michelle Slyter				
<b>SMART Objective (desired change):</b> #1 Through implementation of an after school sports program, Evans Elementary will increase the daily physical activity level of students by conducting at least six activities that will include 125 students between October, 2014 and May 31, 2015.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Students must enroll for each activity. Enrollment forms will serve as the objective data collection for this objective. The following data points will be collected: # of participants enrolled # of sessions offered # of additional minutes of physical activity provided				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Meet with school health team to identify and plan activities for the remainder of the school year</b>	<b>Monthly</b>	<b>Bryan Mickelson, Kara Woolery, Jenny Breeding, Tiffany Geare, Cissilee Shapiro</b>	<b>\$0</b>	
<b>Creation and approval of documents needed for the program</b>	<b>Nov 21,2014</b>	<b>Jenny Breeding</b>	<b>\$0</b>	<b>X</b>
<b>Provide parents with information on after school sports program and distribute enrollment forms to parents via email &amp; website</b>	<b>October 2014 - May 2015</b>	<b>Bryan Michelson, Kara Woolery</b>	<b>\$0</b>	



## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - EES Physical Activity #2

Date: 3/18/15

School Name: Evans Elementary				
Co-leader Name(s): Kara Woolery and Bryan Mickelson				
<b>SMART Objective (desired change): #2</b>  90-100% of Evans Elementary students will participate in in-class movement breaks throughout the school day to total at least 35 minutes per week, September 2014 – May 2015.				
<b>Outcomes :</b> <ul style="list-style-type: none"> <li>● # of staff trained on GoNoodle:</li> <li>● # of staff trained on CDE Brain Based Learning:</li> <li>● Minutes of GoNoodle PA Breaks Aug 2014- May 2015:</li> <li>● # of times 123 Dance checked out</li> <li>● Feedback from teachers and counselor</li> </ul>				
<b>Action Step</b>	<b>Timeline</b>	<b>Who is Responsible</b>	<b>Cost</b>	<b>Completed</b>
Train staff on GoNoodle for physical activity break options for the classroom	August 2014	Rachel Duerr, Bryan Mickelson	\$0	x
Purchase 123 Dance Break	Sept 2014	Kara Woolery	\$35 + 4.87 shipping = \$39.87 Healthy Schools \$	x
Purchase of Energizers! 88 Quick movement breaks K-6, Frozen CD for movement music, and Breakbreaksfor the classroom book	Jan 2015	Kara Woolery	\$40.45	x
Train teachers on Brain Based Learning	Monday, October 27	Rachel Duerr, Bryan Mickelson	school purchased fit stick materials	x

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

We offer a Backpack program for families in need of extra food over weekends and holidays. This is part of the Send Hunger Packing Program that we work with Care and Share to supply the food for 13 families weekly and then 14 families over longer breaks with additional boxes of food. We also work with community resources to supply 15 families with food baskets, which consists of entire meal items for Thanksgiving and Christmas. Evans participates in the Care and Share Food drive which we changed the name this year to include food, money and clothing to help out many of our families in need to provide the additional food for our Send Hunger Packing, Christmas food baskets, and coats. Few years ago Evans was fortunate to have 150 coats donated to us, since that time we have found community donors to help us keep being able to supply warm coats to our students in need. We also use some of the money raised from our Evans Food and Clothing Drive to help supplement the coats we disperse. Since Evans is a low-income school we work a lot with outside agencies to help supply food, clothing and medical/mental health services free of charge. We had over 45 students participate in the Operation School Bell this year, which is a community agency that supplies students in need with free clothing. We also have a staff toy drive at Christmas time to help provide at least one present for over 100 students. Evans is very happy to have a morning breakfast program, which serves over 100 students daily. With this program we are able to have any student who qualifies for free and reduced lunch to receive free breakfast daily. At breakfast and lunchtime we do recycle our students' drinks and fruit that they do not want to eat or drink and distribute these good to our backpack families for fruit and drinks over the weekend. Extra food that we also have serves also to help out our Homeless population with free snacks daily. We also work with community agencies to our families in need of assistance with paying utilities, cable, internet and computer access. Evans health department offers various health and wellness classes to students K-5 throughout the year to cover dental hygiene, free vision and hear screenings, growth and development, personal care. With these programs students receive free supplies and educational information for parents. If there is student with vision, hearing or dental concerns our health department is able to provide free vouchers if needed. We also work closely with Falcon Health Clinic to refer families for free medical care and also mental health concerns. The counselor at Evans also works closely with various outside mental health facilities, agencies and staff to ensure that student mental health concerns and needs are being met as needed. Due to our student needs we also work with outside hospitals and staff to provide a healthy and safe school environment for our students who need extra precautions to ensure their health and wellness. We do also have outside staff come in to educate our staff and students on critical care situations and provide families with tips and information to ensure all student health and wellness. If a need arises for students needing extra adult attention and support, referrals are made to Big Brother and Big Sisters Sports Buddies program. As a school Evans participates in Pennies for Patients program in which half the proceeds goes to our own leukemia families and the other half goes to the local Leukemia and Lymphoma society here in the Springs. To further help out our families in need we do supply scholarships for student who want to participate in the after school activities but cannot pay for it. As a school we try to have any child who wants to be involved in activities to be able to participate regardless of finances so we wave their fees. We also offer Land Sharks for our students K-5.

## Falcon D49 School Health Improvement Plan (SHIP) – Falcon Elementary School Staff Wellness

<b>Healthy Schools Successful Students: School Health Improvement Plan</b> <b>Date: 11/13/2014</b>				
<b>School Name: Falcon Elementary School</b> <b>District Name: Falcon D49</b>  <b>Co-leader Name(s): Melissa Ardolf and Kirin Kinder</b> <b>Principal Name: Malinda Keck</b>				
<b>SMART Objective (desired change):</b> By May 2015, FALCON ELEMENTARY School Health Team will implement and/or continue at minimum of 3 initiatives to INCREASE STAFF WELLNESS for at least 50% of the FES staff population.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data specific to Objective <ul style="list-style-type: none"> <li>● # of staff wellness programs offered - 3</li> <li>● # of staff participating in staff wellness events             <ul style="list-style-type: none"> <li>○ European Expedition: 13</li> <li>○ Fit Bit Challenge: 28</li> <li>○ Staff Wellness Week in April</li> </ul> </li> <li>● Wellness week Pre (baseline evaluation ) &amp; Post Survey results</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Promote and participate in the European</b>	<b>Oct. 2014</b>	<b>CSH Team</b>	<b>N/A-</b>	<b>Yes</b>

Expedition- THE CHALLENGE: This challenge encourages employees to form teams and choose to compete in steps, exercise minutes and/or weight loss. Weekly and overall prizes are awarded. They can also invite one family member to compete (must be 13 years old or older).		FES Administration	through district	
Promote and participate in the Fit Bit Challenge - This six week challenge encourages employees to increase their daily steps using a Fit Bit Zip. Weekly and overall prizes will be awarded.	January 2015	CSH Team FES Administration	N/A- through district	Yes
Create and distribute a “Spring Break Wellness Checklist” that offers fun healthy ideas to do over spring break; offer incentive for staff that can mark off a certain number - pre and post stress questionnaire will be handed out before spring and after spring break, Will post results of data from the spring break checklist and stress questionnaire.	March 2015	CSH Team	N/A	
Host a Wellness Week in April to include different healthy foods all week: smoothies, trail mix station, granola bar and fresh fruit. The week will be capped with a fitness wear day for staff and students.	April 2015	CSH Team	\$117.47	

## Falcon D49 School Health Improvement Plan (SHIP) – Falcon Elementary School Physical Activity

<b>Healthy Schools Successful Students: School Health Improvement Plan</b> <b>Date: 11/13/2014</b>				
<b>School Name: Falcon Elementary School</b> <b>District Name: Falcon D49</b> <b>Co-leader Name(s): Melissa Ardolf &amp; Kirin Kinder</b> <b>Principal Name: Malinda Keck</b>				
<b>SMART Objective (desired change):</b> By May 2015, the FALCON ELEMENTARY School Health Team will implement and/or continue a minimum of 5 initiatives to INCREASE PHYSICAL ACTIVITY for at least 50% of the FES student/staff population.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Data specific to Objective <ul style="list-style-type: none"> <li>● # of physical activity programs offered- 5</li> <li>● # of student participating in physical activity events -             <ul style="list-style-type: none"> <li>○ Fall &amp; Spring: Walking Club: avg 50/sessions, 96 sessions</li> <li>○ Go Noodle: Aug 1 - Sept 30 2014 163 breaks, 7046 minutes</li> <li>○ Fall - Dance Club: avg 15/sessions, 10 sessions</li> <li>○ Spring - Tennis Club avg 35/session, 10 sessions</li> <li>○ Spring - Disc Golf - starting in April 2 x week</li> </ul> </li> </ul>				

<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>2014-2015</b>				
<b>Purchase Geomotion dance mats to supplement physical activity before, during, after school for Kaiser Permanente grant.</b>	<b>July 31, 2014</b>	<b>Melissa Ardolf</b>	<b>Kaiser Permanente funds</b>	<b>Yes</b>
<b>Create 1st/2nd quarter free before/after school physical activity calendar options for students (walking club, dance).</b>	<b>August 15, 2014</b>	<b>Melissa Ardolf, Kirin Kinder</b>	<b>N/a</b>	<b>Yes</b>
<b>Host Family Fitness Night</b>	<b>August 31, 2014</b>	<b>Melissa Ardolf</b>	<b>Kaiser Permanente funds</b>	<b>Yes</b>
<b>Complete Medicaid application for Tennis club equipment.</b>	<b>October 31, 2014</b>	<b>Melissa Ardolf</b>	<b>\$891.75 Medicaid</b>	<b>Yes</b>
<b>Create 3rd/4th quarter free before/after school physical activity calendar or options for students (walking club, dance, tennis, disc golf).</b>	<b>January 2014-May 2015</b>	<b>Melissa Ardolf and Kirin Kinder</b>	<b>N/A</b>	<b>In progress</b>

## Falcon School District #49: School Health Improvement Plan (SHIP) - FHS Staff Wellness/Nutrition

Date: revised - March 5, 2015

<b>School Name:</b> Falcon High School  <b>Co-leader Name(s):</b> Jillian Mazzagetti, Cheryl Allen <b>Principal:</b> Cheryl DeGeorge				
<b>SMART Objective (desired change):</b> By May 2015, 100% of staff at Falcon High will receive nutrition education through monthly electronic newsletters & have 35% response rate by May 2015				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• # of Newsletters sent -</li> <li>• # of Participants - email approx 100 to "all FHS"</li> <li>• # of Participants answering nutrition question - create piece to elicit response</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget	Action Step Completed
#1 Develop monthly nutrition newsletter focusing on current recent and trends in regards to nutrition. Email out newsletter to all staff monthly with nutrition question.	per month starting Dec 2014	Cheryl Allen assisted by Kathy McCullohs	\$ 0.0	Dec/Jan/& Feb sent
#2 Collect Data	Dec 2014- May 2015	Cheryl Allen	\$ 0.0	logging response to e-mails
#3 1st 3 to respond each month get to pick from \$1 prize bin	Dec 2014- May 2015	Cheryl Allen	\$18.00	purchased

#3 Continue monthly for 2014-2015	Dec 2014- May 2015	Cheryl Allen assisted by Kathy McCullohs	\$ 0.0	comes out about the 15th of month
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**Other activities, programs, and/or initiatives that support Coordinated School Health:**

- 1) At the “pump it up Falcon” we had a booth with a spin wheel that had nutrition questions guests had to answer.
- 2) Asked if Nutrition services was interested in breakfast @ FHS - the answer was no at this time



## Falcon School District #49: School Health Improvement Plan (SHIP) - FHS Staff Wellness/Health Education

Date: revised March 6, 2015

School Name: Falcon High School				
Co-leader Name(s): Jillian Mazzagetti, Cheryl Allen Principal: Cheryl DeGeorge				
SMART Objective (desired change): From December 2014- May 2015, offer at least 6 opportunities for staff to access free blood pressure screenings from students in the Health Academy.				
What data will you collect that will indicate the objective has been achieved? <ul style="list-style-type: none"> <li>• # of Staff participating- sign in sheet</li> <li>• # students &amp; staff interacting - students will give blood pressure checks - with staff nurse present for questions/concerns</li> <li>• # of participants at Pump it Up Falcon -</li> </ul>				Dec- six teachers  Jan - two teachers  Feb- no sign in at pump it up event
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget	Action Step Completed
Set up with Health Academy to get dates	Dec 1, 2014	Jillian Mazzagetti	\$0.0	11/13/14
Put dates in monthly newsletter	Dec 1, 2014	Cheryl Allen	\$ 0.0	on-going

E-mail Mrs. D to put reminder in daily gram day before and day of blood pressure check	Monthly starting Dec 1, 2014	Jillian Mazzagetti	\$0.0	on-going
Dates for blood pressure: 3rd Thursday of every month except Dec - 2nd due to finals	Monthly Starting Dec, 2014	HOSA students + nurse	\$0.0	on-going
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget	Action Step Completed
Have a booth at Pump It Up Falcon	Feb 2014	joint Jillian & Cheryl	\$50-70	Ordered Oriental Trading- did not keep receipt - approx \$85.39
E-mail Rachel to see if any flyers can put out on table for booth for community	Dec 2014	Cheryl		
Buy prize/healthy snacks to be given away at booth	End Jan 2014	undetermined		

**Other activities, programs, and/or initiatives that support Coordinated School Health:**

In the idea stages:

**D49 Community Opportunities** – Work with Sand Creek High School and Vista Ridge High school for a combined Family Wellness night with outside vendors such as chiropractors, etc... Waiting to get confirmation from other schools, e-mail sent 11/17/14

**Student Opportunities** – Above family night, and a few students who will help with blood pressure

**Falcon Community Opportunities** - Pump it up Falcon - We hosted a table at Pump it up Falcon - it was nutrition minded with spinny wheel. There was low attendance at event, but we did give out prizes and talk with guests that stopped by about veggies (it always landed on veggies)

**Ideas Tabled:**

- 1) We were unable to locate the workout DVD's so unable to implement the lending library.
- 2) Breakfast @ FHS

**Added programs and or new ideas in the works:**

- 1) We are going to add in a "healthy lunch hour" through a local chiropractor - still pinning down a date with Admin & Chiropractic office
- 2) "Staff appreciation week" with using some of the prizes leftover from Pump it up Falcon. May not happen till start of next year.
- 3) Contact PE staff to see if will set up a "check out our facilities - you can use them to work out" time for staff. Possibly in place of a blood pressure check one month.
- 4) FHS had 25 staff members get fit bits and join in the challenge in 2015
- 5) We do not have exact numbers, but FHS had approximately 7 people on the winning team from the first fit walking challenge, and various other staff get the pedometers for the Fall fit challenge. I do not have their stats.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - FMS Staff Wellness

**Date:** 1/23/15

**School Name:** Falcon Middle School

**Co-leader Name(s):** Mandy Maranville, Samantha Cates, Jedd Sims

**SMART Objective (desired change):**

100% of staff will participate in a “wellness week” to increase their knowledge of overall wellness and provide a variety of examples for boosting staff wellness. We will have this week during the 2<sup>nd</sup> semester of the 2014-2015 school year.

**What data will you collect that will indicate the objective has been achieved?**

Staff will complete an optional survey at the end of the week, letting us know what they learned, found interesting, how they will implement what they learned into their everyday lives. We will be teaming up with PTSA to complete this.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Define needs (groceries for staff snacks, smoothies, etc...)	By Dec 10, 2014	WSCC committee	Total needs and \$117.47	Yes
Contact Vendors/Speakers to visit our school	Jan 2015	WSCC committee	n/a	Yes
Schedule rotations in the staff lounge or common area during lunch/plan periods	By Feb, 2015	WSCC committee	n/a	Yes
Launch wellness week	2nd semester	WSCC committee		Success! :)

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:** PTSA will assist in a parent information night in conjunction with our wellness week for students.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - FMS Nutrition

Date: 1/23/15

**School Name:** Falcon Middle School

**Co-leader Name(s):** Mandy Maranville, Samantha Cates, Jedd Sims

**SMART Objective (desired change):**

To improve nutrition habits of staff and students by increasing the amount of people participating in our school breakfast program by 10%. We will do this by the end of the 2014-2015 school year.

**What data will you collect that will indicate the objective has been achieved?**

Initially, we will use data from nutrition services to see current numbers of participants. During the 2<sup>nd</sup> semester we will take some follow up numbers.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Conduct initial survey and request data from nutrition services	ASAP to assist with planning	Belinda White Samantha Cates	n/a	Yes
Inform parents, students, and staff via morning announcements, website announcement, emails, digital marquee, etc...	Have already done	WSCC committee	n/a	Yes
Develop monthly 'themed' breakfasts to gain attendance (heroes month for community service people, dad's month, etc...)	By May 31, 2014	WSCC committee	Prizes already purchased	Yes

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:** allow water in classrooms, increase afterschool activity options (walking club, etc.), post health info resources in lounge, email monthly health related articles to staff,

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – Staff Wellness

**Date:** 1/15/14

<b>School Name:</b> Falcon Virtual Academy <b>Co-leader Name(s):</b> Lori Hall & Adrienne Ryland <b>Principal:</b> David Knoche				
<b>SMART Objective (desired change):</b> By May 29, 2015, Encourage staff to participate in shapeup.com and fitbit.com contests and also organize one Staff Outing event to Incorporate healthy habits for all Staff at FVA. This will include exercise and healthy eating.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Results from <a href="http://www.shapeup.com">www.shapeup.com</a> for FVA <ul style="list-style-type: none"> <li>o 27 participants (100% of staff)</li> <li>o 80% of FVA staff will make it all the way to the final European destination.</li> </ul> Participation/Attendance of 80% of Staff at 2 Wellness Wednesday Staff Events.  A survey for staff will also be included to collect data and see if staff is interested in offering Wellness Wednesday opportunities during the 2014-2015 school year.  Participation/Attendance of 80% of Staff at 1 Staff Wellness Outing.  Survey will be conducted to see interest level for what type of activity.				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>

<b>Promote district-wide staff wellness challenge of European Expedition that includes a pedometer for all staff participants. 80% participation is the goal.</b>	<b>September 2014-October 2014</b>	<b>Lori/Adrianne</b>	<b>\$0</b>	<b>100% of staff participated (27/27)</b>
<b>Promote staff at FVA to participate in D49 FitBit Challenge. Teams will be created and will compete to get more steps than other teachers in D49.</b>	March 2015	All staff at FVA	\$0	64% of staff participated
<b>Create Staff Wellness Outing End of School Year</b>	<b>1 event in Spring of 2015</b>	<b>Lori/Adrianne</b>	<b>\$0 (FVA and staff will fund)</b>	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Thanks to this initiative, many staff members at FVA have began doing healthy activities together such as organizing ski trips, trips to the incline and doing work outs together.

Staff at FVA will yearly do a healthy outing to encourage healthy behaviors and for end of year bonding.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - FVA Physical Activity

**Date:** 11/15/14

<b>School Name:</b> Falcon Virtual Academy <b>Co-leader Name(s):</b> Lori Hall & Adrienne Ryland <b>Principal:</b> David Knoche				
<b>SMART Objective (desired change):</b> By May 22nd, 2015, 50% of our student body grades 3-12 will participate in activities that promote physical fitness and nutritional education.  By January 2015, students will have both a basketball court and a playground for exercise.				
<b>What data will you collect that will indicate the objective has been achieved?</b> * Student Participation * Community Participation * Attendance at events  A survey for students will also be included to collect data and see if more students will be interested in helping during the 2015-2016 school year, and to collect feedback on success of community events.  By May 29, 2015, 90% of students grades K-6 will engage in physical activity for at least 15 minutes each day the students are at the FVA building.  Participation/Attendance of 75% of K-12 blended students during the one Family Fun Day on Saturday, May 12th.  Participation/Attendance of 80% of K-6 Students at End of Year Field Day on May 21, 2015.  50% Participation of 6-8 grade students for an at FVA Seminar on Staying Safe (Self Defense) and Being				



Healthy by Britt Baugh				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Schedule meeting times for FVA Ninja Club as well as times for kids to be outside exploring and exercising.</b>	<b>1st and 3rd week (Wednesday for K-6 and Friday for 7-12)</b>	<b>Lori/Adrianne</b>	<b>\$0</b>	Club is meeting at FVA and is being successful
<b>Seminar given by Britt Baugh on January 26, 2015 for Students in Grades 6-8</b>	January 26, 2015 at 3:00 PM at FVA	Adrianne Ryland	\$0	35% of students in grades 6-8 were in attendance.
<b>Nutritional Breakfast offering for 7-12 Students. Staff is donating food and will use this time to put nutritional education into practice.</b>	<b>Monday/Tuesday at FVA beginning August 2014</b>	<b>Lori/Adrianne</b>	<b>\$0</b>	Breakfast is available when needed
<b>Conduct daily quick exercise opportunities during in person classes at FVA. Activities include quick 15 minute stretch and exercise opportunities throughout the day.</b>	<b>Once a week beginning November 2014</b>	<b>Lori/Adrianne</b>	<b>\$64.50</b>	Teachers do this weekly as needed.

<b>Conduct a Spring K-6 Outdoor Field Day on May 21, 2015</b>	<b>Scheduled</b>	<b>Lori/Adrianne</b>	<b>\$65.50</b>	Scheduled Field day at local park
<b>Backyard Space: Enter contest through facebook to win a playground and put in a basketball court</b>	<b>January 2015</b>	<b>Entire FVA staff and D49 Community</b>	<b>\$0</b>	Playground was won and put in at FVA in January of 2015

<p><b>Describe other activities that support and further the health and wellness of students, staff, and family in your school:</b></p> <p>Students at FVA now have a playground which was won through a contest. Mr. Knoche found funds to get a nice basketball court for our school.</p> <p>The breakfast program will continue at FVA with or without funding as our students need to learn good healthy breakfast eating habits and have the opportunity to exercise a bit during their in-person school days. Staff and Administration is excited for implementation of these programs at FVA</p>				
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# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - HMS Nutrition

Date: 11/21/14

<p><b>School Name: Horizon Middle School</b></p> <p><b>Co-leader Name(s): Suzanne Lord and Helen Wilkens</b></p>	<p>3/2015 Updates</p>			
<p><b>SMART Objective (desired change):</b> By May 2015, all monies for garden will be secured and plans for a garden/ greenhouse will be developed and the greenhouse will be built by May 2015.</p>	<p>Grant via Whole Foods awarded, FEA grant awarded, Medicaid grant awarded, site secured, plans being developed</p> <p>-</p>			
<p><b>What data will you collect that will indicate the objective has been achieved?</b></p> <p>Grants awarded to secure monies Greenhouse materials purchased Building of greenhouse by spring Ongoing - number of classes/clubs that utilize greenhouse</p>	<p>4 grants awarded</p> <p>Some materials purchased</p> <p>Seeds have been donated</p> <p>Discussion to generate ideas around school involvement is ongoing</p>			

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Grants written to secure funding (FEA, WHOLE PLANET) secure community sponsor	<b>By end of October</b>	<b>Helen Wilkins William Yerger</b>	<b>none</b>	Y/ grants awarded
Site determined and approved by maintenance	<b>Beginning of OCT</b>	William Yerger/ Dustin Horras/ Jack Bay	none	Y
Supplies determined and cost of supplies/ materials needed	Beginning of October	<b>William Yerger/ Tim Lohr</b>	<b>none</b>	Y
Plans for greenhouse developed	End of January 2015	HMS staff and admin and D49 admin	none	Y
<p>Supplies purchased / ordered</p> <p>Tim received a total of \$2000 dollars from the Falcon Foundation grant and IB Arms and we have the \$2000 that you will be getting from Whole Foods. The grant that Jack Bay has applied for is approximately \$30000, which includes a custom greenhouse that is 15' x 50' in size with a concrete base, fencing and security cameras. Below will be the purchasing itemization. \$621 for 2 Fish Tanks (275 gallons each), bulk heads, small system air pumps with tubing and stone, hose, etc: already purchased</p> <ul style="list-style-type: none"> <li>- Specialized plant lighting for experimentation (\$400)</li> <li>- High flow water pumps and air pumps for large systems (\$350)</li> <li>- PVC, wood, and other building materials to build out the interior (\$1200)</li> <li>- Aeroponics, aquaponics, and hydroponics equipment and grow materials (\$800)</li> <li>- Vermiculture (worm beds): \$100</li> </ul>	March 2015	William Yerger	\$2000 Medicaid grant- \$610 HSSS Grant - \$115	In process

- Miscellaneous: Hooks, chains, extension cords, fish, screws, dirt, pond liners, tarp, caulking, small system containers, etc: (\$550)				
Building of greenhouse	August 2015	HMS staff and admin and D49 admin	\$2000	N

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**Students will be able to learn about whole versus processed foods via the school garden. They will be able to identify what a nutrient dense food is. Students will have the opportunity to participate in the building and maintenance of the garden. Employee SHAPE UP/ steps walked challenge.**

UPDATE 3/6/15 -

The Whole Kids Foundation through Whole Foods awarded \$2000 grant towards the building of the greenhouse. The site for the greenhouse has been secured and building will begin in Fall 2015. Actions steps: secure adult volunteers to assist with the initial set up of the greenhouse. Ideas are to contact master gardeners, boy scouts, AFA, and local military bases. Plan for ongoing maintenance. Discussion around how teachers can connect greenhouse to content so it is accessible for all students, possibly part of back to school pre-planning for teachers. Determine how the food grown will be utilized (cafeteria, donations to food banks, students, future plans - student run farmer's market). Community sponsor secured - Whole Foods at New Center Point. Contact - Angie. Co-leaders will attend another training on 4/9. Some supplies have been purchased with grants awarded through FEA and Medicaid. In conjunction with Jack Bay, HMS has submitted a grant for \$30K to be used to purchase and build a greenhouse.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - HMS Staff Wellness

Date: 9/11/14

<b>School Name: Horizon Middle School</b>				
<b>Co-leader Name(s): Suzanne Lord/ Helen Wilkins Principal: Dustin Horras</b>				
<b>SMART Objective (desired change):</b> 100% of teachers will participate in cardiovascular activities through dance as directed by physical education staff and participate in flash mob performance at school during assemblies throughout the year.	10/2014 - Flash Mob - THRILLER for Renaissance assembly			
<b>What data will you collect that will indicate the objective has been achieved? # of staff that participate in assemblies -</b>	all staff (65) participated in flash mob			
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Flash Mob - Thriller Dance practices for end of first qtr Renaissance Celebration	<b>Practice during Q1</b>	<b>Dematteo (coach/ choreographer) and staff</b>	n/a	<b>yes</b>
Flash Mob - Thriller dance performed at assembly	End of Q1	Entire staff	n/a	yes
Flash Mob practice for assembly Q3	During Q3	Entire staff	n/a	no
Flash Mob for assembly in Q3	end of q3	Entire staff	n/a	no
Flash Mob practice for assembly in Q4	during q4	Entire staff	n/a	no
Flash mob for end of Q4	end of q4	Entire staff	n/a	no

Brian Break Training for Staff to encourage use of brain breaks in classroom including current research and examples of brain breaks	By staff meeting on 11/7	Entire staff	n/a	yes
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**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Steps Challenge, staff participation in other health initiative in coordination with Rocky Mntn Health Partners and district initiatives, healthy potluck for staff. Communicate with staff about greenhouse and its purposes. With whole staff brainstorm ideas for curriculum use of greenhouse.

Provide information to staff during a staff meeting to encourage use of brain breaks including a handout that has current research outlining benefits of brain breaks in classroom. Demonstrate easy 1-2 minute breaks that can occur in classroom.

UPDATE 3/6: Staff participated in development regarding brain breaks during staff meeting.

Several staff members are using different types of brain breaks in the classroom setting, including go noodle, yoga poses, and walk abouts. Reports from teachers indicate that these brain breaks are successful in helping students remain engaged in learning and refocus attention.

FITBIT challenge: 20 participants from HMS.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - MRES Physical Education

Date: 2/27/15

<b>School Name: Meridian Ranch</b> <b>Co-leader Name(s): Mike Burgamy and Stephanie Kelkenberg</b> <b>Principal: Kim Leon</b>				
<b>SMART Objective (desired change):</b> 100% of 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> graders (385+ students) will use the pedometers during their Physical Education period to objectively measure and track their moderate to vigorous physical activity (MVPA) for a total of 10+ weeks during the third and fourth quarter of the 2014-2015 school year.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• Students (3rd-5th grade) have averaged 2,610 Steps per 50 minute class period</li> <li>• Students (3rd-5th grade) have averaged 14 minutes of MVPA per 50 minute class period</li> <li>• Students (3rd-5th grade) have averaged 20 minutes of Activity Time during a 50 minute class period</li> <li>• We are currently experimenting with different ways to distribute and collect the pedometers to minimize their idle time along with changing the Moderate to Vigorous Physical Activity threshold from 130 steps per minute to 110 steps per minute. This will make it easier for students to get MVPA and be a more age appropriate expectation.</li> <li>• Collect student's feedback concerning their feelings toward the use of the pedometers in PE (see <u>Student Feedback</u> below)</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>

Complete Medicaid application and purchase requisition form for class set of pedometers. (Approved by Medicaid on 11/18/14)	10/31/14	Mike Burgamy	\$1,308.48 (Medicaid)	Yes
Incorporate the pedometers into PE for 3rd and 4th quarter for 3rd-5th graders	January - May 2015	Mike Burgamy		Yes
Collect student's feedback concerning their feelings toward the use of the pedometers in PE	5/18/15	Mike Burgamy		
<p><b>Describe other activities that support and further the health and wellness of students, staff, and family in your school:</b></p> <ul style="list-style-type: none"> <li>● <b>Bulldog Training Camp</b>-Students walk/run/jog around the perimeter of the school during their 50 minutes Perspectives time for one day in the Spring. After the exercise portion students visit the gym to view literature, demonstrations, and booths that promote healthy lifestyle choices. Students are sponsored by their friends and family by making a pledge to donate a certain amount of money to them for their participation in the event. The money raised benefits our PTA.</li> <li>● <b>Jump Rope for Heart</b>- Students raise money for the American Heart Association and jump rope to celebrate their healthy hearts! Our event takes place in PE during their normal Perspectives time and we talk about nutrition, healthy choices, and heart healthy habits.</li> <li>● <b>Pedometer Check Out Program</b>-teachers are able to check out a class set of pedometers to use for up to one week. The goal is to make teachers and students aware of their physical activity throughout the day. Teachers will also receive a lesson plan book with 52 cross-curricular lessons that integrate subjects such as math, science, social studies, language arts, and writing. Our goal is for students and teachers to add more physical activity (brain breaks and movement opportunities) to their daily classroom routine, while integrating physical activity and core subjects!</li> </ul>				



## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - MRES Physical Activity and Family Engagement

Date: 2/27/15

<b>School Name:</b> Meridian Ranch <b>Co-leader Name(s):</b> Mike Burgamy and Stephanie Kelkenberg <b>Principal:</b> Kim Leon
<b>SMART Objective (desired change):</b> From March 16-May 8th of 2015, MRES will Increase students' physical activity outside of the normal school day through participation in our Bulldog Marathon Challenge. 400 students/parents/siblings/staff will participate by walking, running, or jogging 26.2 miles over an eight week period. At least 200 (50%) of the participants will take part in at least one of our four (45 minute) after school Family Fitness workouts led by health team members. Teacher led workouts will take place from 4:00-4:45 on April 7, 14, 21, and 28th.
<b>What data will you collect that will indicate the objective has been achieved?</b> Data will be collected on the number of miles walked during the challenge, # of students/parents/siblings/staff participating in the challenge and weekly workouts, and students/parents/siblings/staff feedback questionnaires.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Order 9 Busy Bee Pedometers from US Games	11-20-14	Mike Burgamy	\$117.45	Yes
Send an e-mail to the teachers to forward to parents announcing the challenge and informing them of the details of the event.	3-9-15	Stephanie Kelkenberg		
Host four Family Fitness workouts	By May 2015	WSSC Team		
Award participants who completed 26.2 miles	By May 2015	Mike Burgamy	PTA ordered	

			awards	
Collect data and feedback	By May 2015	Mike Burgamy	N/A	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

- **Landsharks Running Club**-Running club that includes about 60 students that participate in a 12 week program with a total of ten practices and three track meets at the end of the season. Students learn how to run up to 1.5 miles, do warm up activities, and character education.
- **Girls on the Run**-Running club for girls that culminates in the girls running a 5K. The participants also learn self confidence, healthy habits, and self esteem.

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - OES Recess

**Date:** September 30, 2014

<b>School Name:</b> Odyssey Elementary <b>Co-leader Name(s):</b> Beth Drake and Mark Breeding				
<b>SMART Objective (desired change):</b> By May 23, 2015, 30% (166) students (K-5) will increase their physical activity during recess (15 minutes a day) through the use of recess activity equipment and bins.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>• Number of recess tubs ordered (6)</li> <li>• Teachers and students feedback</li> <li>• Number of</li> </ul>				

minutes equipment is used (75 minutes/week)				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Purchase six recess bins (one for each grade level K-5)</b>	<b>January, 2015</b>	<b>Mark Breeding</b>	<b>none</b>	
<b>Purchase recess equipment for the bins (3 basketballs, 3 volleyballs, 3 playground balls, 3 soccer ball, and 3 footballs) for each grade level</b>	<b>January 2015</b>	<b>Beth Drake and Mark Breeding</b>	<b>\$900.00 - Medicaid</b>	
<b>The teacher in charge of the recess bin at each grade level will observe how the recess bins add value to recess and increase physical activity</b>	<b>April, 2015</b>	<b>Staff members that are currently serving on CSH team</b>	<b>none</b>	

<b>Lead a discussion with students from each grade level to obtain their thoughts and reactions to the recess bins</b>	<b>April 2015</b>	Mark Breeding and Beth Drake	none	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Here at Odyssey we are always looking to get our students involved into a healthier way to living. Just before Thanksgiving our school holds a “Turkey Trot” which we encouraged students to run and donate food items. These food items were in turn given to families in need in our school community.

OES is activity involved with Jump Rope for Heart- encouraging students to get active.

OES hosts Land Sharks Running Club in the fall and spring.

Morning Walking Club

Before/After School Activity- hockey, bowling, dance, dance, revolution, and more

**Possible future Events:**

OES Dash- Running events and health Fair

Night of Wellness

**SHIP purchases (2014-15) – hydration filter and water bottles**

**Kaiser Permanente Before/After School Program:**

**Bowling**

**Walking Club**

**Handball**

**Geocaching**

**Dance, Dance, Revolution**

**4 exercise stations added to enhance playground funded by KP grant**

**For Staff:**

**Fitbit Competitions**

**Saturday Self Defense Class**

**Clean Eating Workshop**

**Go Noodle Training**

**Brain Based Learning Training**

**Fit Fridays (once a month)**

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)- PLC Wellness Team

**Date:** December 2, 2014

<b>School Name:</b> Patriot Learning Center				
<b>Co-leader Name(s):</b> Amanda Ortiz-Torres and Greg Cox				
<b>SMART Objective (desired change):</b> From September 2014 - May 2015, the PLC Health and Wellness Committee will have a representative Whole School, Whole Community, Whole Child Health Team that meets a minimum of 6 times a year and has 2 co-leaders.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>- Meeting agendas, members in attendance and meeting minutes.</li> <li>- Meeting calendar is established (6 meetings total for the 2014/2015 school year).</li> <li>- 2 School Health Improvement plans (SHIPs) have been started and will be completed by January to proceed with the implementation phase.</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
PLC Health and Wellness Committee will consist of 2 co-leaders and members representing the 10 components of the Whole School, Whole Community, Whole Child	Septmeber 2014	Ortiz-Torres Cox	\$0	Yes
Establish a monthly meeting calendar, agendas, sign-in sheets.	October 2014	Ortiz-Torres Cox	\$0	Yes
Develop a communication for the school which will promote PLC and the Wellness Committee Goals (send meeting minutes to all PLC staff)	November 2014	Ortiz-Torres Cox	\$0	Yes

<b>Construct 2 School Health Improvement Plans (SHIPs)</b>	<b>December 2014</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Implement the 2 SHIPs</b>	<b>By May 2015</b>	<b>Health/Wellness Committee</b>	<b>\$0</b>	In progress
<b>Report to staff, students, families and administration on SHIP progress/success</b>	<b>As needed 2014/2015</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	Yes
<b>Represent PLC Health and Wellness Committee at the District Wellness Meeting for Co-Leaders</b>	<b>Twice Year</b>	<b>Ortiz-Torres Cox</b>	<b>\$0</b>	<b>Yes</b>
<b>Update PLC Website to reflect goals and accomplishments of team</b>  Heart rate monitors grant (\$1500) through Medicaid was won for P.E. classes. Students will monitor heart rate through graphing.  Fitness Gram grant awarded for software to assess students in P.E. classes.	<b>As needed 2014/2015</b>  daily and will be charted to show progress	<b>Cox</b>	<b>\$0</b>	Yes



**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

1. Create teams to participate in Shape Up European Expedition district challenge.
2. Create Fit-bit challenge teams for district challenge.
3. Provide monthly healthy tips to share.
4. Provide healthy snacks for staff wellness week in December \$117.45 and water bottle incentives.
5. Staff professional development ropes course and hike in Fall 2014.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - PLC Nutrition

**Date:** 2 December 2014

<b>School Name:</b> Patriot Learning Center, <b>District:</b> Falcon School District 49 <b>Co-leader Name(s):</b> A. Ortiz-Torres and G. Cox <b>Principal:</b> Tom Wilke				
<b>SMART Objective (desired change):</b> By January 2015, PLC will have purchased and installed a 10x12x10 green house. The green house will be used for two purposes: curriculum and nutrition.				
<b>What data will you collect that will indicate the objective has been achieved?</b> <ol style="list-style-type: none"> <li>1. Green house will be installed by PLC's students for building skills.</li> <li>2. Record of planting materials and growth.</li> <li>3. CTE Culinary Arts class will use all food grown in cooking assignments.</li> <li>4. Spring garden planting and monitoring.</li> </ol>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Purchase Green house.	October 2014	Ortiz-Torres Cox	\$550	<b>Yes</b>
Install and build the Green House.	January 2015	Ortiz-Torres Cox PLC Students in Wood II & III	\$0	On-going till district approval
Harvest Supplies purchased	January 2015	Ortiz-Torres Cox	\$100	On-going
Planting crops	May 2015	Ortiz-TorresCox	\$50	spring 2015
Maintaining and picking produce and herbs.	June 2015-October 2015	Ortiz-Torres Cox	\$0	spring 2015

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - REM Physical Activity

Date: October 31, 2014

School Name: Remington Elementary School

District Name: Falcon 49

Co-leader Name(s): Rocio Padilla and Suzy Ancell

Principal: Mark Brown

## SMART Objective (desired change):

By May 2015, Remington Elementary School will successfully provide 3 opportunities (Girls on the Run, Go Noodle, and recess equipment) to increase **PHYSICAL ACTIVITY** for Remington Elementary School students before, during or after school.

**What data will you collect that will indicate the objective has been achieved?**

### 2014-2015

- Number of girls participating in Girls on the Run – Fall 2014 - 16 girls - Spring 2015 - 15 girls
- Number of weeks both GOTR will be implemented – 10 week sessions
- Number of seasons or sessions provided - 4th season at RES as of March 2015
- Total number of minutes of physical activity offered through GOTR
  - o approximately 1860 min for Fall 2014
  - o approximately 1200 min for Spring 2015 not including 5k
- 6 of recess sets ordered
- # of students playing with equipment (quarterly count during recess)
  - o 2nd quarter lunch recess - K/1 = 50 2nd = 62 3rd = 42 4th = 73 5th = 37
- Each grade level gets one 15 min. recess and one 15 min. recess for lunch of minutes of recess offered
- Number of staff using Go Noodle
  - o Quarter 1 & 2 = 17 teachers

- o Quarter 3 = 17
- Number of minutes used per quarter
  - o Quarter 1 and 2 - 5022 min
  - o Feb. - 186 min

#### 2013-2014

- Number of girls participating in Girls on the Run – 16
- Number of students participating in BOKS -15 students
- Number of weeks both GOTR and BOKS will be implemented – GOTR 2 seasons for 10 weeks each and Boks – 1 season for 7 weeks.
- Number of seasons or sessions provided.
- Total number of minutes of physical activity offered through BOKS – 560 minutes (season 1)
- Total number of minutes of physical activity offered through GOTR – 1200 minutes per season not including 5k races at the end of each season (season 1 and 2 – not including two 5K)

Goal is to increase number of participants for the 2<sup>nd</sup> session for GOTR and BOKS – Because of scheduling conflicts and other after school programs – GOTR numbers dropped to 8 girls and BOKS didn't have a season 2 (will wait till Aug. 2014).

Action steps to achieve SMART Objective	Timeli ne (By When)	Person(s) Responsible	Budget	Action Step Completed
<b>2014-2015</b>				
Develop plan of events for 2014-2015 physical activity opportunities		WSCC Team		
Complete Medicaid application and purchase requisition for recess equipment for each grade level	October 31, 2014	Rocio Padilla, Tom Raines	\$1499.66 - Medicaid	Yes
Girls on the Run <ul style="list-style-type: none"> <li>• Heather Reading and Karri Verrill - Co Leaders</li> </ul>	3rd Season - Fall 2014	Karri Verrill and Heather Reading	\$0	Yes
Girls on the Run – Co Leaders <ul style="list-style-type: none"> <li>• Heather Reading, Karri Verrill, and Jodi Price</li> <li>• \$76.35 were used to buy girls a gift for their 5K - Fall 2014</li> </ul>	4th Season - Spring 2015	Karri Verrill and Heather Reading	\$76.35	Pending Season Starting
Go Noodle	August	Rocio Padilla	N/A	Yes

<ul style="list-style-type: none"> <li>Present Staff with Go Noodle as PLC meetings so we can set up accounts.</li> <li>Track staff participation by quarter.</li> </ul>	2014			
<b>2013-2014</b>				
Girls on the Run – Co Leaders <ul style="list-style-type: none"> <li>Heather Reading, Karri Verrill, and Rocio Padilla</li> <li>\$65 used from our CSH funds to pay for one registration fee.</li> </ul>	Established – Feb. 2013	Heather Reading	\$65-200 for scholarships	Yes
Girls on the Run – Co Leader Training	September 7, 2013	Heather, Karri, and Rocio	N/A	Yes
Girls on the Run – Fall Season <ul style="list-style-type: none"> <li>\$25 from GOTR used for memory book for girls (\$66.08 - \$25.00 = \$41.08)</li> <li>\$41.08 covered with RES CSH funds</li> <li>\$56.00 for team gloves and hats for race covered with RES CSH funds</li> <li></li> </ul>	Sep. 10 <sup>th</sup> – Nov. 21 <sup>st</sup>	Heather, Karri, and Rocio	\$25 Stipend from GOTR \$ 100 from CSH Fall \$100 from CSH for Spring	Yes
Girls on the Run – Spring Season <ul style="list-style-type: none"> <li>\$25 from GOTR used for girls?</li> <li>\$100 for scholarships if needed</li> </ul>	March 2014	Heather, Karri, and Rocio		Pending start of season
BOKS - Co Leaders \$1000 grant from Accelerated Schools Grant <ul style="list-style-type: none"> <li>\$340 buying equipment for BOKS</li> <li>\$160 stipend for staff? – Pending team decision.</li> </ul>	Nov. 15 <sup>th</sup>	Rocio Padilla, Suzy Ancell, Karri Verrill, Scott Whitson, and Vannessa Armijo	\$1000 from grant \$400 from CSH	
BOKS – targeted grades and how many slots <ul style="list-style-type: none"> <li>3<sup>rd</sup> and 4<sup>th</sup> grade – Winter Season</li> <li>20 kids – Winter Season</li> <li></li> </ul>	Nov. 15 <sup>th</sup>	Rocio Padilla, Suzy Ancell, Karri Verrill, Scott Whitson, and Vannessa Armijo	N/A	Yes
BOKS – Season Calendar <ul style="list-style-type: none"> <li>Start date January 14<sup>th</sup> &amp; end date March 5<sup>th</sup></li> <li>Boks classes on Tuesday and Wednesdays from 7:00-7:40 am</li> </ul>	Nov. 15 <sup>th</sup>	N/A	\$50 – supplies	Yes
BOKS – Recruiting <ul style="list-style-type: none"> <li>20 students</li> <li>Send out registration via email to 3<sup>rd</sup> &amp; 4<sup>th</sup></li> </ul>	Dec. 20 <sup>th</sup>	Rocio Padilla and Karri Verrill	N/A – via email	Yes

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**  
**Land Sharks**

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - REM Nutrition

Date: September 2014

School Name: Remington Elementary School

District Name: Falcon 49

Co-leader Name(s): Rocio Padilla and Suzy Ancell  
Principal: Mark Brown

## SMART Objective (desired change):

By May 31, 2015, Remington Elementary School will continue to use their school garden (available to 5th grade students and staff) to increase garden-based learning opportunities for 17% of Remington Elementary School students. In addition, Remington Elementary School will increase the number of health and wellness book in our library by buying 5 new books a year.

## What data will you collect that will indicate the objective has been achieved?

- Number of time 5th grade classes participate in garden-based learning
- 17% of classes K-5 will participate in our garden-learning project (4 classes out of 23 classes).
- Collection of work samples from participating class - Due to nitrogen deficient soil and 2 hailstorms our garden was unable to produce crop. See Rachel Duerr for photos/
- Log sheet of how many times class was out in garden - 9 times 5th grade classes visited garden.
- Random survey questions to students - Unable to complete this year because of hairstormsl

Goal of our garden is to use the garden as an outdoor classroom to introduce children where food comes from, what makes healthy food healthy, and why it's important to eat fresh fruits and vegetables.

Primary usage will be for 5th grade as we are continuing to make our garden project more successful. Mrs. Coddington's class is primarily responsible for the project.

All students and staff will be able to visit the garden. 5th grade will be the targeted grade level to actively use the garden.

Team changed Ship because garden had a difficult time growing because of poor soil and weather. Team will be taking a phase approach with having grade levels have a designated garden bed.

## Health and Wellness Books

- 14 books were purchased for the 2013-2014 school year.
- 10 books were purchased for the 2014-2015 school year.
  - These books are not in the library as they are still not wrapped and ready for circulation

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget	Action Step Completed
2014-2015				
Books for Library <ul style="list-style-type: none"> <li>10 books were bought for library</li> </ul>	January 2015	Rocio Padilla and Diane Bylund	\$118..25	Yes
Garden <ul style="list-style-type: none"> <li>Seedlings for Spring 2015 <ul style="list-style-type: none"> <li>Start planting March</li> <li>Buy trowels and shovels</li> </ul> </li> </ul>	March	Brett Coddington		Yes  Pending
Implement garden project based learning into 5th grade classes	2014-2015 school year on-going	Brett Coddington and other 5th grade teachers	\$300 - RES funds	In Process
2013-2014				
Garden Fence Installation	March 18 <sup>th</sup> 2014	Brett Coddington	Total Cost \$ \$2118.00 covered by HSSS Grant \$ covered by CSH budget	Yes – April 2014
Irrigation System <ul style="list-style-type: none"> <li>Pending estimate from landscape company</li> </ul>	May 17 <sup>th</sup> 2014	Brett Coddington	Pending estimate from landscape company	Complete
Building Raised Garden Beds <ul style="list-style-type: none"> <li>Cost – pending donations from a RES parent. Once that is determine, we will figure out what we still need</li> </ul>	May 17 <sup>th</sup> 2014	Brett Coddington and team	Pending donations	Complete
Fill Garden Beds with Soil <ul style="list-style-type: none"> <li>Cost</li> </ul>	May 17 <sup>th</sup> 2014	Brett Coddington and team	dontation	Complete
Fund Raising <ul style="list-style-type: none"> <li>Selling Smencils – May 2014</li> </ul>	Pending grant application opening 2014	Rachel Moothart & Scott Whitson	\$250 invested in Smencils for total profit of \$500	Yes – Smencils sold May 1 <sup>st</sup> & 2 <sup>nd</sup> . Will sell again May 15 <sup>th</sup> and 16 <sup>th</sup>

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**School counselor is implementing a social emotional curriculum - Second Step - 1st - 5th grade.**

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

Remington - Staff Wellness

Date: 3/17/15

**School Name:** D49 Remington Elementary School  
**District Name:** Falcon 49

**Co-leader Name(s):** Rocio Padilla and Suzy Ancell  
**Principal:** Mark Brown

## **SMART Objective (desired change):**

By May 2015, D49 Remington Elementary School will implement 1 programs (Shout Outs) to increase **STAFF WELLNESS** (100% availability for all staff to give and receive positive complements).

## **What data will you collect that will indicate the objective has been achieved?**

Shout Outs

- Number of Shout Outs per month
- Number of staff participating – Shout Outs are available to all staff (licensed, hourly, and support staff)
- Started September will end in May
- September – 25, October 35 , November - 28 ,  
 December – 33, January - 41, February – 30, March – ,  
 April/May -
- Once a month we will have healthy treats for our staff.
  - o Sep - healthy breakfast, Oct - healthy breakfast, Nov. -funds donate, Dec. - No treats, Jan - N/A, Feb - funds donated, March - funds donated
  - o RES staff have chosen to donate funds collected to RES families in need.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Create a way to positively acknowledge staff	Sep. 31, 2013	Rocio	\$0	Yes



<ul style="list-style-type: none"> <li>• Rocio Padilla and Fanny Chiles create Shout Outs in Staff Lounge</li> <li>• Presented to staff on Sep. 26<sup>th</sup></li> </ul>		Padilla and Fanny Chiles		
<b>Monthly Treats</b> <ul style="list-style-type: none"> <li>• Purchase with Jean Therapy Tuesday Day Funds             <ul style="list-style-type: none"> <li>○ Staff who choose to participate pay \$2 to wear jeans and then funds are used to by healthy snacks.</li> </ul> </li> </ul>	Sep. 31 <sup>st</sup> , 2013	Rocio Padilla		Yes

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – Healthy Heart Week

Date: October 22, 2014

<b>School Name:</b> Ridgeview Elementary School <b>Co-leader Name(s):</b> <b>Kyla Greenfield, Tonya Hackett</b> <b>Principal:</b> Theresa Ritz				
<b>SMART Objective (desired change):</b> <i>90% of students present will participate in Healthy Heart Week activities from February 17-20, 2015.</i>  *Total Balance Tuesday- Yoga, Breakfast provided to all kids *Wild About Water- Exchange water bottle for water bottle *Thinking Thursday- Brain food offered for students to sample *Jump rope for Heart- students participate in the program				
<b>What data will you collect that will indicate the objective has been achieved?</b> <i>We will keep track of the number of students participating daily in Healthy Heart Week. We will keep data on 3 activities during the week to show the percentage of students who participated.</i> *# of students Total Balance Tuesday - 733 *# of water bottles exchanged – 452 water bottles handed out *# of students sampling brain food – 752 sampled *# of students participating in the Jump rope for Heart Program – 740 students jumped during recess, 100 raised \$ for AHA				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>1. Coordinate with Health and Wellness Team to plan and schedule Heart Healthy Week.</b>	<b>October 10, 2014</b>	<b>Health and Wellness Team</b>	<b>\$0</b>	<b>Completed Oct. 10, 2014</b>
<b>2. Coordinate with Nutrition Services to get healthy</b>	<b>November 15, 2014</b>	<b>Marjorie</b>	<b>Donations \$25 GC-</b>	<b>Completed</b>



# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – Staff Wellness

Date: October 22, 2014

<b>School Name:</b> Ridgeview Elementary School <b>Co-leader Name(s):</b> Kyla Greenfield, Tonya Hackett <b>Principal:</b> Theresa Ritz			<b>Budget Needed</b>	
<b>SMART Objective (desired change):</b>  <i>85% of licensed staff will participate in 4 Staff Health Wellness Activities.</i>  *Walk for Socks- September 15, 2014 <b>75% of licensed staff participated.</b>  *Staff Sports Competition (offered quarterly) <b>Ongoing</b>  *Laugheceuticals presented by Kaiser Permanente-Jan 5, 2015 <b>95% of the staff members were present.</b>  *Fruit & Veggies Move Matters Month- September 1, 2014 <b>100% of staff received fruit &amp; veggie stress balls.</b>	<b>Various Activities throughout the school year to promote staff wellness:</b>  *World Pistachio Day  *Frozen Tundra  *Fresh lemon and cucumbers for water  *Monthly themed staff wellness bulletin board  *38 personnel are participating in the District Fit Bit Challenge  *BPA water bottles so staff is encouraged to use the Hydration Station		<b>\$117.47</b>	
<b>What data will you collect that will indicate the objective has been achieved?</b>  <i>We will keep track of the staff members who participate in quarterly activities.</i>				

<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>1. Sock donations from Drymax.com Fingernail files &amp; lip balm from KlogsUSA.com</b>	<b>Sept, 15, 2015</b>	<b>Kyla</b>	<b>\$0</b>	<b>Sept, 15, 2015</b>
<b>2. Coordinate quarterly Staff Sports Day Competitions</b>	<b>March 15, 2015</b>	<b>Health &amp; Wellness Team</b>	<b>\$0</b>	<b>October 2015</b>
<b>3. Schedule Laugheceuticals Interactive Workshop through Kaiser Permanente</b>	<b>March 14, 2014</b>	<b>Kyla Marjorie</b>	<b>\$0</b>	<b>Jan. 5, 2015</b>
<b>4. Order fruit and veggie stress balls</b>	<b>Sept. 1, 2014</b>	<b>Kyla</b>	<b>Oriental Trading</b>	<b>Sept. 1, 2014</b>

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

Date: 10/1/14

<b>School Name: Sand Creek High School</b> <b>Co-leader Name(s): Ariel Collins and Paula Fox</b> <b>Principal: Ron Hamilton</b>				
<b>SMART Objective (desired change):</b> By May 31, 2015, the Wellness Club at SCHS will offer at least three opportunities for students to participate in wellness activities.				
<b>What data will you collect that will indicate the objective has been achieved?</b> # of students in Wellness Club: 25 # of events: # of students at each events: Collect student quotes TBD: Pre/post survey assessing knowledge and behavior change				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Form wellness club for students - Recruit students - Elect officers - Design marketing materials	Sept 15, 2014	Ariel Collins	\$0	x
Host weekly meetings	Every Wednesday 3pm-4pm Room 520	Talawanna Malloy (student president)/Ariel Collins	\$0	x
Plan fundraisers - Applebee's 10/11/14 - Concession Stand for bball games - Color Run March 2015 - Will fund wellness club t-shirts		Collins/ Wellness Club		X
Plan Event #1: Community Service	November 2015	Ariel Collins/Wellness	\$0 RMH	X

	Feb. 28, 2015	Club	Dinner	
		Health Matrix Members/ Club	\$250+ Polar Plunge	X
Plan Event #2: Cocoa and Cram - Stress reduction techniques including breathing, relaxation and yoga - Study groups - Week before finals	December 2014  May 2015	Health Matrix Members/ Club	\$1348.15 Yoga Mats through Medicaid	X
Plan Event #3: Wellness Night - Spring community event for students and families with wellness vendors (also use yoga mats)	April 15, 2015		TBD	
SCHS Staff Wellness Day	March 19, 2015	Matrix/Staff	Parfaits \$78	
Collect data				
Create success story				

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Wellness Day for Staff the week before Spring Break - wellness team to run

- March 19, 2015 Parfait Day for staff

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SES Community Engagement

**Date:** October 23, 2014

<b>School Name:</b> Stetson Elementary School  <b>Co-leader Name(s):</b> Matt Monfre, Lisa Jones <b>Principal:</b> Jeff Moulton				
<b>SMART Objective (desired change):</b> By May 15, 2015 Stetson Elementary School will provide one physical activity/healthy lifestyle opportunity for community, parents, students and staff.				
<b>What data will you collect that will indicate the objective has been achieved?</b> Participation numbers at Family Fit Night:  Survey results:				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>Plan a family fitness night</b> - Meet with CSH team/PTA/Principal - Secure date (April 24, 2015 6pm-8pm) - Develop agenda (stations in gym, healthy snacks, activities) - Create passport stamp booklet for participants completing each station - Contact community partners for booths and prizes (Kids on Bike, Nutrition Services, PE, Fuel Up to Play 60, CSH, garden booth, mental health, healthteacher) - Put in order for healthy snacks - Purchase/review prizes for participants	<b>Present - April 24, 2015</b>	<b>CSH team/PTA</b>  <b>Matt - agenda</b>	<b>TBD</b>	In progress



<ul style="list-style-type: none"> <li>- PTA will advertise via school email</li> <li>- Develop participant feedback survey</li> <li>- Physical activity prizes for students that participate in scavenger hunt</li> </ul>				
<b>Host a family fit night.</b> <ul style="list-style-type: none"> <li>- Run stations</li> <li>- Collect data</li> </ul>	<b>April 29, 2015 5:30pm-7:30pm</b>	<b>WSCC Team/PTA/Students and HS students will volunteer</b>		
<b>Evaluate survey results to determine plan for next year</b>	<b>May 31, 2015</b>	<b>WSCC team/PTA</b>		
<b>Post monthly health and wellness updates on school website to continue to promote wellness.</b> <ul style="list-style-type: none"> <li>- Work with CC to create link and provide information</li> </ul>	<b>Fall 2014 - Spring 2015 monthly</b>	<b>WSCC team/CC</b>	<b>TBD</b>	
<b>Provide health and wellness announcements to parents monthly</b>	<b>Fall 2014 - Spring 2015 monthly</b>	<b>WSCC team</b>	<b>TBD</b>	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**Have more parent and community involvement with Walk to School (cancelled due to weather) and Bike to School Day (May 6, 2015), Jump Rope for Heart (all students participate in PE Class in jump rope stations, 100 kids raised over \$3500 for AHA), Walking Club (2 parents walking, 25 kids on average Mon - Fri morning, Tues afternoon), and Fuel Up to Play 60 (5 active kids).**

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SES Staff Wellness

**Date:** September 25, 2014

<b>School Name:</b> Stetson Elementary School  <b>Co-leader Name(s):</b> Matt Monfre, Lisa Jones <b>Principal:</b> Jeff Moulton				
<b>SMART Objective (desired change):</b> By May 15, 2015, 75% of Staff will participate in at least one of eight physical activity and healthy eating opportunities.				
<b>What data will you collect that will indicate the objective has been achieved?</b>  # of events offered: # of participants <ul style="list-style-type: none"> <li>● FitBit Challenge - 31</li> <li>● European Expedition - 12</li> <li>● 100 Mile Club - 2</li> <li>● Zumba - 4</li> <li>● Think Like a Thin Person - 0</li> <li>● Incline - 5</li> <li>● Healthy Breakfast - 68</li> <li>● Healthy Snack -</li> <li>● Healthy Lunch -</li> </ul> personal impact data				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Take a survey of staff for healthy eating and	October 31, 2014	Deb Lagle	\$0	Yes

<b>physical activity suggestions.</b>				
<b>Select suggestions that staff support.</b>  - Zumba - European Expedition - FitBit Challenge 100 Mile Club - Healthy snacks for PAARC - Healthy lunch for PAARC - Healthy end of year lunch	<b>November 21, 2014</b>	<b>Co-leaders</b>	<b>\$0</b>	<b>Yes</b>
<b>Team will look into what is needed to provide the services the staff selected.</b> -encourage staff to participate in the European Expedition, FitBit Challenge, 100 Mile Club, and Think Like a Thin Person programs - purchase healthy snacks and meals for PAARC - purchase end of year healthy lunch	<b>December 5, 2014</b>	<b>CSH team</b>	<b>\$300 for snacks and lunch during week for 70 staff \$500 lunch</b>	
<b>Implement after school fitness classes for staff twice/week</b>	<b>September 1, 2014</b>	<b>Lisa and Meg - Zumba</b>		<b>Yes</b>
<b>Promote and participate in Zumba, European Expedition, FitBit Challenge, 100 Mile Club, and Think Like a Thin Person programs</b>	<b>December 12, 2014</b>	<b>CSH Team</b>		
<b>Purchase incentive gifts for participating in wellness activities. Ask businesses for donations.</b>	<b>March 1, 2014</b>	<b>CSH team</b>	<b>\$500 water bottles, dumbbells, fitness books and cookbooks, fitness</b>	

			<b>centers gift certificates</b>	
<b>Collect data from European Expedition and FitBit Challenges, 100 Mile Club, Zumba, and Think Like a Thin Person</b>	<b>April 31, 2015</b>	<b>Rachel Duerr will email WSCC Team</b>		
<b>Collect feedback at end of year lunch on staff wellness activities to help for planning for 2015 and promote success stories</b>	<b>May 31, 2015</b>	<b>WSCC team</b>		

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

**Look for staff willing to offer expertise (such a Zumba teacher), local businesses to offer free or reduced health/wellness opportunities or equipment.**

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - Nutrition

Date: 2/27/15

School Name: Skyview Middle School Co-leader Name(s): Tony Marino and Megan Rasmussen Principal: Cathy Tinccui				
<b>SMART Objective (desired change):</b> By May 2015, D49 Skyview Middle School will continue a full implementation of the Breakfast program and implement at least 1 new NUTRITION EDUCATION marketing strategies to increase Breakfast participation by 20% to reach 150 students from the previous school year.				
<b>What data will you collect that will indicate the objective has been achieved?</b> 90 students participating in Breakfast (pre “new strategies”) 3 marketing strategies to reach students/parents. 120 participating in Breakfast (post “new strategies”)				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Continue – Broadcast breakfast program through the Broadcasting class (Friday TV News announcements)	Aug. 2013 On-going	WSCC Team Broadcasting Class	\$0	
Continue – Include Breakfast information on the school website	Aug. 2013 On-going	WSCC Team SMS Secretary	\$0	
Continue – Include Breakfast information in the School Newsletter to reach parents	Dec. 2013 On-going	WSCC Team SMS Secretary	\$0	
Continue – Distribute Breakfast information to	Dec. 2013	WSCC Team	\$0	

parents through Parent Portal	On-going	IC Secretary		
New – Daily/Weekly intercom breakfast announcements to student body	Dec 2014 On-going	WSCC Team SMS Students	\$0	
Continue– Implementation of the Breakfast program	On-going	Kendra Misner, Kitchen Manager	\$0	
Continue – “Upside-down” Day –Breakfast for Lunch; advertise through grade level lunches (announcements on TV; posters, etc.)	On-going	Tony Marino Megan Rasmusen	\$0	

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - PA

Date: 11/10/14

<b>School Name:</b> Skyview Middle School <b>Co-leader Name(s):</b> Tony Marino and Megan Rasmusen <b>Principal:</b> Cathy Tinucci				
<b>SMART Objective:</b> By May 2015, D49 Skyview Middle School Physical Education Department will continue a full implementation of the Fitness Gram program, show growth in at least one area of fitness gram testing in 80% of students assessed (approximately 155 students per grade level), and provide them feedback to make appropriate lifestyle changes				
<b>What data will you collect that will indicate the objective has been achieved?</b> <b>465 students participating in the Fitness Gram Pre-Assessment</b> <ul style="list-style-type: none"> <li>• 465 students participating in the Fitness Gram Post-Assessment</li> <li>• Students who show growth from pre-post test:</li> <li>• All PE classes saw at least 80% of students improve their overall fitness scores from pre to post testing of the Fitness Gram Assessment.</li> <li>• No students using exercise bikes yet, but plan to in the spring. Students have been outside this fall.</li> <li>• 7 staff members using exercise bikes</li> <li>• 7 staff members using universal weight machines, leg press and leg curl machines.</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Power Zone PE teachers meet during professional development for Fitness Gram Workshop.	August/Dec. 2013	PE Department	\$0	X
Evaluate organize equipment needed for assessment.	August/Dec. 2013	PE Department	\$0	X
Develop timeline for assessment; including student preparation time.	August/Dec. 2013	PE Department	\$0	X
Purchase AssessPro Rep-Addition Push-up Tester + Batteries to improve push-up form for FG test	Jan 2015	PE Department	\$72.75 - HSSS Medicaid	x

			purchased 6 2/15 \$290.08	
Purchase 2 EcoFit ½ inch Yoga Mats to use with Push-up tester	Jan 2015	PE Department	\$42.56	x
<b>Create assessments and classes on Fitness Gram Version 9, on-line based program.</b>	<b>August/Dec. 2013</b>	<b>PE Department</b>	<b>\$0</b>	<b>X</b>
<b>Schedule class periods needed for assessment pre and post test.</b>	<b>August/Dec. 2013</b>	<b>PE Department</b>	<b>\$0</b>	<b>X</b>
<b>Students will enter pre and post data via online through iPad or Computer lab.</b>	<b>Sept. 2013 and Dec. 2013</b>	<b>PE Department</b>	<b>\$0</b>	<b>X</b>
<b>Gather assessment data of students' pre and post tests, and provide them feedback.</b>	<b>October and December 2013</b>	<b>PE Department</b>	<b>\$0</b>	<b>X</b>
<b>Advertise cardio equipment for staff to use before/after school.</b>	<b>December 2014</b>	<b>CSH Team</b>	<b>\$0</b>	
<b>Sign in/sign out sheet in weight room to keep track of the number of teacher's using equipment per week. Goal is to have use of equipment used at least 10 times per week.</b>	<b>December 2014</b>	<b>PE Department</b>	<b>\$0</b>	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Skyview holds a Staff Wellness Week in March, prior to Spring Break. Each day is devoted to a healthy practice; for example, veggie day, smoothie day, granola day, massage day, etc... Funds from Healthy School's Grant help support the week. The food is put in the teacher's lounge. Staff also receives a healthy checklist to complete over Spring Break, if they choose to participate. Checklist includes items such as: go out to dinner, call an old friend, go hiking, etc... This checklist helps promote physical, social, and mental/emotional health. Staff members who turn in their checklist are entered to win a prize. Skyview also hosts a Health Expo through enrichment classes every year. Community members come in and talk about health issues including nutrition and physical activity.

Adjustable b-ball hoop (\$104.98) & scooters (\$560.56) were able to be purchased through Medicaid funds to assist additional physical education needs for all students of all ability levels



# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SRES Physical Activity

**Date:** November 21, 2014

<b>School Name:</b> Springs Ranch Elementary				
<b>Co-leader Name(s):</b> Brian Hepperle and Jeff Ingram				
<b>SMART Objective (desired change):</b> By May 2014, Springs Ranch Elementary School (SRES) will continue 5 existing programs and implement 2 new programs to increase physical activity for 100% of Springs Ranch students.				
<b>What data will you collect that will indicate the objective has been achieved?</b> # of students participating in the Walk-a-Thon # of recess games offered to students # of students participating in the school dance # of students participating in Walk To School day Data from FitnessGram assessments (3 <sup>rd</sup> -5 <sup>th</sup> grade) Data from GoNoodle for each classroom				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
<b>NEW</b> - GoNoodle will be utilized to increase brain breaks, zumba, and general physical activity level within the classrooms.	<b>School Year 2014-2015</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>In Progress</b>
<b>NEW</b> – Springs Ranch will increase physical activity breaks in the classroom by providing teachers with two new programs (Hip Hop in a Box and Kagan's Silly Sports and Goofy Games)	<b>School Year 2014-2015</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>In Progress</b>

Additional Kagan resources bought for classroom teachers 5/1/14				
<b>CONT</b> – Host an all school Walk-a-Thon fundraiser for Springs Ranch as an alternative to fundraisers that feature poor nutrition foods. Provide healthy snacks to student participants in the walk-a-thon	<b>April 2015</b>	<b>Brian Hepperle Jeff Ingram</b>	<b>\$117.00</b>	<b>In Progress</b>
<b>CONT</b> – Participate in the National “Walk-to-School” Day	<b>October 2014</b>	<b>WSCC Team, UCCS Teacher Candidates</b>	<b>\$0</b>	<b>Completed</b>
<b>CONT</b> - Teach Playground Games to students to encourage more activity at recess.	<b>October 2014</b>	<b>Jeff Ingram</b>	<b>\$0</b>	<b>Completed</b>
<b>CONT</b> – Offer school-wide, after school Dance to encourage physical activity	<b>Spring 2015</b>	<b>WSCC Team/PTO/Springs Sounds</b>	<b>\$0</b>	<b>In Progress</b>
<b>CONT</b> – Springs Ranch will participate in FitnessGram to assess students’ levels of fitness	<b>November 2014 and May 2015</b>	<b>Jeff Ingram</b>	<b>\$0</b>	<b>In Progress</b>

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - SRES Staff Wellness

Date: November 21, 2014

School Name: Springs Ranch				
Co-leader Name(s): Brian Hepperle and Jeff Ingram				
SMART Objective (desired change): By May 2015, Springs Ranch Elementary School (SRES) will continue 1 existing programs and implement 4 new programs to boost staff wellness for 100% of staff at SRES.				
What data will you collect that will indicate the objective has been achieved? <ul style="list-style-type: none"> <li>• # of posters displaying staff healthy activities</li> <li>• # of staff members attending after school workouts</li> <li>• # of staff participating in the healthy lunch</li> <li>• # of staff participating in the Spring Break checklist</li> <li>• # of staff participating in free Hot On Yoga classes</li> <li>•</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
NEW – After school staff workouts	Weekly through May 2015	Gina Bohnert	\$0	In progress
NEW – Free yoga classes for staff offered at local yoga studio (Hot on Yoga)	Quarterly through May 2015	Brooke Gumucio	\$0	In Progress
NEW – Display posters of staff members participating in	2014-15 School Year	All SRES Staff	\$0	In Progress

healthy activities				
NEW – Implement Staff Wellness Checklist for stress relief	Spring Break 2015	WSCC Team	\$0	In Progress
CONT – Provide healthy lunch for staff members at staff development days	2014-2015 School Year	WSCC Team	\$0	In Progress
Collect data and submit success story	By May 2015	WSCC Team	\$0	

## Healthy Schools Colorado: School Health Improvement Plan (SHIP) - Vista Ridge High School

Date: 12/2/14

School Name: Vista Ridge High School  Co-leader Name(s): Kari Haj-Hussein, Peggy Jacobs Principal: Bruce Grose				
SMART Objective (desired change): By May 31, 2015, offer at least 4 opportunities for staff wellness with a goal of 50% participation in at least one activity.				
What data will you collect that will indicate the objective has been achieved? # of staff participating (65 total staff members) <ul style="list-style-type: none"> <li>- Fitness breaks at PD day: 12</li> <li>- ShapeUp European Expedition: 19</li> <li>- FitBit Challenge: 22</li> <li>- Healthy snacks at PD day: available to all staff feedback</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Develop schedule of staff wellness offerings	October 2014	WSCC Team	TBD	x
Schedule fitness breaks for Power Zone PD Day	September 26, 2014	Kari	N/A	X
Promote and participate in ShapeUp European Expedition			N/A District Initiative	X
Promote and participate in FitBit Challenge	January 2015	WSCC Team	N/A District Initiative	X
Purchase snacks for PD Day	February 13, 2015	Kari	\$117.47	X
Collect data	By May 2015	WSCC Team	N/A	X
Submit a success story	By May 2015	Kari	N/A	

**Other activities, programs, and/or initiatives that support school health and wellness at your school but are not supported by Healthy Schools Colorado funds or not directly aligned with the SMART objective:**

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - WHES Health Education

Date: Updated 11/19/2014

School Name: Woodmen Hills Elementary				
Co-leader Name(s): Kelly Baun and Charity Garner				
SMART Objective (desired change):  By May 20, 2015, 80% of teachers at WHES will teach at least 1 lesson from Health Promotion Wave Health Education curriculum per month.				
What data will you collect that will indicate the objective has been achieved?  Lesson samples will be collected and feedback will be given at committee meetings.  # of lessons taught				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
<b>2013-2014</b>				
Purchase online K-5 HPW curriculum from Mar. 2014 through Aug. 2016.	Feb. 14, 2014	Kelly B. and Rochelle R.	800.00	Yes
Identify the six specific grade level representatives that will use the HPW curriculum this year for data. Host training during 2/28 PD Day with HPW Online	Feb. 28 <sup>th</sup>	The Team		Yes
Communicate with grade level representatives on how to use curriculum by Mar. 12, 2014.	Mar. 12 <sup>th</sup>	The Team		Yes
Allow each grade level to purchase \$100 worth of supplemental materials for implementing	April 9 <sup>th</sup>	The Team	\$600	Yes
Receive data from grade level representatives at our committee meeting to get feedback on implementation next year.	May 14 <sup>th</sup>	The Team		Yes

Discuss implementation plan for 2014-2015 school year	May 14 <sup>th</sup>	The Team		Yes
<b>2014-2015</b>				
School counselor is intergrating HPW with a rotation of 2nd classes	October	Sherese Tayor		In progress
Investigate the possibility of including the curriculum in our PBL specials class.	November 19th	Paula Hinson and Kelly B.		Yes
Ensure all new teachers have access to HPW	November 19th	Kelly B.		Yes
Collect data and feedback.	May 20th	Kelly B. & Charity G.		

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Hydration station is being installed through a Medicaid grant. Teachers will teach one hydration lesson from HPW. The number of water bottles saved will also be collected as data on the usage of the hydration station.

# Healthy Schools Successful Students: School Health Improvement Plan (SHIP) - WHES Physical Activity

Date: 11/19/2014

School Name: Woodmen Hills Elementary				
Co-leader Name(s): Kelly Baun and Charity Garner				
SMART Objective (desired change):  By May 20, 2015, 75% (25) of certified teachers in a general Ed classroom at WHES will implement movement breaks daily.				
What data will you collect that will indicate the objective has been achieved? Aug - Dec # of movement break sessions # of students # of classrooms Jan - May # of movement break sessions # of students # of classrooms  Teachers will be given a monthly calendar to record the number of movement break sessions taken per week using Fit Sticks and GoNoodle. Students will use a tally mark to record a completed session.				34 classrooms ranging from 20 - 30 students have used GoNoodle or FitSticks at least once daily. Monthly average brainbreaks with GoNoodle is 650.
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Have a Gonoodle Day to introduce the Brainbreak website to new staff and as a refresher for returning staff and students.	August 28, 2014	Kelly Baun		Yes
Provide teachers with monthly calendar to record	Before the first of	Charity Garner		In progress



movement breaks. Calendars will be turned in monthly to Kelly B.	each month			
Will present data to staff and have teachers complete a survey regarding the outcome of taking movement breaks regularly.	May 20 <sup>th</sup>	Kelly B. and Charity Garner		
Will provide incentives toward a drawing to teachers who are using Fit Sticks and Gonoodle. Drawings will be conducted at monthly staff meetings.	Monthly	Kelly B. and Charity	TBD	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Fit Sticks and GoNoodle will be used during indoor recess to help with physical activity.

A free walking club will meet three days per week in the morning (20-25 students, 2-3 parents per session, staff rotating)

Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – WHES Staff Wellness

Date: 11/19/2014

School Name: Woodmen Hills Elementary				
Co-leader Name(s): Kelly Baun and Charity Garner				
<p>SMART Objective (desired change):</p> <p>By May 20, 2015, 75% of staff members at WHES will participate in at least one of three wellness activities offered (walking club, Shape Up/Fitbit, and/or fitness class).</p>				
<p>What data will you collect that will indicate the objective has been achieved?</p> <p>Number of participants in each event.</p> <ul style="list-style-type: none"> <li>- Walking Club # 20 - 25 per session, 2-3 parents</li> <li>- Shape Up European Expedition #14 staff members</li> <li>- Fit Bit Challenge #36 Staff members</li> <li>- Fitness Class #</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed	Action Step Completed
Confirm the 3 events as: walking club, Shape Up and Yoga exercise class		Team		X
Host a twenty minute walking club before school for staff, students, and community members, three times per week.	September 9	Staff rotates	\$29.99 walking club online tracker \$85.31 incentives toe tokens, water bottles	X
Advertise and encourage participation for the Shape Up Challenge/Fitbit Challenge.	August and January	Kelly B.		X

Track the outcome of how many people signed up for Shape Up/Fitbit Challenge.	August 25	Kelly B. and Charity G. will contact Rachel D.		X
Research certified teachers for fitness classes, survey best day and time for classes, and secure space. • Yoga starting April 1 x week after school	April	Wendy Murphy	Participants pay per class	
Track the outcome of how many people attend each class.		WSCC Team		
Offer incentives to staff for participating.			TBD	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Cheerleading is offered to girls K-5, Tuesdays from 3:45 to 5:00, November through January for \$65.

Mr. Patton, our PE teacher, will offer a morning physical activity opportunity for 4th and 5th graders free of charge in January and February one day per week.

PTA Walk-a-thon

Second grade Bike Rodeo/helmet safety in the spring of 2015

K-2 Delta Dental oral health presentation

Fifth grade growth and development workshop

Landsharks club offered

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP) – WHES Garden

**Date:** 10/30/2014

<b>School Name:</b> Woodmen Hills Elementary				
<b>Co-leader Name(s):</b> Kelly Baun and Charity Garner				
<b>SMART Objective (desired change):</b>  By May 14, 2015, we would like to have a school garden set up and planted by the end of May.				
<b>What data will you collect that will indicate the objective has been achieved?</b>  Garden structure will be in place. We will have beds with fresh soil and seeds to begin planting during early spring weather. Students will keep a writing journal to document science observations and benefits of gardening. Further data collection will begin in fall of 2015 when plants are grown.	We will also check with the school lunch manager to see if there is an increase in fruit and veggie consumption.			
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed</b>	<b>Action Step Completed</b>
Fencing will be installed to enclose the garden.	April 5, 2015	Co-leads and Fencing company	\$1000 - Medicaid grant	X
Garden design contest <ul style="list-style-type: none"> <li>• Grid</li> <li>• Name</li> </ul>	March 16 - April 13	Team & Staff		
Plant beds built and installed	April 30, 2015	Community Sponsors and team	\$300	
Set up garden beds with soil, fertilizer, seeds, tools, and worms.	May 8, 2015	The Team	\$300	
Students begin planting and logging journals.	May 11, 2015	The Team & staff	\$0	

Receive data from grade level representatives at our committee meeting to get feedback on implementation next year.	May 26, 2015	The staff and team	\$0	
Discuss implementation plan for 2014-2015 year	July 2015 BTS	The Team	\$0	

**Describe other activities that support and further the health and wellness of students, staff, and family in your school:**

Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition. With recent concern over relatively weak science and math skills among American children, the need for innovation in science and math teaching is apparent. There is mounting evidence that students who participate in school gardening score significantly higher on standardized science achievement tests (Klemmer, et.al. 2005).

We hope that this will also encourage healthy eating choices among members in our school in and community.



## **BOARD OF EDUCATION AGENDA ITEM 10**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Amber Whetstine, Executive Director of Learning Services
<b>TITLE OF AGENDA ITEM:</b>	New Job Descriptions to Support Title Programs
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Two new job descriptions are proposed to support Title Programs in district schools. The Coordinator of Title Programs Compliance ensures that federal programs Titles I, II and III are in regulatory compliance with federal and state laws. This position is a part time position, which supports principals of Title I schools and directors of education office programs with enforcing federal and state compliance. The Title I Parent Engagement TOSA supports principals of Title I schools with parent involvement activities and requirements of Title I related to Title I federal funding. These positions are funded through federal Title dollars, which do not impact the general fund. Positions will be hired on a year-to year basis pending available grant fund allocations.

**RATIONALE:** The Coordinator of Title Programs Compliance ensures the district maintains compliance with use of federal grant funds Titles I, II and III. As the district continues to grow in size and need, additional oversight is needed in the area of federal funding. The Title I Parent Engagement TOSA supports high-need Title I families with access to resources and provides parent training, home visits, and additional support to increase reading and math achievement in Title I schools.

**RELEVANT DATA AND EXPECTED OUTCOMES:** See attached job descriptions.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Stewardship of federal funds is essential to the financial stability of our District. Compliance with these funds is highly regulated.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The Title I Parent Engagement TOSA provides support to parents to increase support for student achievement.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Ensuring we are in compliance with state and federal regulations and engaging our parents supports District 49 being the best place to learn, work and lead.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	Our Title I Schools serve as an important part of our diverse portfolio of schools.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Supporting our Title Programs ensures that students with diverse needs receive the additional and individual support needed for success.

**FUNDING REQUIRED:** Approval of the proposed job descriptions requires no additional support from the general fund. Positions will be posted on a year-to-year basis pending available grant funding.

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to an action item at the April 9<sup>th</sup> regular board meeting.

**APPROVED BY:** Peter Hilts, Chief Education Officer

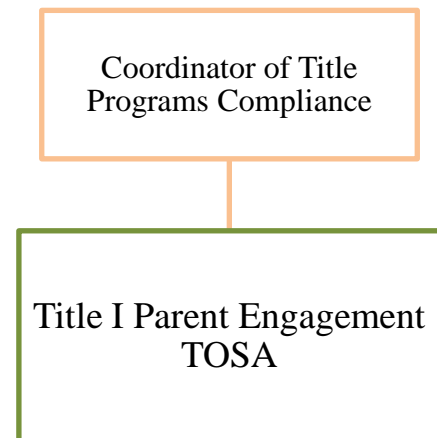
**DATE:** March 13, 2015

## TITLE I PARENT ENGAGEMENT TOSA

*(TITLE-FUNDED POSITION)*

<b>Job Title:</b>	Title I Parent Engagement Teacher on Special Assignment (TOSA)
<b>Initial:</b>	March 2015
<b>Revised:</b>	
<b>Work Year:</b>	182
<b>Office:</b>	Education
<b>Department:</b>	Learning Services
<b>Reports To:</b>	Coordinator of Title Programs Compliance
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Teacher Salary Schedule

### Related Organization Chart



**SUMMARY:** The Title I Parent Engagement TOSA supports Title I schools with all aspects of parent engagement in compliance with state guidelines and federal law. The TOSA facilitates program compliance, implementation and evaluation and supports the Coordinator of Title Programs with related parent engagement data collection and reporting.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending upon project assignments and other factors.

- Attends Title I principal meetings and provide professional development related to parent engagement and compliance with Title Programs.
- Acts as a liaison between schools and families to communicate special circumstances and needs of students.
- Provides assistance to Title I schools in identifying possible funding sources for parent engagement activities.
- Conducts phone calls and home visits as needed.
- Researches and facilitates community partnership opportunities.
- Presents on parent engagement topics at PTO / PTA and School Accountability Advisory Meetings, Open Houses. Provide assistance to Title I school principals in planning and facilitating Title I parent engagement events.
- Coordinates and facilitate workshops to support increased student achievement and parent engagement.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- 
- Provides information to families regarding available resources such as food, clothing, shelter, and medical treatment.
  - Notifies community agencies when necessary to report situations needing their response.
  - Provides support and act as a liaison to families needing assistance with navigating and utilizing the educational opportunities of the school system.
  - Encourages, promotes and trains parent volunteers.
  - Develops a plan to increase parent engagement in Title I schools. Collect and monitor parent engagement data and communicate participation rates.
  - Stays abreast of Colorado Department of Education guidelines and federal legislative changes and communicate with district leadership regarding policies and procedures related to parent engagement.
  - Supports the District Unified Improvement Planning process and review Title I School Unified Improvement Plans to ensure alignment with parent engagement activities and budgets.
  - Performs other related duties as assigned.

**EDUCATION AND TRAINING:**

- Bachelor's degree

**EXPERIENCE:**

- A minimum of five (5) years of teaching experience
- Experience working with at-risk students and families

**SKILLS and KNOWLEDGE:**

- Ability to work well with others in a diverse educational community
- Demonstrated knowledge of computer application skills
- Excellent written and verbal communication skills
- Strong organizational and time-management skills
- Ability to effectively facilitate learning among adults
- Ability to self-directed and work independently

**CERTIFICATES, LICENSES, & REGISTRATIONS:**

- Colorado Department of Education Teacher License

The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to communicate. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**WORK ENVIRONMENT:**

Work is general performed in a typical office or school setting.

**MENTAL FUNCTIONS:**

While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize. Occasionally required to compare, analyze, copy.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

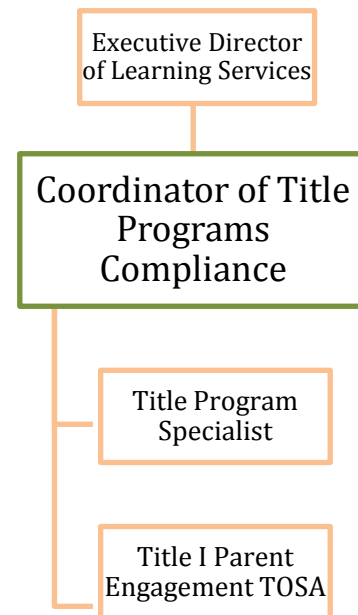


## COORDINATOR OF TITLE PROGRAMS COMPLIANCE

*(TITLE-FUNDED POSITION)*

<b>Job Title:</b>	Coordinator of Title Programs Compliance
<b>Initial:</b>	March 2015
<b>Revised:</b>	
<b>Work Year:</b>	120 days annually
<b>Office:</b>	Education
<b>Department:</b>	Learning Services
<b>Reports To:</b>	Executive Director of Learning Services
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Administrative Salary Schedule (prorated based on per diem)

### Related Organization Chart



**SUMMARY:** The Coordinator of Title Programs Compliance shall provide leadership to and is responsible for all aspects of development, implementation and evaluation of Title I, II and III and related ESEA Programs. The Coordinator facilitates program compliance, implementation, evaluation and all related state and federal reporting. The Coordinator facilitates and oversees the Consolidated Grant Application process and provides professional development for Title I, II and III principals and program leaders.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending upon project assignments and other factors.

- Provides leadership for Title I, II, and III and related ESEA programs including the development, management and revision of the District Consolidated Grant Application.
- Facilitates planning, fund allocation, evaluation and reporting with Title I principals and program leaders to ensure effectiveness of programing and compliance with state and federal guidelines.
- Coordinates planning, funding allocations, evaluation and reporting for set aside activities including: Homeless, Supplemental Services, School Choice, Migrant, Private Schools and Parent Engagement.
- Leads Title I principal meetings, and provide professional development related to program improvement and compliance with federal Title Programs.
- Supervises Title Programs Specialist and other Title I, II and III funded staff as directed.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- 
- Stays abreast of Colorado Department of Education (CDE) guidelines and federal legislative changes and communicate with district leadership regarding policies and procedures related to ESEA.
  - Communicates understanding and knowledge of state guidelines and federal regulations to ensure compliance by attending CDE Title I Regional Trainings, Title I Director's Meetings, and Title I National Conferences.
  - Develops, reviews and renews district policy and procedures to comply with federal Title Program expectations.
  - Coordinates Title Program audits.
  - Supports the District Unified Improvement Planning process and review Title I School Unified Improvement Plans to ensure alignment with Title Program plans and budgets.
  - Monitors and provides guidance to principals on the development and distribution of Title I Compacts and ensure federal compliance is met for parent involvement.
  - Develops and oversees data collection for program evaluation and needs assessments for program planning and improvement.
  - Coordinates and oversees all District Managed Title I activities.
  - Performs other related duties as assigned.

**EDUCATION & TRAINING:**

Master's degree in curriculum and instruction, educational leadership or related field plus additional coursework required for certification or licensure.

**EXPERIENCE:**

- A minimum of five (5) years of teaching and/or building level administrative experience
- Experience coordinating Federal Title Programs and Grants
- Experience with curriculum, policy and procedure, program management, accounting, interpersonal relations, evaluation, negotiation and technology

**SKILLS & KNOWLEDGE:**

- General working knowledge of Title I, II and III experience with compliance requirements and grant funded programs
- Knowledge of effective programming to increase student achievement with high-poverty and at-risk populations
- Ability to work well with others in a diverse educational community
- Advanced written and oral communication skills
- Strong organizational and time-management skills
- Ability to effectively facilitate learning among adults
- Ability to work in a self-directed way and work independently
- Demonstrated knowledge of personal computers and computer application skills

**CERTIFICATES, LICENSES, & REGISTRATIONS:**

Colorado Department of Education Principal or Administrator License

**SUPERVISION & TECHNICAL RESPONSIBILITIES:**

Supervises and evaluates the Title Programs Specialist and other Title I, II and III staff, as directed.

**BUDGET & RESOURCE RESPONSIBILITY:**

Solely responsible for developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to communicate to individuals and groups. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**WORK ENVIRONMENT:**

Work is generally performed in a typical school or office environment.

**MENTAL FUNCTIONS:**

While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.



## **BOARD OF EDUCATION AGENDA ITEM 11**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Amber Whetstine, Executive Director of Learning Services
<b>TITLE OF AGENDA ITEM:</b>	Alternative Education Campus Applications
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Alternative Education Campuses (AECs) serve a unique population of students with high-risk indicators as defined by the Colorado Department of Education. Because of this, CDE allows districts as part of the accreditation process to apply annually for AEC designation. This designation allows for alternative measures of student achievement and accountability.

**RATIONALE:** Our strategic plan promotes a robust portfolio of exceptional schools, which provide customized educational programming to support individual students' needs. Continuing to provide alternative education in District 49 at GOAL Academy and Patriot Learning Center aligns with our district strategic priorities.

**RELEVANT DATA AND EXPECTED OUTCOMES:** AEC applications attached

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best</u> district in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	District 49 supports growing a robust portfolio of schools by continuing to provide alternative education options for students with high-risk indicators.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	District 49 aims to launch individual students toward success in student achievement, growth, engagement and post-secondary workforce readiness.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** We support the administration in submitting Alternative Education Campus Applications for GOAL Academy and Patriot Learning Center which if accepted by the CDE will be applied to the 2015 School Performance Frameworks.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 13, 2015

A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than **April 24, 2015**. Please complete the following application in electronic format, as well as a PDF of this Summary File tab with necessary signatures, and submit via the secure Syncplcity file transfer system.

If you need help with the secure Syncplcity file transfer system please contact Corey Klspert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplcity file transfer system.

### **2015-2016 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION**

Based upon the school and student characteristics indicated below, we certify that

Patriot Learning Center 6810 in Falcon 49  
School Name CDE School # District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2015-16 school year.

We certify that this school meets the following criteria:

- ☒ Has a specialized mission to serve special needs or at-risk populations
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Has an administrator who is not under the supervision of an administrator at another school
- ☒ Has a budget separate from any other public school
- ☒ Has nontraditional methods of instruction delivery
- ☒ Has a public process to ensure accountability
- ☐ Serves one of the following student populations (at the time of the 2014 October Count Administration):
  - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - ☒ More than 95% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

Thomas Wilke

3/11/15

Peter Hillts  
School Principal/Administrator Name (Type or Print)

[Signature]  
School Principal/Administrator Signature

Date

Tammy Harold  
School District Superintendent Name (Type or Print)

[Signature]  
School District Superintendent Signature

Date

3/18/15

School District Board President Name (Type or Print)

School District Board President Signature

Date



A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than **April 24, 2015**. Please complete the following application in electronic format, as well as a PDF of this Summary File tab with necessary signatures, and submit via the secure Syncplicity file transfer system.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplicity file transfer system.

## **2015-2016 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION**

Based upon the school and student characteristics indicated below, we certify that

GOAL Academy	3475	in	Falcon D49
School Name	CDE School #		District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2015-16 school year.

We certify that this school meets the following criteria:

- ☒ Has a specialized mission to serve special needs or at-risk populations
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Has an administrator who is not under the supervision of an administrator at another school
- ☒ Has a budget separate from any other public school
- ☒ Has nontraditional methods of instruction delivery
- ☒ Has a public process to ensure accountability
- ☒ Serves one of the following student populations (at the time of the 2014 October Count Administration):
  - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - ☒ More than 95% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

Ken Crowell

School Principal/Administrator Name (Type or Print) Peter Hiltz	Ken Crowell School Principal/Administrator Signature	3/16/2015 Date
School District Superintendent Name (Type or Print) Tammy Harold	[Signature] School District Superintendent Signature	3/18/15 Date
School District Board President Name (Type or Print)	School District Board President Signature	Date



## **BOARD OF EDUCATION AGENDA ITEM 12**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Paul Andersen, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	Revisions to Personnel Policies
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Human Resources performs ongoing reviews of Board personnel policies to ensure compliance with current laws and regulations and to ensure Board policies align with practices that best serve the District. The Administration submits for Board consideration the following changes to policies:

**Revisions to Existing Policies and Associated Regulations – District Initiated:**

The Director of Human Resources proposes revising the designation of Board policy GCE/GCF – Instructional Staff Recruiting/Hiring to “GCF”. The dual designation serves no apparent purpose and is cumbersome.

Current Board policies GCEC and GDEA refer to posting and advertising of job vacancies. Because these two policies are directly linked to other hiring and recruiting policies (GCE/GCF and GDF) and because the content of both policies is primarily procedural, the Director of Human Resources recommends the following Board actions:

1. Repeal policy GCEC and incorporate the content of GCEC into the regulation GCF-R.
2. Repeal policy GDEA and incorporate the content of GDEA into the regulation GDF-R.

The Director of Human Resources also recommends revisions to the posting and advertising language, especially related to the current requirement of posting positions for ten days. This ten-day requirement unnecessarily slows the District’s hiring processes. This recommendation is reflected in the attached draft regulations.

**RATIONALE:** Board policies are routinely reviewed to ensure that they are current and reflect both applicable federal and/or state regulations as well the needs of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** By reviewing and ultimately approving these policy changes, the Board is helping to ensure that the district has current and relevant leave policies in place that reflect the requirements of the law as well as the needs of the district.

**IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Updating and improving personnel policies is directly linked to Rock #3. Clear and up to date policies are essential for supporting our staff.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I recommend moving all policies to the regular Board meeting on April 9, 2015 for action.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** March 13, 2015

## **~~Posting and Advertising of Professional Vacancies~~**

~~Vacancies occur when a position established by the Board of Education is not currently filled by a licensed employee. Vacancies occur when a new position is created or when a licensed employee vacates a continuing position.~~

~~Vacancies shall be advertised as follows:~~

- ~~1. From August 1 through the current school year, licensed vacancies shall be filled by an "Intent Not to Renew" (INR) contract.~~
- ~~2. For the following school year:~~
  - ~~a. Postings shall indicate the position, requirements, and the closing date for submitting applications to the Human Resource Department.~~
  - ~~b. Vacancies shall be posted online at [www.d49.org](http://www.d49.org) under "Career Opportunities." All applicants must apply on-line and have a complete application to be considered for a position. Paper applications are not accepted.~~
  - ~~c. Prior to July 15, licensed employees shall have ten (10) working days from the date of an external posting to apply for the opening.~~
  - ~~d. After July 15 and before August 1, licensed employees shall have five working days to apply for the opening.~~
  - ~~e. When a vacancy occurs due to a granted leave request, the building administration may request an INR contract.~~

~~Adopted: April 21, 1977.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: April 18, 1991.~~

~~Revised: August 6, 1992.~~

~~Reviewed: May 11, 2000.~~

~~Revised: August 28, 2001.~~

~~Revised: October 7, 2010.~~

~~CROSS REFS.: GCKA, Instructional Staff Assignments and Transfers~~





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Posting and Advertising of Education Support Staff Vacancies</b>
Designation	<b>GDEA</b>
Office/Custodian	<b>Education/Director of Human Resources</b>

~~Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when a support employee vacates an existing position.~~

~~The Human Resources Office shall post and date notices of all support staff vacancies in the online application system. All notices shall be posted for a period of at least (ten) 10 working days. Exceptions may be approved by the Chief Education Officer, Chief Business Officer or Chief Operation Officer.~~

~~All postings shall indicate the position, qualifications, and closing date for submitting applications to the Human Resources Office.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Revised: August 17, 1978~~
- ~~• Revised: April 18, 1991~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: January 13, 2011~~
- ~~• Revised: November 10, 2011~~
- ~~• Revised: January 10, 2013~~

### ~~CROSS REFS:~~

- ~~• GDJ, Support Staff Assignments and Transfers~~

Title	<b>ProfessionalInstructional Staff Recruiting/Hiring</b>
Designation	<b>GCE-R/GCF-R</b>
Office/Custodian	<b>Education/Director of Human Resources</b>

### **Instructional Staff Recruiting/Hiring**

The process to be used in recruitment and hiring is outlined here:

#### **1. Vacancies**

—All vacancies will be advertised by the Human Resource Department.

~~Vacancies occur when a position established by the Board of Education is not currently filled by a licensed employee. Vacancies occur when a new position is created or when a licensed employee vacates a continuing position.~~ Vacancies shall be posted online at [www.d49.org](http://www.d49.org) under “Career Opportunities.”

#### **Vacancies**

Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when an employee vacates an existing position.

Vacancies of licensed positions occurring from August 1 through the current school year shall be filled by an “Intent Not to Renew” (INR) contract. Positions may be posted as INR earlier than August 1 when requested by building administration and approved by the Zone Superintendent.

~~Vacancies shall be advertised as follows:~~

~~—From August 1 through the current school year, licensed vacancies shall be filled by an “Intent Not to Renew” (INR) contract. Positions may be posted as INR earlier than August 1 when requested by building administration and approved by the Zone Superintendent.~~

~~—For the following school year:~~

~~—Postings shall indicate the position, requirements, and the closing date for submitting applications to the Human Resource Department.~~

~~—Vacancies shall be posted online at [www.d49.org](http://www.d49.org) under “Career Opportunities.” All applicants must apply on-line and have a complete application to be considered for a position. Paper applications are not accepted.~~

~~—All positions will be posted as “when filled.” Recommendations for hire will be accepted after the position has been open for at least ten (10) calendar days to allow interested applicants time to submit their application to the position.~~

When a vacancy occurs due to a granted leave request, the vacancy will normally be posted as an INR contract. This preserves the ~~the building administration will be encouraged to post the vacancy as INR to preserve the position~~ for the staff member on leave. If the building principal and zone superintendent decide not to fill the vacancy with an INR contract, the Zone ~~If it is decided that~~

~~the vacancy shall not be posted as INR, it is understood that if the staff member on Board approved leave returns to the District, the Zone will be responsible for finding an alternate position placement for the for the staff member when that staff member returns from leave, subject to following all rules and requirements of applicable laws and regulations. SB 10-191 and mutual consent.~~

#### Advertising of vacancies

The Human Resources (HR) department shall post all staff vacancies in the online application system. Job postings shall include a description of the position, a list of qualifications, and a closing date, if applicable, for submitting applications to the HR department. Job postings may be posted as “when filled” or with a specific closing date.

#### Hiring and selection process

##### ~~2. Applications~~

~~All applications will be submitted on-line. No paper applications will be accepted. Access to a computer is available in the Human Resource Department.~~

~~Only completed applications will be considered.~~

1. Applications. All applicants must complete an online application and apply to specific vacancies using the online job application system. Paper applications are not accepted. Only fully completed applications will be considered.

#### Initial screening and interview.

~~The hiring administrator will paper-screen applications and prepare a pool of candidates for to interview. It is the hiring administrator’s responsibility to contact the Human ResourceHR dDepartment and verify that all candidates selected for interviewees are qualified for the position prior to interview.~~

2. ~~The hiring administrator shall conduct interviews and reference checks and complete the recommendation to hire packet.~~

##### ~~3. Background checks.~~

~~Prior to an offer of employment, the Human ResourceHR Ddepartment will verify that the candidate possesses a valid teaching license, or other applicable license or authorization, issued by :~~

3. ~~Check with the Colorado Department of Education. to determine if there is any information on record indicating the applicant has been convicted of a crime involving unlawful sexual behavior or unlawful behavior involving children. Possession of aA valid license serves as proofindicates a completed CBI/FBI background check.~~

~~a.~~

~~The department's records will indicate if the applicant has been convicted of, pled *nolo contendere* to, or received a deferred sentence or had his/her license annulled, suspended, or revoked for such crimes. The department also will provide any available information to indicate whether the applicant has been dismissed by or resigned from a school district as a result of an~~

~~allegation of unlawful behavior involving a child, including unlawful sexual behavior which was supported by a preponderance of evidence according to information provided to the department by a school district and confirmed by the department in accordance with state law.~~

~~b. The department will not disclose any information reported by a school district unless and until the department confirms that the allegation resulted in the person's name being placed on the state central registry of child protection.~~

~~5. Selection~~

~~—The hiring administrator will forward a hiring recommendation with reference checks to the Human Resources Department.~~

4. **Reference checks.** Prior to hiring and in accordance with state law, the hiring supervisor will contact previous employers and other relevant references of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment. The hiring supervisor must submit completed reference checks to HR.

~~6. Contract or job offer.~~

5. ~~—Only the staff of the Human Resource Department is authorized to offer new or supplementary pay contracts and/or jobs to current employees or new applicants. Hiring administrators will be notified upon acceptance of the position. The Board of Education shall approve all hiring recommendations.~~

~~7. Information report to state.~~

6. ~~—In accordance with federal and state law, the District will report the name, address, and social security number of every new employee to Child Support Enforcement, 1375 Sherman Street, Denver, Colorado 80203.~~

~~—This report due within twenty (20) days of the date of the hire or on the first payroll after the twenty (20) days have expired shall be submitted even if the employee quits or is terminated before the report is due. Upon termination, the employee's last known address and the fact of the termination shall be reported to the applicable court or agency.~~

~~—Upon receiving a Notice of Wage assignment, the District shall remit the designated payment within seven (7) days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.~~

- Current practice codified 1992
- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: August 28, 2001
- Revised: November 11, 2010
- **Revised: April 9, 2015**



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Educational Support Staff Hiring</b>
Designation	<b>GDF-R</b>
<del>Office</del> Department/Custodian	<b>Education/Director of Human Resources</b>

### Vacancies

Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when a support employee vacates an existing position.

The Human Resources (HR) ~~Office~~department shall post and date notices of all support staff vacancies in the online application system. ~~All notices~~Job postings may be ~~shall be posted~~ for a period of at least (ten) 10 working days as “—“when filled”—” or with a specific closing date. ~~Exceptions may be approved by the Chief Education Officer, Chief Business Officer or Chief Operation Officer.~~

All postings shall include a description of the ~~dictate the position,~~ position, a list of qualifications, and closing date, if applicable, ~~if applicable,~~ for submitting applications to the HR~~Human Resources~~ ~~Office~~department.

Vacancies shall be posted online at [www.d49.org](http://www.d49.org) under “Career Opportunities.” All applicants must apply on-line and have a complete application to be considered for a position. Paper applications are not accepted.

### Fingerprinting

All applicants, except current students less than 18 years of age, selected for employment in a support staff position must submit a complete set of fingerprints taken by a qualified law enforcement agency as required by state law.

The District will submit the fingerprints to the Colorado Bureau of Investigation for processing for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

The District will charge the applicant a nonrefundable fee to cover the direct and indirect costs of fingerprint processing.

During the employment application process, the applicant must certify either that he or she has never been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense) or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The applicant must specify the felony or misdemeanor, the date of the conviction, and the court entering the judgment.

Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided in the application process. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:

- Felony child abuse, as described in C.R.S. 18-6-401;
- A crime of violence, as defined in C.R.S. 18-1.3-406(2);

- c. A felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
- d. Felony domestic violence, as defined in C.R.S. 18-6-800.3;
- e. A felony drug offense, as described in C.R.S. 18-18-401 *et seq.*, committed on or after August 25, 2012;
- f. Felony indecent exposure, as described in C.R.S. 18-7-302;
- g. Attempt, solicitation or conspiracy to commit any of the offenses described in items a-f; or
- h. An offense committed outside of this state, which if committed in this state would constitute an offense described in items a-g.

The district shall notify the district attorney of inconsistent results for action or possible prosecution.

### Background checks

The ~~Human Resources (HR) office~~ **department** will conduct a Background Information Systems (BIS) check, or other immediate computerized background check, on all hires for non-licensed positions.

### Reference checks

Prior to hiring and in accordance with state law, the hiring supervisor will contact previous employers **and other relevant references** of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment. The hiring supervisor must submit completed reference checks to HR.

### Credit reports

The ~~HR office~~ **department** will not obtain a credit report on an applicant unless the ~~office~~ **department** has first notified the individual in writing, in a document consisting solely of the notice, that the district would like to obtain a credit report and requesting the individual's written authorization to obtain the report. A credit report will only be requested when the applicant submits a written authorization.

The ~~HR office~~ **Department** will not rely on a credit report in denying an application unless the ~~office~~ **department** has first supplied the applicant with a disclosure that includes a copy of the credit report and a summary of the applicant's rights. If an application for employment is denied because of the credit report, the ~~HR office~~ **Department** will give the applicant notice that the action has been taken, as well as:

1. The name, address and phone number of the credit bureau supplying the report;
2. A statement that the credit bureau was not involved in the decision to deny the application; and
3. A notice of the applicant's right to dispute the information in the report.

### Title I paraprofessionals

Prior to hiring paraprofessionals to work in Title I Schoolwide or Targeted Assistance Programs, the ~~HR office~~ **Department** shall determine whether the applicant meets the qualifications required under federal law and regulations.

### Information report to state

In accordance with federal and state law, the ~~HR office~~ **Department** will report the name, address and social security number of every new employee to Colorado State Directory of New Hires, P.O. Box 2920, Denver, Colorado 80201-2920.

This report, due within 20 days of the date of the hire or on the first payroll after the 20 days have expired, shall be submitted even if the employee quits or is terminated before the report is due. Upon termination, the employee's last known address, the fact of the termination, and the name and address of the employee's new employer, if known, shall be reported to the applicable court or agency.

Upon receiving a Notice of Wage assignment, the district shall remit the designated payment within 7 days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.

- Current practice codified: 1992
- Adopted: date of manual adoption
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: December 9, 2010
- Revised: March 12, 2015
- **Revised: April 9, 2015**

Title	<b>Professional Staff Recruiting/Hiring</b>
Designation	<b>GCE/GCF</b>
Office/Custodian	<b>Education/Director of Human Resources</b>

**Recruiting**

The Board of Education directs the Chief Education Officer or designee to develop and maintain a recruitment program designed to attract and retain the best possible personnel. The District should make every effort to hire Instructional staff who are highly qualified as defined by the federal No Child Left Behind Act of 2001 (NCLB).

Annually, the Chief Education Officer, with the assistance from other administrative staff, will determine the personnel needs of the District. The search for instructional personnel shall extend to a wide variety of educational institutions and geographical areas. Consideration of the diverse characteristics of this school system and a need for staff members of various backgrounds will drive employment decisions and recommendations.

Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District. Any present employee may apply for a position for which he/she is licensed and meets the other stated requirements.

**Background checks**

Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit reports are used in the hiring process, the District shall comply with the Fair Credit Reporting Act and applicable state law.

**Hiring**

There shall be no discrimination in the hiring process on the basis of age, disability, sex, sexual orientation, genetic information, religion, race, color, creed, national origin, ancestry, or marital status.

All candidates shall be considered on the basis of their merits, qualifications, and the needs of the District. The Board directs that recruitment procedures will give preference to candidates who meet the NCLB definition of highly qualified.

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent. Unless otherwise required by law, the final selection for nomination shall be made only by the Chief Officer.

**Appointment of candidates**

Nominations shall be made at meetings of the Board of Education. Nominations of candidates who are not highly qualified, as defined by the NCLB, will be accompanied with an explanation as to why a highly qualified candidate was not hired for the position. The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Chief Education Officer shall submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be forwarded by the District in a timely manner to the appropriate agency.



- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption
- Reviewed: May 11, 2000
- Revised: August 28, 2001
- Revised: November 11, 2010
- Revised: August 11, 2011
- Revised: March 12, 2015
- **Revised: April 9, 2015**

**LEGAL REFS:**

- C.R.S. 8-2-126 (*limits employers' use of consumer credit information*)
- C.R.S. 13-80-103.9 (*liability for failure to perform an education employment required background check*)
- C.R.S. 14-14-111.5 (*Child Support Enforcement procedures*)
- C.R.S. 22-2-119 (*inquiries prior to hiring*)
- C.R.S. 22-32-109 (1)(f) (*Board duty to employ personnel*)
- C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-126 (*principals role in hiring and assignment*)
- C.R.S. 22-60.5-114(3) (*State Board can waive some requirements for initial license applicants upon request of school district*)
- C.R.S. 22-60.5-201 (*types of teacher licenses issued*)
- C.R.S. 22-61-101 (*prohibiting discrimination*)
- C.R.S. 22-61-103 (*requirement for teacher's oath*)
- C.R.S. 22-63-201 (*licensure required*)
- C.R.S. 22-63-202 (*Employment contracts and mutual consent placement*)
- C.R.S. 22-63-206 (*transfers*)
- C.R.S. 24-5-101 (*effect of criminal conviction on employment*)
- C.R.S. 24-34-402(1) (*discriminatory or unfair employment practices*)
- C.R.S. 24-72-202 (4.5) (*definition of personnel file in open records*)
- 42 U.S.C. 653 (a) (*Personal Responsibility and Work Opportunity Reconciliation Act*)
- 15 U.S.C. 1681 et seq. (*Fair Credit Reporting Act*)
- 20 U.S.C. 6319 (*teacher requirements under No Child Left Behind Act of 2001*)
- 34 C.F.R. 200.55 (*federal regulations regarding highly qualified teachers*)

**CROSS REFS:**

- GBA, Open Hiring/Equal Employment Opportunity
- GCKAA, Teacher Displacement

## **BOARD OF EDUCATION AGENDA ITEM 13**

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	2015-16 Budget and Legislative Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Late in the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. In recent years, the amount of funding available for K12 education has been in question and has, in fact, seen several reductions on a year-by-year basis. As a result, the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released March 20 and provides some flavor to Governor Hickenlooper's original forecast for 2015/16 that was first released in November 2014.

**RATIONALE:** The assumption, at this point, is that funding will increase slightly at the state level for the 2015/16 fiscal year. A funding increase for the third year in a row, no matter how slight, is a welcome sign after reductions were recognized in the 2010/11 and 2011/12 years, and then flat to 2012/13. Other factors that are defined early, at a high level include projected student count and revenue allocations. Revenue allocations, while tied to specific priorities, have the potential to be managed according to priorities and preferences stated by the Board of Education.

**RELEVANT DATA AND EXPECTED OUTCOMES:** With the increased funding proposals we are aware of at this time, the PPR rate would increase by ~2.8%. In addition, the district will show an increase in student count as is normal for Falcon School District. The combination of rate and volume increases will provide additional funds (aka 'new money') to the District. The first questions to consider, then, are the revenue allocations and next, whether to change compensation rates for district staff in the 2015-16 fiscal year.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in budget strategy and decisions.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	<i>Participation by the DAAC budget sub-committee this year is better than recently seen.</i>
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	<i>Our decentralized approach with innovation is foundational to designing a program for each student.</i>

**FUNDING REQUIRED:** TBD

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** March 19, 2015

Proposed Budget Walkforward - 15/16  
High-Level Parameters  
District General Funds



## Proj Est Inc/(Dec) for 15/16

PPR Walkforward				Net
\$	6,688.61	14 / 15 Amend Budget	\$	6,688.61
				0.048% \$ 3.19
3.4%		14 / 15 Current	\$	6,691.80
				3.335% \$ 223.15
\$	6,914.95	15 / 16 Projected Budget	\$	6,914.95

New Money to apply to:			
Compensation Changes (3.2% Base Chg, Step, + 1% Ben. Incr.)		\$ 1,840,000.00	+\$350K
Utility Increases		\$ 125,000.00	
CTE Changes (Lower Tech reim. + Est Lab rotation)		\$ 125,000.00	
Internal Svs / Vendor Program Changes	346,860.67 estimate (1/8)		
Falcon Zone / School Program Change	931,038.51		
Snd Crk Zone/ School Prgm Changes	219,695.44		
Power Zone / School Program Changes	1,193,321.25		
iConnect Zone / School Prgm Changes	430,830.16		
Other Changes	191.00 /sFTE	\$ 2,774,885.36	-\$350K

## BOARD OF EDUCATION AGENDA ITEM 14

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Chief Officers
<b>TITLE OF AGENDA ITEM:</b>	Monthly Chief Officer Reports
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The chief officers will provide an update to the board on district activity in their respective areas.

**RATIONALE:** To provide timely information to the board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<b>Major Impact</b>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Jack Bay, COO, Peter Hilts, CEO, Brett Ridgway, CBO

**DATE:** March 19, 2015

## Department: | Chief Education Officer

In the Education Office we are continuing our focus on the Big Rocks, and our two major initiatives of *Primary Literacy* and *49 Pathways*. As you will see in the department and zone sections throughout this report, our local leaders remain focused on improving programs that launch every student to success.

Some of the major developments we are tracking are state-level discussions about assessment and accountability. I am serving on CDE's Accountability Working Group, so I have had several opportunities to hear directly from the commissioner and legislative staffers about policy developments. A consensus is emerging that would set state-mandated assessments at the federal minimum. Another important development is that both policy and legislative leaders oppose any sanctions against schools or educators when parents refuse to participate in standardized tests. In district 49, we remain committed to finding value in all the assessments we employ. For example, state leaders are actively considering a model where students who test proficient on the elementary reading assessment (DIBELS) at the beginning of the year, would not be required to take the middle or end-of-year assessments. Rather than letting the state discussion determine our assessment priorities, we are using our experience over the last two years to decide what assessment package support our commitment to primary literacy.

This month I will attend a conference of the National School Board Association in part to learn about best practices in governance-executive teaming, but also to implement our long-range preparation for the 2017 NSBA conference in Denver. We will also have a contingent of leaders attending a conference on performance excellence to help us improve the quality of our systematic processes.

As we move into spring, school and zone leaders are preparing to review innovation plans that were approved in 2012. The Board can expect to see a series of systematic reviews of school and zone performance on future agendas. We have defined a review template and process chart to add consistency to our review efforts.

On the personnel side, resignations and retirements by zone or school leaders have given us an opportunity to see that District 49 attracts first-class candidates. At Odyssey Elementary and in the iConnect and Falcon Zones, we have enjoyed very high quality candidate pools. In each case, our internal candidates have competed with the best in Colorado and nationally. The quality of new leadership ensures that District 49 will continue to grow as the best district to learn, work, and lead.

Across the district, we are entering a season of celebration. From the regular recognition of *Fantastic 49* to the coming celebrations of Teachers of the Year, we have much to celebrate. On the student side, District 49 is having a banner year with athletics, scholarships and acceptance to selective schools. Our students are competing with the best students in Colorado and succeeding. Stay tuned as our athletes, scholars, artists and leaders deliver end-of-the year results like never before.



The Sand Creek Scorpions set a new school standard by placing second in the 4A Girls State Basketball Championship

Photo Credit: Kai Casey/CHSAA.NOW.com

## REPORT OF THE CHIEF EDUCATION OFFICER

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### Department: | **Falcon Zone**

#### Current and Ongoing Activity

##### FES

- The kick off for FES family book club will be Feb. 12th. Each family will receive the book "Charlie and the Chocolate Factory" which will also include a calendar with reading suggestions and activities. Title 1 night will be on Apr. 23rd and families can come to watch the movie "Willy Wonka and the Chocolate Factory". We will teach a reading strategy to our families that evening on comparing and contrasting which will give them the tools to support their child with other books as well.
- We have passed out over 500+ free books to students in grade 3 & 4 and administrators have truly enjoyed listening to our students read.
- Student council supported FES by having an indoor garage sale/book fair last weekend. They raised \$500 and their goal is to raise money to buy benches for the front of the school!

##### MRES

- STAN- Reading in color was our theme. We had app. 400 families if not more in attendance. Reading classes were held in grade level. We also gave away gently used books to families. The books were donated by Pikes Peak United Way.
- Principal Reading Challenge- MRES read 87,000 minutes. Principals were silly stringed in an all school assembly. Students have been extremely motivated to read over breaks just to be able to torture principals:)
- Reading Pilot- MRES is piloting a new reading curriculum, CKLA. This program has rigor and multicultural education heavily embedded as well as a very systematic approach to early reading skills in the primary grades. We hope to see some data from these classrooms soon.

##### WHES

- Administration facilitated Mid Year Data Reviews with all teachers for Amplify, Scantron, and SLO's.
- Professional Development Half-Day focus- Alphabetic Principle Training, RTI, and Building Mid-Year Data Overview
- CP3 Training for Principal- Common Core Training- Flippen Group
- Professional Development Half-Day focus- RTI and Common Core

##### FMS

- FMS celebrated our Semester Honor Roll Students (Students receiving a 3.5 GPA and above for both 1st and 2nd quarter) on January 22nd. We had a huge turnout in our Gym with all of the Parent and Community Members that attended. We were so proud to recognize so many students and hope to see many students recognized at the end of the year as well.
- On January 16th, FMS Staff participated in their staff development day. We started the morning overviewing ICAP with the staff and providing an introduction into the basic information from the state on new graduation requirements. We collaborated together that we would move our ICAP Activities to the beginning of the year next year so that we can use the results of student interest inventories to help guide student selection of their mini courses in November.
- Staff also participated in instructional rounds on the 16th. Staff were selected base don exemplary examples of lessons observed during classroom observations conducted by administration. These teachers taught their lessons to the staff and shared their ideas during PD so that other teachers could learn new active learning strategies and student engagement opportunities, which is part of our UIP.
- FMS Instructional staff engaged in their initial discussion on the Multicultural Issues in Education Course. They are working to complete their course in Schoology and will have a wrap up Socratic discussion in February.



**Department: | POWER Zone**

**Values:** Climb with Care and Confidence \* Create a Loyalty Effect \* The Most Important Person in the World \* Family First \* Serving our Community

**Mission:** Purposeful Risk \* Ownership of Learning \* Whole Child/Student Concept \* Engaging Inquiry \* Respectful Relationships

**Current and Ongoing Activity**

**Primary Literacy**

Ridgeview Elementary School is producing a document that will highlight their efforts this year in evaluating interventions and core curriculum to support our struggling readers. Sonday, Rite Flight, and SIPPS are a few of the high-powered interventions we are beginning to see make a difference in our student's achievement levels. This document will aid our entire zone in providing the most beneficial interventions in a more targeted manner. Odyssey Elementary School is still focusing on our Literacy Excellence Programming and is continuing to refine the programming as they expand into 5<sup>th</sup> grade next year. Stetson Elementary School is focusing on creating school wide systems of extension and intervention across the entire school. They continue to evaluate curriculum and take an even deeper look at their student's data in an effort to maximize achievement.

**Assessment Work**

Currently POWER Zone is looking into variety of local assessment options. A few of the products being researched are Scoot Pad, Beacon, and ACT. ACT has some promise with offering an aligned 3<sup>rd</sup> through 11<sup>th</sup> grade assessment that predicts college and career readiness all the way from 3<sup>rd</sup> grade. Historically POWER Zone has not found that solely attaining mastery of academic standards means a student is truly college of career ready. This particular assessment gives educators outcomes that measure not only conceptual understanding, but practical understanding in the real world.

**POWER Zone Performance Dashboards**

Zone leader has met with RVES, VRHS, and SES at an even deeper level regarding their zone performance dashboard work. Three questions are now being asked to every SAC in POWER Zone. What measures are most important to you as a parent? What measures are somewhat important to you as a parent? What measures are least important to you as a parent? By asking these questions the zone hopes to strengthen their performance dashboard work by including measures that their parent community identifies as most critical.

**Upcoming/Other Activity**

POWER Zone is actively messaging out their work on the zone performance dashboards and intends to actively bring to more and more staff and community members into the process as the year progresses.

## **Department: | Sand Creek Zone**

### **Springs Ranch Elementary: Current and Ongoing Activity**

The Pikes Peak Library Bookmobile comes every other Thursdays for our ELL students and families. Members of our community are also able to use the Bookmobile.

We are seeing success in bring more male role models into Springs Ranch. The Watch D.O.G.S program continues to grow and our annual Dads and Donuts event was a huge success.

PARCC testing has begun for out 3<sup>rd</sup>-5<sup>th</sup> graders. We were able to convert our library classroom into an additional computer lab and the Zone helped us add 2 new Chromebook carts. With the additional technology we have been able to conduct testing with fewer disruptions to our regular schedule.

### **Remington Elementary: Current and Ongoing Activity**

Suzy Ancell and Rocio Padilla are doing PARCC testing that will be on going through May. Girls on the Run started on the 2<sup>nd</sup>.

### **Curriculum**

Kindergarten is working on letters, sight words and subtraction.

1<sup>st</sup> grade is doing Dr. Suess/Read Across America.

2<sup>nd</sup> grade teachers talking about weather and the changing seasons impacting the environment, SCFD will be coming in to give their Safetyfactor presentation on the 19<sup>th</sup>.

3<sup>rd</sup> grade studying reading unit covering the Oregon Trail, economics identified examples from real life how we are all consumers and producers.

4<sup>th</sup> grade working on Colorado government and civics. Three branches of government at state and federal level.

5<sup>th</sup> grade students are working on events that led up to the Revolutionary War, focusing on narrative elements and storyboards.

### **Horizon Middle School: Current and Ongoing Activity**

Knowledge Bowl Teams competed in the City Tournament last month. Unfortunately, we did not earn a medal, however the teams made a great showing by winning some individual rounds and placing close behind the top three winners. Great Job, teams!

Horizon's NJHS will be hosting spirit week the week of March 16<sup>th</sup>-March 20<sup>th</sup> to raise funds for their latest community service project. NJHS has opted to visit patients in children's hospital, spend time playing with them, and bring goodie-bags.

### **Upcoming Activity**

The Horizon Middle School Arts Gala will be held Wednesday March 18th from 5:30 - 8:30. Please join us for a night filled with art, music, and cookies! Enjoy performances from our HMS band, choir, and orchestra, and there will be an art gallery showing open all evening.

Horizon Middle School Orchestra is preparing for the CHSAA competition on April 15th. Scoring with a I or II (the top two ratings) will put us on the map as a great school for orchestra. Wish them luck!

## **Department: | Learning Services**

### **Current and Ongoing Activity**



**Assessment and Reporting:** The ELA and Math Performance Based Assessment portion of PARCC began February 23. Schools are doing a variety of the paper-based and the computer-based testing. The paper-based option has a two-week window, which was extended to March 10 due to weather closures and delays. The computer-based window closes March 20. This is the first year of a large-scale roll out of computer-based state testing. Learning Services has worked closely with John Litchenberg, Daniel DeJesus and CCS to ensure a smooth administration. We learned from the experience of the 2014 Spring CMAS: Science and Social Studies administration and this year are having substantially less difficulties than last year, even with the increase in volume of testing.

Refusal rates for state mandated testing are running at approximately 2%, which is minimal compared to other districts around the state. Kristy Rigdon, Katherine Hochevar and the School Assessment Coordinators need to be credited for their many long hours of preparation and training. Their calm, professional approach with students, staff and families is making PARCC administration go so smoothly.

**Primary Literacy:** The Early Literacy Assessment Tool (ELAT) Grant has been submitted to CDE and we anticipate approval again this year. Next year will be the third year for participation in the grant. Summer READ Camp registration continues. Currently, 158 students have registered. Schools were notified of those registrants so that they can reach out to other families who have students on READ Plans to encourage participation in READ Camp.

**Professional Development:** Brian Green presented at the Colorado Blended Learning Conference on February 19. During the presentation, he shared how District 49 created the Aha! Network as a vehicle for delivering professional development for teachers and leaders. Upcoming professional development offerings include: Classroom Instruction That Works, KAGAN Cooperative Learning Structures, Common Core in Action, Mentoring in the 21<sup>st</sup> Century, and Using Formative Assessment Practices in the Mathematics Classroom.

**Performance Excellence:** On April 24, over 25 District leaders will attend the 2015 Rocky Mountain Performance Quest for Excellence Conference. This event will mark the beginning of the District's journey toward implementing the Baldrige Quality Criteria for systems improvement.

**Teacher Induction:** On March 12, Lead Mentors from each school will meet to discuss progress of teacher inductees. Vista Ridge High School will present to the group on key findings from a recent conference at the New Teacher Center in Santa Cruz. On April 10, Lead Mentors will receive further training on enhancing coaching and mentoring skills. Annette Romero is beginning to schedule end of year induction meetings with each school.

**School Improvement:** Principals are reviewing and updating Unified Improvement Plans for spring submission to CDE in April. Amber Whetstine is consulting with schools performing below "Performance" level and Title I school principals on improvement strategies and progress. Alternative Education Applications for the 15-16 school year have been released to schools and must be submitted to CDE by April 15.

**Health and Wellness:** Two D49 schools have been selected by the Colorado Education Initiative as Healthy School Champions. They will be recognized at the Colorado Education Initiative's Summit on April 24 and will also receive financial awards to support school wellness. Stetson Elementary School won \$1000 and Woodmen Hills Elementary School won \$300. The District-wide Wellness Advisory Council met on March 4. The agenda included brainstorming ways the council can support the implementation of the policy at the school level and included training on improving school climate.

## REPORT OF THE CHIEF EDUCATION OFFICER

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**Educator Effectiveness:** The Educator Effectiveness Liaison Network Grant is supporting zone leaders and principals in the Sand Creek, Falcon and iConnect Zones with strengthening evaluation and feedback processes. On April 3<sup>rd</sup>, Stan Richardson, consultant, Amber Whetstine and Sean Dorsey will provide training focused on enhancing evaluation and feedback skills for principals, assistant principals and instructional coaches.

### Upcoming Activity

**Reporting and Assessment:** CMAS: Science and Social Studies and CoAlt window opens April 13. Fourth and seventh grades will take the social studies assessment. Fifth and eighth grades will take the science assessment. The PARCC End of Year assessment window runs April 20 – May 15. The Learning Services team and zone leaders are collaborating on the implementation of Kindergarten Readiness. Beginning the 15-16 school year, all kindergarten students are required to be assessed on school readiness indicators and to have an individualized learning plan. The Learning Services team is also supporting zones with identifying new interim formative assessments for implementation next school year.

**Title Programs:** Lorretta Grimaldo is creating a policy and procedure handbook for school administrators. Amber Whetstine is working with Martina Meadows and the Title Programs team to review current policies. The Title Programs team is collaborating with Nutrition Services and Transportation to prepare for an At-Risk Count Audit which CDE will facilitate this spring.

**Schoology:** Brian Green is planning for the “Schoology for 21<sup>st</sup> Century Learning Conference” hosted by District 49, May 27. He has also recently been nominated as a Schoology Ambassador. Several leaders will attend the 2015 Schoology Next conference in Chicago this July.

**49 Pathways:** Amber Whetstine is researching options for Alternative Licensure for teachers and principals. Alternative licensure programs provide a non-traditional pathway for experienced professionals to serve as K-12 educators. Amber is collaborating with Mary Perez and Paul Andersen to explore creative options for teacher licensure in support of 49 Pathways.

**Health and Wellness:** Progress on School Health Improvement Plans (SHIPs) will be included as an informational item in the board packet for the March 25 work session. District 49 is applying for a two-year Kaiser Permanente Thriving Schools grant to increase physical activity for students at Falcon Elementary School, Evans International Elementary School, Odyssey Elementary School and Patriot Learning Center. The next Whole School, Whole Community, Whole Child co-leader training will be held on April 9. Kaiser Permanente will be presenting on Youth Engagement. Schools will share their success stories that will also be posted on each school website.

## Department: | Individualized Education

### Current and Ongoing Activity

#### English Language Development:

- Attended C3 – Curriculum training
  - Brainstormed ways to implement the C3 format for English Language Development/WIDA Curriculum
- Attended several ELPA/TITLE III Budget Meetings
  - Finalizing spending for 14/15 SY
  - Planning for 15/16 SY

## REPORT OF THE CHIEF EDUCATION OFFICER

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- Prepared/Facilitated ELD Parent Advisory Committee Meeting
  - HMS –March 19<sup>th</sup>



- Continued ELD Teacher – Spot Observations
- Continue Planning for Dual Language Initiative
  - Parent Meeting – March 11<sup>th</sup> - EIES

### **Special Education:**

- Hiring - hired ESY Secondary Coordinator, posted for itinerant positions to get an early start on the hiring season, posted on three national itinerant websites, and collaborated with Marketing to create an engaging flyer showcasing our district.
- Supporting the launch of DLM in collaboration with CIA Coordinator. This included facilitating a training for teachers who will administer the DLM, having the necessary para-professionals submit paperwork for test security, entering data in collaboration with CIA Data Technician (Katherine Hochevar). Seeking feedback from case managers once they complete the DLM, specifically what they liked about the new system, didn't like and suggestions they would make. The hope is to get these to the CIA Coordinator who may in turn consider forwarding a summary to CDE.

### **Counseling:**

- The district counselor continued working with Mary Perez on ICAPs and Concurrent Enrollment related items.
- The district counselor continued working with Nikki Lester on CTE related items as well as the recent CTE audit.
- The district counselor worked with Lou Fletcher on the Cultural Compass Survey.

### **Gifted and Talented**

- Third Quarter Parent Advisory Meeting was held on March 4 at Falcon High School. Items of discussion were GT data, audit process, and 2nd grade screening in April
- GT staff continue to support schools with CoGat testing and professional development as needed

### **EXCEL, Expulsions and Athletics**

- Working with several schools and principals regarding diversion program and providing extra level of intensive services prior to expulsion. Schools include: Falcon Middle School, Sand Creek High School, and Horizon Middle School.
- Springs sports are well under way the recent snow activity has play havoc on spring schedules. Athletic Director's are working daily to schedule and most recent changes are on individual websites

### **Upcoming Activity**

#### **English Language Development:**

- Attend Federal Program Regional Networking Meeting – Denver – March 10<sup>th</sup>
- Prepare and present – D49 Principals Meeting – March 10<sup>th</sup>
- Dual Language Informational Meeting for Parents – EIES – March 11<sup>th</sup> – 5:30pm
- Attend CDE ELD Director's Mega-Meeting – Denver – March 18<sup>th</sup>
- Represent D49 – CASPA Job Fair – UCCS- March 20<sup>th</sup>
- KAGAN Cooperative Learning PD – March 23<sup>rd</sup> – VRHS Black box - All Day
- Preparation for upcoming ELD PLC – April 10<sup>th</sup> – all day
- Represent D49 – University of New Mexico Teacher Job Fair – April 22<sup>nd</sup>
- Finalize details for ELD/Immigrant Student tutoring for Summer

#### **Special Education:**

- Critical incident forms and procedure updates
- Building visits including formal observations

#### **Counseling:**

- The district counselor will continue to assist secondary schools with ICAP implementation.
- The district counselor will be updating ICAP milestones and instructions for the district.

### **Gifted and Talented**

- Awaiting report from CDE on audit to generate Action Plan with recommended steps
- Reviewing and revising current Identification procedures to ensure compliance with state identifiable areas and coding with CDE

### **EXCEL, Expulsions and Athletics**

- Athletic Directors are working on a consistent model for football helmets to ensure safety, similar communication, and establishing the best practice in the city.
- Movement of Excel Program will take place during Spring Break. We will remain in the building but will transition to a new space to accommodate Central Enrollment

### **Daniel DeJesus**

#### **Current and Ongoing Activity**

The majority of Daniel's time has been spent, of course, on PARCC. He has visited most if not all schools during the PARCC test administration and met with SACs regarding their labs and testing. Initial week of PARCC testing presented some technical issues but they were overcome in timely fashion. On the PC desktop/laptop side, we are still being hampered by Java on Windows desktops/laptops. Test sessions are taking longer than normal to get started due to this issue. Recommendations from Pearson also contribute to the issue as they recommend not to update Java to the latest version. Daniel is working with CCS and hopes to come up with a solution that will provide a cleaner test environment for PC desktop/laptop labs used for assessment.

In the past month Daniel has also been establishing his working relationship with CCS and their key players. Learning their strengths and weaknesses. In his short time Daniel, has learned that the current contracted tech support model can have some challenges. The three areas identified that would fall into the challenges category are:

1. Response times on communications.
2. Directory services administration/management.
2. Software Application distribution.

#### **Upcoming Activity**

Daniel is currently looking into other ways to make the technology setup for PARCC/CMAS easier. One product that caught his attention was from a company called "Neverware" and their "Cloud Ready" product which presumably can turn old PC desktops into Chromebook like devices.

### **John Litchenberg**

#### **Current and Ongoing Activity**

The department has been busy configuring the iPads in our 1:1 schools to work with the PARCC test. The software provided is substandard and difficult to troubleshoot. We also hope to be finalizing our E-Rate funding to replace our wireless access points. By upgrading this hardware, the district will be in a better position to implement BYOD at the secondary schools as well as better connectivity for all users. The Google Apps for Education audit that should be completed by the end of March. The audit will suggest changes to our implementation to better reflect our district's vision.

#### **Upcoming Activity**

The district will begin using our new password recovery and reset software later this month. The software will help speed up the process of getting student logged into computers, reducing the amount of instruction time lost.

### **Department: | Communications**

Implemented a major initiative on D49.org to increase customer service capabilities across multiple departments. Multi-month marketing campaign is underway. Internal and community communications support for 49 Pathways in production. Continuing to support FHS with community collaboration.

#### **Current and Ongoing Activity**

### **Live Chat (Community / Best District)**

We recently completed a free trial of LiveChat on D49.org and have entered into a one-year service agreement. The service provides the ability to directly interact with current students, parents, staff and community members in addition to prospective families and staff.

Several employees from enrollment, human resources and transportation have received training and are using the system to serve customers. Live Chat has a powerful ticket system that tracks and assigns workflow, in addition to providing analytics measures on customer service. This should cut down on phone calls and emails long term.

District and school leadership should have a discussion about LiveChat agents at each individual campus to cut down on phone calls and emails too.

### **49 Pathways - Spring Marketing Campaign (Best District / Every Student / Trust)**

First Pandora spot is running and first spot for a multi-month YouTube campaign is in production and will start running mid-month. Individual students (Every Student rock) and educators (Best District rock) that have found their path in District 49 are highlighted. YouTube campaign is geo-targeted and demographically targeted for maximum return on investment.

### **Volunteer 49 (Community / Trust)**

After a failure of some Raptor hardware at FVA, I was installing Volunteer 49 to use as a student check-in system. During my time there I investigated Raptor and discovered that it appeared to have some of the same functionality as Relatrix.

Dave Watson and I have been researching the full capabilities of Raptor and have chosen to use it to manage volunteers in the district. It is cost effective versus the Relatrix solution and is already familiar to school front office employees who currently use it to manage visitors to the school.

### **FHS Innovation Plan Community Meetings (Trust / Community / Every Student / Best District)**

The communications department continues to provide support to Falcon High School and Falcon Zone as the community, school and district leaders work together to improve the educational assessment, feedback, documentation and reporting system. Multiple web pages have been created to provide the Falcon community a digital recap and participatory experience for each meeting.

### **Signage (Best District)**

New branding signage has gone up in multiple locations at the Education Service Center. I'd like to thank Nathan Truex and the engineering students at Vista Ridge High School who fabricated the light up sign next to the main front door. We will also be assisting with signage at the facility on Pony Tracks.

## **Department: | Concurrent Enrollment**

### **Best District:**

**D49 Teachers to qualify as PPCC Adjunct Professors:** PPCC Math and English faculty have met with our D49 teachers and have provided D49 with guidelines regarding graduate level courses needed to meet adjunct qualifications. Biology and Chemistry professors will hold a collaborative meeting with our secondary science teachers on March 13. These discussions have been extremely informative for both high school and college instructors as we refine the transition to postsecondary education.



## REPORT OF THE CHIEF EDUCATION OFFICER

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CE Instructional Coordinator job description presented to BOE for approval. This position will provide postsecondary experience and coaching to teachers, students, and parents, and will conduct liaison work with postsecondary partners as we develop a pipeline of postsecondary workforce readiness awareness throughout the district.

Met with Michelle O'Neil, CDE Exec Director of Professional Services and Educator Licensing, regarding alternative licensing options for college adjuncts and other teachers. We will meet with Pikes Peak BOCES this month to continue this discussion.

Constructed AVP Course/Credit guidelines and AVP articulation resource guides for high school counselors and registrars.

D49 article selected by NACEP to be published in monthly blog to secondary and postsecondary concurrent enrollment members nationwide.

### **Every Student:**

Fall Concurrent Enrollment college advising for fall semester will continue until Spring Break. PPCC registration begins April 6. Estimated CE enrollment for Fall 2015 is 200 students.

## **Department: | Safety and Security**

### **Current and Ongoing Activity**

#### **Policy revisions/ reviews**

Mr. Watson has been assigned numerous policies pertaining to Safety and Security Director as custodian, and he will begin conducting reviews of those policies and make recommendations for revisions or updates as needed.

#### **School Fire and Life Safety Consortium**

Mr. Watson has received a request by the Pikes Peak Region Fire and Life Safety Consortium to assume control and take over responsibilities for the group, which meets monthly. This group discusses training for the region, coordinates community collaboration and is a Liaison for community partners in the Pikes Peak Region.

### **Colorado Association of School Safety and Law Enforcement Officer's (CASSLEO)**

Mr. Watson has been asked to assume/ agree to be nominated to a position as an Officer on the Board for CASSLEO. No action has been taken yet.

### **District Training**

Mr. Watson has begun gathering training needs and suggestions from District staff for the upcoming 15/16 school year as it pertains to Emergency Management and preparedness.

### **Security Patrol position**

Mr. Watson provided Mr. Hilts with a job description and supporting documents for the need for an assistant to his position.

### **Safe 2 Tell reports**

To date, the district has received approximately 115 Safe 2 Tell reports. The majority of the reports are received after "normal" school operating hours. The top two topics reported are suicidal threats and bullying. All Safe 2 Tell reports are followed up by school staff and our emergency service partners depending on the circumstances.

### **Cultural Compass**

Mr. Watson has been working collaboratively with Dr. Lou Fletcher to design a base framework for specific programs for the 15/16 school year that addresses areas of concern noted during the latest Cultural Compass Survey.

## **Department: | Cultural Capacity**

The Cultural Capacity paradigm is a continuous process that requires buy-in from the Falcon School district 49 Community of Practice. Intentional exposure and deliberate purposeful interaction sets the stage for intervention and implementation of a multilevel multicultural education program.

### **Current and Ongoing Activity**

#### **Cultural Framework**

The Schoology Learning Management System continues to be utilized to implement district-wide completion of the "Building Cultural Capacity" course; nearly 800 individuals have enrolled since the launch. The Cultural Compass survey is complete; the district-wide data will be presented 18 March 2015. The school specific data was distributed in February; the DA's were asked to examine their Cultural Compass data to consider whether the top three trends necessitate updates to their school's Unified Improvement Plans or inspire other school-based interventions. The schools are sending their findings to the CCC and an in depth discussion will take place during the district-wide presentation.

### **Department of Justice**

The Semi-Annual DOJ report was submitted on 2 February 2015. The DOJ requested copies of new and changed district policies as a follow on action. The DOJ is currently reviewing the submission and will reach out to the district if they need clarification or require subsequent actions.



### **Community Outreach**

The Educating Children of Color (ECOC) committee will recognize the district for its community support during Fantastic 49 at the 12 March 2015 Board meeting. The African American Youth Leadership Conference (AAYLC) was held on 7 March 2015; the AAYLC will also recognize the district for community support during Fantastic 49 at the 12 March 2015 Board meeting.

### **Upcoming Activity**

1) Completion of “Building Cultural Capacity” course district-wide; 1 April 2015 is the target for district-wide completion. 2) Cultural Compass Survey report to district leaders 3) DOJ feedback on the Semi-Annual report is currently still pending

**Department: | Enrollment Management and Infinite Campus (IC)**

Central Enrollment is the doorway to the district; therefore, processes are being reviewed daily to add efficiency and customer focus. IC is a cog in the process of creating efficiency in the district.

**Current and Ongoing Activity**

**Enrollment Reform**

Leading an agile project team in their examination of the feasibility of a Student Information System (SIS) migration, which could be modular or part of an enterprise that includes other district IT capabilities.

**Upcoming Activity**

**Process Documentation & Customer Service Training**

Central Enrollment is being relocated to a consolidated service center during Spring Break. The latter will be the main effort and other training priorities will be paused until the staff and operational capacity are returned to their normal state of functionality.



# CHIEF OPERATIONS OFFICER REPORT

February 2015

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## 1. **Department: | Transportation**

Values: (SPITS) \* **Safety** \* **Professionalism** \* **Integrity** \* **Teamwork** \* **Service**

*Vision: To be recognized as the premier student transportation organization in the state of Colorado*

**Mission: To provide a valued service as efficiently and safely as possible at the least cost.**



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## **Current and Ongoing Activities**

- a. **(New)** 8-12 drivers & paras participating in TLC Paint Crew over Spring Break
- b. **(New)** 12-14 staff members attending CSPTA sponsored SPED mini-conference on 30 Mar at Douglas County Fairgrounds.
- c. **(New)** 27 Mar operations and maintenance staff conducting a team building event
- d. **(New)** Due to housing/road growth in District have, in conjunction with El Paso County 911, reached agreement to download county maps 4 times per year in order to ensure most current maps when routing students. Will conduct 2<sup>nd</sup> download of county map during Spring Break.
- e. **Update** (Ongoing) Pilot program with Synovia ready to “go live” on Monday, 6 April. Pilot will last for two weeks. Once completed will evaluate to determine if Transportation will make recommendation to adopt.
- f. **Update** (Ongoing) Recruiting & Training
  - i. Bus Paraprofessionals. As of 1 Mar now at 100% FTE.
  - ii. Bus Drivers.
    - 1. Will put 2 new drivers in service 6 Apr.
    - 2. Still short 4 drivers
    - 3. Will continue to recruit & train through May and over summer.
- g. **(Ongoing)** CDE Compliance audit–
  - i. CDE field analyst support team will be onsite 3-16-15 to conduct their field work for the CDE compliance audit. Transportation will be audited for the 2010-2011, 2011/2012 and 2012/2013 fiscal
- h. **(Ongoing)** 2015-2016 Budget Development
  - i. The 2015-2016 Budget is currently being developed. The director is working with the budget office and the
  - ii. Developed a comprehensive capital budget and submitted it to long range planning and the COO for review.
- i. **(Ongoing)** SPED router staff member attending the national Transporting Students with Disabilities conference 19-22 Mar 2015 in Frisco, TX
- j. **(Ongoing)** Continuing to improve the new time ware management information system
  - i. Working with Payroll department to develop the appropriate file to be migrated each month from the new system to support the payroll process.
- k. **(Ongoing)** Participating on the ERP (Enterprise Resource Planning) system review committee.



# CHIEF OPERATIONS OFFICER REPORT

February 2015

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## 2. Department: Nutrition Services

**Values:** \* take responsibility for serving a safe high quality and nutritious meal for a reasonable price \* be financially self-sufficient and \* team spirit \* be proud of staff member's contributions

**Vision:** *Nutritional Well-being; to support and promote proper dietary habits contributing to student's health status and academic performance.*

**Mission:** *To enhance each student's ability to learn by providing quality food and quality service*



### Current and Ongoing Activities

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- a. Supporting the District with the CDE At Risk Audit that is being conducted onsite March 16-27
- b. Attended CDE Wellness Policy training
- c. Attended CDE Summer Feeding Program training for a potential summer lunch program this summer at Evans Elementary
  - i. This training is required if the district considers having a summer lunch program.
- d. Completed 2015-16 commodity food order for the 2015-2016 fiscal year.
- e. Recently completed the mandated CDE three cycle compliance audit conducted in early February.
  - i. The results of the audit where good. There were not significant issues to resolve.
- f. Staff Evaluation
  - i. The nutrition services staff is gearing up to complete all of the staff evaluations by April 1, 2015.
- g. Working to develop the preliminary 2015-2016 budget
- h. Attending CDE's Office of School Nutrition's Advisory Council meeting (member of council)
- i. Attending training being provided in Denver by the National Food Service Management Institute
- j. Selected to attend Roundtable meeting by Rich's Manufacturing (bread products for k-12)
- k. Working with Imagine Indio Ranch to improve their nutrition services at the school.
- l. Working with Falcon High to resolve a few CDE smart snack audit issue.



# CHIEF OPERATIONS OFFICER REPORT

February 2015

### 3. **Department: Facilities**

**Values:** \* Strive for Operational Excellence \* Ongoing Staff Education \* Human Diversity \* Maximize Individual Potential \* Lifelong learning \* Productive Effort, Make a Difference \* Shared Responsibilities & Leadership \* Emphasize Team Power \* Ethical Behavior \* Continuous Improvement

**Mission:** *To provide a safe, aesthetically pleasing and comfortable environment for our students, staff and community members.*



### **Current, Upcoming and Ongoing Activities**

- a. **(Update):** (New) Staff Evaluations
  - i. Staff evaluations are in process or all staff members. This task will be completed by April 30.
- b. **(Update):** TLC Paint projects – the facilities department has coordinated paint touchup activities for spring break at Woodmen Hill Elementary School, Falcon High, Remington and Vista Ridge High schools. This work is performed by our bus drivers that are not working during this period at a substantial savings in contracted labor.
  - i. The school provides the paint and the facilities team provided the labor force.
- c. **(On Going):** School Dude System development:
  - i. The facilities team is working to implement and enhance the following school dude management information operating systems:
  - ii. **(Update):** Several facilities staff members and IT attended the School Dude University
    1. The team came back with several items that will improve efficiency in the work order and ticket system.
    2. This system will allow for timely communication for essential work requested.
      - a. The new system will also allow each department to further refine staff members productivity.
  - iii. Energy Direct – this program allows the district to access the quantities and dollar amounts spent for all utilities including electricity, natural gas and water. This information is electronically extracted from the vendor to provide key performance information on utility consumption. This key information will allow the facilities team to manage this key resource.
    1. **Update:** – the system is being populated current and should be ready for operations in May 2015.
      - a. This system allowed the district to reduce its work force in 2014-2015.
  - iv. Capital Facilities
    1. This baseline facility and campus information has been completed. School Dude provided best practice training on how to enter the facility data in order to provide the capital facility replacement costs for each fiscal year. The system determines assets useful life by asset class but allows flexibility to adjust the information. This tool will be used by long range planning, finance and facilities to assist in the capital maintenance of the district's facilities.



# CHIEF OPERATIONS OFFICER REPORT

February 2015

- a. **Update:** The information obtained at the Dude University will enhance this vital system.
    - b. **Update:** The completion of this system is targeted for Dec 2015.
    - c.
  - v. Inventory Direct
    - 1. This system allows the district to develop a just in time inventory system for supplies and materials. The school dude system is also integrating this program with several major suppliers to improve this system.
      - a. **Update:** The newly released system that School Dude has implemented will allow the facilities department to create a virtual just in time inventory system. The system will also improve financial accountability.
  - vi. IT Direct
    - 1. **Update:** The facilities team and CCS released the new IT ticket system and the Maintenance work order system on March 3, 2015 for all district employees. The I.T. ticket system is new.
      - a. The first survey will be available in April 2015
    - d. **Update:** The facilities leadership has reviewed the IT/Security/Low Voltage maintenance needs and determined that a maintenance position can be eliminated with the new inventory School dude system. This will allow the department to add a key staff member in the building automation and integration sector. This position will allow IT and facilities to complete projects, tickets and work orders more efficiently. HR is reviewing the proposed job descriptions. Plans are to present this to the board in April for discussion.
- 4. **(On Going)** The manager of facilities and the COO are working with Zone leaders and Principals to determine operation capital needs for each school campus for the upcoming 2015-2016 fiscal year.
  - a. **Update:** The preliminary capital needs list is currently being compiled. This list will be reviewed by the zone leaders and chiefs in April 2015.
- 5. **(On going):** Major projects:
  - a. Listed below are the major capital projects the facilities staff is currently providing estimates and developing time lines and appropriate tasks to complete the work before the start of the 2015-2016 school year.
    - i. Southside service center (RMCA-Church)
      - 1. **(Update):** Over the spring break the first phase of relocating the Enrollment staff from the Tutt building will be completed
    - ii. **(Update):** RMCA Mod Complex refresh
      - 1. Based in the needs of Horizon Middle School this project has been scaled down
    - iii. Horizon Gym Refresh and upgrade
      - 1. **(Update):** Thanks to a generous contribution from FCBC a new score board and sound system will be added to this project.
- 6. **(On Going)** The facilities team is working with long range planning to update the deferred capital needs list in order to assist in the process of completing the approved 2015-2016 Capital Projects
  - a. **(Update):** Past due project that needs to be addressed in 2015-2016 –
    - i. Horizon Roof Replacement



# CHIEF OPERATIONS OFFICER REPORT

February 2015

## 7. **Department: |Grounds**

**Values:** \* Strive for Operational Excellence \* Ongoing Staff Education \* Human Diversity \* Maximize Individual Potential \* Lifelong learning \* Productive Effort, Make a Difference \* Shared Responsibilities & Leadership \* Emphasize Team Power \* Ethical Behavior \* Continuous Improvement

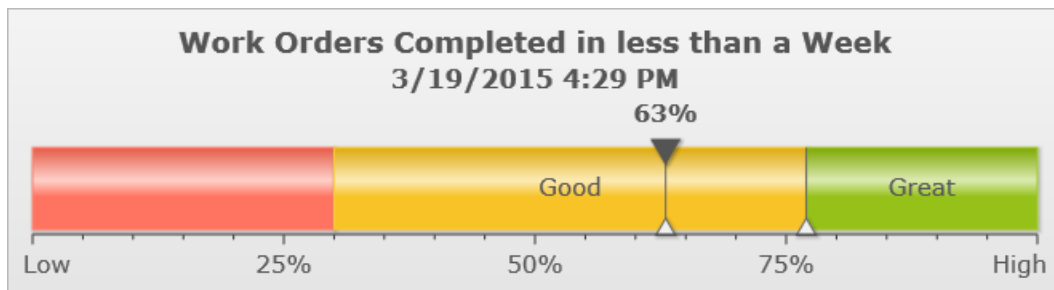
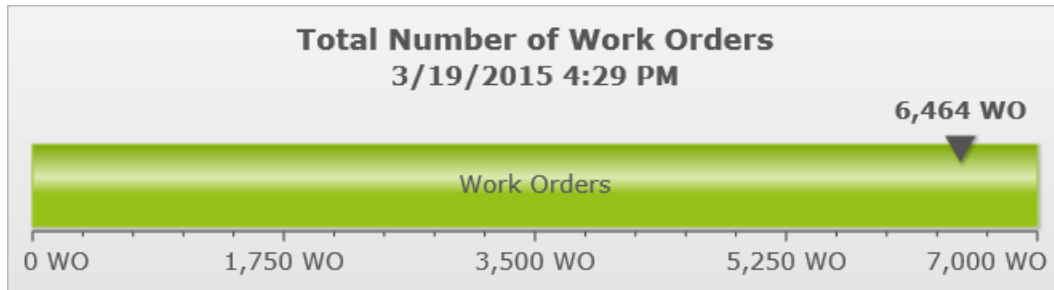
**Mission:** *To provide a safe, aesthetically pleasing and comfortable environment for our students, staff and community members.*

### **Current and Ongoing Activities**

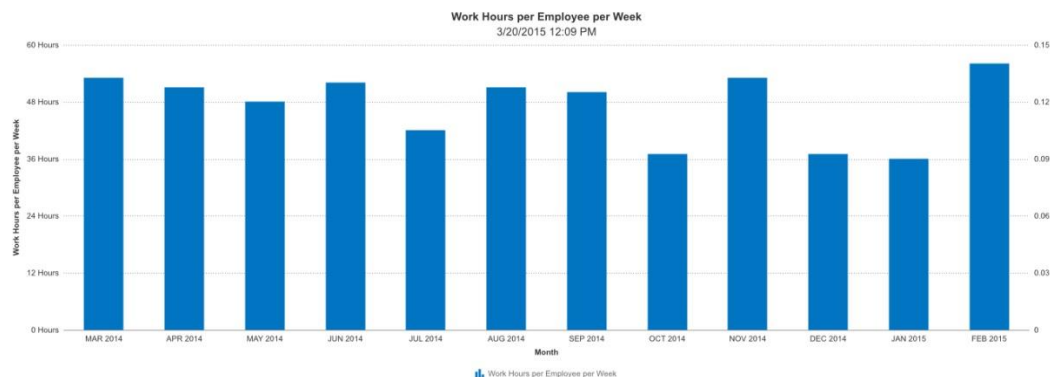
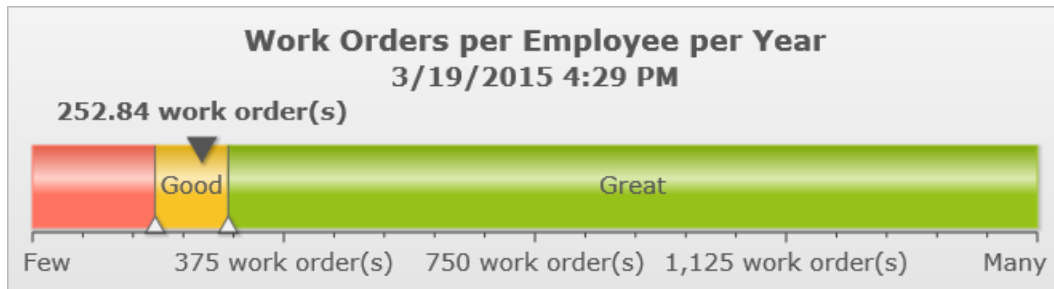
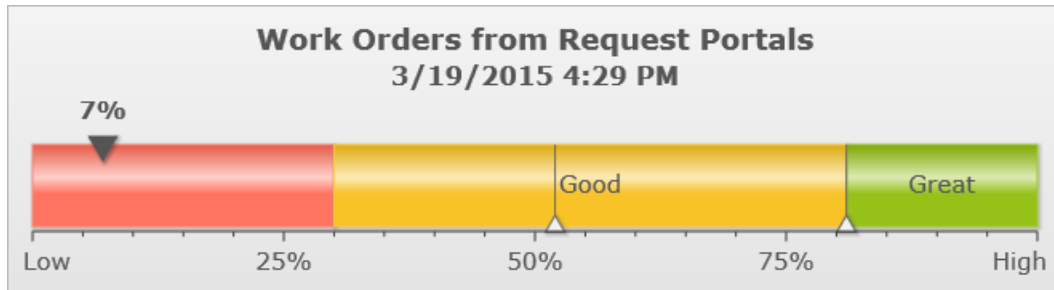
- a. **(On going –but hope we are done):** Continuing to provide snow removal for expected storms to ensure safe access during adverse weather conditions.
- b. Preparing the high school and middle school facilities for the spring sports season.
  - i. Track
  - ii. Baseball – preparing infields with top dressing
- c. **(Upcoming):** Beginning preparations for the upcoming Irrigation season
- d. **(On Going):** Preparing for the annual classified staff evaluation that will be complete April 1, 2015.
- e. Working with the leadership at FVA to complete a turf playground area project for the school.
- f. Major Project
  - i. **New:** Southside Service Center
  - ii. **New:** Vista Ridge baseball scoreboard installation support for electrical trenching
  - iii. **(Upcoming):** Irrigation Startup for all district facilities
  - iv. **(Upcoming):** Parking lot repairs and stripping
  - v. **(Upcoming):** Elementary school garden at Evans Elem

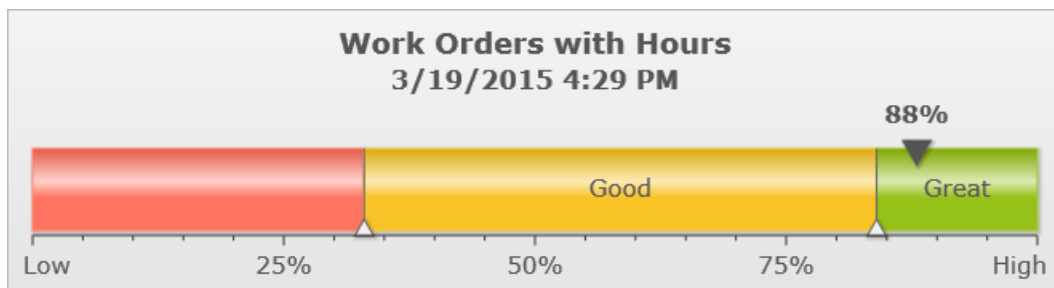
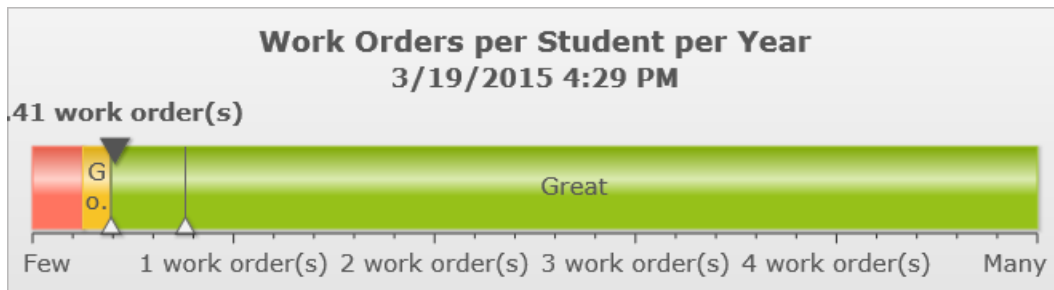
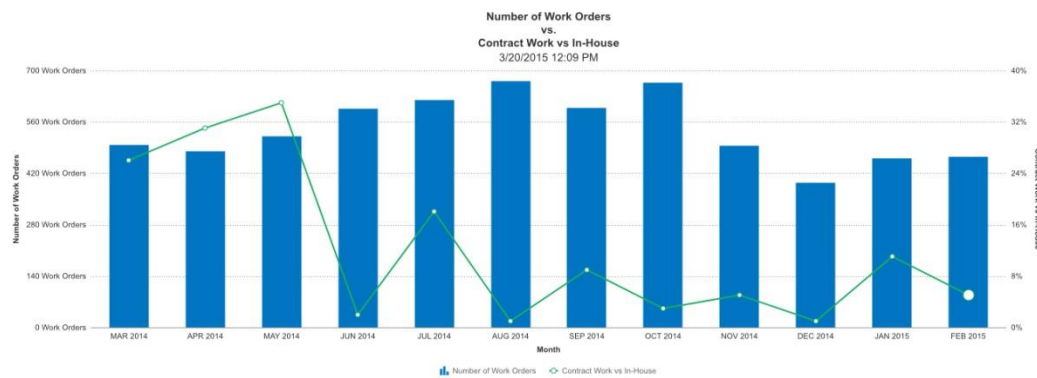
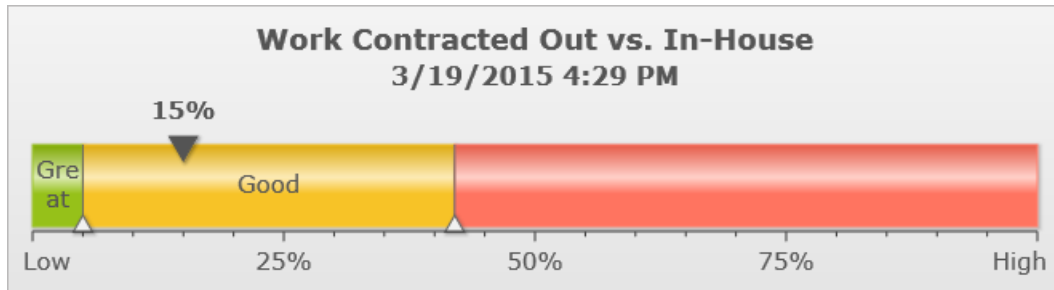
## 8. **Overview: | Chief Operations Officer**

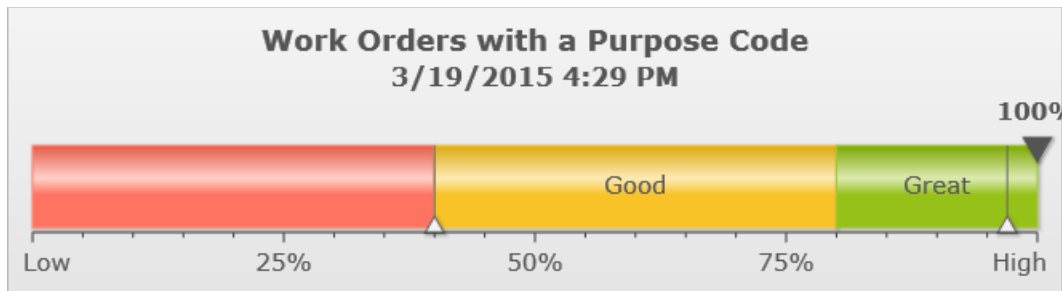
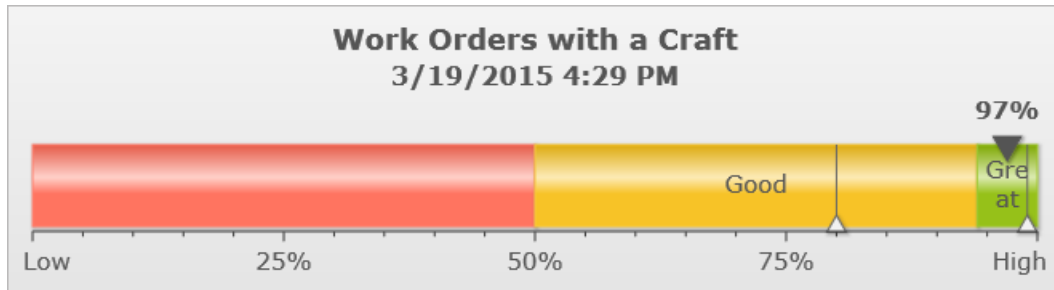
- a. **(On Going):** Focus on refinement of the monthly, quarterly and annual key performance indicators to be used in operational and performance benchmarking
- b. **(On Going):** Working with each operating unit to determine goals and objectives
  - i. Adopted the performance - quest to the be best among our peers in the following area
  - ii. Transportation
  - iii. Nutrition Services
  - iv. Facilities
  - v. Grounds
  - vi. Energy management
- c. **(Update):** Attended the School Dude University with the IT team
  - i. Obtained additional insight to further develop our operating systems
- d. **(On going)** Working with I.T to develop an effective work order and ticket system to document operational IT performance.
- e. Working with several key vendors, the State of Colorado office of energy management and several key school district to develop a comprehensive energy management program
- f. **(On going)** Developing Leadership enhancement programs for each of my direct reports.
- g. **(On Going)** Working with Lyle Wells at the Flippen group to further develop my leadership skills



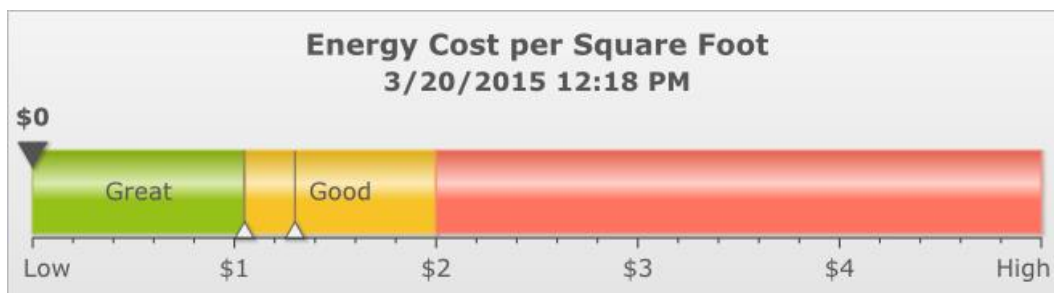




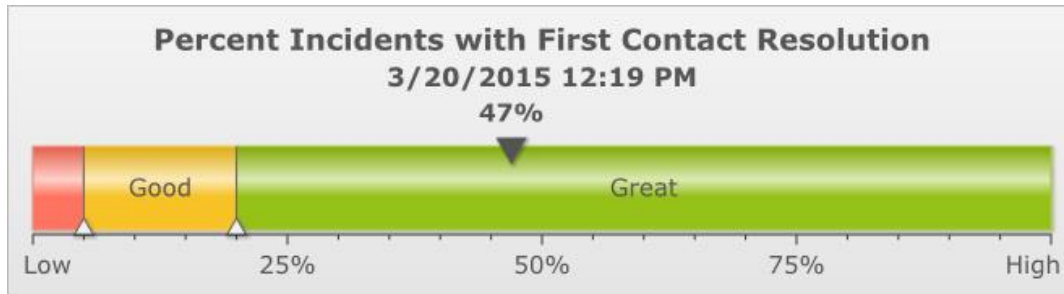




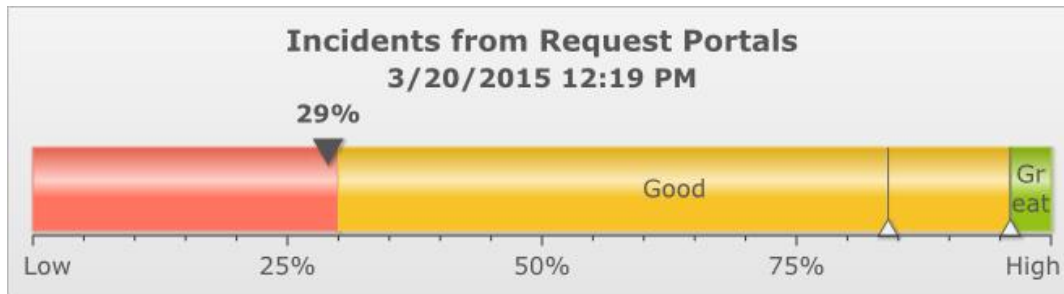
**NEW: Energy Management:**



### NEW:IT Management



The system opened on 3-2-15





## BUSINESS OFFICE

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This month's Chief Business Officer Report includes:

1. General Information and Legislative Update
2. A 'training document' for an introduction to school finance to be used at the State Legislature
3. Individual listings from the various groups in the Business Office

### Legislative Update

The legislative session is in full swing, but for school finance it is kind of a 'hurry up and wait' status. The governor's budget proposal is out and well documented. That is just a proposal, however, and the legislature has much more say in what the final budget looks like. With this year's legislature split politically (House controlled by Democrats, Senate controlled by Republicans) it may be more interesting and may be more delayed than past years. As we have experienced the last few years, the quarterly forecast reports, specifically the March quarterly forecast, has a big impact on the mood of the legislature and therefore a big impact on the final budget numbers.

In other legislative items, District 49, did participate in testimony on HB 15-1080 – "A bill concerning the percentage of students eligible for free and reduced-cost lunch that triggers required participation by a public school in the Breakfast after the Bell Program". I testified in support of this bill which was attempting to keep the benchmark percentage at 80% free and reduced lunch instead of allowing the benchmark to go down to 70%. A prior legislature enacted a bill that lowered the number to 70% beginning with the 2015-16 school year. Our testimony in support of keeping the ratio at 80% was motivated by our understanding of the federal nutrition service programs. The entire topic, of course, is much more a social agenda issue than a true educational issue and the lowering of the benchmark rate from 80% to 70% was meant to further cement the social agenda within the confines of education law. Our concern with the program is that the 80% level was intentionally set at that level to enable districts to adequately offset costs associated with Breakfast after the Bell within the Nutrition Services program. Moving the benchmark down to 70% would, in all likelihood, require the General Fund to subsidize the program. Proponents of the 70% level are unconcerned with such a result, while proponents of the 80% level are concerned with reducing the funds available for educational programs at the cost of the social agenda requirement for Breakfast after the Bell.

We have also caught wind of another endeavor that is taking shape to completely recast Education Finance funding in Colorado. This is a worthy discussion to be sure. We are hopeful to participate right from the beginning with this effort and, having been included in such an early discussion, early indications are that we might have that opportunity. If D49 is able to participate, it could help produce a result that is not as tilted as SB13-213 was in favoring a certain few school districts. This effort also hopes to formally identify the conflicts inherent in the Gallagher Amendment, Amendment 23 and TABOR. These conflicts, along with a continually eroding balance between local share and state share of education finance are a significant barrier to real improvements in Education Finance if left unchanged. Stay tuned for more....

"... general assembly's duty under section 2 of article IX of the state constitution to provide for a thorough and uniform system of public schools throughout the state . . ."  
 "... equity considerations dictate that all districts and institute charter schools be subject to . . . provisions of this article . . ."  
 ( replaced SFA 1988 [article 52], 1973 [article 50] )

October Count  
process includes interpreting  
'full time' student status

```

graph TD
    A[and plus :  
adjusting for Kindergarten to 0.58] --> B[then applying :  
declining enrollment district smoothing]
    B --> C[resulting in :  
total funded student count]
  
```

and plus :  
*adjusting for Kindergarten to 0.58*

then applying :  
*declining enrollment district smoothing*

resulting in :  
total funded student count

Formula Funding =	Base Funding Net sFTE (less OL/Asc)	+	subset: At-Risk sFTE	+	subset: Online sFTE	+	subset: Ascent sFTE	=	Total Program
start with	Base Funding Rate								
+ impact of	Size Factor Adjust	}	<i>all according to general demographic characteristics of each school district</i>						
+ impact of	Cost of Living Adj								
+/- impact of	misc. other Adj's								
=	Per-Pupil Funding								
x	Funded sFTE								
=	Total Base Funding \$\$	+	At-Risk Formula Funding \$\$	+	Online Formula Funding \$\$	+	Ascent Formula Funding \$\$	=	Total Program Funding \$\$

*Categorical funding is only of concern for districts with high local share that must buyback their categorical \$\$*

The quantification of reported free & reduced lunch students for grades 1-8, measured as a ratio against total students in grades 1-8 (all by district). That ratio is applied to the entire K-12 student count. If a district is eligible, concentration factor is also added in the final benefit.

The number of online students identified in the October count are given a PPR rate that is 3.5% less than 'minimum funding' for traditional students. This portion of students is not eligible for base funding rate adjustments.

Similar to online, the number of Ascent students identified in the October count are given a PPR rate that is approximately 3.5% less than 'minimum funding'. Also similar, this portion of students is not eligible for base funding rate adjustments.

Once Total Program Number is Identified,	+	Total Program \$\$	PPR
Subtract the local contributions :	-	Property Taxes for Total Program	
<i>Even if these contributions go up, Total Program \$\$ does not go up. Instead, State Share goes down. Total Program \$\$ remains fixed.</i>	-	Specific Ownership Taxes	
Determine what State should backfill	=	'Normal' State Share	
less: Pro-rata share of Negative Factor <sup>1</sup>	-	Negative Factor	NegF PPR
Determine what State will backfill	=	Net State Share	
			Net PPR

<sup>1</sup> The Negative Factor exists because local contributions do not contribute their intended proportional share. For many years, the state budget was able to make up the difference, but after the 'Great Recession', the state could no longer cover the local share shortfall. The Negative Factor was then introduced in lieu of addressing the local share issue.

<b>The unreconciled conflicts:</b>	<b>TABOR Amendment</b> <i>state revenue goes down, it can't go up</i>	<b>vs.</b>	<b>Gallagher Amendment</b> <i>residential property @ ½ Commercial</i>	<b>vs.</b>	<b>Amendment 23</b> <i>School Funding increase with inflation</i>	<i>This is leading us to likely TABOR income tax refunds while simultaneously experiencing the Negative Factor and not fixing local share. These three forces pull in opposite directions.</i>
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### **Individual Business Office Department Summaries:**

#### **Risk & Benefits Department: Shannon Hathaway, Manager**

- We are starting our property & liability pre-insurance meetings. This coverage renews for July 1.
- Healthcare Reform & tracking for the new reporting rules remains a focus.
- A review was done with The Standard on our long term disability & life insurance claims over the past 3 years.
- Unemployment claims / hearings are being handled as they come in.
- Work comp injury reports are being entered and investigated as they come in. We have had a large spike in w/c claims over the past month. We had quite a few slip & fall claims from the ice and also had an increase of para injuries from aggressive student behavior.
- New hire paperwork and insurance change forms are being processed in all of the on-line systems and Alio – as they come in.
- HSA transfers and balancing are always a monthly priority.
- Cobra paperwork is sent monthly to our vendor on all resignations and terms.

#### **Planning Department: Melissa Andrews, Manager**

- Development
  - Reviewing minor amendment for Banning Lewis Ranch Village II, 198 single family lots on 30 acres
  - There is a developer putting in a retirement community near Forest Meadows who would like the fees for schools waived. The City of Colorado Springs and the utility company have been working with me, as the developer says he has spoken with District 49 and we have not and have been unsuccessful at reaching him. It is my understanding that the community has not been approved to be age restricted. There is no guarantee that the homes would not be occupied by grandchildren or in the future revert to a non-retirement neighborhood, resulting the District remaining responsible to educate children if and when they show up.
  - FCBC Meeting – voted to fund scoreboard and sound system for HMS up to \$9000 and a scoreboard up to \$4000 for SVMS.
- Planning





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- Projections – Projections were complete for the coordinated schools. Will be revising for proposed boundary change between SVMS and HMS that will alter current projections for both middle schools as well as the high schools. Will also complete the charter school projections.
  - PLC – Met with Tom who is planning to reconfigure his current program and expand once PPCC moves out. The plan would include moving all students out of modular and into the building
    - Expansion into PPCC side will require expanding the intercom, bell, phone, and security systems
    - Inventorying current furniture and assessing what additional furniture will be necessary.
    - Assessing art barn to convert from automotive to workshop.
    - Converting current PLC office space into same program as in the Butler building.
    - Converting one of the large PPCC rooms to hold 40 student for project based learning
    - Tom is preparing a proposal for Peter to request the Expelled program move into the POD and add a second in-between Expulsion program that would consist of approximately 30 students. If this is accepted, the sewage needs to be addressed, as there have been past problems with raw sewage here.
  - WHES is interested in changing a modular used for storage into a classroom modular for the coming year due to anticipated growth.
  - MLO - Calculated number of students residing within district boundaries attending one of our schools
  - MLO Refinance – provided demographic and development information for the Credit application
  - School Dude Training for new Capital Planning software
  - Attended Falcon Regional Park stake holder meetings and the public meetings providing input and working out partnership possibilities as the park adjoins district 49 land.
  - Generated and modified Evacuation routes for all CO and Facilities staff for Dave Watson. Facilities met with me to develop a room numbering system.
  - Provided fencing costs to Odyssey Elementary to complete the area along the park.
- Projects
    - Pony Tracks – Planning /coordinating to ensure smooth transition with the Expel program and central enrollment. Received costs on all aspects of the project for the upper level, to include furnishings, IT infrastructure, Phone systems, building updates and security. We do have good costs for the IT infrastructure and the Phones for the entire building.
      - Scheduled Falcon Broad Band to begin construction and have the building functional no later than the 5<sup>th</sup> of April.
      - Met with Contractors for installation of fiber and wiring throughout the building. Pricing will be in on Friday and construction should begin on Monday. We have asked for ¼ completion, to include Jay Hahn's area and Enrollment, no later than the 5<sup>th</sup> of April.





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- Ordered all necessary IT hardware and supplies.
  - Ordered tables and chairs for the upper floor. This may be used for testing until PPCC's lease begins.
  - Provided Blue Prints to Facilities employees to carry out projects assigned to them.
  - Have asked to have permit for all construction on file.
- Horizon Gym –
    - Ron is waiting for fire Department letter regarding the fire riser so consultant can cap and move it. All other construction cannot start until this is complete.
    - Meetings have been held with Contractor regarding project and process of verify costs.
    - Architect was contacted to do a thorough Code review to ensure we are compliant with lighting, HVAC and occupancy. Found out the project had never been thoroughly designed, so they are working quickly to catch up. Project is scheduled to start the day school releases for summer.
    - There is a large air duct that will have to be moved if the court is high school regulation size. If it can be 5 feet shorter, the expense of moving a mechanical unit will not be done. Dustin and Jay Hahn say that they have to be the same as a high school court; CHASSA says they do not govern the dimensions.
  - Vista Ridge Score Board / Concessions Area – No project form yet.
  - PLC Greenhouse – Met with teacher to discuss location and options to provide electricity and water as well as how to anchor it to the site.
  - Evans Garden - This project has been approved with grant funding. Asked Jack to have GOCO put in writing that scheduled field trips would be acceptable for public access for grant requirements.
  - FVA Turff– fill dirt, retaining wall and turf between the basketball court and playground was approved with school funds.
  - HMS Greenhouse – Have requested a Project request form from HMS and Jack and have not received one. Jack has prepared a GOCO grant application to fund a \$22,000 greenhouse.
  - SCHS Metal Shop – School says they have submitted a project request form that I have seen, so I will be following up on the project.
  - VRHS installation of Risers in Black Box – Waiting for Project form.



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- SCHS Modular storage and ramping – SCHS asked to have modular ramps replaced so it can be accessed for a drum core storage. Concerns on liability as items stored would not be property of the district and the fire and security systems have been disabled as well as heat. All systems can be replaced at a cost.

### 2015-2016 Capital

- Departments are beginning to send updated needs for the master list

### 2014-2015 Capital

- Updated Spreadsheet with additional columns to aid in more detailed transparency
- The following projects have been revised and placed on the MLO list:
  - AUX Fire Protection system Upgrade
  - District Wide Door Hardware and locks
  - C/O replace Fire Panel
  - District Wide Fire Alarm Deficiencies
  - RES Intercom upgrade
- All remaining projects are complete with the exception of the following:
  - District wide repair of cracks in parking lots. Will begin evaluations March 1
  - District wide repair and maintenance of Modulares – samples have been ordered for the carpeting of HR and will be replaced. This was scheduled for spring break, but the carpet will not be received in time. As soon as it arrives, the project will begin.
  - EIES upgrade intercom/bell system – trying to determine best system for district standardization
  - PLC Sewer system – Need to schedule video scope
  - PLC Electrical, Lighting, and storage – working on scope
  - VRHS netting for pigeons – found that because it is attached to the main building, the only way to add a canopy is to have the area sprinkled, which adds a lot of cost and keeping the water lines from freezing.
  - IT Domain Controllers, Host Controller, and APC Battery Backup System – one remaining small order outstanding

### 2013-2014 Capital

- Projects
  - FHS – Intercom System – LVW still getting pricing to us. Ron will be pushing to get this going.

### **Business Office – Dani Garcia**

- Working with Kjersti on RFP for NSF Services.
- Facility rentals are continuing to come in for contracts for the remainder of the school year.

### **Accounting: Ryan Johanson, Manager**

#### Accounting Group



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- We continuing to implement a business world month end close.

### Chuck Gilbert

- Daily accounting duties (AJE posting, Budget Transfers, Fund 74 Exp Transfers, etc)
- Routine miscellaneous budget questions
- Disbursements transparency reporting
- Transportation Spreadsheet
- Medicare database
- 2015-16 Fee Structure

### Cindy Furlong

- Process District Credit Card (P-Card, Travel Cards) transactions / requests
- Fraud analysis
- Update Intellink system
- Working with banks to get bank epay setup for accounts payable
- Routine miscellaneous P-Card & Travel Card questions
- Various On-Site P-Card trainings
- P-Card on-call duties

### Ryan Johanson

- Implementing process to duplicate a business world month end close.
- Working with staff on account reconciliations
- Working on transitioning CBO entries to Accounting Group Manager.

### Fran Christensen

- Daily accounting duties (AJE posting, Payroll review and coding, journal entries, PO approval, etc)
- Miscellaneous every day problem solving
- Cash management
- Creating a State/Federal Awards Policy & Procedure Manual based on new Federal guideline

### Michelle Garrett

- Process PO's
- A/P check printing
- Ghost card payments and recons for Nutrition Services, IT and Facilities
- Pcard audits
- Pcard backup
- Sort and distribute Finance mail
- T-Mobile reconciliation
- Order supplies



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- Impact Aid
- Update Vendor Records (W-9s)
- File and scan AJE's

### Jannie Behr

- Accounts Payable invoices
- Answer Vendor questions
- Credit Card
- Cash receipts for 1st Bank

### **Purchasing and Contracts: Kjersti McKee, Manager**

#### CURRENT RFPs:

- District wide door hardware and lock upgrades – waiting for more information from David Watson and Facilities.

#### RFPS/RFQS/CONTRACTS IN QUEUE:

- Capital List 2014-2015:
  - District wide cracks in the parking lots – RFP will be issued in March 2015.
  - District wide striping in the parking lots – RFP will be issued in March 2015.
  - RVES Drainage – no update.
  - NSF Services – researching scope of work. RFP will be issued in March 2015.
  - HMS 7<sup>th</sup> Grade Lockers – researching refurbished lockers and if still above quote threshold, an RFP will be issued in March.

#### RECENT AWARDS/CONTRACT CHANGES AND ADJUSTMENTS:

- HMS gymnasium remodel. Elder Construction is being awarded the contract and the scope/costs are being negotiated. Architect, Electrical/Mechanical Engineer and Structural Engineer need to provide cost for design services and design/permit drawings are required. Contracts will be issued in March 2015.
- 2014-135-007 Remington Elementary School Roof Replacement: waiting for installation of new skylights and then can complete the punchlist and closeout.
- 2013-135-007 Falcon Middle School Roof Replacement: waiting for roofing manufacturer revised warranty documentation and all contractor closeout.
- Continue to review contracts for a variety of departments throughout the District.

#### DISPOSAL

- No update.

#### OTHER

- Verizon Wireless: have a pre-final lease being reviewed by Verizon only need to resolve easement changes required by the City of Colorado Springs.
- Renewed contracts for E-Rate; provided to E-Rate consultant.



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- Working with Construction/Planning for HMS Gymnasium and services/materials for 3850 Pony Tracks Drive.

### **Budget & Finance Department: Ron Sprinz, Manager**

#### Ron Sprinz

- Daily accounting duties (AJE posting, Budget Transfers, Fund 10 Exp Transfers, etc)
- Routine miscellaneous budget questions
- Trained Chuck on Pcard Entry
- Approved personnel requests through Applitrack
- Nutrition Spreadsheet and Journal Entry – worked with Monica to make sure ALIO ties up to Nutrition services numbers – Reconciled all Nutrition Acct Rec Accounts
- Transportation Spreadsheet and Journal Entry
- Initiated 15/16 Budget discussions
- Created 15/16 Staffing Models and working with Zone leaders and Principals on Proj changes
- Worked with Gene Hammond in Transportation on 15/16 Budget

#### Debbie Knoerr

- Processed Payroll
- ACA research

#### Heather Diaz

- Monitor Schedule B contacts for FY 14/15
- Ongoing SDMS processing
- Meetings to resolve Kid's Corner SDMS problems
- Impact Aid
- Grant backup
- Petty cash / General Fund/ Kid's Corner bank reconciliations
- Dailly SDMS Pull
- ROTC/ Leadership camp

#### Celina Thutchley

- Submitted daily Budget Transfers, Expense Transfers, etc.
- Answered routine miscellaneous facilities budget questions
- Entered Purchase Orders
- Balanced Capital Worksheet
- Met with Facilities, Planning, Purchasing, etc. to discuss approved projects for 2014/2015
- Started Facilities Budget Building for 2015/2016
- Met with Facilities to discuss current budget issues
- Processed Facility Procurement Card Statements



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### Sheryl Yee

- Medicaid billing
- Medicaid PO entry
- Annual Cost Reporting

### Ongoing Issues

Communication problems between SDMS, Pay For It and I/C  
15/16 Budgets for Concurrent Enrollment

## BOARD OF EDUCATION AGENDA ITEM 15

<b>BOARD MEETING OF:</b>	March 25, 2015
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to BOE
<b>TITLE OF AGENDA ITEM:</b>	Policy Review
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** We seek to improve our policy management system by reviewing policies and procedures on a regular basis.

**RATIONALE:** Policy and administrative regulation development and revision are designed to increase the probability of an effective and efficient school system.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Suggested revisions to board policy BEDH Public Participation at Board Meetings aligns board policy with changes made to open forum statement.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<b>Major Impact</b>
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review, move policy BEDH for action at the April 9th board meeting.

**APPROVED BY:** Brett Ridgway, CBO, Peter Hilts, CEO, Jack Bay, COO      **DATE:** March 16, 2015



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Public Participation at Board Meetings</b>
Designation	<b>BEDH</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

All regular and special meetings of the Board shall be open to the public. **The Board welcomes and appreciates comments on school operations and programs in District 49. Open forum time shall be scheduled during board meetings, except at work sessions, for brief comments and questions from the public. A sign-up sheet will be available for individuals at the beginning of the school board meeting.** ~~Because the Board desires to hear the viewpoints of all citizens throughout the district and also needs to conduct its business in an orderly and efficient manner, it shall schedule time during regular Board meetings for brief comments and questions from the public. The Board shall normally set a time limit on the length of public participation to thirty minutes and a time limit for individual speakers of three minutes.~~

~~During times of general public comment at a regular meeting, comments and questions may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. During times of public comment on specific agenda items, comments shall be confined to the topic of the agenda item being considered by the Board. Speakers may offer such criticism of school operations and programs as concern them, but are encouraged to exercise their speech rights responsibly. The Board encourages the discussion of all personnel matters to be conducted in executive session.~~

Members of the public wishing to make formal presentations before the Board must notify the **Executive Assistant to the Board of Education** ~~administration~~ fourteen days prior to the Board meeting date and receive approval from the Board president.

**During open forum, Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings are limited to topics on the agenda must be related to the call of the meeting. Speakers are asked to make comments in a respectful and orderly manner. Personal complaints against any individuals connected with the school system are prohibited.** ~~may offer such criticism of school operations and programs as concern them. But in public session, the Board will not hear personal complaints against any person connected with the school system.~~

~~The Board president shall be responsible for recognizing all speakers, who shall properly identify themselves, for maintaining proper order and for adherence to any time limits set. Follow-up action items may be assigned to the appropriate Chief Officer depending on the nature of the comments. Questions asked by the public will be referred to appropriate staff members for consideration and response.~~

Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education ~~during times other than the Board's regular meetings.~~ **The public may contact the Board of Education members by phone, letter or via email through the District website, d49.org at any time.**

- Adopted: September 3, 1998
- Revised: February 11, 2010



- **Revised: April 9, 2015**

LEGAL REFS:

- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REF:

- KE, Public Concerns and Complaints