

## **BOARD OF EDUCATION AGENDA ITEM 7.06**

<b>BOARD MEETING OF:</b>	April 14, 2016
<b>PREPARED BY:</b>	Amber Whetstine, Executive Director of Learning Services
<b>TITLE OF AGENDA ITEM:</b>	District and School Unified Improvement Plans
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** In our quest toward Performance Excellence, the Unified Improvement Plan (UIP) serves as our key process for improving student achievement in our schools. Each school has been working on analyzing achievement data and implementing actions to continually improve student learning. These actions align with District Major Improvement Strategies; Primary Literacy, 49 Pathways, Alignment to Academic Standards and Professional Learning.

**RATIONALE:** The Board has requested frequent updates regarding the on-going UIP process. The UIP process supports our commitment to our Strategy of Culture and Continuous Improvement. The Board packet includes the District and each school's UIP, which must be annually approved by the Board of Education and submitted to the Department of Education for public viewing by April 15<sup>th</sup> as part of the accreditation process.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Presentation and supporting documents 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	The UIP process provides 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> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	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> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The district and school UIPs include strategies to close achievement gaps for student subgroups.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the district and school unified improvement plans as recommended by the administration.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** March 29, 2016



# Unified Improvement Planning Process

## Update to the Board of Education March 23, 2016

Presented by:

Amber Whetstine, Executive Director of Learning Services

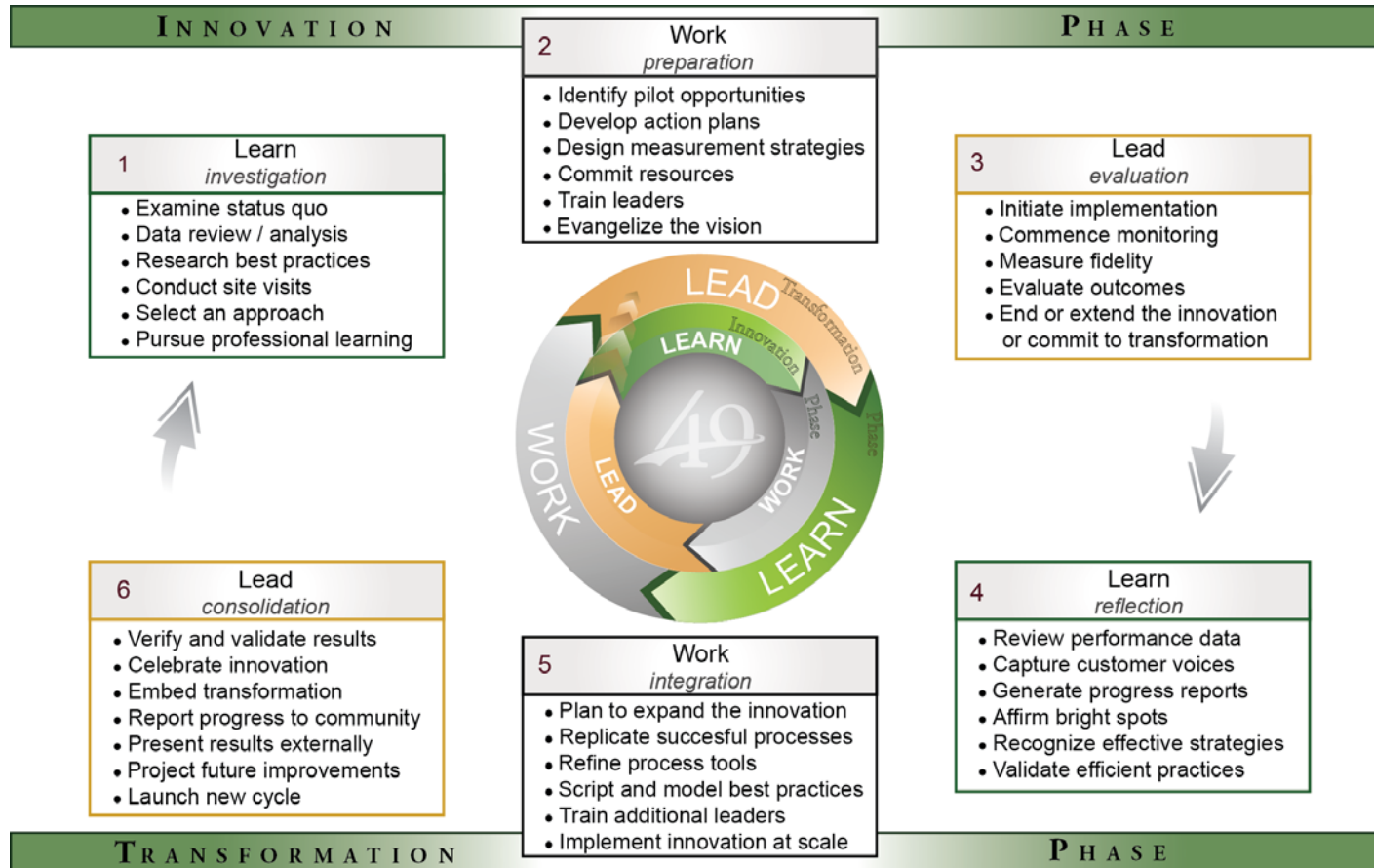
Julia Roark, Falcon Zone Leader

Mike Pickering, Power Zone Leader

Sean Dorsey, Sand Creek Zone Leader

Andy Franko, iConnect Zone Leader

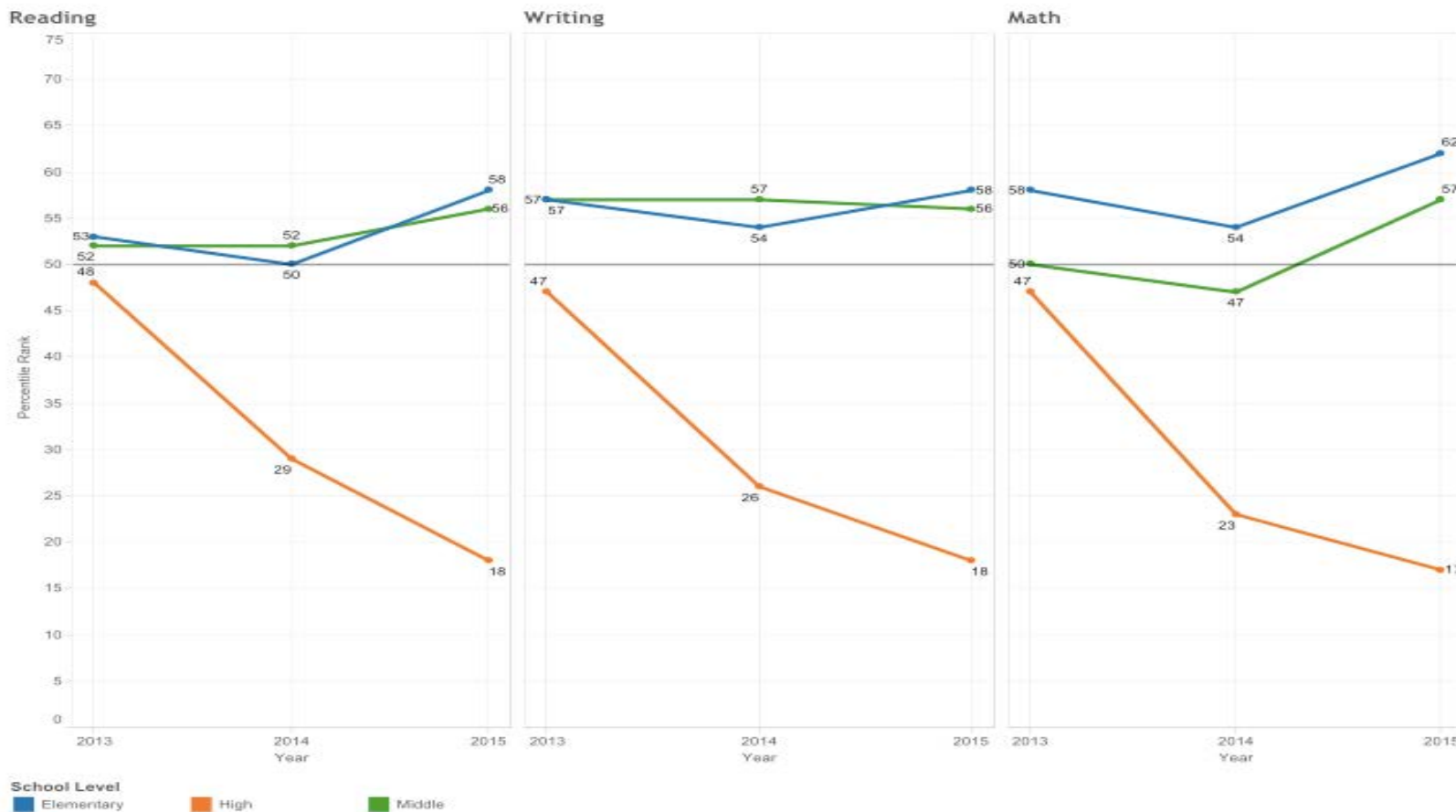
# Process



The Best Choice to Learn, Work and Lead



# Percentile Rank



The Best Choice to Learn, Work and Lead





# Percentile Rank



Score Distributions



# Major Improvement Strategies



## Primary Literacy

Commit to an intentional focus on primary literacy instruction in grades K-3 with a goal of ensuring all students read by the end of third grade



# Major Improvement Strategies



## 49 Pathways

Ensure all students are career and workforce ready by implementing individualized pathways for students



The Best Choice to Learn, Work and Lead

# Major Improvement Strategies



## Standards-Aligned Instruction

Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CA) with an appropriate level of rigor, depth of knowledge and application



The Best Choice to Learn, Work and Lead

# Major Improvement Strategies



## Professional Development

Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts



The Best Choice to Learn, Work and Lead

# Falcon Zone



## Primary Literacy Initiative:

- Zone Goal of 90% of 3<sup>rd</sup> graders at DIBELS benchmark level
- Zone Improvement Plan Non-negotiables
  - Mandatory Reading Foundations training K-3
  - Sacred uninterrupted literacy time K-5
  - Embedded literacy instruction in all content areas K-12

## 49 Pathways Initiative:

- Zone Goal of Average 21 ACT Composite for 11<sup>th</sup> graders
- Zone Improvement Plan Non-negotiables
  - Actionable ICAP for every 6<sup>th</sup> – 12<sup>th</sup> grade student
  - Emphasis on “Everybody is Somebody” K-5
  - Equal opportunity for all pathways
  - Mastery of skills for ICAP

## Standards-Aligned Instruction & Professional Development:

- Classroom instruction That Works Professional Development K-8
- Zone Improvement Plan Non-negotiables
  - Communication and monitoring of effort and achievement
  - Intentional planning of research-based instructional practices
  - Posting of student-friendly learning objectives
  - Communication of the learning objective
  - Connection of the learning objective to prior and current lessons
  - Personalization by students of the learning objective

# Falcon Zone



## Falcon Elementary School

- Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade
- Develop and implement effective, timely intervention strategies for reading and writing

## Meridian Ranch Elementary School

- Increase the level of proficiency of male writers in order to close the 22% gap between the boy / girl subgroup in writing
- Raise the level of rigor in math in order to increase overall growth rates
- Close the Nonsense Word Fluency (from DIBELS Next) gap for all second grade students before they enter third grade

## Woodmen Hills Elementary School

- Ensure alignment of curricular resources to Colorado Academic and Common Core State Standards
- Provide research-based targeted interventions and professional development in supporting specific individual needs
- Increase knowledge of Common Core shifts and implementation of research-based instructional strategies



# Falcon Zone



## Falcon Middle School

- Implement best instructional practices to effectively differentiate instruction for all learners in the classroom
- Implement effective processes associated with 49 Pathways, including ICAP, to ensure students are exposed to course opportunities that focus on their learning interests and strengths

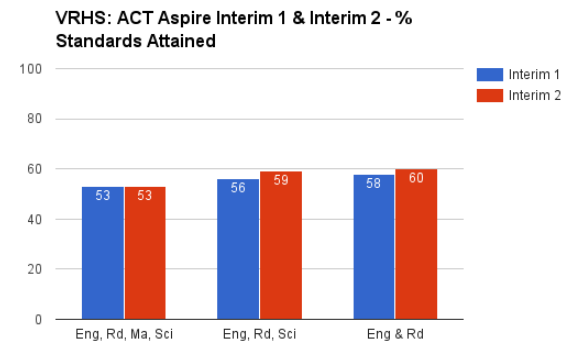
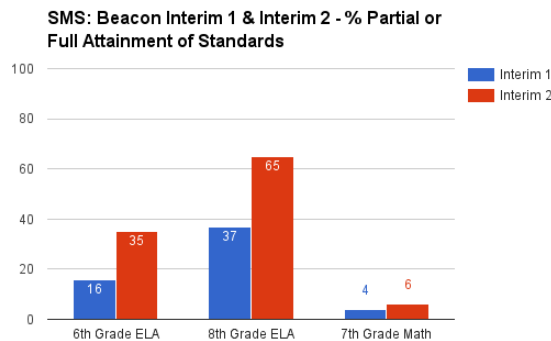
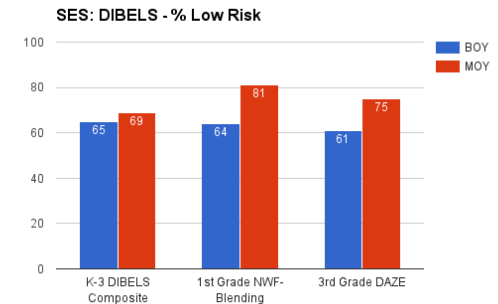
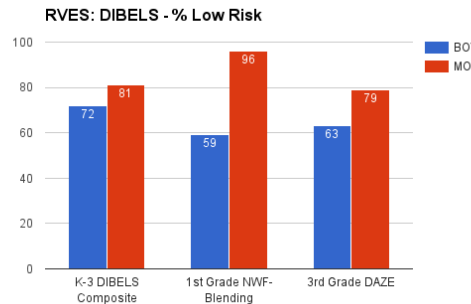
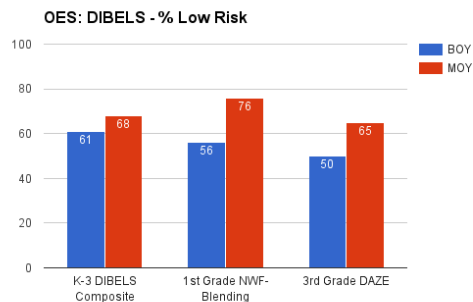
## Falcon High School

- Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II)
- Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam
- Develop and implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

# Power Zone - Quantitative Outputs



Measuring the quantity of something rather than it's quality



The Best Choice to Learn, Work and Lead

# Power Zone – Qualitative Inputs



## Measuring the quality of something rather than it's quantity

- OES – Literacy Excellence Programming, Weekly Data Driven PLC Meetings Based on Weekly Interventionist Reports, CKLA Curriculum, Lexia Support, ELG Possibility
- RVES – Experienced Literacy Coach Support, Increased Oversight and Support for Reading Across School, Targeted Interventions, CKLA Curriculum, Lexia Support
- SES – Increased Progress Monitoring Accountability, Grade Level Reading Data Meetings, CKLA Curriculum, Lexia Support, ELG Possibility
- SMS – Process, Process, Process; Innovative Literacy Support Plan for 2016-17 SY – Includes Teacher PD and Increasing Accommodations; Scales; Vocabulary; Data
- VRHS – Increasing CE, 2 Rounds of Aspire Testing Driving Differentiated ACT Preparation, Teacher Coaching Increasing, More Scholarship Opportunities, Increasing Blended Opportunities 2016-17, Creating new courses based on ICAP

# Power Zone



## Odyssey Elementary School

- 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
- 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
- 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

# Power Zone



## Ridgeview Elementary School

- Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement
- Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners
- Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential

## Stetson Elementary School

- Regularly bring teachers together in a collaborative process to examine the standards, prioritize Learning Evidence Outcomes, and ensure that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student
- Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- Teachers will establish and maintain a positive learning environment in classrooms and within the school as a whole. Our school wide expectations will be based on the Capturing Kid's Hearts relational frameworks

# Power Zone



## Skyview Middle School

- 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
- Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- 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

## Vista Ridge High School

- Develop and use collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners
- 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
- In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts

# Sand Creek Zone



## Evans International Elementary School

- 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
  - Implement Wonders reading curriculum (K-5) as core reading instruction. Utilize Burst and Sonday System as Tier II and Tier III interventions.
  - Daily literacy block. The master schedule will include a 120-minute reading block for K-3 and a consistent reading block for 4th-5th.
  - Through observation and feedback focus on increasing the knowledge and implementation of instructional strategies.
- 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)
  - Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor observation and coaching.
  - PD opportunities this year have included: Wonders, Project Lead the Way, IB, Higher Level Questioning, and using data.



# Sand Creek Zone



## Evans International Elementary School

Implement strategies to create a positive school culture and high expectations among staff and students

- Implement “Capturing Kids Hearts” and Positive Behavior Supports school wide.
- Develop a flow chart as a resource for staff when dealing with student misbehavior and determining appropriate interventions or consequences.
- Promote positive school culture by recognizing student achievement and positive behavior choices on a weekly basis.

# Sand Creek Zone



## Remington Elementary School

- Provide specific, targeted, skill-based reading intervention programs including BURST, Sonday and READ Naturally for students not at benchmark in reading
  - Implement CKLA reading curriculum (K-5) as core reading instruction. Utilize Burst and Sonday System as Tier II and Tier III interventions.
  - Quality questioning strategies/Depth of Knowledge/Critical Thinking
- Provide targeted math intervention for students in kindergarten through fifth grade
  - Align math strategies/student engagement Kagan/DBQ/Close Reading
  - Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.
- Increase physical education opportunities for students before, during and after school

# Sand Creek Zone



## Springs Ranch Elementary School

- Instructional teams will meet as a Professional Learning Communities (PLCs), focusing on data analysis and interventions
  - Utilize and include in PLC meetings - instructional coach, specialists, counselor, SOAR, ELL, Rtl team, and SpEd, to provide support and interventions based on students' needs.
  - Bi-monthly Early Release Calendar to allow for more PLC and Professional Development time.
- Focus on a higher level of rigor during instruction across all subject areas
  - Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.
  - Bi-monthly Early Release calendar to include professional development relative to rigor, differentiation, critical and higher order questioning, Kagan structures, modeling/chunking/scaffolding, check for understanding/feedback, literacy, technology and other areas as needed.

# Sand Creek Zone



## Springs Ranch Elementary School

- Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions
  - Interventions, to include Sonday, BURST, small groups, support staff grouping, and tutoring for READ Plan students.
  - Progress monitoring in DIBELS, BURST, Sonday, Beacon, grade level unit, and subject area assessments.
  - Reading Counts tests in library, for reading motivation and awards, and MYon online reading program, for school and home support.
- Build and strengthen a safe and positive culture through school, student, parent, family and community programs
  - Continuation of Capturing Kids Hearts, a program that focuses on culture and how we all treat each other, through staff training and classroom structures, Continuation of Positive Behavior School (PBS) components to include Respect, Responsibility and Safety.
  - Continue Watch D.O.G.S. (Dads of Great Students) and school/classroom volunteer program.

# Sand Creek Zone



## Horizon Middle School

- Implement strategies to create a culture of respect and high expectations among staff and students
- 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
- Implement an effective, purposeful and deliberate system for delivering reading and math intervention

# Sand Creek Zone



## Sand Creek High School

- **Guaranteed and Viable Curriculum:** Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma Program, and Advanced Placement. Further development of academic programs, schools and pathways, and a personalized learning initiative designed to guarantee a viable curriculum will take place throughout the 2015-2016 school year.
- **State Testing Preparation:** Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions during and outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on state tests and college entrance exams.
- **Targeted Community Engagement:** Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community (targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education, 4-year and community college, and industry-specific educational programs)
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## Primary Literacy:

- All iConnect Zone Elementary Schools are participating in the Early Literacy Assessment Tool (ELAT) Grant.
- All iConnect Zone Elementary Schools participated in Fall Literacy Conferences.
- Literacy Conference follow-up meetings are currently being conducted to develop support plans.
- With a common initiative and better data, more strategic support has been provided to our charter schools and online/blended learning environment.



## **Standards Aligned Instruction:**

- Instructional support is being provided to iConnect Zone schools through two dynamic TEAM Coaches.
- Instructional coaching rounds are being conducted with individual teachers.
- Instructional Coaches are meeting regularly as a Professional Learning Community.
- Zone wide focus on increasing rigor, application, and depth of knowledge.

## Professional Development:

- Zone wide participation at the Jim Knight conference – Instructional Coaching
- SSAE attended the DIBELS Super Institute – Early Literacy
- PLC is conducting internal training focused on reading and writing
- Significant increase in charter school participation with the Aha!Network and Schoology.
- The iConnect Zone participates in the Effective Educators Network to improve instruction and evaluation of instruction.

## 49 Pathways:

- Concurrent Enrollment opportunities continue to grow at Springs Studio for Academic Excellence and Falcon Homeschool Program.
- Pathway opportunities in the areas of construction and culinary arts are being created and enhanced at Patriot Learning Center.
- Partnerships with the Housing and Builders Association and Peyton Woods Program extend opportunities for students.
- Creation of Pikes Peak Early College will provide a college pathway for students in an online/blended environment.
- Pathways in Technical Education (P-Tech) opportunities have been approved and will be implemented in the Fall of 2016 with the opening of Power Technical Early College.

# iConnect Zone



## Springs Studio for Academic Excellence

- Continue revision of Response to Intervention program to emphasize data driven decision-making
- Expand Learning Coach University program to focus on higher level thinking skills and high return instructional practices

## Patriot Learning Center

- Train teachers to implement math instructional designs and delivery of best practices utilizing research-based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards
- Train teachers and to implement reading and writing instructional designs and delivery best practices utilizing research- based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards
- Train teachers to and implement instructional designs and research- based instructional strategies with the purpose of improving college and career readiness and ACT preparedness

# iConnect Zone



## Pikes Peak School of Expeditionary Learning

- Institute a systematic, school-wide approach to teaching math Standard 1 more thoroughly
- Research best practices for instructing males in writing and implement effective research-based strategies

## Rocky Mountain Classical Academy

- Re-evaluation and re-structure the current kindergarten through fifth grade response to intervention RTI program
- Focus on comprehensive improvement of kindergarten through eight grade literacy program

## Banning Lewis Ranch Academy

- Move proficient students to an advanced category. Improve performance of high achievers.
- Improve performance of students in subgroups. Specifically, students in the English Learners and Students with Disabilities categories.
- Provide teachers with quality and consistent observation, feedback and coaching.

# iConnect Zone



## Imagine Indigo Ranch

- Implement STAR Renaissance Reading computer adaptive testing to progress monitor student growth and adjust teaching strategies to target specific areas of student need in reading
- Implement STAR Renaissance Reading computer adaptive testing to progress monitor student growth and adjust teaching strategies to target specific areas of student need in math
- Implement Every Child a Writer in kindergarten – second grade and Step Up and Six Traits in third through eighth grade to support writing instruction across the school

## GOAL Academy

- Create a Culture that fosters high academic expectations of students
- Align internal data systems and structures to provide student-centered and data-driven instructional support (Change to instructional model that shifts from credit attainment to competency-based system aligned to new graduation guidelines)
- Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff aligned to highest need areas



# Questions



# Achievement Percentile Rank Report: TCAP to CMAS PARCC Comparison

## Falcon 49: District Totals

**Informational Report:  
Not for State Accountability**

*This report is intended to support the interpretation of school and district level results on the CMAS-PARCC assessments. Because percentile ranks provide a normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage:*

<http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

### CMAS PARCC Performance Levels

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
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TCAP Reading - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.9%	592.6	53	99.8%	590.3	50	96.3%	743.0	58
Minority Students	99.9%	585.1	42	99.9%	580.3	37	95.8%	738.5	48
Free/Reduced Lunch Eligible	100.0%	575.6	31	100.0%	572.4	30	97.1%	735.0	40
Students with Disabilities	99.8%	504.7	1	99.8%	502.2	1	92.1%	713.8	5
English Learners	100.0%	570.4	26	99.5%	556.0	17	96.8%	730.9	31
<b>Middle School Level</b>									
All Students	99.8%	644.6	52	99.5%	642.7	52	95.1%	741.9	56
Minority Students	99.8%	635.0	36	99.6%	635.0	38	95.4%	738.5	49
Free/Reduced Lunch Eligible	99.7%	627.2	28	96.3%	631.8	34	94.8%	732.8	35
Students with Disabilities	99.4%	564.2	1	98.2%	577.4	1	88.6%	706.6	1
English Learners	100.0%	621.6	21	100.0%	615.9	18	98.0%	734.2	37
<b>High School Level</b>									
All Students	98.4%	673.9	48	97.0%	664.5	29	67.0%	726.1	18
Minority Students	98.4%	665.6	31	96.7%	654.4	14	68.6%	719.0	10
Free/Reduced Lunch Eligible	97.4%	659.1	21	97.9%	632.5	2	74.1%	712.8	2
Students with Disabilities	95.9%	614.5	1	95.2%	607.2	1	71.5%	701.1	1
English Learners	97.2%	648.0	9	98.9%	636.4	3	68.8%	711.9	2
<b>By Grade Level</b>									
03	99.8%	567.0	57	99.8%	557.2	47	96.4%	743.6	63
04	99.9%	598.0	61	99.8%	593.4	55	96.3%	744.4	56
05	99.9%	614.1	51	99.8%	620.7	58	96.2%	741.0	52
06	99.8%	631.8	47	99.7%	628.0	45	96.5%	739.4	46
07	99.9%	645.9	56	99.4%	645.7	53	94.4%	744.3	57
08	99.6%	656.8	58	99.5%	654.7	53	94.4%	742.1	53
09	98.9%	662.0	53	97.4%	654.6	38	72.6%	732.1	30
10	97.8%	686.3	44	96.7%	673.2	22	62.4%	720.3	15

\* Data is suppressed in cases where fewer than 16 scores are available.

Questions or feedback, please contact: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

# Achievement Percentile Rank Report: TCAP to CMAS PARCC Comparison

## Falcon 49: District Totals

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Free/Reduced Lunch Eligible	99.9%	481.9	39	100.0%	476.0	31	97.1%	735.0	40
Students with Disabilities	100.0%	439.3	1	99.8%	438.0	1	92.1%	713.8	5
English Learners	100.0%	481.5	38	98.4%	477.9	34	96.8%	730.9	31
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Free/Reduced Lunch Eligible	99.7%	534.1	27	98.8%	544.6	45	94.8%	732.8	35
Students with Disabilities	99.7%	478.4	1	98.2%	488.1	1	88.6%	706.6	1
English Learners	100.0%	530.0	22	99.4%	530.9	26	98.0%	734.2	37
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Minority Students	98.7%	566.2	35	96.4%	547.6	14	68.6%	719.0	10
Free/Reduced Lunch Eligible	97.6%	557.3	24	97.9%	505.8	1	74.1%	712.8	2
Students with Disabilities	96.6%	503.3	1	94.2%	488.6	1	71.5%	701.1	1
English Learners	98.6%	548.9	16	98.4%	526.1	2	68.8%	711.9	2
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**Informational Report:  
Not for State Accountability**

*This report is intended to support the interpretation of school and district level results on the CMAS-PARCC assessments. Because percentile ranks provide a normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage:*

<http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

### CMAS PARCC Performance Levels

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
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TCAP Math - PARCC Math	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.9%	503.5	58	99.7%	500.3	54	97.0%	738.5	62
Minority Students	100.0%	492.0	45	99.6%	484.9	39	96.9%	733.2	48
Free/Reduced Lunch Eligible	100.0%	485.2	37	98.9%	478.0	33	97.7%	730.6	42
Students with Disabilities	100.0%	430.4	3	99.8%	426.1	2	97.0%	715.1	8
English Learners	100.0%	483.3	36	98.9%	471.3	27	99.5%	730.4	41
<b>Middle School Level</b>									
All Students	99.8%	560.4	50	99.7%	555.8	47	94.6%	734.0	57
Minority Students	99.8%	546.5	33	99.8%	543.2	34	95.1%	729.4	43
Free/Reduced Lunch Eligible	99.8%	536.5	24	98.7%	561.3	55	94.5%	724.9	32
Students with Disabilities	99.7%	475.6	1	98.4%	485.5	1	91.9%	708.7	1
English Learners	100.0%	542.3	29	99.4%	525.8	17	94.4%	727.8	39
<b>High School Level</b>									
All Students	99.1%	585.6	47	98.2%	564.1	23	66.3%	717.7	17
Minority Students	99.5%	573.4	33	97.7%	546.5	8	68.2%	713.8	6
Free/Reduced Lunch Eligible	97.9%	568.4	26	98.9%	502.7	1	73.2%	709.6	1
Students with Disabilities	97.3%	509.8	1	95.8%	496.1	1	70.0%	704.3	1
English Learners	100.0%	563.0	21	98.9%	524.1	1	66.4%	710.9	2
<b>By Grade Level</b>									
03	99.9%	482.2	62	99.7%	479.1	61	97.2%	742.2	63
04	99.9%	506.2	64	99.8%	497.3	54	96.6%	737.9	62
05	99.8%	523.3	55	99.5%	524.6	58	97.1%	735.3	56
06	99.9%	537.7	49	99.7%	531.4	43	95.2%	733.5	49
07	99.6%	563.1	49	99.7%	558.2	46	94.9%	734.4	52
08	99.8%	581.7	57	99.6%	578.3	50	93.6%	734.3	58
09	99.4%	582.5	53	98.7%	562.2	29	71.3%	720.6	21
10	98.7%	589.0	40	97.8%	565.7	17	62.2%	714.9	14

\* Data is suppressed in cases where fewer than 16 scores are available.

Questions or feedback, please contact: [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

# Achievement Percentile Rank Report TCAP to CMAS PARCC Comparison: Guidance (February 2016)



**COLORADO**  
Department of Education

## Overview

The Colorado Department of Education (CDE) has developed a school and district *Achievement Percentile Rank Report* to support interpretation of achievement results on Colorado Measures of Academic Success administered by the Partnership for Assessment of Readiness for College and Careers (CMAS PARCC) in spring 2015. **This report will not be used for state accountability purposes and is purely informational.** It makes it possible to view relative achievement on both the Transitional Colorado Assessment Program (TCAP) and CMAS PARCC tests. Background information on the data included in the report and recommendations on how local planning teams can use the reported data as part of Unified Improvement Planning (UIP) are also provided in this document.

*Achievement Percentile Rank Reports* are available for all Colorado public schools, and all school districts by school level (e.g., elementary, middle, high) for which at least 16 individual student scale scores were obtainable from the 2015 CMAS PARCC assessment administration. The reports include percentile ranks, mean scale scores, and participation rates for English Language Arts (or reading and writing in 2013 and 2014) and Mathematics assessments administered in the spring of 2013-15. Scores are included for each of the following student groups within the school or district that include 16 or more students: all students at the school or district by school-level, students in each grade level 3-10 (as available), minority students, students eligible for free/reduced-price lunch, students with a disability on an Individual Education Plan (IEP), and English Learners.

## Sample Achievement Percentile Rank Report

normative basis for comparison, this report may be used to compare changes in a school or district's relative performance across the transition from TCAP to CMAS-PARCC. The percentile ranks included in this report show how the mean scale scores for an individual school or district compare to the means of all other schools in the state at a particular level: elementary, middle, high, and by grade level. Rankings for disaggregated groups reflect their standing relative to all students. For additional guidance on this report, please refer to the documents posted under the Achievement Percentile Rank Report header on the Accountability in Transition webpage: <http://www.cde.state.co.us/accountability/impact-of-assessment-transition-on-school-and-district-accountability>

TCAP Reading - PARCC English Language Arts	2013 TCAP			2014 TCAP			2015 CMAS PARCC		
	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank	Percent Participation	Mean Scale Score	Percentile Rank
<b>Elementary School Level</b>									
All Students	99.6%	559.0	48	99.5%	557.9	46	94.8%	740.1	52
Minority Students	99.5%	566.3	23	99.5%	564.8	23	96.4%	729.2	26
Free/Reduced Lunch Eligible	99.5%	560.5	19	99.5%	555.5	18	96.3%	725.0	19
Students with Disabilities	98.7%	503.5	1	98.6%	496.5	1	92.4%	702.7	1
English Learners	99.4%	549.5	11	99.5%	548.8	12	97.9%	722.4	15
<b>Middle School Level</b>									
All Students	99.1%	640.2	45	99.3%	639.4	45	88.5%	739.5	50
Minority Students	98.8%	638.5	18	99.3%	618.2	20	92.4%	729.0	26
Free/Reduced Lunch Eligible	98.8%	613.2	14	99.2%	613.8	15	91.6%	724.6	17
Students with Disabilities	98.0%	559.5	1	98.1%	556.8	1	87.9%	699.7	1
English Learners	98.9%	603.7	9	99.5%	602.8	8	96.1%	722.8	14
<b>High School Level</b>									
All Students	98.1%	672.2	43	98.1%	670.4	42	66.5%	736.3	42
Minority Students	98.1%	654.8	17	98.1%	653.6	14	73.9%	725.7	17
Free/Reduced Lunch Eligible	97.8%	649.0	11	98.0%	649.2	10	74.4%	722.2	13
Students with Disabilities	96.4%	604.5	1	96.4%	607.6	1	68.5%	696.8	1
English Learners	99.0%	641.1	4	98.6%	641.1	5	90.2%	738.6	11

These reports for all schools and districts can be accessed at [www.schoolview.org](http://www.schoolview.org). Select "Performance Framework Reports and Improvement Plans" under "Resources for Student Learning." Choose the district and then (if appropriate) the school from the drop-down menus in the middle of the page. Select *Achievement Percentile Rank Report* from the right drop-down menu.

## Interpreting Percentile Ranks

**What are percentile ranks?** A percentile is a method for showing how a particular score compares with all the other scores in a group, or distribution, by ranking the range of scores from 1 to 99. The higher the percentile, the higher the rank is of the individual score among all the scores in the distribution. For example, if your vocabulary knowledge is at the 60<sup>th</sup> percentile for people your age, that means you know more words than 60% of your peers.

**Why has CDE provided Achievement Percentile Ranks?** A percentile rank is useful because it can be interpreted without knowing anything about the scales or scores used for a particular test, or measure, upon which it is based. Percentile ranks provide a normative basis for making a judgment about district/school achievement (e.g., an elementary school with a percentile rank of 75 performed better than 75 percent of the elementary schools in the state).

The percentile ranks included in the *Achievement Percentile Rank Reports* are based on the distribution of school mean scale scores (the average scale score for the students in the group) on the CMAS PARCC and TCAP assessments.



These ranks provide information about how individual district/school mean scale scores compare to the mean scale scores of all Colorado schools at a particular level: elementary, middle, high, and by grade level. To ensure consistency in the interpretation of the achievement results, CDE used the distribution of school means to determine rankings for schools, districts, and the state. Additionally, the percentile ranks for disaggregated groups reflect their standing relative to all students. For example, if students with disabilities at a particular elementary school are reported with a percentile ranking of 4, this means they performed higher than 4 percent of all elementary students statewide. It is not a reference to their performance compared only to other students with disabilities.

In addition to providing a basis for understanding individual district/school achievement in light of the performance of other schools, percentile ranks provide a way to understand achievement over time. This is true even when assessment instruments change, as has happened in Colorado over the last three years. The scale for student scores on CMAS PARCC and the former state test, TCAP, are not the same. Thus, it would be NOT be appropriate to compare the mean scale scores on these assessments directly. However, percentile ranks make it possible to view the relative achievement of districts/schools across these different assessment instruments and scales. Rather than comparing CMAS PARCC scores to TCAP scores, stakeholders can consider the changes in percentile ranks based on mean scale scores on TCAP from 2013-14 and CMAS PARCC in 2015.

## Interpreting Highlighted Mean Scale Scores

The *Achievement Percentile Rank Report* provides another district/school achievement metric for the 2015 CMAS PARCC administration, mean scale scores. This is different from prior years, when the percent of students scoring proficient/advanced on TCAP was used as the primary achievement metric. With the transition to CMAS PARCC, the mean scale scores allow for more nuanced interpretation of results across the state. Additionally, mean scale scores allow for greater data privacy in reporting at the disaggregated group level.

To provide a point of comparison, CDE color-coded the district/school CMAS PARCC mean scale scores included in the *Achievement Percentile Rank Report*. The cut-points used to determine the color-coding for the mean scale scores reflect the individual student performance levels PARCC used to communicate student knowledge, skills and practices associated with different student scale score ranges.

The following legend illustrates the performance levels and associated color-coding used in the *Achievement Percentile Rank Report*:

Level 1	Level 2	Level 3	Level 4/5
Did not yet meet expectations	Partially met expectations	Approached expectations	Met or Exceeded expectations
650-699	700-724	725-749	750 +

*Note: Achievement that met or exceeded expectations (level 4 or 5) is on track for the next grade level, or is college and career ready in the content area.*

The color coding indicates the performance level in which the mean scale score falls. For example, if a school's mean scale score for 4<sup>th</sup> grade in mathematics was highlighted in yellow, that could be interpreted as "the average performance of 4<sup>th</sup> graders in the school *approached expectations* in mathematics." Colorado has not yet made any determinations on how these performance levels will be used for school or district accountability.



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## Cautions and Limitations

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### Participation Rates

With increased numbers of parents excusing students from assessments administered during the 2014-15 school year, local planning teams need to determine whether student participation in assessments should affect how they use district or school-level aggregate achievement results. Specifically, teams should consider the degree to which aggregate metrics such as *percentile ranks* or *mean scale scores* (derived from individual student scores) still provide a complete and accurate picture of the performance of the “group” for which the score was calculated (e.g., the school, a grade level). This is why participation rates are included in the *Achievement Percentile Rank Report*.

Planning teams should report their participation rates when describing achievement if a disaggregated group of students was disproportionately over (e.g., English learners) or under-represented (e.g., non-FRL) in the calculation of the metric, or if the number of students included in the metric was substantially below the federally required 95% participation rate. If participation rates were much lower for some grade levels than for others, planning teams may consider using the grade level data separately (rather than school- or district-level data).

### Comparability with Other Reports

The mean scale score and percentile rank data included in the Achievement Percentile Rank Report may not match similar metrics provided in previous or future accountability or assessment publications because of differences in the rules used to determine student scores and the comparison points used for the ranks. Scores for students who did not meet the eligibility criteria for the school and district performance frameworks† were not included in the calculations for this report, nor were scores for students taking the Alternate versions of the TCAP and CMAS PARCC assessments. In 2014-15 students in grades 7-10 were eligible to take one of several different CMAS PARCC mathematics assessments depending upon their course enrollment (Algebra I, Integrated I, Geometry, etc.); for the current report, student records were aggregated at the grade- or school-level (elementary, middle, high), not by the CMAS PARCC test taken.

### Significance of Change

A number of factors may influence the relative change in school or district achievement from one year to the next, including local practices around curriculum, standards implementation, student demographic shifts, and participation rates. The purpose of this report is to provide a basis for interpretation of CMAS PARCC 2015 achievement results. Caution should be exercised when making decisions based solely on shifts in a percentile rank over time. Rather, these data should be used as part of a body of evidence. High stakes decisions should not be made solely based on this report.

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## Improvement Planning Uses

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Stakeholders engaged in improvement planning at the school or district levels may choose to use the data provided in the *Achievement Percentile Rank Report* for several improvement planning processes, including setting and evaluating the degree to which the school/district met previously determined performance targets, and as part of a body of evidence in describing notable performance trends and determining priority performance challenges for academic achievement.

### Setting and Evaluating Performance Targets

The process of establishing performance targets and subsequently evaluating the degree to which the targets have been met are fundamental to improvement planning in Colorado. Evaluating performance in relationship to previously set targets includes comparing the current performance to the aim that was previously determined.





Guidance provided by CDE on improvement planning during the assessment transition offered an option for planning teams to use percentile ranks in setting performance targets and evaluating prior year performance targets. Many districts/schools chose to use percentile ranks as the metric for their performance targets for the 2014-15 school year. Percentile ranks can serve as both the metric and comparison point for school/district achievement for the school/district over-all, by grade-level or by disaggregated group. Because it is a normative metric, the percentile rank includes information about how school/district achievement related to achievement of other schools in the state.

### **Describing Notable Performance Trends and Determining Priority Performance Challenges**

Guidance provided by CDE related to engaging in improvement planning during the assessment transition encouraged planning teams to start by considering their performance trends up to and including the 2013-14 school year, and then to consider the following questions: Is there reason to believe the performance trajectory has changed from the 2013-14 school year? If so, what evidence can be provided that demonstrates that performance has changed?

Achievement results from CMAS PARCC in ELA and math for 2014-15 provide one source of evidence planning teams could consider in determining if their achievement trajectory changed (depending upon the participation rates in the assessment results). This would involve comparing the percentile rank for the district/school, grade level, or disaggregated group for TCAP in 2013 and 2014 to CMAS PARCC in 2015. If the percentile ranks indicate a change in achievement, and participation rates are representative, planning teams should then investigate additional local performance data to confirm this change. The results of this analysis could be reported as part of the notable performance trends for achievement. If the change in performance relates to an area that was identified as a priority performance challenge(s), the analysis could also be used as evidence for selected priority performance challenge(s).

## **Links**

Other resources that could be useful for interpreting data available from the state can be found at the following links:

- State-Level CMAS PARCC Results <http://www.cde.state.co.us/assessment/cmas-englishmath-dataandresults>
- District Dashboard <http://www.schoolview.org/dish/dashboard.asp>
- School Dashboard <http://www.schoolview.org/dish/schooldashboard.asp>

## **Key Terminology**

**Mean** - A summary measure of a collection of numbers, calculated by adding all of the numbers together and dividing by how many numbers were in the collection (also known as the average).

**Metric** - A numeric scale indicating the level of some variable of interest. For example, your credit score is a metric that companies use to decide whether to give you a loan.

**Scale Score** - A conversion of a student's raw score (students responses to individual test questions) on an assessment instrument to a common scale that allows for a numerical comparison between students; considered to be a measure of the student's achievement.

**Participation Rate**- The percentage of students who received a valid score based on the number of students enrolled at the time of testing. Students who met the criteria for qualifying exemptions are removed from the calculation overall.

† School results do not include those who were expelled from a school, did not enroll until after October 1, took another test form, or withdrew from school during the test window. District results do not include students enrolled after October 1 who were not continuously enrolled in the district from the previous school year.

For questions related to this report please email [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)

## Score Distributions



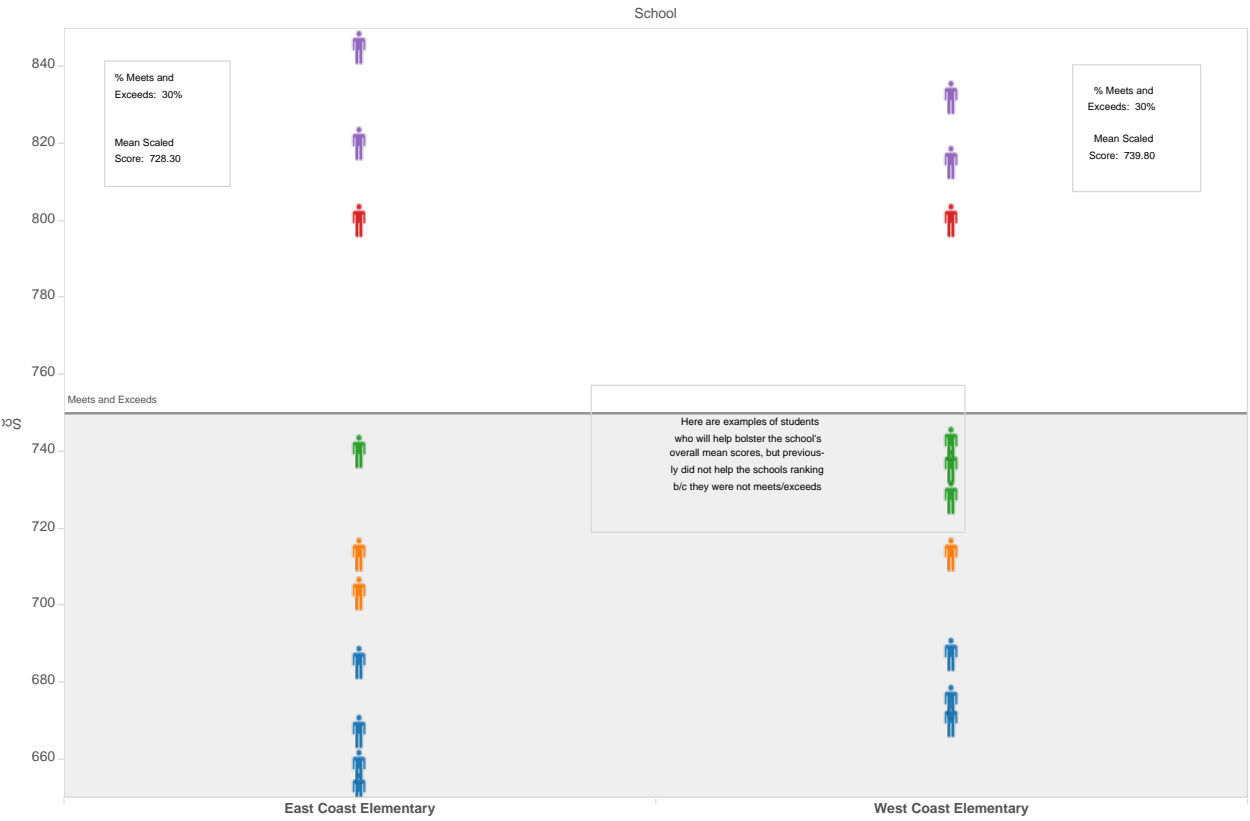
Look at the example of 2 example schools as listed above. The individual people represent sample student scores. In the past, schools received a percentile ranking based on the percentage of students scoring proficient and advanced. In other words they were ranked by the percentage of students that fell into the top 2 performance bands. In this case, the schools would be ranked the same, as they both have 30% of their students within the top 2 performance bands.

Now, rankings are based on mean scaled scores. In this cases, after the scores for all students are averaged, West Coast Elementary would be ranked above East Coast Elementary because their average score of 739.80 is higher than East Coast's at 727.10.

This new method of computation means that students in ALL performance bands will impact a schools ranking. In the past, students who were close to Meets/Exceeds (formerly Proficient/Advanced) but had not crossed into this threshold, had no impact on the ranking. Now, if a school had many students "on the bubble" with high scores, just not "high enough", they would receive a higher ranking using mean scores as opposed to the old ranking.



Score Distributions



- Performance Level
- Meets
  - Exceeds
  - Approached
  - Partially Met
  - Does not Meet

## Colorado's Unified Improvement Plan for Districts for 2015-16 – Online UIP Report

Organization Code: 1110

District Name: FALCON 49

AU Code: 21090

AU Name: EL PASO 49 FALCON

Official 2014 DPF: 3-Year

### Executive Summary

#### How are students performing? Where will the district focus attention?

**Priority Performance Challenges:** Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the district did not meet federal, state and/or local expectations.

- **Reading Proficiency by Third Grade:** At mid-year 2015-2016, nearly 25% of the District's kindergarten through third graders were reading below benchmark as indicated by Dibels Next.
- **Percentile Rank:** The district is currently performing below the 60th percentile in English Language Arts at all levels, and in math at the middle and high school levels as indicated by mean scale scores on PARCC.
- **ACT / SAT:** High Schools are performing below the state average on ACT.

#### Why is the education system continuing to have these challenges?

**Root Causes:** Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

- **Alignment with Colorado Academic Standards:** 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.
- **Differentiated Instruction:** Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- **Professional Development:** Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.
- **Data-Driven Instruction:** Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

#### What action is the district taking to eliminate these challenges?

**Major Improvement Strategies:** An overall approach that describes a series of related actions intended to result in improvements in performance.

- **Primary Literacy:** Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.
- **49 Pathways:** Ensure all students are career and workforce ready by implementing individualized pathways for students.
- **Standards Aligned Instruction:** 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.
- **Professional Development:** Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.

Organization Code: 1110

District Name: FALCON 49

Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

## 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?	The District received a CDE Educator Effectiveness Liaison Network Grant in 14-15 which was extended through the 15-16 school-year. This grant supports improving educator effectiveness and professional development aligned with understanding the Teacher Quality Standards.
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.	September - November 2015 Rocky Mountain Performance Excellence Review and Site Visit

#### Improvement Plan Information

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

- ☒ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☒ Title IA
 ☒ Title IIA
 ☒ Title III
 ☒ Gifted Education
 ☐ Other:

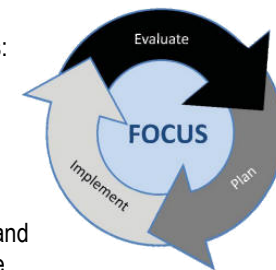
**For districts with fewer than 1,000 students:** This plan is satisfying improvement plan requirements for: ☒ District Only ☐ District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:

#### District/Consortium Contact Information (Additional contacts may be added, if needed)

Name	Amber Whetstine	
Title	Executive Director of Learning Services	
Email	awhetstine@d49.org	
Phone	(719) 494-8951	
Mailing Address	10850 East Woodmen Road Falcon, CO 80831	Organization Code: 1110 District Name: FALCON 49

### 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. 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of District Setting and Process for Data Analysis

Provide a very brief description of the district to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).

##### Description: District Overview

District 49 is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. District schools include 17 coordinated schools and 5 charter schools, which combined serve approximately 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, blended and alternative education options. District 49 continues to work toward leading the way in offering innovative educational programs to meet the needs of every student. 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.

In fall 2015, District leaders submitted a PEAK award application to Rocky Mountain Performance Excellence (RMPEX) and received a "Foothills Award" for district processes which support our mission and vision. RMPEX also provided a feedback report which will drive further planning and improvement efforts in our quest toward excellence.

## Process and Stakeholder Involvement

The District 49 improvement planning committee consists of members representing various schools, departments and stakeholders. Student achievement data for specific student populations were shared with the Special Education Advisory Committee (SEAC), English Language Development Parent Advisory Committee and Gifted and Talented Advisor Council. The district's Percentile Rank Report was shared with the District Accountability Advisory Committee. Members of the District 49 improvement planning 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 Coordinator of Gifted, Talented Education, Director of Concurrent Enrollment, and Director of Career and Technical Education and Coordinator of Title Programs. These leaders represent the Education Office, and all district schools and charter schools. A sub-committee of representatives from the DAAC reviews the plan annually and provides feedback. Upon completion of the District UIP, the Executive Director of Learning Services presents the UIP to the Board of Education prior to final submission to the Colorado Department of Education and public stakeholders.

## 2. Prior Year Targets

Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Increase the percentage of students scoring on benchmark from BOY to EOY according to DIBELS Next by 20%

**Performance on Target:**

### Academic Growth

**Prior Year Target:** N/A

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:** 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  
W-48

**Performance on Target:**

### Postsecondary & Workforce Readiness

**Prior Year Target:** N/A

**Performance on Target:**

### English Language Development and Attainment

**Prior Year Target:** Meet all requirements to attain AMAO 1

Meet all requirements to attain AMAO 3

**Performance on Target:**

### Academic Achievement Reflection

Kindergarten through third graders achieved an increase of 14 percentage points on Dibels Next Assessment (students scoring on benchmark) from the beginning of the year to end of year in 14-15.

This increase may be attributed to the district focus on "Primary Literacy" as a Major Improvement Strategy.

### Academic Growth Gaps Reflection

Although this data is not available, the district observed increases in mean scale score percentile rank at the elementary and middle school levels.

## English Language Development and Attainment

This data is not available.

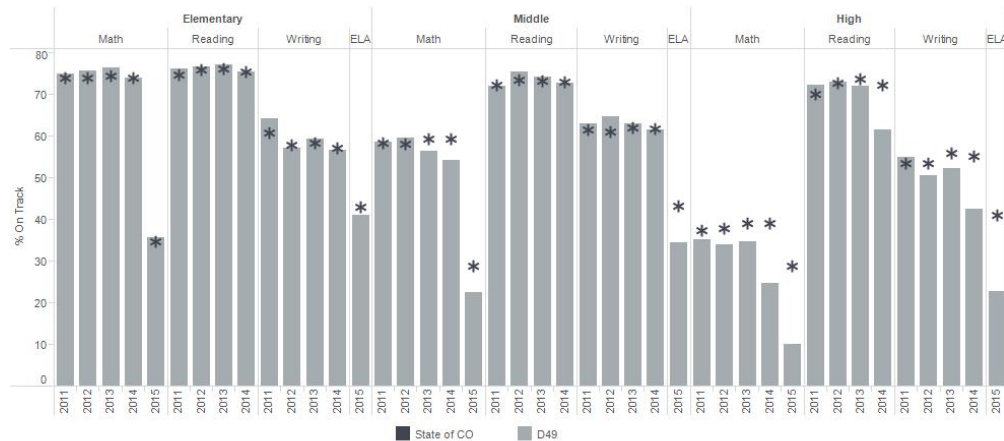
### 3. Current Performance

Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations.

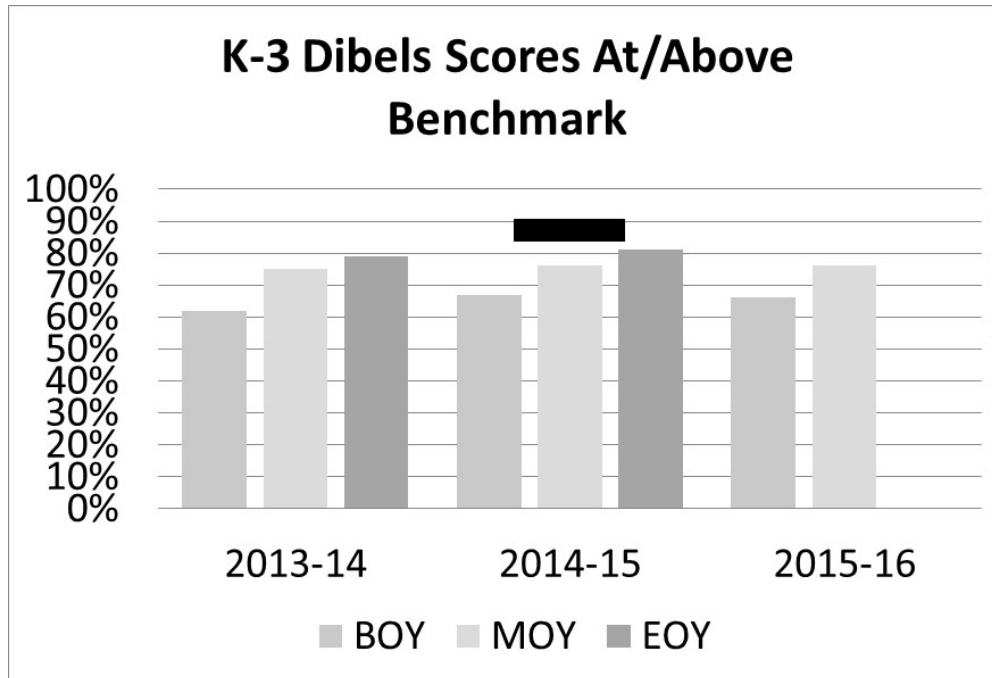
#### Reflection

##### 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. The 2015 PARCC scores show a greater disparity between the district and state averages. This suggests that there is work to be done to increase student mastery of the newly measured Colorado Academic Standards. It is worth noting that the high school grades are those farthest below the state average. While this difference is seen in all high schools, the large population of at-risk students is highly impacting the district averages. The graph below shows the percentage of district students scoring "proficient" and "advanced" (TCAP, 2011-2014) and "meeting expectations" and "exceeding expectations" (PARCC, 2015) with a grey bar, and the state percentages with a black star.



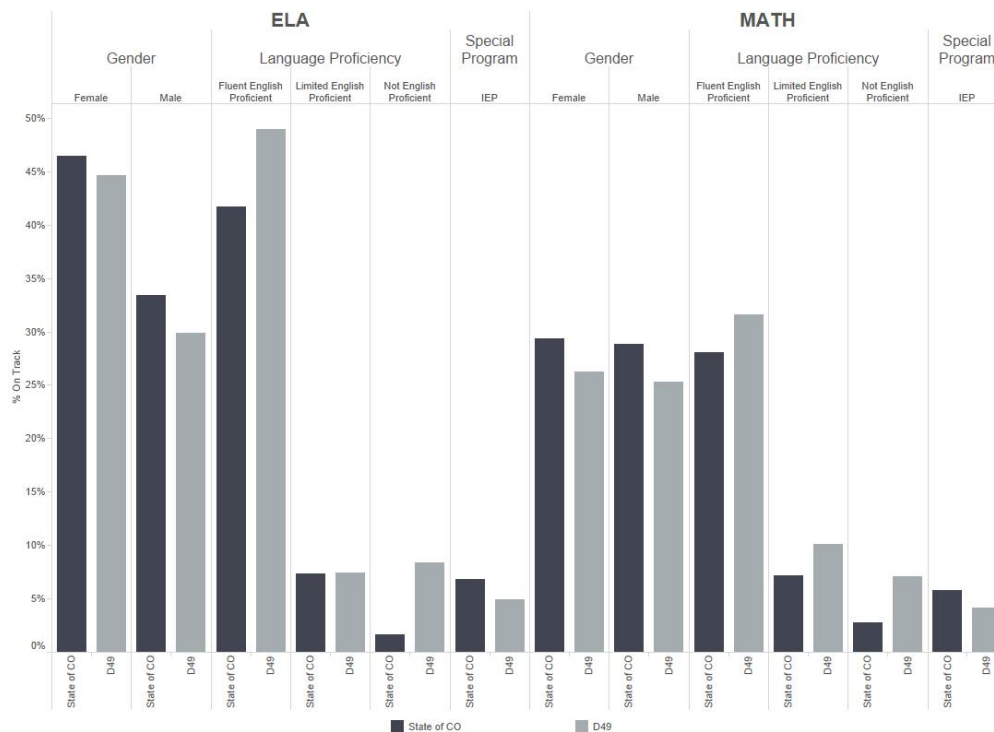
Primary Literacy has been identified as an area of district of focus. In the 2014-2015, a goal was set to increase the percentage of students scoring at benchmark by 20 percentage points from the beginning to the end of the year. Although the percentage of students was increased by 14 percentage points, target was not met. In 2015, the percentage of students scoring at/above benchmark was 66%, 1% less than the prior year. The target for 2015-16 will remain at last year's level of 87%.

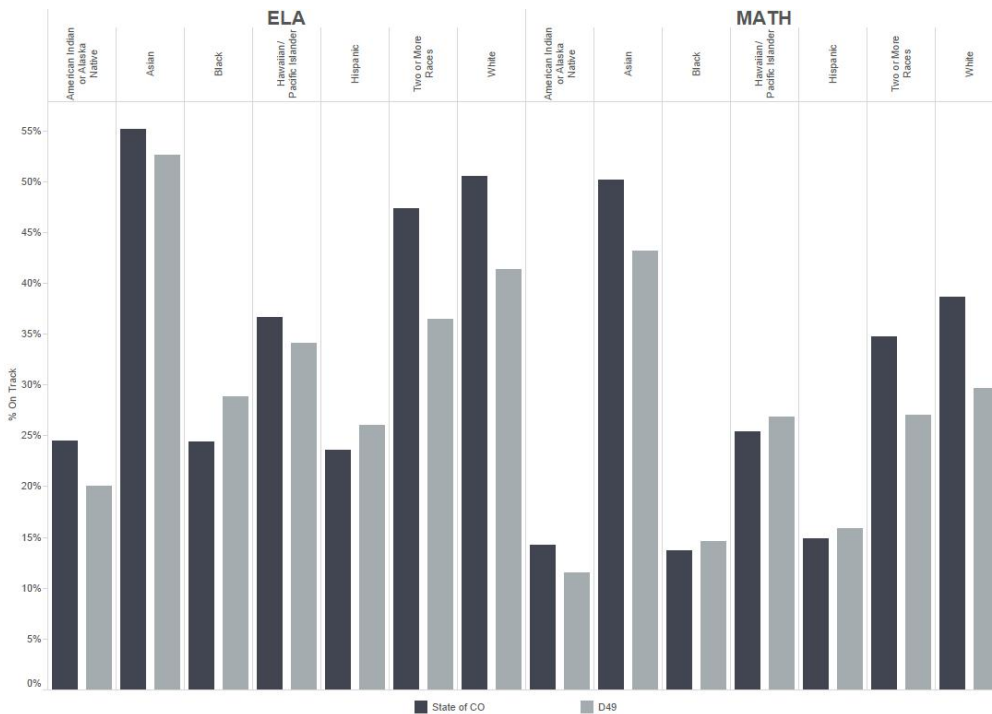


#### Academic Growth Gaps

In comparison to the state, our students on IEPs are underperforming. However, the district outperforms the state for students who are not English proficient. The performance of other categories of ELL students are fairly comparable to the state. With regard to minority students, the district out performs the state for black and hispanic students and underperforms for other ethnicities. This same pattern has been observed in years prior with TCAP data.







### Percentile Rank

In 2014, goals were set to increase the district percentile rank in all grade levels and content areas. The District Percentile Rank Report, released in February 2015, indicates that the district is making gains in percentile rank at the elementary and middle school levels.

### Reading Results

	Elementary	Middle	High
2012-2013	53	52	48
2013-2014	50	52	29
2014-2015	58	56	18

### Writing Results

	Elementary	Middle	High
2012-2013	57	57	47
2013-2014	54	57	26
2014-2015	58	56	18

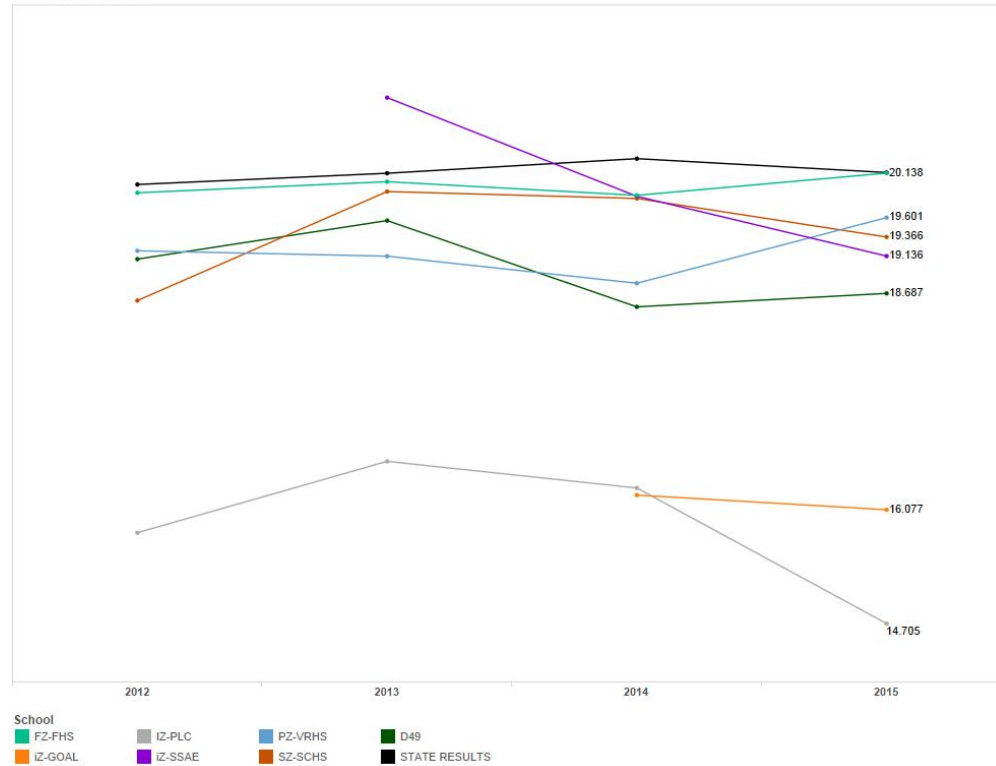
### Math Results

	Elementary	Middle	High
2012-2013	58	50	47
2013-2014	54	47	23
2014-2015	62	57	17

### ACT Trends and Graduation Rates

D49 has consistently performed lower on the ACT test as compared to the state. Moreover, only one school has scored above the state average in the past 4 years. Our alternative education campuses, GOAL and PLC, continue to underperform in comparison to our comprehensive high schools. While the degree of decline in 2014 can be largely attributed to the acquisition of GOAL (approximately 3,000 at risk students), some individual schools have also shown a decrease in performance on ACT. Four-year graduation rates also demonstrate a downward trend with the exception of Sand Creek High School. All District high schools perform at or above state graduation expectations with the exception of alternative education campuses.

D49 School Scores



District Overall



#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- District 49 is making progress in assuring all students read by the time leave third grade. At the elementary level, our percentile rank in English Language Arts increased by 5 points since 2013 as compared with performance on the reading TCAP. In math, a four percentile point increase was achieved over three years.

- At the middle school level, a four percentile point increase was observed in English Language Arts as compared to the TCAP reading percentile rank in 2013. In math, a seven percentile point gain was observed over three years.
- At the high school level, the district percentile rank for English Language Arts decreased from 48 in 2013 to 18 in 2015 when comparing TCAP reading to PARCC mean scale score assessment results. In math, a decrease in percentile rank from 47 to 18 was observed.

### Postsecondary & Workforce Readiness

- District 49 has met expectations for PSWR for the past three years. We have been approaching on meeting state expectations for ACT for the past three years, but meet and exceed in all other PSWR areas consistently.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.

**Root Cause:** 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.

### Priority Performance Challenge



### Root Cause

Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly 25% of the District's kindergarten through third graders were reading below benchmark as indicated by Dibels Next.



**Alignment with Colorado Academic Standards:** 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.

**Differentiated Instruction:** Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Professional Development:** Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

**Data-Driven Instruction:** Leaders and teachers lack an understanding of how to use data

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to increase student achievement and growth.

Percentile Rank: The district is currently performing below the 60th percentile in English Language Arts at all levels, and in math at the middle and high school levels as indicated by mean scale scores on PARCC.



Alignment with Colorado Academic Standards: 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.

Differentiated Instruction: Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Professional Development: Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

Data-Driven Instruction: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

ACT / SAT: High Schools are performing below the state average on ACT.



Alignment with Colorado Academic Standards: 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.

Differentiated Instruction: Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Professional Development: Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

Data-Driven Instruction: Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

## Reflection on Priority Performance Challenges

### Reading Proficiency by Third Grade

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Ensuring students have the foundational skills mastered in early grades supports their academic success in all content areas as they progress through the grade-levels. Research indicates that students who do not read by third grade have significantly more difficulties throughout their school career and life.

**Percentile Rank**

District 49 strives to be the best choice as compared with surrounding districts and district's with similar demographics and size. As a district, our performance is currently not in the upper 25th percentile state-wide and lags behind peer districts in achievement.

**ACT / SAT**

High School scores on ACT have historically been below the state average. The ACT, and future SAT are indicators of student readiness for college. In support of our District priority to Launch Every Student Toward Success, it is essential that our students perform well on college readiness exams.

**Reflection on Root Cause**

**Root Cause Identification and Verification:** After careful analysis by the District Unified Improvement Planning Committee of a variety of data sources (TCAP, ACT, DPF, ACCESS Growth, Graduation Rates, 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:

- 1) 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.
- 2) Leaders and teachers continue to need training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- 3) Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.
- 4) Continued professional development needs to be delivered, reviewed and implemented by instructional leaders on a consistent basis.

During the 2015-2016 school-year. These root causes were again examined by the District improvement planning committee, verified with the District Percentile Rank Report and reviewed with District Accountability Advisory Committee (DAAC) UIP Sub-Committee.

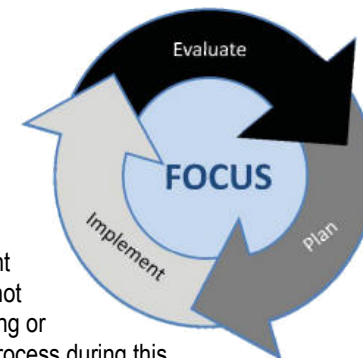
**1. Summary/Conclusion**





## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this 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.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency by Third Grade
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS Next by 20 percentage points from beginning of year to end of year.
Interim Measures		DIBELS Next Benchmark, three times annually BURST and Lexia interim assessments

Subject		R
Priority Performance Challenge		Percentile Rank
Annual	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)

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Performance Targets	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures		ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments

Subject		M
Priority Performance Challenge		Percentile Rank
Annual Performance Targets	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures		ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments

Subject		W
Priority Performance Challenge		Percentile Rank
Annual Performance Targets	2015-2016	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
	2016-2017	Increase the District Mean Scale Score Percentile Rank by 10 points at each level (elementary, middle, high)
Interim Measures		ACT Aspire STAR BEACON/ Amplify Common School / Zone Assessments

## Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		ACT / SAT
Annual Performance Targets	2015-2016	Increase ACT average composite scores to 21 in all coordinated comprehensive high schools.
	2016-2017	Score the equivalent on SAT to ACT average composite score of 22 in all coordinated comprehensive high schools.
Interim Measures		PSAT ACT Aspire BEACON / Amplify Common School / Zone Assessments



## Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 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. 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.

### Major Improvement Strategy: Primary Literacy

Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.

### Root Cause(s) Addressed:

Alignment with Colorado Academic Standards  
Differentiated Instruction  
Professional Development  
Data-Driven Instruction

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

☒ State Accreditation  
☒ Title III

☐ Student Graduation and Completion Plan (Designated Graduation District)  
☒ Gifted Education

Other:

☒ Title IA

☒ Title IIA

### Action Steps

Jul. 2015 - Jun. 2018

**Name:** myOn

#### Description:

Purchase myOn digital library for all coordinated schools to support students in grades PreK-5 .

#### Implementation Benchmarks:

myOn purchase July 1

Student information loaded July 15

Initial training scheduled and held July 21

Follow-up training for grade-level teachers from each school on components (building book sets, creating projects, formative assessment tools, etc.) Sept. 29

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	<p>100% students and teachers log usage by Dec. 1</p> <p>Monthly usage reports included in CEO / Board Reports beginning December 2016</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> Complete</p>
Nov. 2015 - Jun. 2016	<p><b>Name:</b> Primary Literacy School Visits</p> <p><b>Description:</b> Schedule visits with all coordinated elementary schools to examine improvement efforts and provide support in each building.</p> <p><b>Implementation Benchmarks:</b> School visits scheduled Winter visits completed as of December 2015 Feedback provided to principals as of February 2016 PACE Rubric created and shared with principals Spring visits in progress - completion date of June 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Chief Education Officer</p>

	<p>Primary Literacy Team</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Nov. 2015	<p><b>Name:</b> Leaders in Literacy Summit</p> <p><b>Description:</b> Plan, coordinate and implement a state-wide Leaders in Literacy Summit to promote leadership in literacy to improve achievement outcomes for students.</p> <p><b>Implementation Benchmarks:</b> Event scheduled Speakers identifies Invitations and registration process complete Event completed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO, Executive Director of Learning Services, Executive Director of Individualized Instruction, Coordinator of Curriculum Instruction and Assessment</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Jun. 2016	<p><b>Name:</b> READ Camp</p> <p><b>Description:</b> Institute fall, spring and summer intersession READ Camp opportunities for students on READ plans to address regression during breaks from school.</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Fall Break READ Camp October 12-23 Complete 92 students participated Spring Break READ Camp March 21-April1 Summer READ Camp June 6- June 30</p> <p>Budgets approved and developed Students identified and parents contacted Curriculum developed Teachers and leaders selected Students enrolled and participating Data analyzed after each session</p> <p><b>Resources:</b> READ Funds MLO</p> <p><b>Key Personnel:</b> Executive Director of Individualized Education, Executive Director of Learning Services, Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2017	<p><b>Name:</b> Early Literacy Assessment Tool Project (ELAT)</p> <p><b>Description:</b> Continue district participation in ELAT Grant Project including use of Amplify DIBELS Next Assessment tools, DIBELS Deep diagnostic assessment, training, and support.</p> <p><b>Implementation Benchmarks:</b> New leaders to project attend DIBELS Next training July 2015</p>



	<p>New coordinated school teachers trained on administering assessment tools July 2015</p> <p>Provide training to charter school teachers new to ELAT by August 2015</p> <p>Provide training on Pathways of Progress to teachers and leaders by Oct. 2015</p> <p>Encourage participation in ELAT provided DIBELS Deep training for teachers and leaders in Sept. and Oct. 2015</p> <p>Coordinate participation for Remington, Odyssey and Stetson Elementary Schools to provide additional on-site training and support with implementation Oct. 2015</p> <p>Coordinate account and data reviews with Amplify January and June 2016</p> <p>Serve as member of state-wide ELAT Advisory Committee.</p> <p><b>Resources:</b> ELAT Grant</p> <p><b>Key Personnel:</b> Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Name:</b> Provide Professional Development and Support for Primary Literacy</p> <p><b>Description:</b> Provide a variety of professional development opportunities for teachers and leaders to improve literacy achievement.</p> <p><b>Implementation Benchmarks:</b>            Send leaders and teachers to DIBELS Super Institute to gain knowledge about assessment and instructional tools July 2015            Work with CIA leaders in zones to update READ Handbook by Sept. 2015            Provide reports to each school to ensure accuracy of data (quarterly)            Provide READ Plan training and support to schools and zones - August 2015-Jan. 2016            Coordinate Reading Foundations Academy in District 49 to be held Nov. 2015 Jan 2016 and April-May 2016            Provide Dyslexia Training for Teachers</p>

	<p>Provide training for developing the English language with preschoolers</p> <p>Provide training in analysis of TS GOLD preschool and kindergarten assessment data</p> <p>Provide training in Curriculum Literacy</p> <p>Send teachers and leaders to DIBELS Super institute July 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services</p> <p>Coordinator of Curriculum, Instruction and Assessment</p> <p>Dean of Early Childhood nEducatio</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Name:</b> Adult English Language Development Courses</p> <p><b>Description:</b></p> <p>Provide stipends to two teachers to facilitate Adult English as a Language Courses (ESL)/Family Literacy Program including benefits in support of improving family literacy.</p> <p>Purchase materials to support program.</p> <p><b>Implementation Benchmarks:</b></p> <p>Quarterly attendance and participation review</p> <p><b>Resources:</b></p> <p>Title III Stipends and benefits 4,710</p> <p>Title III Supplies 2,975</p> <p><b>Key Personnel:</b></p>

	<p>Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
<p>Apr. 2016 - Apr. 2016</p>	<p><b>Name:</b> Pursuing Peak Literacy Summit</p> <p><b>Description:</b> Coordinate and hold a Pursuing Peak Literacy Summit for D49 teachers and leaders to share best practices with Primary Literacy Initiative implementation.</p> <p><b>Implementation Benchmarks:</b> Schedule presenters Hold conference Gain feedback</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Primary Literacy Team</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy: 49 Pathways**

Ensure all students are career and workforce ready by implementing individualized pathways for students.

**Root Cause(s) Addressed:**

Alignment with Colorado Academic Standards

**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 Education

Other:

**Action Steps**

Jul. 2015 - Jun. 2016

**Name:** Path Builders

**Description:**

Continue monthly Path Builders Team meetings to design Career & College Pathways aligned with new CO Graduation Guidelines.

**Implementation Benchmarks:**

Monthly calendars and agendas. 100% meetings held.

**Resources:**

**Key Personnel:**

CEO

**Status:** In Progress

Jul. 2015 - Jun. 2016

**Name:** Advisors

**Description:**

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	<p>Support high schools with implementation of advisory structures that support ICAP process. Provide ongoing consultation, training and curricular resources as needed.</p> <p><b>Implementation Benchmarks:</b> Training schedules, Schoology group resources, meeting schedules.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Path Builders Team</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jul. 2015	<p><b>Name:</b> Hire Adjunct Staff</p> <p><b>Description:</b> Hire Coordinator of Concurrent Enrollment Instruction to provide English 121 for students at three sites and mentor college adjunct candidates for future CE offerings.</p> <p><b>Implementation Benchmarks:</b> Course registrants per semester. Monitor number of adjunct candidates in English, History and Math.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Oct. 2015	<p><b>Name:</b> Concurrent Enrollment Marketing and Promotion</p>

	<p><b>Description:</b> Coordinate an open house for potential concurrent enrollment students and parents at Creekside Success Center Pikes Peak Community College Educational Suite to provide information and facility tours for families interested in participating in concurrent enrollment options at our district's new PPCC site. Provide information to parents during Parent Teacher Student Association (PTSA) meetings and special education fair.</p> <p><b>Implementation Benchmarks:</b> Attendance at open house Presentations held at PTSA meetings in schools Presentations and info. presented during special education fair</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Name:</b> Concurrent Enrollment Advisory Board</p> <p><b>Description:</b> Participate on Colorado Department of Education Concurrent Enrollment Advisory Board to ensure that the district has access to information related to the most current direction and changes at the state level related to concurrent enrollment.</p> <p><b>Implementation Benchmarks:</b> Bi-Monthly Attendance</p> <p><b>Resources:</b></p>

	<p><b>Key Personnel:</b> Director of Concurrent Enrollement</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Name:</b> Training for counselors and registrars</p> <p><b>Description:</b> Provide training for counselors and registration regarding new concurrent enrollment protocols and best-practice procedures for concurrent enrollment (transcripts, enrollment, qualifications, AVP, etc.).</p> <p><b>Implementation Benchmarks:</b> Training planned, scheduled and complete July 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director Concurrent Enrollment</p> <p><b>Status:</b> Complete</p>
<p>Jan. 2016 - Jan. 2016</p>	<p><b>Name:</b> Concurrent Enrollment Information Nights</p> <p><b>Description:</b> Schedule information nights for students and families at each high school to provide information about concurrent enrollment options.</p> <p><b>Implementation Benchmarks:</b> Attendance at information nights. Number of students registering for CE 16-17.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment</p> <p><b>Status:</b> Not Started</p>
<p>May. 2015 - Oct. 2015</p>	<p><b>Name:</b> P-TECH Initiative</p> <p><b>Description:</b> Support James Irwin Charter School with PTECH Application (Pathways to Technology Early College) initiative to provide students with career options in construction and advanced manufacturing.</p> <p>Create individualized course pathways by grade-level incorporating Advanced Manufacturing, Construction, CAD, Welding, HVAC and Electronics concurrent enrollment postsecondary options to support PTEC (Power Technical Early College, grades 6-14) application to CDE. All pathways lead to AAS degrees with stackable industry certifications.</p> <p><b>Implementation Benchmarks:</b> James Irwin P-Tech Application submitted and accepted by October 2015 District 49 P-Tech Application submitted and accepted by December 2015 Open PTEC grades 6-9 August 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO Director of Concurrent Enrollment Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>



<p>Aug. 2015 - May. 2016</p>	<p><b>Name:</b> ICAP and IEP</p> <p><b>Description:</b> Incorporate Individual Career and Academic Plan (ICAP) elements into student IEPs at the high school level.</p> <p><b>Implementation Benchmarks:</b> IEP Audits conducted Dec. 2015 and May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Nov. 2015</p>	<p><b>Name:</b> Manufacturing Pathway</p> <p><b>Description:</b> Provide support and funding for integration of new manufacturing pathway at Sand Creek High School to support the implementation of the School of Design.</p> <p><b>Implementation Benchmarks:</b> Equipment purchased September 2015 Training complete December 2015 Staff CTE authorized February 2016</p> <p><b>Resources:</b> CTE and Perkins</p>

	<p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Nov. 2015	<p><b>Name:</b> Career Fair</p> <p><b>Description:</b> Plan and implement a D49 student / community career fair to provide information about career and college opportunities for all juniors and seniors in D49 to be held at Creekside.</p> <p><b>Implementation Benchmarks:</b> Online registration system in place Businesses and schools contacted and committed to attend</p> <p><b>Resources:</b> CTE and small business alliance support</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Oct. 2015	<p><b>Name:</b> Southern Colorado Manufacturing Expo</p> <p><b>Description:</b> Coordinate participation of D49 students attending the 2nd SOCOM Manufacturing Expo.</p> <p><b>Implementation Benchmarks:</b> Coordination of registration and transportation</p>

	<p>Action Complete - Approximately 500 students from D49 schools attended the event</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - Oct. 2015	<p><b>Name:</b> UCCS Project Lead the Way Conference</p> <p><b>Description:</b> Present at UCCS Project Lead the Way Conference to share PLTW integration of new pathways and impacts of PLTW at the school-level with leaders from across Colorado.</p> <p><b>Implementation Benchmarks:</b> Presentation prepare and presented</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jul. 2016	<p><b>Name:</b> Agriculture Pathway</p> <p><b>Description:</b></p>

	<p>Support Falcon High School with the implementation of a new integrated Agriculture pathway beginning in the 2015-2016 school year.</p> <p><b>Implementation Benchmarks:</b>  Initial course developed and scheduled August 2015  15-16 courses full by august 2015  Additional courses developed February 2016  Full pathway built and implemented by school-year 2018-2019</p> <p><b>Resources:</b>  CTE</p> <p><b>Key Personnel:</b>  Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2016</p>	<p><b>Name:</b> Increased CTE Participation</p> <p><b>Description:</b>  Support all middle and high schools with increased participation in CTE courses.</p> <p><b>Implementation Benchmarks:</b>  Ongoing:  Explore new pathways and courses  Implement courses and adjust depending on career outlook  Purchase supplies and materials for new courses as needed  Upcoming:  Initiate partnership with Peyton School District to access Woods and Advance Manufacturing Programs for students January 2016</p>

	<p>Implement PAC core construction program at Patriot Learning Center January 2016</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
<p>- May. 2016</p>	<p><b>Name:</b> CTE Credentialing</p> <p><b>Description:</b> Continue to offer courses in Schoology for staff CTE credential requirements. Develop and teach EDU 250 &amp; 251 to CTE staff.</p> <p><b>Implementation Benchmarks:</b> Update courses Offer courses Provide certification</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Director of Career and Technical Education Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>

<p>- Feb. 2016</p>	<p><b>Name:</b> CTE Program Improvement Training</p> <p><b>Description:</b> Initiate CTE program improvement training</p> <p><b>Implementation Benchmarks:</b> Train CTE instructors Prepare audit materials Record attendance in Schoology February 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Career and Technical Education</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - Apr. 2016</p>	<p><b>Name:</b> CTE Articulation</p> <p><b>Description:</b> Evaluate, create, and resubmit for district wide articulation for additional CTE classes</p> <p><b>Implementation Benchmarks:</b> Develop and/or evaluate articulation agreements for CTE classes to reflect college credit</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b></p>

	<p>Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Oct. 2015</p>	<p><b>Name:</b> NACEP Conference</p> <p><b>Description:</b> Attend National Alliance of Concurrent Enrollment Partnerships Conference in October. Invite college math instructors and PPCC Concurrent Enrollment staff to present together with D49 leadership team to share best-practices in hiring adjunct professors to support CE initiatives.</p> <p><b>Implementation Benchmarks:</b> Registration complete instructors and PPCC Concurrent Enrollment staff identified and invited Presentation developed and presented Presentation delivered</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> CEO Executive Director of Learning Services Director of Concurrent Enrollment</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2015 - Aug. 2015</p>	<p><b>Name:</b> Concurrent Enrollment Career Pathway</p> <p><b>Description:</b> Create Concurrent Enrollment College Instructor preparation process for high school teachers who are interested in becoming college professors on our high school campuses. Process includes protocols for teachers going to graduate</p>

	<p>school if needed, to qualify to teach college level course, based on the Higher Learning Commission standards.</p> <p><b>Implementation Benchmarks:</b> Flow chart and forms for teachers to apply to become Concurrent Enrollment college instructors created and distributed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Human Resources</p> <p><b>Status:</b> Complete</p>
Jul. 2016 - May. 2017	<p><b>Name:</b> Capstone Pilot</p> <p><b>Description:</b> Pilot capstone projects with English learners and selected students with individual education plans.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education Coordinator of English Language Development</p> <p><b>Status:</b> Not Started</p>
Aug. 2016 - May. 2017	<p><b>Name:</b> Co-Teaching Initiative</p>



	<p><b>Description:</b> Initiate training for co-teaching at the secondary level.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive director of Individualized Education</p> <p><b>Status:</b> Not Started</p>
<p>Nov. 2015 - Aug. 2017</p>	<p><b>Name:</b> PPEC Initiative</p> <p><b>Description:</b> Write and submit early college high school application to expand concurrent enrollment offerings.</p> <p><b>Implementation Benchmarks:</b>  Pikes Peak Early College Application Submitted February 2016  Identify PPEC Principal  Open PPEC grades 9-13 August 2016  Add PPEC grade 14+ beginning August 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b>  Director of concurrent Enrollment  iConnect Zone Leader  Springs Studio Principal</p>

	<p><b>Status:</b> In Progress</p>
Mar. 2016 - Dec. 2016	<p><b>Name:</b> Transportation for Concurrent Enrollment</p> <p><b>Description:</b> Explore options for providing transportation options for students participating in Concurrent Enrollment off campus.</p> <p><b>Implementation Benchmarks:</b> Initial meetings held</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Career and Technical Education Director of Transportation</p> <p><b>Status:</b> In Progress</p>
Oct. 2016 - Nov. 2015	<p><b>Name:</b> Student Pathways</p> <p><b>Description:</b> Support school counselors by providing templates for each school's pathways. Expand to Power Zone, iConnect and Sand Creek Zone.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b></p>

	<p><b>Key Personnel:</b> Director of Concurrent Enrollment Director of Career and Technical Education</p> <p><b>Status:</b> In Progress</p>
Mar. 2016 - May. 2016	<p><b>Name:</b> Soft Skill Curriculum</p> <p><b>Description:</b> Explore options for soft skill curriculum to support schools with teaching 21st century skills to students.</p> <p><b>Implementation Benchmarks:</b> Pilot Conover curriculum with school counselors March-May 2016</p> <p><b>Resources:</b> CTE</p> <p><b>Key Personnel:</b> Path Builders Counselors</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Jul. 2016	<p><b>Name:</b> Course Codes</p> <p><b>Description:</b> Eliminate duplicate course codes and align all courses with correct CDE descriptors.</p> <p><b>Implementation Benchmarks:</b> Initial clean up submitted March 2016</p>

	<p>Meeting with Lead Counselors, and SIS Manager March 2016 Counselors complete review of course codes K-12 July 1, 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Data and Reporting Analyst Infinite Campus Manager Lead Counselors</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Standards Aligned Instruction

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:**

Alignment with Colorado Academic Standards  
Professional Development  
Data-Driven Instruction

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

☒ State Accreditation  
☒ Title III

☐ Student Graduation and Completion Plan (Designated Graduation District)  
☒ Gifted Education      Other:

☒ Title IA

☒ Title IIA

**Action Steps**

Jul. 2015 - May. 2016

**Name:** Professional Development for ELD Staff

**Description:**

Provide professional development for English Language Development Program (ELD) teachers and staff around effective Learning Targets/Objectives and Demonstration of Learning

**Implementation Benchmarks:**

80% of spot observation will reflect proficient or advanced on lesson targets/objectives

Monthly training complete

**Resources:**

Title III 16,000

**Key Personnel:**

Coordinator of English Language Development

	<b>Status:</b> In Progress
Aug. 2015 - Dec. 2015	<p><b>Name:</b> Supplies to support ELD</p> <p><b>Description:</b> Purchase supplemental materials/supplies for the English Language Development Program (ELD) / mainstream classrooms to support the English learners.</p> <p><b>Implementation Benchmarks:</b> Completed order forms, materials delivered to classrooms</p> <p><b>Resources:</b> Title III 9,900</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> Complete</p>
Mar. 2016 - May. 2016	<p><b>Name:</b> Technology for ELD</p> <p><b>Description:</b> Purchase of technology to supplement and enhance instruction for English learners</p> <p><b>Implementation Benchmarks:</b> Technology resources purchased and delivered to classrooms, technology in use with students</p> <p><b>Resources:</b> Title III 6,000</p>

	<p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> Not Started</p>
Sep. 2015 - Jan. 2016	<p><b>Name:</b> Training on Standards-based IEPs</p> <p><b>Description:</b> Provide training for special education staff members (teachers, director designees, and speech language pathologists on aligning IEP goals with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> IEP Audits</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - Jan. 2016	<p><b>Name:</b> Standards-Aligned Lesson Objectives</p> <p><b>Description:</b> Ensure that special education itinerants (speech/language pathologists, director designees, and motor team) post and communicate students lesson objects aligned with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Spot observations</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Assistant Director of Special Education</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Oct. 2015	<p><b>Name:</b> Standards-Based Lesson Design</p> <p><b>Description:</b> Provide training for teachers on developing lesson plans aligned with standards-based instructional practices.</p> <p><b>Implementation Benchmarks:</b> Training scheduled, participants registered, training complete</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Mar. 2016	<p><b>Name:</b> BEACON Formative Assessments</p> <p><b>Description:</b> Support schools with pilot implementation of BEACON formative assessment tools aligned with Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Customized assessments developed with zone / school input August-Sept. 2015</p>



	<p>Initial training provided October 2015</p> <p>Initial assessment administered October 2015</p> <p>develop and distribute district specific guidance and training to support schools with implementation Oct. 2015</p> <p>School visits scheduled and completed to observe assessment process and gather feedback October 2015</p> <p>Follow-up training on data analysis provided November 2015</p> <p>Support schools with use of "Quick Checks" and "Performance Tasks" - Nov. 2015- May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services, Executive Director of Individualized Education, Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Jan. 2016</p>	<p><b>Name:</b> Document-Based Questioning Training</p> <p><b>Description:</b></p> <p>Provide training sessions for elementary-high school content area teachers on scaffolding writing based on six-step DBQ method. Unpacking questions, identifying writing tasks, purpose of reading, document analysis, choosing appropriate evidence, modeled writing and responding to text to support integration of the English Language Arts Standards in instruction across the curriculum.</p> <p><b>Implementation Benchmarks:</b></p> <p>Training scheduled</p> <p>Participants registered</p> <p>Training Complete</p> <p>Strategies evident in classrooms through classroom walkthroughs and observation</p> <p><b>Resources:</b></p>

	<p>Title II A 6,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Retention and Recruitment</p> <p><b>Description:</b> Provide assistance to human resources staff for recruiting hard to fill positions in math, science, special education.</p> <p><b>Implementation Benchmarks:</b> Supplies purchased Recruiting scheduled and complete Potential applicants identified</p> <p><b>Resources:</b> Title IIA Supplies 2,000 Title IIA In-State Travel 2,000</p> <p><b>Key Personnel:</b> Director of Human Resources</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Jun. 2016	<p><b>Name:</b> Math Standards Training</p> <p><b>Description:</b> Provide training for elementary, middle and high school teachers to support alignment of instruction with the Colorado</p>

	<p>Academic Standards in math.</p> <p><b>Implementation Benchmarks:</b>          Provide milage for teachers to attend CPM training in Denver - August 2015          Provide Eureka Math Training for teachers - February 2016          Provide Follow-up Eureka Math training for teachers - May 206          Send teachers to eureka Math Institute to become trainers for schools - June 2016</p> <p><b>Resources:</b>          Title II A 12,00</p> <p><b>Key Personnel:</b>          Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
<p>Dec. 2015 - Jun. 2016</p>	<p><b>Name:</b> English Language Arts Standards Training</p> <p><b>Description:</b>          Provide training for elementary, middle and high school teachers teachers on implementing the ELA Colorado Academic Standards to improve standards-aligned instruction.</p> <p><b>Implementation Benchmarks:</b>          Provide Core Knowledge Language Arts Training for teachers - January - May 2016</p> <p><b>Resources:</b>          Title II A 12,000</p> <p><b>Key Personnel:</b></p>

	Executive Director of Learning Services
	<b>Status:</b> Not Started
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Multi-Tiered Support System (MTSS)</p> <p><b>Description:</b> Fully implement a Multi-tiered support system to ensure all students standards-aligned instructional learning opportunities.</p> <p><b>Implementation Benchmarks:</b>            Creation of MTSS Quick Guide to guide MTSS process distributed by 9/10            Set due dates of data collection on MTSS metrics      communicated by 9/10/15            Send MTSS Metric data summaries to Zone leaders quarterly, starting 10/10/15            Survey staff on MTSS understanding by December 15            Survey administration on MTSS understanding by December 15            Draft needs assessment of MTSS support for 2016-201 created by 12/20/15            Report out findings of needs assessment by March 2016            Revise MTSS Quick Guide based on assessment      by May 2015</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education</p> <p><b>Status:</b> In Progress</p>
May. 2016 - May. 2016	<p><b>Name:</b> Parent / Stakeholder Communication Survey</p> <p><b>Description:</b></p>

	<p>Administer a parent / stakeholder survey to assess and improve communication efforts of Individualized Education Staff.</p> <p><b>Implementation Benchmarks:</b> Survey created, administered by May 2016 Results analyzed and communicated by August 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education</p> <p><b>Status:</b> Not Started</p>
<p>Oct. 2015 - Dec. 2015</p>	<p><b>Name:</b> WIDA Model Assessments for English Language Development</p> <p><b>Description:</b> Purchase WIDA MODEL Assessment to use as a supplemental language assessment aligned to WIDA Standards.</p> <p><b>Implementation Benchmarks:</b> Assessment purchased Teachers and administered trained Assessment implemented</p> <p><b>Resources:</b> Title III 7,000</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p>

	<p><b>Status:</b> Complete</p>
Jul. 2015 - May. 2016	<p><b>Name:</b> Gifted and Talented Program Improvement</p> <p><b>Description:</b> Improve Gifted and Talented programming for students.</p> <p><b>Implementation Benchmarks:</b> Hire Coordinator of Gifted and Talented Education by July 2015 Create flow chart for academically gifted identification by August 2015 Increase African-American and Hispanic gifted identification by 2% by May 2016</p> <p>School Year 2016-2017 100% of students identified as gifted in grades 3,5,8 will participate in common assessments by May 2017 Based on common assessment data, students will grow 2% in area of giftedness per assessment period by May 2017</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Individualized Education Coordinator of Gifted Education</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Apr. 2016	<p><b>Name:</b> Interpreting and Translation Services</p> <p><b>Description:</b> Provide Interpreting/Translating Services for our English Learner families</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Completed request forms</p> <p>Attendance at Parent Teacher Conferences</p> <p>Materials distributed</p> <p><b>Resources:</b></p> <p>Title III 1278.46</p> <p><b>Key Personnel:</b></p> <p>Coordinator of English Language Development</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - Apr. 2016	<p><b>Name:</b> Supporting parents of English Learners</p> <p><b>Description:</b></p> <p>Increase parental / stakeholder involvement of English Learner families.</p> <p>Purchase materials/supplies for English Language Development Program (ELD) Parent Advisory Meetings/Adult &amp; Family Literacy.</p> <p><b>Implementation Benchmarks:</b></p> <p>Supplies purchased</p> <p>Meetings / trainings scheduled and held</p> <p><b>Resources:</b></p> <p>Title III 1,250</p> <p><b>Key Personnel:</b></p> <p>Coordinator of English Language Development</p>

	<b>Status:</b> In Progress
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Tutoring for Immigrant Students</p> <p><b>Description:</b> Provide tutoring services to identified immigrant students in D49.</p> <p><b>Implementation Benchmarks:</b> Students identified Tutors identified Tutoring provided as needed (on-going)</p> <p><b>Resources:</b> Title III SA 6931.54</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Aug. 2016	<p><b>Name:</b> E-Learning Collaborative</p> <p><b>Description:</b> Establish relationship with E-Learning Collaborative to provide access to online courses and professional learning for teachers on how to build online courses aligned to the Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Initial meetings held with ELC February-March 2016 Teacher training scheduled and held June-August 2016 Courses developed by September 2016</p>



	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - May. 2016	<p><b>Name:</b> Elementary Report Card Alignment</p> <p><b>Description:</b> Support zones in re-aligning elementary report cards to reflect new Colorado Academic Standards.</p> <p><b>Implementation Benchmarks:</b> Report cards re-aligned Submitted to IC support personnel Implemented for 16-17 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Coordinator of Curriculum, Instruction and Assessment</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Sep. 2016	<p><b>Name:</b> Assessment RFP</p> <p><b>Description:</b> Conduct an RFP for a comprehensive assessment system to support aligning instruction to the Colorado Academic</p>

	<p>Standards and expectations with PARCC and SAT.</p> <p><b>Implementation Benchmarks:</b>  Principal input gathered January 2016  Committee developed January 2016  RFP launched February 2016  Vendor presentations March-April 2016  Assessment selection April-May 2016  Training and implementation July-September 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b>  Executive Director of Learning Services  Coordinator of Curriculum, Instruction and Assessment  Zone Leaders  Principals</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Professional Development

Continue to provide professional development for teachers and leaders to sustain instructional improvement efforts.

**Root Cause(s) Addressed:**

Professional Development

**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 Education

Other:

**Action Steps**

Aug. 2015 - Jun. 2016

**Name:** Teacher Training Cohort

**Description:**

Institute a training cohort team to provide training to new and experienced teachers on:

- Mentoring in the 21st Century to support mentoring for new teachers to the district
- Meeting the Diverse Needs of Learners to provide strategies for teachers on differentiating instruction
- Why Didn't I Learn That in College (Implementing High Impact Instructional Strategies)

**Implementation Benchmarks:**

Training teams identified and recruited

Mentoring in the 21st Century Training Complete October 2015

Why Didn't I Learning this in College Training Complete January 2016

Meeting the Diverse Needs of Learners Trainer Training April 2016

Meeting the Diverse Needs of Learners teacher Training June 2016

**Resources:**

Title II A 25,600

	<p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Dec. 2015	<p><b>Name:</b> Instructional Leadership</p> <p><b>Description:</b> Continue to provide Leadership Blueprint Training for new leaders to support consistency in effective leadership practices.</p> <p><b>Implementation Benchmarks:</b> Participants identified and invited to attend Training scheduled and attended Evidence of leadership practices through observation</p> <p><b>Resources:</b> Title II A 25,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Dec. 2015 - May. 2016	<p><b>Name:</b> Instructional Coaching Supplies</p> <p><b>Description:</b> Purchase technology supplies to support instructional mentors and coaches with implementing real-time and virtual coaching with teachers to improve instruction.</p>

	<p><b>Implementation Benchmarks:</b> Coaching sessions scheduled and complete Evidence of strategies implemented through coaching cycle</p> <p><b>Resources:</b> Title II A 2,500</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Oct. 2015</p>	<p><b>Name:</b> Instructional Coach Training</p> <p><b>Description:</b> Provide training for instructional coaches district-wide at the elementary, middle and high school levels. Send instructional coaches to Jim Knight Coaching Conference in Denver, October 2015. Purchase books on high impact instructional strategies and coaching techniques for instructional coach book studies</p> <p><b>Implementation Benchmarks:</b> Instructional Coaches identified for participation in conferences. Registration and attendance complete. Coaches present on lessons learned to larger group after conference attendance. Books purchased and book studies scheduled and complete.</p> <p><b>Resources:</b> Title IIA Travel 10,000 Title II A Books 2,500</p>

	<p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> Complete</p>
Sep. 2015 - May. 2016	<p><b>Name:</b> Provide Substitutes for Teachers / Paras to Attend Professional Development</p> <p><b>Description:</b> Provide subs for teachers to participate in professional development (CKH, Teacher Trainer Cohort, Mentoring, Peer Observations and Professional Learning Communities)</p> <p><b>Implementation Benchmarks:</b> Schedule substitutes as needed for staff to attend training</p> <p><b>Resources:</b> Title II A 26,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jun. 2016	<p><b>Name:</b> Training on Instructional Technology</p> <p><b>Description:</b> Provide training for instructional technology coaches on best-practices in supporting technology integration in classroom instruction.</p> <p><b>Implementation Benchmarks:</b></p>

	<p>Attendance at National Schoology Conference July 2015</p> <p>Google Apps for Education Conference September 2015</p> <p>Plan, Coordinate and Lead State-Wide Schoology Conference October 2015</p> <p>Launch TechKnow Blog on Aha! Network January 2016</p> <p>Host Pikes Peak Region EdCamp January 2016</p> <p>Participate in Colorado Online and Blended Learning Conference February 2016</p> <p>Provide registration fees for teachers and leaders to attend ISTE Conference Attendance June 2016</p> <p>Host Google Apps for Education Summit July 2016</p> <p>Provided registration fees for July 2016 Schoology Next Conference</p> <p>Host 2nd Annual Connect Colorado with Schoology October 2016</p> <p><b>Resources:</b></p> <p>Title II A 10,000</p> <p><b>Key Personnel:</b></p> <p>Executive Director of Learning Services</p> <p>Instructional Technology Specialists</p> <p>Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
<p>Oct. 2015 - Jun. 2016</p>	<p><b>Name:</b> Model Classroom Project</p> <p><b>Description:</b></p> <p>Provide stipends for teachers to continue development of the model classroom video library to support teachers with exemplary models of effective instructional practice. Provide training for teachers and instructional coaches utilizing model classroom video library.</p> <p><b>Implementation Benchmarks:</b></p> <p>10-15 new videos created and aligned with effective teaching practices</p>

	<p>Training modules developed and deployed with instructional coaches and teachers technology purchased to support project</p> <p><b>Resources:</b> Title II A Stipends 10,000</p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Development Specialist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Name:</b> Substitutes for English Language Development Teachers</p> <p><b>Description:</b> Provide substitutes for ELD teachers to attend Professional Development.</p> <p><b>Implementation Benchmarks:</b></p> <p><b>Resources:</b> Title III 1278.46</p> <p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jun. 2016	<p><b>Name:</b> Evaluator Certification Training Program</p>



	<p><b>Description:</b> Provide Colorado Department of Education Approved Training Program to train and certify evaluators of licensed staff.</p> <p><b>Implementation Benchmarks:</b> Training Program Session 1 August-September 2015 Complete Training Program Session 2 June 2016 In Progress</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services</p> <p><b>Status:</b> In Progress</p>
Feb. 2016 - Aug. 2016	<p><b>Name:</b> Learning on Demand</p> <p><b>Description:</b> Explore and then implement opportunities for learning on demand professional development for educators using Schoology.</p> <p><b>Implementation Benchmarks:</b> Spark Courses designed and piloted February-March 2016 Meet with D49 course developers and E-Learning Collaborative February- April 2016 Key Courses piloted March-July 2016 Launch Learning on Demand August 2016</p> <p><b>Resources:</b> 10,000 Title II A (2016-2017 SY)</p>

	<p><b>Key Personnel:</b> Executive Director Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Name:</b> Aha! Network Registration System</p> <p><b>Description:</b> Implement new professional development system within Aha! Network to provide integrated registration processes for educators and staff.</p> <p><b>Implementation Benchmarks:</b> Go Sign Me Up embedded in Aha! Network Website July 2015 Communication to staff July September 2015 Staff Meetings at schools March-May 2016 to promote improved usage</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director of Learning Services Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Jul. 2016	<p><b>Name:</b> Alternative Licensure Program</p> <p><b>Description:</b> Work to develop an alternative licensure program to support the need to hire effective teachers, especially in hard-to fill areas and to support concurrent enrollment expansion.</p>

	<p><b>Implementation Benchmarks:</b> Meetings with department leaders to investigate need (HR, Concurrent Enrollment, Special Education, Early childhood) January-March 2016 Collect and analyze data March 2016 Develop application March-May 2016 Submit to CDE for State Board Approval June 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Executive Director Learning Services Executive Director Individualized Education Director of Human Resources</p> <p><b>Status:</b> In Progress</p>
Mar. 2016 - Mar. 2016	<p><b>Name:</b> Kagan Professional Development</p> <p><b>Description:</b> Provide training for teachers on Kagan Cooperative Learning Strategies</p> <p><b>Implementation Benchmarks:</b> Four training March 2016 Follow-up training Fall 2016</p> <p><b>Resources:</b> ELPA Funds 15-16 15,000 ELPA Funds 16-17 3,139</p>

	<p><b>Key Personnel:</b> Coordinator of English Language Development</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - May. 2016	<p><b>Name:</b> Schoology Ambassador Program</p> <p><b>Description:</b> Initiate a Schoology Ambassador Program to provide every building support with Schoology implementation.</p> <p><b>Implementation Benchmarks:</b> Ambassadors selected September 2015 Meetings held at least quarterly by May 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Online Professional Learning Specialist</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Provide parents training on Love and Logic</p> <p><b>Description:</b> Provide classes for parents of English language learners on Love and Logic Strategies</p> <p><b>Implementation Benchmarks:</b> Identify trainer Schedule classes</p>

	<p>Purchase food and supplies, books etc.</p> <p>Notify parents</p> <p>provide childcare</p> <p>attendance taken</p> <p><b>Resources:</b></p> <p>Title III Aside 10,000</p> <p><b>Key Personnel:</b></p> <p>Executive Director of Individualized Education</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<p><b>Name:</b> Classroom Instruction that Works for ELLS</p> <p><b>Description:</b></p> <p>Provide training for teachers on Classroom Instruction that Works for English language learners.</p> <p><b>Implementation Benchmarks:</b></p> <p>Training scheduled</p> <p>Complete</p> <p>Attendance taken</p> <p><b>Resources:</b></p> <p>ELPA Funds 800.00</p> <p><b>Key Personnel:</b></p> <p>TOSA for English Language Development</p>

	<b>Status:</b> In Progress
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## Section V: Appendices

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

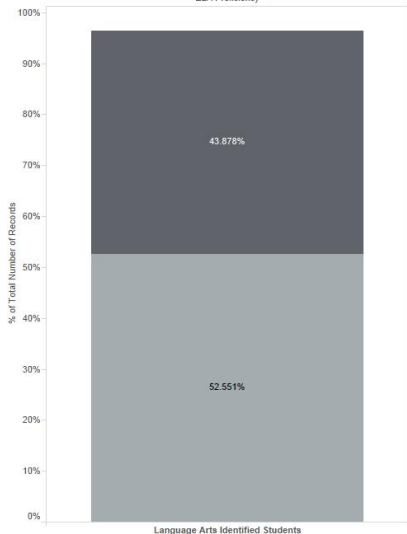
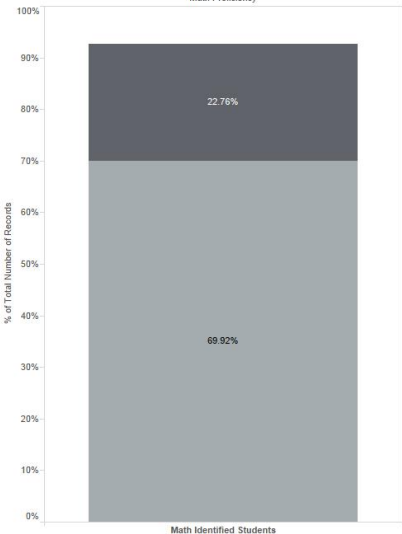
- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround 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)

## Section V: Supporting Addenda Forms

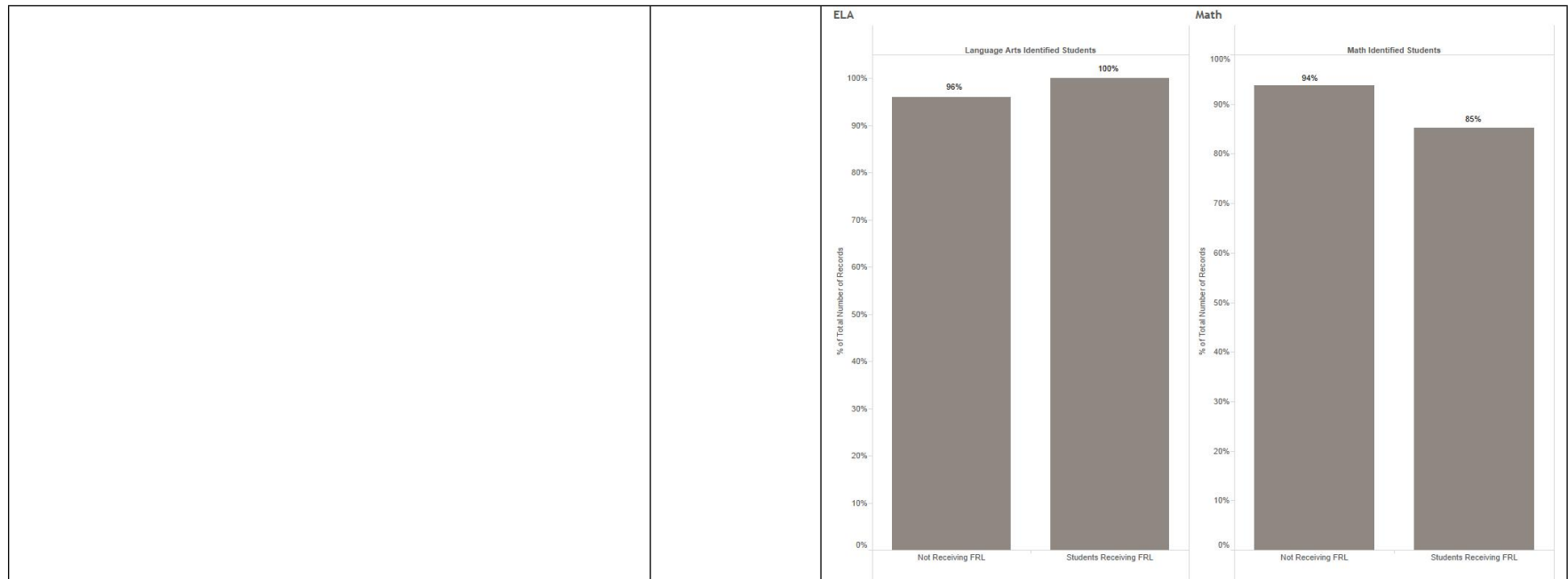
### For Administrative Units with Gifted Education Programs

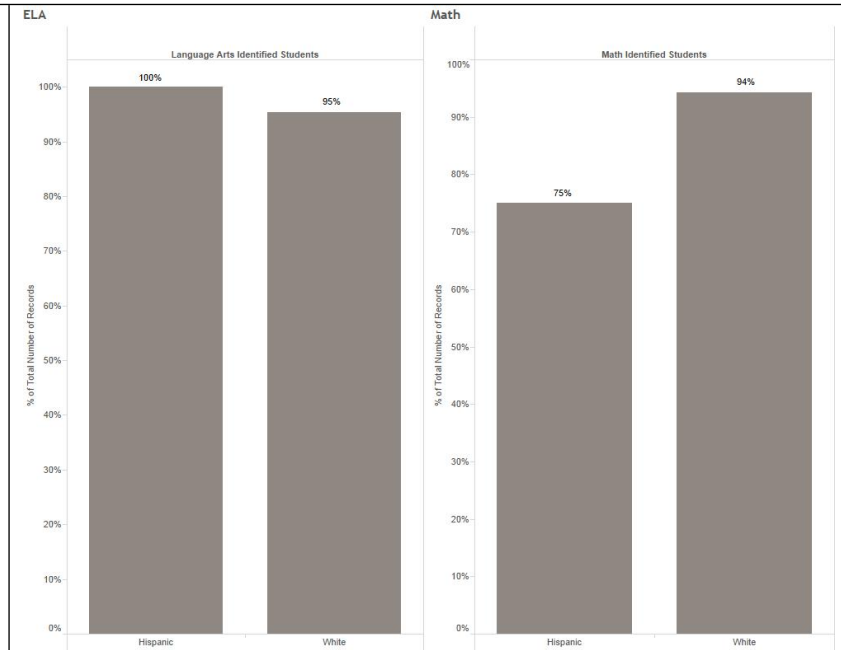
The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: <http://www.cde.state.co.us/gt>.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	Because targets were not set in SY14-15 and the state assessment transitioned from TCAP to PARCC, progress to previous year's targets cannot be assessed. Moving forward, data from the 14-15 school year will be treated as the baseline upon which to set targets. Growth data will not be available until the publication of SY15-16 results. The graphs below show the percentage of students scoring meets and exceeds in their area of identification (language arts and/or math).

		<div> <div> <b>ELA</b>   <p>Language Arts Identified Students</p> </div> <div> <b>Math</b>   <p>Math Identified Students</p> </div> </div> <p>       Proficiency        ■ Exceeded ■ Met     </p>
<p>Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)</p> <p>Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).</p>	<p>Section III: Data Narrative</p>	<p>In the interests of student privacy, student groups of less than 16 cannot be reported on. We can only look at the subgroups of FRL and Hispanic and White students and must combine the performance levels of "Meets" and "Exceeds" to protect student data privacy. The percentage of students meeting and exceeding standards in their identified area of giftedness in the aforementioned subgroups is shown below. While there do not appear to be issues with achievement gaps in ELA, there are noticeable gaps in the Math content area. Additionally, though not publically reportable, across all subgroups and content areas, there is a markedly smaller percentage of students scoring in the "Exceeds" performance level as opposed to "Meets".</p>







Though the state assessment has changed, the same trends are evident. In general, though the majority of students are "on track" in their identified area of giftedness, a smaller percent score "Exceeding". Additionally, achievement gaps for the subgroups are marked for the Math content area.

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• Increase percentage of students scoring "Exceeds" in their area(s) of gifted identification</li> </ul> <p><b>Growth:</b></p> <ul style="list-style-type: none"> <li>• SY15-16 will yield baseline growth data</li> </ul> <p>Targets set for gifted students will represent a divergence from district targets/expectations in the area(s) of gifted identification. There is an expectation that a higher percentage of gifted students will score in the "Exceeds" level for their identified area(s) as compared to the general district population.</p> <p>Interim measurements are determined at the school-level and will vary across the district. Some tools in use include Scantron, Beacon, SMI, STAR, SRI and other local assessments.</p>
<p>Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.</p>	<p>Section IV: Action Plan or table below</p>	<ol style="list-style-type: none"> <li>1. Create full GT program to support D49's mission of being the best district to learn, work and lead, by addressing identification and family/community outreach.</li> <li>2. Develop new and improved processes to support staff, communicate to stakeholders, and increase academic achievement for gifted learners.</li> <li>3. Implement a model of continuous improvement to monitor program effectiveness.</li> <li>4. Improve leadership density by identifying staff members showing a high level of proficiency in key areas.</li> </ol> <p><b>1. Identification and outreach</b></p> <ul style="list-style-type: none"> <li>• 08/20/15-Create Identification flowchart <i>Completed</i></li> <li>• 01/01/15-Creation of staff survey <i>Completed</i></li> <li>• 03/01/15-Creation of parent survey <i>Completed</i></li> <li>• 05/01/16-Staff completion of survey <i>Upcoming</i></li> </ul>

		<p><b>2. Process creation/improvement</b></p> <ul style="list-style-type: none"> <li>• 08/20/15-Create Identification flowchart <i>Completed</i></li> <li>• Middle of Each Quarter-Common Assessment creation <i>Ongoing</i></li> <li>• 09/01/15-Guidance document for ALPs and Best Practices created <i>Completed</i></li> <li>• 09/15/15-PD Menu created <i>Completed</i></li> <li>• SY15-16-Review and Implement Identification procedures <i>Ongoing</i></li> </ul> <p><b>3. Implement Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>• Beginning of each quarter-Monitor identifications (area of giftedness, ethnicity and overall) quarterly and publish results <i>Ongoing</i></li> <li>• Each Semester-Audit of 20 randomly selected ALPs <i>Ongoing</i></li> </ul> <p><b>4. Leadership Density</b></p> <ul style="list-style-type: none"> <li>• 05/01/16-Identify gifted leadership team for future growth <i>Ongoing</i></li> </ul> <p><b>5. Specific Content Improvement</b></p> <ul style="list-style-type: none"> <li>• 01/15/16-Identify areas of potential deficiency <i>Completed</i></li> <li>• 03/31/16-Develop plan to address performance gaps in Math <i>Upcoming</i></li> <li>• 06-07/16-Offer PD related to differentiation <i>Upcoming</i></li> </ul> <p>Development and District Level Implementation- Coordinator of Gifted and Talented</p> <p>School-level Implementation-Gifted Facilitators</p> <p>Data will be reported to parents via report cards, conferences, and additional progress reports when appropriate (to be determined at the school level).</p>
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**Notes:**

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.



### Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	Completed	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	Completed
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths.  Note: The AU's program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.	In Progress	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	Completed
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	Completed	The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;  The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	Completed

## Section V: Supporting Addenda Forms

### Required for Title III Grantees Identified for Improvement (AMAOs)

Grantees identified for improvement under Title III must use this format to ensure that all improvement-planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<b>Analysis of data.</b> Specifically identify the factors that prevented the LEA from meeting the AMAO targets. Also, identify the strengths and weaknesses of the current plan, specifically Major Improvement Strategies and/or Action Steps to meet the linguistic (AMAO 1 and 2) and academic (AMAO 3) needs of English Language Learners.	Section III (Data Narrative, including progress monitoring of previous year's targets)	AMAO's 1 & 2 have consistently been met, leading to a focus on AMAO #3. This led to a concerted effort to ensure good, quality Tier 1 instruction in the core subject areas. With the support of the ELD Staff as building EL experts and Professional Development on student engagement, we have seen an increase in our ELL percentile rankings for state assessment for both the Elementary and Middle school grade spans in both Math and ELA. The overall percentile rankings for both content areas have decreased for high school ELL students. Closing the achievement gap and providing solid, quality instruction is our main focus.
<b>Scientifically Based Research Strategies.</b> Describe scientifically based research strategies to improve academic achievement and English Language Development (ELD) for English Language Learners.	Section IV (Action Plan)	<i>For the 2015-2106 SY, the ELD Department has three main focuses –</i>  <i>1) Improve Instruction K-12 – Focus on Posted Learning Targets/Formative Assessments (Demonstrations of Learning)</i>  <i>2) Improve English Language Plans – Ensure Effective Communication and Completeness</i>  <i>3) Increase Parental Engagement – Increase ELD Parent Advisory Committee membership/attendance</i>
Evidence of <b>coordination with other ESEA programs</b> as appropriate.	Section IV (Resource Column of Action Plan)	TITLE III provides Classroom/ELD Teachers as well as building leadership with quality English Learner PD, Kagan Cooperative Learning/Engagement Training. TITLE III also provides district level interpreters for Parent/Teacher conferences, etc.

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 3-Year

District Name: FALCON 49

School Code: 0555 School Name: BANNING LEWIS RANCH ACADEMY

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Growth - Math:** While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area has been lower than in other subject areas.
- **Academic Growth - Proficient/Advanced:** 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.
- **Academic Growth Gaps - Elementary Reading:** At the elementary level, members of the SNCU subgroup have not made adequate growth in the area of reading in over three years. The MGP has remained flat at 54, with an Approaching rating.
- **Academic Growth Gaps - Elementary & MS Math:** Within the area of math, students in subgroups continue to show more significant gaps. BLRA has experienced decreased in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Specialized Instruction:** Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.
- **Coaching & Feedback:** Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.
- **Data:** 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.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **#1: Proficiency:** Move proficient students to an advanced category (now strong to distinguished command). Improve performance of high achievers.
- **#2 Observation & Feedback:** Provide teachers with quality and consistent observation and feedback.
- **#3 Data:** Be more purposeful with data.
- **#4 Subgroups:** Realize greater rates of achievement among students in subgroups.

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

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY



School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Amy Brundage, Head of School
Email	abrundage@blacademy.org
Phone	(719) 570-0075
Mailing Address	7094 Cottonwood Tree Drive Colorado Springs, CO 80927

## Additional Information about the School

### Comprehensive Review and Selected Grant History

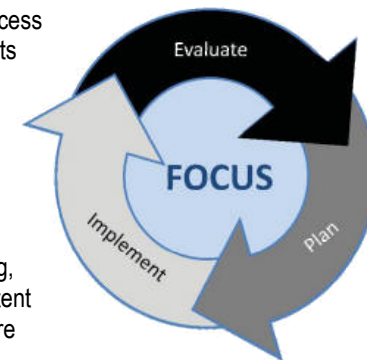
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No.
External 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.

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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

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

Since there is no new School Performance Frameworks for 2015, Banning Lewis Ranch Academy maintains a Performance rated school. The Head of School, Elementary Principal, Middle School Principal and Director of Individualized Instruction attended a district sponsored training to learn more about UIP process and the new online UIP system. This group also participated in a UIP workshop sponsored by the Colorado League of Charter Schools. The BLRA leadership team and grade level teachers began looking at data to identify trends and Priority Performance Challenges. The team continued to work to formulate the plan based on data analysis. The plan was reviewed and accepted by the Banning Lewis Ranch Academy SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District’s DAAC.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** 80% of learners in K-6th grade will be at or above benchmark with their Composite Score on DIBELS Next. K-3rd: 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.

**Performance on Target:** The target was met at the K-6th grade level. The following End of Year DIBELS-Next composite scores were reported at each grade level: K: 88%; 1st: 82%; 2nd: 87%; 3rd: 85% 4th: 87%; 5th: 80%; 6th: 96%.

### Academic Growth

**Prior Year Target:** ES: The average SIP gain in the area of Math will increase from 15% to 18% from Fall to Spring.

MS: The average SIP gain in the area of Math will increase from 8% to 10% when comparing end of year data.

**Performance on Target:** We are unable to report on target performance due to the fact that the Spring Reading/Math Scantron assessments were not administered. Given the intense CMAS/PARCC assessment schedule, we felt that we did not have sufficient time or space to give the assessment and get accurate results. The district has discontinued the use of Scantron assessments starting in the 2015-2016 school year. Although Scantron data is not available, we do have MobyMax math data that supports growth at the elementary and middle school grade levels. As of May 2015, Mobymax data indicated a 7% increase in proficiency at Kdg, 6% increase in proficiency at 1st grade, 16% increase in proficiency at 2nd grade, 19% increase in proficiency at 3rd grade, 15% increase in proficiency at 4th grade, 22% increase in proficiency at 5th grade, 24% increase in proficiency at 6th grade, 22% increase in proficiency at 7th grade and 16% increase in proficiency at 8th grade.

### Academic Growth Gaps

**Prior Year Target:** 80% of students will meet individualized growth targets based on the end of the year Scantron assessment (Aggregate Gains Analysis / Individual Gains Analysis)

**Performance on Target:** We are unable to report on target performance due to the fact that the Spring Reading/Math Scantron assessments were not administered. Given the intense CMAS/PARCC assessment schedule, we felt that we did not have sufficient time or space to give the assessment and get accurate results. The district has discontinued the use of Scantron assessments starting in the 2015-2016 school year.

### Academic Achievement Reflection

We attribute this data to the implementation of BURST interventions for all students scoring in the RED (intensive intervention) and YELLOW (strategic intervention) categories on the DIBELS-Next assessment. The BURST intervention was implemented with fidelity and students received 30 minutes of daily instruction, in addition to a 2 hour reading/language arts block.

The 2014-2015 school year was the second year of implementation of the Journeys program. Increased familiarity, practice and use lead to more effective and consistent implementation.

The 2014-2015 school year was the first year of implementation of the Daily 5 model in reading/language arts blocks at the 1st-5th grade levels. The Daily 5 model provides students with greater choice and motivation within the reading block. Authentic learning activities and research based strategies are utilized within the program.

### Academic Growth Reflection

We realize that using MobyMax as a data point may not be the most reliable information however, we know that it is aligned to the Common Core and all students completed fall, winter and spring placement assessments to monitor growth. Moving forward, we will be utilizing the STAR Math assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year. As a school we will be researching other testing options such as ASPIRE.

### Academic Growth Gaps Reflection

Moving forward, we will be utilizing the STAR Math assessment as a growth measure for 2nd-8th grade students during the 2015-2016 school year. As a school we will be researching other testing options such as ASPIRE. **Student** STAR accounts will be coded with information such as ELL, IEP, 504 and FRL so that we can disaggregate data for our student subgroups.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

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.

Given the fact that we are not working from an updated SPF, there has been a greater degree of emphasis placed on local assessment data. STAR Reading data from the Spring 2015 assessment shows growth for all assessed grade levels (2nd-8th). Internally, the school goal is for all grade levels to make more than one years growth in one year's time.

The aver growth as measured by Grade Level Equivalency was 1.2 years. Overall the goal was met however, when looking at a breakdown by grade level, where are able to indentify specific areas where there was lower growth. Grades 4th-7th made one years growth or less. Specifically, the following scores were reported: 4th: 0.9 years growth, 5th: 1 years growth, 6th: 0.9 years growth, 7th: 1 years growth. This level of growth is approaching expectations. Further examination of the STAR Reading data shows that at the 4th-7th grade levels, there are large clusters of students scoring in the 25th-49th percentile range. Targeting these as risk students with readding interventions and more effectively tracking the data will yield significant results with our grade level equivalency growth. During the 2014-2015 school year, the STAR Math assessment was not administered as it was not part of the product package purchased by the school. However, we will have STAR Math data moving forward, starting in the 2015-2016 school year.

DIBELS-Next is a local measure that is used to assess K-6th grade students' foundational literacy skills, oral reading fluency, and comprehension. Benchmark assessments are given in the Fall, Winter and Spring. By the Spring Benchmark the goal is to have a minumum of 80% of the students at a given gradel level scoring in the at/above benchmark cateogry. During the 2014-2015 school year, BLRA met this goal. At/above benchmark scores for the EOY assessment were as follows: Kdg: 88%, 1st: 82%, 2nd: 87%, 3rd: 85%, 4th: 87%, 5th: 80%, 6th: 96%.

The Achievement Percentile Rank Report (TCAP to CMAS/PARCC Comparison) has provided a means to compare changes in BLRA's relative performance across the transition from TCAP to CMAS-PARCC.

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6th-8th: In the content areas of Reading and Writing, BLRA saw positive achievement results at grades 6-8, and within all subgroups at these grade levels. All scores in these areas fell in to the Level 4/5 performance band. In the content area of Math, BLRA saw a greater variation in the achievement results at the middle school level. Scores in this area fell into the Level 3 and 4/5 performance bands. In the area of Reading, scaled scores ranged from 759.3-762.5, putting overall achievement in the 88th-91st percentile. In the area of Writing, scaled scores ranged from 759.3-762.5, putting overall achievement in the 88th-91st percentile. All middle school English Language Arts scores fall in Performance Level 4/5, the category indicating that achievement met/exceeded expectations. In the area of Math, scaled scores ranged from 741.4-756.8, putting overall achievement in the 72nd-93rd percentile. The 8th grade Math scores each fell in Performance Level 4/5, the category indicating that achievement met/exceeded expectations. The 6th and 7th grade Math scores each fell in Performance Level 3, the category indicating that achievement approached expectations. The cutpoint for Performance Level 4/5 is a scaled score of 750. The 6th and 7th grade scores are quite close (4.1-8.6 scaled score points) to the cutpoint. Through careful action planning it will be feasible to realize increased levels of achievement (Performance Level 4/5) in the area of Math at the 6th and 7th grade levels.

3rd-5th: At the elementary level, and across content areas, BLRA realized lower rates of achievement as compared to the middle school level. Individual grade level scores all fell into Performance Level 3, indicating that achievement approached expectations. Subgroup achievement showed even more variability with scores falling in Performance Level 2 and 3. In the area of Reading, scaled scores ranged from 738.1-746.5, putting overall achievement in the 51st-60th percentile. In the area of Writing, scaled scores ranged from 738.1-746.5, putting overall achievement in the 51st-60th percentile. All elementary English Language Arts scores fell in Performance Level 3, the category indicating that achievement approached expectations. In the area of Math, scaled scores ranged from 730.0-748.2, putting overall achievement in the 42nd-76th percentile. The elementary Math scores each fell in Performance Level 3, the category indicating that achievement approached expectations. The cutpoint for Performance Level 4/5 is a scaled score of 750. The 4th grade Reading/Writing scores and the 3rd grade Math scores are all close to the Level 4/5 cutpoint. The remaining elementary tested areas show lower rates of achievement and truly emerge as focal areas for BLRA.

PARCC/CMAS Performance Rates: BLRA realizes the obligation to assess students at a rate of 95% or greater. Prior to the 2015 spring testing season, BLRA had always met/exceeded the 95% participation threshold. During spring 2015 PARCC/CMAS testing we realized participation rates that ranged from 86.2-100%, depending on the grade level or subgroup. The following areas each reflected participation below the 95% threshold: Elementary Reading & Writing - Students with Disabilities and Minority Students; Elementary Math - Minority Students; Middle School Reading & Writing - Students with Disabilities, Minority Students & FRL Eligible Students; 7th & 8th grade Reading & Writing; 8th grade Math. Though participation rates dropped below 95% in some testing groups, we had less than 10 total students opt out schoolwide. As we move in to the spring 2016 testing season we have only had 4 students opt out, out of the 500 students who are in grades 3-8. We are pleased to see that the total number had dropped so that we will be able to meet the 95% participation requirement.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- The percentage of middle school students performing at a Proficient or higher level on the TCAP reading test from 2012-2014 has increased from 81.82% to 82.57%. This meets state expectations.

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- The percentage of elementary students performing at a Proficient or higher level on the TCAP writing test from 2012-2014 has decreased from 68.09% to 64.94%. Despite the decrease, this rate of proficiency still meets/exceeds state expectations.
- The percentage of middle school students performing at a Proficient or higher level on the TCAP writing test from 2012-2014 has increased from 69% to 71.37%. This meets state expectations.
- The percentage of elementary students performing at a Proficient or higher level on the TCAP math test from 2012-2014 has decreased from 87.89% to 83.14%. Despite the decrease, this rate of proficiency still meets state expectations.
- The percentage of middle school students performing at a Proficient or higher level on the TCAP mathtest from 2012-2014 has increased from 68.4% to 73.03%. This meets state expectations.

### Academic Growth

- In the area of 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.
- In the area of reading, the median growth percentile at the middle school level showed an overall decrease from 68% to 59% to 60% from 2012-2014, which exceeds adequate growth and exceeds state expectations.
- In the area of 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.
- In the area of 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.
- In the area of math, the median growth percentile at the elementary level showed an overall decrease from 64% to 35% to 40% from 2012-2014, which meets adequate growth and approaches state expectations.
- In the area of math, the median growth percentile at the middle school level showed an overall decrease from 76% to 53% to 59% from 2012-2014, which meets adequate growth and meets state expectations.

### Academic Growth Gaps

- In the area of reading at the elementary level, FRL eligible students MGP increased from 45% to 30% to 61% from 2012-2014, which exceeds adequate growth and exceeds expectations.
- In the area of reading at the elementary level, Minority students MGP increased from 54% to 47% to 62% from 2012-2014, which exceeds adequate growth and exceeds expectations.
- In the area of reading at the elementary level, Students' Needing to Catch Up MGP remained flat at 54% to 52% to 54% from 2012-2014, which does not meet adequate growth and approaches state expectations. While the 2014 MGP was approaching, it was 1-percentile away from meeting state expectations.
- In the area of reading at the middle school level, FRL eligible students MGP decreased from 69% to 51% to 56% from 2012-2014, which meets adequate growth and meets expectations.
- In the area of reading at the middle school level, Minority students MGP decreased from 69% to 59% to 56% from 2012-2014, which meets adequate growth and meets expectations.
- In the area of reading at the middle school level, Students' Needing to Catch Up MGP decreased from 76% to 69% to 60% from 2012-2014, which does not meet adequate growth and meets state expectations.

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- In the area of math at the elementary level, FRL eligible students MGP decreased from 48% to 33% to 28% from 2012-2014, which does not meet adequate growth and does not meet expectations.
- In the area of math at the elementary level, Minority students MGP decreased from 56% to 34% to 41% from 2012-2014, which meets adequate growth and approaches expectations.
- In the area of math at the elementary level, Students' Needing to Catch Up MGP decreased from 63% to 38% from 2012-2014, which does not meet adequate growth and does not meet state expectations.
- In the area of math at the middle school level, FRL eligible students MGP decreased from 74% to 44% to 55% from 2012-2014, which does not meet adequate growth and meets expectations.
- In the area of math at the middle school level, Minority students MGP decreased from 74% to 51% to 58% from 2012-2014, which does not meet adequate growth and meets expectations.
- In the area of math at the middle school level, Students' Needing to Catch Up MGP decreased from 74% to 69% to 56% from 2012-2014, which does not meet adequate growth and meets state expectations.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

### Priority Performance Challenge



### Root Cause

Academic Growth - Math: While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area has been lower than in other subject areas.



Specialized Instruction: Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: Data use has not been as purposeful as it should be. Many data points exist, yet

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there is a lack of understanding on how to use the data to inform instruction.

Academic Growth - Proficient/Advanced: 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.



Specialized Instruction: Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: 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.

Academic Growth Gaps - Elementary Reading: At the elementary level, members of the SNCU subgroup have not made adequate growth in the area of reading in over three years. The MGP has remained flat at 54, with an Approaching rating.



Data: 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.

Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Academic Growth Gaps - Elementary & MS Math: Within the area of math, students in subgroups continue to show more significant gaps. BLRA has experienced decreased in the MGP for the following subgroups over the last three years: FRL, Minority, Students with Disabilities, and SNCU.



Coaching & Feedback: Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

Data: 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.

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### Reflection on Priority Performance Challenges

In consideration of the data and through discussions as an administrative team and through PLCs, we feel that these priority performance challenges address high need and high yield areas. The priority performance challenges listed here have been selected as they address a significant group of students and allow us to take specific action to influence positive change. The priority performance challenges encapsulate the findings from the notable trends. Math is a broad area of focus as we are needing to realize greater growth within this area, as well as realize greater rates of achievement and growth among our subgroup populations. Decrease in growth/achievement and flat rates of growth/achievement within the area of math designate this as a major area of focus.

Reading has been imbedded in the Priority Performance Challenges as it is always an area of internal growth for BLRA and for our district as a whole. We seek to reach high rates of achievement and growth in the area of reading however, the greatest magnitude is focused in the subgroup areas. At the elementary level, adequate growth has not been made for three consecutive years among specific subgroups. As a result we have been purposeful in hiring staff to address this need. We have a team of interventionists that support students in the area of reading and have hired a Director of Individualized Instruction position to better coordinate and oversee services within the building (ELD, 504, IEP, RTI, READ Act).

We feel it is important to have a Priority Performance Challenge that addresses our high achieving and low growing students. This is a significant need as it applies to such a large group of our students. In the previous school year we addressed this by expanding out Gifted and Talented support. We have continued with this staffing model and are now addressing this through differentiation and increasing the rigor within the classroom. We have done whole-staff professional development centered around this topic and have more offerings planning for the spring of 2016. The gifted and talented teachers/coordinators are now participating in grade level PLCs to ensure better sharing of information to address the needs of this particular group of students.

### Reflection on Root Cause

**Root Cause - Specialized Instruction** - Lack of specialized instruction and consistent interventions prohibit growth for BLRA subgroup learners.

This root cause was verified through observational data and examination of the intervention and progress monitoring schedule. Observational data revealed inconsistencies in instruction between classrooms at a given grade level. We were able to identify specific elements of instruction that needed additional focus and are developing training and coaching around these items. We also realized a need to develop a more consistent progress monitoring schedule so that we could better monitor the effectiveness of interventions.

**Root Cause - Coaching & Feedback** - Quality instructors need quality coaching. Inconsistent coaching and feedback has resulted in varied levels of rigor and inconsistent educational experiences for our students.

This root cause was verified through observational data and evaluation of the coaching model utilized in the school. The individuals that were conducting and participating in the observation and coaching cycles evaluated the effectiveness of the model. When the model was implemented with fidelity it was felt that it yielded positive results.

**Root Cause - Data** - 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

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to inform instruction.

This root cause was verified through teacher feedback in PLCs and quarterly instructional reviews. Teachers communicated their lack of knowledge on how to access and interpret data. We have actively responded to this feedback and are providing training and modeling through PLCs.

## 1. Summary/Conclusion

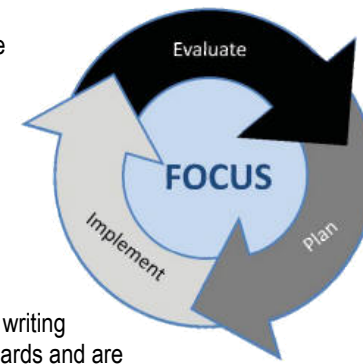
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Growth Gaps - Elementary Reading
Annual Performance Targets	2015-2016	85% of learners in K-6th grade will be at or above benchmark as demonstrated by their Composite Score on the DIBELS-Next benchmark assessment. K-3rd: Using intensive interventions (BURST & Lexia), the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS-Next Intensive Intervention category to 5% or less.
	2016-2017	87% of learners in K-6th grade will be at or above benchmark as demonstrated by their Composite Score on the DIBELS-Next benchmark assessment. K-3rd: Using intensive interventions (BURST & Lexia), the goal is to decrease the number of students identified as Significantly Reading Deficient, keeping the number of students in the DIBELS-Next Intensive Intervention category to 5% or less.
Interim Measures		READ Act: DIBELS-Next: Administered K-6th grade, three times per year (August, December, May) to measure acquisition of early literacy and reading skills. DIBELS-Next progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates.

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STAR Early Literacy: Used as a diagnostic component for READ Plan candidates. This assessment helps to pinpoint specific areas of need that are addressed through intervention and the READ Plan.

BURST Diagnostic: Used as a diagnostic component for READ Plan candidates. BURST and/or DIBELS-Next progress monitoring probes are used to monitor progress more frequently for READ Plan holders and candidates.

DIBELS-Deep: Used as a diagnostic component for READ Plan holders and candidates. This assessment helps to pinpoint specific areas of need that are addressed through intervention and the READ Plan.

## Academic Growth

Subject		M
Priority Performance Challenge		Academic Growth - Math
Annual Performance Targets	2015-2016	STAR Math: Elementary students will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter.
	2016-2017	STAR Math: Middle School students will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter.
Interim Measures	2015-2016	STAR Math: Elementary students will show an increase in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter.
	2016-2017	STAR Math: Middle School students will show an increase in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter.
Interim Measures		STAR Reading & Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth.
Interim Measures		STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment.

Subject		R
Priority Performance Challenge		Academic Growth - Proficient/Advanced
Annual Performance Targets	2015-2016	STAR Reading & Math: Students scoring in the at/above benchmark range at the beginning of the year will show an increase in scaled score that equates to a 1.1 or greater increase in grade level equivalence, from fall to winter. This will require students to demonstrate typical to above average growth, since they are already scoring in a proficient or advanced category.
	2016-2017	STAR Reading & Math: Students scoring in the at/above benchmark range at the beginning of the year will show an increase

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		in scaled score that equates to a 1.2 or greater increase in grade level equivalence, from fall to winter. This will require students to demonstrate typical to above average growth, since they are already scoring in a proficient or advanced category.
Interim Measures		STAR Reading & Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth.

### Academic Growth Gaps

Subject	R	
Priority Performance Challenge	Academic Growth Gaps - Elementary Reading	
Annual Performance Targets	2015-2016	80% of students will meet individualized growth targets based on the spring STAR Reading assessments. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
	2016-2017	82% of students will meet individualized growth targets based on the spring STAR Reading assessments. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
Interim Measures	<p>Lexia: Students in subgroups will primarily be using Lexia as an intensive intervention. Progress monitoring is embedded within the program.</p> <p>STAR Reading: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. STAR Early Literacy: Administered K-1st grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment.</p> <p>Mobymax ELA: Administered 1st-8th to progress monitor and measure growth in ELA.</p>	

Subject	M	
Priority Performance Challenge	Academic Growth Gaps - Elementary & MS Math	
Annual Performance Targets	2015-2016	80% of students will meet individualized growth targets based on the spring STAR Math assessment. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains in level of proficiency and growth.
	2016-2017	82% of students will meet individualized growth targets based on the spring STAR Math assessment. (The growth and proficiency data will be analyzed to determine if targets have been met.) The goal is to see students making significant gains

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		in level of proficiency and growth
Interim Measures		STAR Math: Administered 2nd-8th grade, three times per year (August, December, May). Spring scores are used to determine summative growth. Spring scores are used to determine summative growth. Although this is a literacy test, there is a significant numeracy portion of the assessment. Mobymax Math: Administered 1st-8th to progress monitor and measure growth in math and.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: #1: Proficiency

Move proficient students to an advanced category (now strong to distinguished command). Improve performance of high achievers.

#### Root Cause(s) Addressed:

Specialized 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)   ☐ Colorado Graduation Pathways Program   ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Differentiation for all students

##### Description:

Building wide focus on increasing the rigor in the classroom for all students. Staff will focus on standards focused lesson objectives, unpacking skills and concepts within the standards, vocabulary instruction, learning progressions and vertical alignments, and Bloom's and Depth of Knowledge. Work will take place in weekly PLC meetings and during scheduled professional development time each quarter.

##### Implementation Benchmarks:

-November PD presentation (11/13)  
-February PD presentation (2/12)

##### Resources:

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Funds to bring in PD presenter Maryann Wiggs (\$2,000).

**Key Personnel:**

GT Teachers, Admin, external PD presenter Maryann Wiggs, grade level teachers.

**Status:**

In Progress

**Major Improvement Strategy: #2** Observation & Feedback

Provide teachers with quality and consistent observation and feedback.

**Root Cause(s) Addressed:**

Coaching & Feedback

**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   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Revamp the observation and evaluation format**

**Description:**

Establish more frequent and consistent cycles of observation and feedback from academic administrators. Develop a consistent coaching model for teaching staff. Fine tune instructional practices so as to increase rigor in the classroom. Document formal evaluation and informal observations through the Edviate program.

**Implementation Benchmarks:**

- Mid-year and end of year evaluations
- Quarterly Instructional Reviews
- Coaching sessions/cycles

**Resources:**

Annual subscription to Edviate. Teacher/staff evaluation platform.

**Key Personnel:**

Academic Administrators (Head of School, Elem. Principal., MS Principal., Elem. Asst. Principal, Dean, Director of Individualized Instruction)

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**Status:**  
In Progress

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

**Root Cause(s) Addressed:**  
Data

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

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

### Action Steps

Jul. 2015 - May. 2016

#### Professional Development

##### Description:

Develop PD on STAR and DIBELS to ensure that instructional staff understands data obtained from different assessments.

##### Implementation Benchmarks:

Scheduled professional development days and the beginning of the year pre-service. This data piece has also been a consistent and regular focus of grade level PLC meetings.

##### Resources:

No additional costs.

##### Key Personnel:

Grade level leads, principals, asst. principal, and zone lead instructional coach.

##### Status:

In Progress

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Aug. 2015 - May. 2016

## PLCs

### Description:

Implement true PLCs from Kdg-8th grade. Use PLC time to analyze student data for instructional planning and decision making purposes.

### Implementation Benchmarks:

- Weekly PLCs - K-5th
- Bi-monthly PLCs - 6th-8th

### Resources:

No additional resources

### Key Personnel:

Principals, grade level teams

### Status:

In Progress

**Major Improvement Strategy: #4 Subgroups**

Realize greater rates of achievement among students in subgroups.

**Root Cause(s) Addressed:**

Data

Specialized 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)   ☐ Colorado Graduation Pathways Program   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Articulation**

**Description:**

Increase the articulation time between the grade level teachers and special education teachers. Conduct focused conversations around student data and performance within PLCs.

**Implementation Benchmarks:**

Participation of special education teachers in grade level PLCs. (Update: special education teachers are now regular participants at grade level PLCs. Articulation has been increased but, this goal is still considered to be in progress.)

**Resources:**

No additional resources.

**Key Personnel:**

Special education teachers, grade level teams, principals.

**Status:**

School Code: 0555

School Name: BANNING LEWIS RANCH ACADEMY



	In Progress
Aug. 2015 - May. 2016	<p><b>Intervention</b></p> <p><b>Description:</b> Increase the consistency with how intensive interventions are applied. Increase the frequency of progress monitoring. Better differentiate the intervention to the need of the student.</p> <p><b>Implementation Benchmarks:</b> -Monthly progress checks and followup during PLC time. -Increased ownership of the progress monitoring process by classroom teachers.</p> <p><b>Resources:</b> Purchase additional licenses for the Lexia intervention. (Approx. \$1,000 - Complete) Purchase Aimsweb licenses (Approx. \$250 - Complete)</p> <p><b>Key Personnel:</b> Director of Individualized Instruction, interventionists, grade level teams, principals.</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

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

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

# School Accountability Committee UIP Signature Page

School Banning Lewis Ranch Academy

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
<u>Cari Dye</u>	<u>Co-Chair Science Parent</u>	1) Date the Plan was presented to SAC for review: <u>3/10/16</u>  Signature of Principal: <u>[Signature]</u>
<u>Cheryl Reed</u>	<u>Bldg/Safety Mgr</u>	
<u>[Signature]</u>	<u>Middle School Principal/Parent</u>	
<u>Jesse Mann/Guard</u>	<u>" " Teacher</u>	
<u>[Signature]</u>	<u>Excess Director</u>	
<u>[Signature]</u>	<u>Parent/Community Member</u>	3) Signature of SAC Chairperson: <u>[Signature]</u>
		4) Signatures of additional SAC members who reviewed the plan:      

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **1618** School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Achievement:** Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly \_\_\_\_\_% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next.
- **Math Achievement:** We are not scoring at the 50th percentile in math on our 3 year Plan and have not consistently experienced percentile growth of 5% each year.
- **Math Growth:** We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.
- **Writing Growth:** Although we made Adequate Growth in writing, we are rated as Approaching and have not seen 5% growth each year in our growth percentile.
- **Reading Growth Gaps:** Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.
- **Math Growth Gaps:** Over a 3 year period, none of our subgroups achieved adequate growth in math.
- **Reading Percentile Rank:** Evans is currently scoring below the 50th percentile in English Language Arts for all students as indicated by mean scales scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **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.
- **Culture:** We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.
- **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.
- **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.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Standards and Instruction:** 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.
- **Primary Literacy:** 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,

School Code: **1618**

School Name: **EVANS INTERNATIONAL ELEMENTARY SCHOOL**

and higher level questioning.)

- **School Culture:** Implement strategies to create a positive school culture and high expectations among staff and students.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

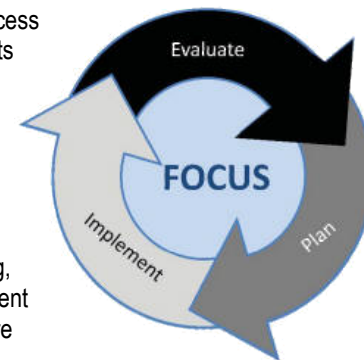
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** 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 52% of our students qualifying for free or reduced lunch. Approximately 48% of students are of non-white ethnicity, including 26% Hispanic/Latino, 1% American Indian or Alaska Native, 2% Asian, 8% African American, and 15% 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, character education, 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). All staff is highly qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year along with ongoing feedback from the Instructional Coach.

During quarterly 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. During the 2014-15 school year, our status moved from Performance to Improvement Status. We feel we have put processes and action steps in place that are helping us to move towards meeting the goals that were outlined by the 2014-2015 plan. To update our UIP we have reviewed data and our current processes and specifically created or edited our action steps to align with meeting our priority performance challenges. Our budget has been realigned to match the needs and priorities of our action steps.

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

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included TCAP data, the School Performance Framework, and school/district testing (DibelsNext, SCANTRON, progress monitoring as well as local assessments). Achievement trends were mostly consistent among all measures. School data collected shows consistent growth from the beginning of the year to the end.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Reading -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 51st percentile.

The number of students identified as having a significant reading deficiency (SRD) will be reduced by 10%.

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.

**Performance on Target:**

**Prior Year Target:** Math - The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 53rd percentile.

**Performance on Target:**

**Prior Year Target:** Writing - The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 54th percentile.

**Performance on Target:**

### Academic Growth

**Prior Year Target:** Reading - 90% of students currently "meeting grade level expectations in reading" will stay at benchmark or above by the end of the school year

The number of students identified as having significant reading deficiencies and on a READ Plan will be decreased by 5% in K-3.

**Performance on Target:**

**Prior Year Target:** Math - 90% of students currently "meeting grade level expectations in math" will meet benchmark or above by the end of the school year

**Performance on Target:**

**Prior Year Target:** Writing - 90% of students currently "meeting grade level expectations in writing" will meet benchmark or above by the end of the school year

**Performance on Target:**



### Academic Growth Gaps

**Prior Year Target:** Reading - Reduce the number of students identified as Students with Disabilities and Students Needing to Catch up with a significant reading deficiency (SRD) by 5%.

**Performance on Target:**

**Prior Year Target:** 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

**Performance on Target:**

**Prior Year Target:** Writing - 30% (currently at 18%) of the number of students identified as Students with Disabilities will meet grade level expectations in writing by the end of the year

**Performance on Target:**

### Academic Achievement Reflection

Reading -

Did not meet reducing the number of students having a significant reading deficiency (SRD) by 10%. Evans percentage actually increased to 19%, which was 5% higher than the previous year.

Did not meet the DIBELS Next priority performance challenge. 75% of students met or exceeded grade level expectations (benchmark) on Dibels Next; however, our 2014-15 performance target was 80%.

All grade levels, except for 1st grade, met the performance target having 72% of learners in each grade level at or above benchmark with their composite scores on DIBELS Next. Kingergarten 81%

1st 66%

2nd 77%

3rd 75%

4th 75%

5th 77%

### Academic Growth Reflection

Reading -

We met our Annual Performance Target for 2014-15 with 94% of students "meeting grade level expectations" on DIBELS BOY staying at or above benchmark by the end of the school year. The goal was 90%.

We did not meet the Annual Performance Target for 2014-15 of decreasing by 5% the number of students identified as having significant reading deficiencies and on a READ Plan.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### 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 4<sup>th</sup> grade from 71% to 74%. 3<sup>rd</sup> 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 3<sup>rd</sup> 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.

##### Reading - Percentile Ranking:

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is making gains in percentile rank in Reading - English Language Arts for All students based on Mean Scale Scores.

All Students - Our Percentile Rank increased from 39 to 46.	
2012-2013	39
2013-2014	41
2014-2015	46

3rd Grade - Our Percentile Rank increased from 35 to 45.	
2012-2013	51
2013-2014	35
2014-2015	45

4th Grade - Our Percentile Rank decreased from 55 to 49	
2012-2013	39
2013-2014	55
2014-2015	49

5th Grade - Our Percentile Rank Decreased from 50 to 42	
2012-2013	36
2013-2014	50

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2014-2015	42
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### **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 3<sup>rd</sup> 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 4<sup>th</sup> grade students experienced a slight increase in students scoring proficient/advanced during 2014. This year 4<sup>th</sup> 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 5<sup>th</sup> grade students have experienced a decrease of 14% in students scoring proficient/advanced. Our 5<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> grade, we have 27% of our students scoring Advanced, and 23% of 5<sup>th</sup> grade scoring Advanced. This is a decrease in 3<sup>rd</sup> grade from the previous year, from 43% to 27%, and a decrease in 4<sup>th</sup> grade from 29% to 27%. In 5<sup>th</sup> 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.

#### **Math - Percentile Ranking:**

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is seeing stable percentile rankings in Math for All students based on Mean Scale Scores.

All Students - Our Percentile Rank was stable at 43	
2012-2013	51
2013-2014	43
2014-2015	43

3rd Grade - Our Percentile Rank increased from 41 to 45	
2012-2013	72
2013-2014	41
2014-2015	45

4th Grade - Our Percentile Rank decreased from 49 to 39	
2012-2013	52
2013-2014	49
2014-2015	39

5th Grade - Our Percentile Rank decreased from 47 to 40	
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2012-2013	35
2013-2014	47
2014-2015	40

### **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.

### **Writing - Percentile Ranking**

This data is not available. However, the School Achievement Percentile Rank Report, released in February 2015, indicates that Evans is seeing stable percentile rankings in Writing - English Language Arts for All students based on Mean Scale Scores.

All Students - Our Percentile Rank was stable at 46	
2012-2013	58
2013-2014	46
2014-2015	46

3 <sup>rd</sup> Grade - Our Percentile Rank increased from 39 to 45	
2012-2013	79
2013-2014	39
2014-2015	45

4 <sup>th</sup> Grade - Our Percentile Rank decreased from 53 to 49	
2012-2013	50
2013-2014	53
2014-2015	49

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5th Grade - Our Percentile Rank decreased from 57 to 42	
2012-2013	50
2013-2014	57
2014-2015	42

**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 believe this lack of exposure is a root cause to our poor performance as a school in reading achievement. 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 fifth 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:** Prior to the 2014-2015 school year, we had 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. During the 2014-2015 school year we implemented 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 2014-2015 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.

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#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Achievement (Status)

- Reading - 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.
- Math - 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.
- Writing - 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.

##### Academic Growth

- Math - 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.

##### Academic Growth Gaps

- Reading - 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.'
- Math - 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.
- Writing- Evans International Elementary has experienced an overall rating of Approaching on our 1 year and 3 year plans.

#### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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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Priority Performance Challenge	Root Cause
Reading Achievement: Reading Proficiency by Third Grade: At mid-year 2015-2016, nearly ____% of Evans kindergarten through third graders were reading below benchmark as indicated by Dibels Next.	<p>→ 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.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Math Achievement: We are not scoring at the 50th percentile in math on our 3 year Plan and have not consistently experienced percentile growth of 5% each year.	<p>→ 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.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Math Growth: We are scoring below the Adequate Growth Percentile of 55 in math and have not consistently experienced percentile growth of 5% each year.	<p>→ 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.</p> <p>Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.</p>
Writing Growth: 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>→ 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.</p> <p>Culture: 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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Reading Growth Gaps: Over a 3 year period, Students with Disabilities and Students Needing to Catch Up did not achieve adequate growth in reading.



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.

Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

Math Growth Gaps: Over a 3 year period, none of our subgroups achieved adequate growth in math.



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.

Culture: We lack a consistent process or system as a school to promote school culture in a way that would increase student achievement.

Reading Percentile Rank: Evans is currently scoring below the 50th percentile in English Language Arts for all students as indicated by mean scales scores on PARCC.



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.

### Reflection on Priority Performance Challenges

### Reflection on Root Cause

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

## 1. Summary/Conclusion

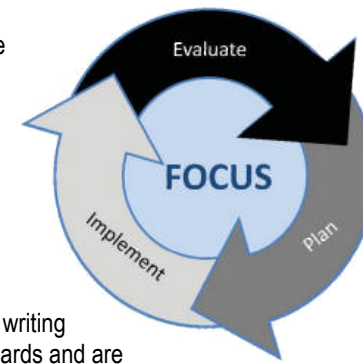
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Standards and Instruction

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  
Writing  
Math  
Culture

#### 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   ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Daily Literacy Block

##### Description:

Provide all students exposure and repeated practice with grade level skills (120 minutes each day) utilizing resources such as Wonders, 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.)

##### Implementation Benchmarks:

August 2015 - Develop master schedule to include 90-minute school wide literacy block and 30-minute small group instruction.

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	<p><b>Resources:</b> 2015-2016 Budget: Books Title I = \$</p> <p><b>Key Personnel:</b> Principal, Instructional Coach, Classroom Teachers</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Instructional Coach</b></p> <p><b>Description:</b> 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 and zone curriculum maps to ensure teaching is standards-based and a variety of resources are utilized throughout instruction. Instructional Coach will facilitate collaboration between classroom teachers and provide professional development.</p> <p><b>Implementation Benchmarks:</b> Teacher selection for coaching: Instructional Coach 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>Weekly - Instructional coach will participate in classroom observations with administrators to provide feedback regarding implementation of school wide reading curriculum.</p> <p>Monthly - Instructional coach will share best instructional strategies and provide training for staff during monthly staff</p>

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	<p>meetings.</p> <p><b>Resources:</b> 2015-2016 budget: Full-time Instructional Coach salary &amp; benefits Title I = \$55,400 Stipend for Instructional Coach extra work days Title I = \$1,522</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Gifted/Talented Coach</b></p> <p><b>Description:</b> Hire .5 GT Coach to provide active and constructive support to teachers regarding instructional practices for advanced learners.</p> <p>GT Coach will provide professional development and provide instructional support to 4th and 5th graders who have been identified GT.</p> <p>GT Coach will provide enrichment and strategies to be used for all learners.</p> <p><b>Implementation Benchmarks:</b> Teacher selection for coaching: The GT coach will provide support and flooding in the classrooms with students who are identified as gifted and talented (i.e., coaching, modeling, co-teaching).</p> <p>Monthly - To support all staff, during monthly SST meetings, data will be reviewed and GT Coach will provide support for</p>

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	<p>strategies and instructional planning. PLC meetings will also be utilized for collaboration among teachers about strategies they are finding effective.</p> <p>Monthly - GT coach will share best instructional strategies and provide training for staff during monthly staff meetings.</p> <p><b>Resources:</b> 2015-2016 budget: Full-time Instructional Coach salary &amp; benefits Title I = \$55,400 Stipend for Instructional Coach extra work days Title I = \$1,522</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Staff Training Opportunities</b></p> <p><b>Description:</b> Provide opportunities for professional development for staff to adequately support and incorporate standards-based ELA and math instruction, assessment, IB, curriculum planning and development, (ie. Common assessment training, BURST Reading Intervention and Amplify Dibels training, Kagan (Brain Based Learning), Wonders, Concept-based, Gifted/Talented, IB training, SIOP training, NLC Writing, Project Lead the Way.)</p> <p>Provide opportunities for professional development for staff to adequately support and incorporate Reading, writing, and IB strategies into learning and instruction.</p> <p>Utilize PLC's and staff meetings to follow up on staff developments to ensure new knowledge and skills are implemented with fidelity.</p>

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	<p><b>Implementation Benchmarks:</b></p> <p>July 2015 - Staff training by McGraw-Hill "Wonders"</p> <p>August 2015 - Project Lead the Way training for all staff</p> <p>October 2015 - IB training, Denver, CO for 7 teachers</p> <p>Monthly - During monthly staff meetings, time will be devoted to sharing about strategies learned in training.</p> <p><b>Resources:</b></p> <p>2015-2016 Budget:</p> <p>In-State Training/Staff Development</p> <p>Title I = \$</p> <p>Out-of-State training/Staff Development</p> <p>Title I = \$</p> <p>Substitute Salaries</p> <p>Title I = \$2,400</p> <p><b>Key Personnel:</b></p> <p>Administrators, Instructional Coach, Classroom Teachers, Special Education and ELD Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Writing Instruction</b></p> <p><b>Description:</b></p> <p>Implement NLC Every Child a Writer framework to students Kindergarten through 5th grade to differentiate writing and provide all students exposure to developmentally appropriate writing instruction targeted to students' instructional level.</p>

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	<p><b>Implementation Benchmarks:</b></p> <p>August 2015 – Each grade level will give a BOY writing assessment and utilize a common rubric from "Wonders" to assess student performance. Place students in appropriate level for instruction according to the state standards and NLC Proficiency Validation Plans for writing.</p> <p>Monthly - During PLC and SST meetings utilize Colorado Academic Standards, NLC Writing Proficiency Validation Plans, and the "Wonders" curriculum to monitor student placement and mastery of essential skills.</p> <p>Ongoing - Through observation, evaluation, and collaboration with Instructional Coach, ensure NLC Every Child a Writer is implemented to meet the needs of our teachers and students</p> <p><b>Resources:</b></p> <p>2015-2016 Budget:</p> <p>In-State Training/Staff Development</p> <p>Title I = \$</p> <p>Out-of-State training/Staff Development</p> <p>Title I = \$</p> <p>Substitute Salaries</p> <p>Title I = \$2,400</p> <p><b>Key Personnel:</b></p> <p>Principal, Instructional Coach, Literacy Interventionist, Classroom Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
Oct. 2015 - May. 2016	<p><b>Peer Observations</b></p> <p><b>Description:</b></p> <p>Provide opportunities for teachers to observe, reflect, and provide feedback to each other through peer and mentor</p>

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	<p>observation and coaching.</p> <p><b>Implementation Benchmarks:</b> Quarterly - Teachers will complete a mentor or peer observation reflection form and will meet to discuss, providing feedback and open communication with each other on a quarterly basis</p> <p><b>Resources:</b> 2015-2016 Budget: Salaries and benefits for substitute teachers Title I = \$2,400</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, Classroom Teachers, SPED and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Aug. 2015</p>	<p><b>Master Schedule</b></p> <p><b>Description:</b> Through scheduling and instructional planning, ensure consistent time is devoted to integrating ELA and math instruction into all content areas (to include science and social studies). Provide opportunities for exposure to real-world, meaningful activities and current events, allowing students to make connections to their learning and apply reading and writing skills across academic contents.</p> <p><b>Implementation Benchmarks:</b> August 2015– Develop classroom schedules to include integration of ELA and math standards into all content areas.</p> <p>Every 6 days - Utilize PLC meetings (IB planning time) 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. Teachers will utilize school wide books and subscriptions (National Geographic, Time for Kids, Colorado Studies Weekly,</p>

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	<p>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> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> IB Coordinator Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Apply reading and writing across academic contents</b></p> <p><b>Description:</b> 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> <p><b>Implementation Benchmarks:</b> 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> <p><b>Resources:</b> 2015-2016 Budget: Books Title I = \$  Subscriptions Title I = \$</p>

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	<p>Printing Title I = \$</p> <p>IBO fees/dues Title I = \$</p> <p>Out-of-State training/Staff Development – IB training Title I = \$</p> <p><b>Key Personnel:</b> Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Common Planning / PLC time</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> August 2015 – Develop a master schedule to include time for collaboration among grade level teams with support from the Instructional Coach. The master schedule will align with the 120 minute school wide literacy block to ensure PLC time is not scheduled during the literacy block.</p> <p><b>Resources:</b> 2015-2016 Budget: IBO fees/dues Title I - \$</p>

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	<p><b>Key Personnel:</b> Administrators, Instructional Coach, Classroom Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Project Lead the Way training</b></p> <p><b>Description:</b> Utilize a teacher who has been trained as a lead teacher in Project Lead the Way to train teachers in how to implement PLTW modules in their classrooms to integrate literacy and math into integrated units</p> <p><b>Implementation Benchmarks:</b> August 28, 2015 - Whole staff professional development on Project Lead the Way Launch model.</p> <p>Ongoing training and support for staff provided by the lead teacher during team meetings.</p> <p><b>Resources:</b> Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,200</p> <p><b>Key Personnel:</b> Administrators, Teacher trained in PLTW Launch model</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize resources aligned to the common core in math</b></p> <p><b>Description:</b></p>

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	<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 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.</p> <p><b>Implementation Benchmarks:</b></p> <p>During weekly team planning and PLC meetings share instructional strategies and resources to support and enhance math instruction. The Instructional Coach and GT Coach will provide support to staff around these planning areas. Staff will collaborate and plan instruction utilizing these resources to ensure alignment between Colorado Academic Standards and integration of Math standards throughout all content areas</p> <p><b>Resources:</b></p> <p>Supplies Title I = \$1,660.83</p> <p>Books Title I = \$</p> <p>Printing Title I = \$</p> <p><b>Key Personnel:</b> Administrators, Instructional Coaches, Classroom Teachers.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Feb. 2016	<p><b>Parent Teacher Conferences</b></p> <p><b>Description:</b></p> <p>Hold parent teacher conferences each semester to discuss student progress. 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</p>

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	<p>conferences.</p> <p><b>Implementation Benchmarks:</b> Parent attendance - Teachers will report the percentage of attendance at conferences. Efforts will be made to reschedule conference and achieve the goal of 100% conference attendance.</p> <p><b>Resources:</b> Interpreter Title I = \$500  Clerical Overtime Title I = \$1,000</p> <p><b>Key Personnel:</b> All Certified Evans Staff Members</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Parent Nights - 3 times annually</b></p> <p><b>Description:</b> Hold a parent night to invite parents into the school to learn more about ELA standards, IB, curriculum, math, and strategies they can use to support their students.</p> <p><b>Implementation Benchmarks:</b> Parent participation, attendance, and feedback from parent night.</p> <p><b>Resources:</b> Parent Involvement Supplies</p>

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	<p>Title I = \$1,153</p> <p><b>Key Personnel:</b> Principal, All Certified Evans Staff members</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Parent Involvement - PTO and SAC</b></p> <p><b>Description:</b> Actively recruit and encourage parent participation in PTO and SAC. Promote increased awareness and advertisement of monthly meetings and invite new parents to attend.</p> <p><b>Implementation Benchmarks:</b> Hold quarterly PTO and SAC meetings during the 2015-2016 school year.</p> <p>Attendance/sign-in sheets for PTO and SAC meetings.</p> <p>Advertise PTO and SAC meetings via email and phone messages to parents, the school website and marquee.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Assistant Principal All Certified Evans Staff members</p> <p><b>Status:</b> In Progress</p>
	<p><b>Home to School Communication</b></p>

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<p>Aug. 2015 - Aug. 2015</p>	<p><b>Description:</b> Encourage home school involvement and communication through daily planners and homework folders.</p> <p><b>Implementation Benchmarks:</b> August 2015- Purchase planners and homework folders for every student and hand out the first day of school</p> <p><b>Resources:</b> Cost of Planners Supplies Title I = \$1,660.83 Parent Involvement Supplies Title I = \$1,153</p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Hire and retain Highly Qualified Teachers</b></p> <p><b>Description:</b> The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers.</p> <ul style="list-style-type: none"> <li>a. Attend job fairs as needed</li> <li>b. Continue teacher mentoring program in building and hold bi-weekly staff development for new teachers during 1st semester</li> <li>c. Diligently check references when hiring new staff members</li> </ul>

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**Implementation Benchmarks:**

All new teachers will be evaluated following the Evaluation Guidelines of the Sand Creek Innovation Zone Evaluation Council

Retention of Highly Qualified teachers at end of school year

**Resources:**

N/A

**Key Personnel:**

Principal, Assistant Principal, Instructional Coach, IB Coordinator

**Status:**

In Progress

**Major Improvement Strategy:** Primary Literacy

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  
Math  
Writing  
Culture

**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    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Master Schedule**

**Description:**

Utilize master schedule efficiently to maximize student learning time and eliminate distractions. The master schedule will include a consistent 120 minute reading block for K-3 and a consistent block for 4-5.

Ensure pull-out, when necessary, is only used to provide additional instruction, not to replace instruction.

The master schedule will also be used to support collaboration in order to hold all staff accountable for planning, teaching, and assessing.

**Implementation Benchmarks:**

August 2015- Daily schedules include block for necessary SPED and ELD enrichment.

August 2015 - Begin school-wide 120 minute reading block daily

Grade level planning every Monday to plan reading with leadership team.

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	<p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Principal, Assistant Principal, Classroom Teachers, SPED Teachers, ELD Teacher, Interventionist</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Hire Literacy Interventionist</b></p> <p><b>Description:</b> Hire Literacy Interventionist to provide targeted literacy support to students in Tier II who are not receiving SPED or ELD support. Support will be pullout in small groups as well as in-classroom 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> <p><b>Implementation Benchmarks:</b> Beginning in August and throughout 2015-2016 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.</p> <p><b>Resources:</b> 2015-2016 Budget: Full Literacy Interventionist salary &amp; benefits Title I = \$53,264.60</p> <p><b>Key Personnel:</b> Principal, Literacy Interventionist</p>

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	<p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Hire Math Interventionist</b></p> <p><b>Description:</b> Hire Math Interventionist to provide targeted math support to students in Tier II who are not receiving SPED or ELD support. Support will be pullout in small groups as well as in-classroom support.</p> <p><b>Implementation Benchmarks:</b> Beginning in August and throughout 2015-2016 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.</p> <p><b>Resources:</b> 2015-2016 Budget: Full time Math Interventionist salary &amp; benefits Title I = \$76,930</p> <p><b>Key Personnel:</b> Principal, Math Interventionist</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Hire part-time ELD teacher</b></p> <p><b>Description:</b> Hire part-time ELD teacher to provide additional support to ELD students and help us to better meet the needs of our ELD population through pullout, small group, and in-classroom support.</p>

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	<p><b>Implementation Benchmarks:</b> Grade level planning every Monday to plan reading with leadership team.</p> <p><b>Resources:</b> 2015-2016 Budget: Part time (0.5) ELD teacher salary &amp; benefits Title I = \$28,315.65</p> <p><b>Key Personnel:</b> English Language Development Teacher Special Education Teachers Instructional Coach</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Rtl Process and Differentiation and Intervention</b></p> <p><b>Description:</b> Reformat Response To Intervention Process to ensure more consistency with progress monitoring, reviewing data, and determining appropriate interventions for student academic and behavior needs.</p> <p>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 every 4-6 weeks.</p> <p><b>Implementation Benchmarks:</b> July 2015 - Dean of Students will lead the Rtl Team at Evans. Administrative team will develop a flowchart of the Rtl Process at Evans and schedule SST meetings every 4-6 weeks. Develop a process for tracking data and interventions, letters to notify parents of the SST process and interventions students will receive.</p> <p>August 2015 - Literacy Interventionist will develop a progress monitoring calendar to be utilized by classroom teachers.</p>

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	<p>An updated calendar will be distributed each month.</p> <p>Teachers will differentiate instruction and implement appropriate interventions to meet the needs of students. SST meetings will be scheduled every 4-6 weeks to look at data and determine student needs. Implementation of differentiation and interventions will be observed through classroom observations and data meetings.</p> <p><b>Resources:</b></p> <p>Books Title I = \$ Electronic Media Title I = \$</p> <p><b>Key Personnel:</b> Administrators, RtI Lead, Counselor, Instructional Coach, Classroom Teachers, SPED and ELD Teachers, Literacy and Math Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Integrate and utilize technology</b></p> <p><b>Description:</b> Integrate and utilize appropriate technology in instruction to maximize student learning. Utilize technology as a resource for providing tiered support and interventions in reading and math.</p> <p><b>Implementation Benchmarks:</b> Students will have access to technology (i.e., iPads, Netbooks, Chrome Books, software, apps) in every classroom to work on 21st Century Learning Skills. Purchase school wide subscriptions to enhance reading and writing instruction and contains literacy integrated with science and social studies. During weekly IB planning, teachers will plan instruction to utilize these resources (i.e., National Geographic, Time for Kids, Discovery Education, BrainPop, etc.)</p>

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	<p>Technology will be used to provide differentiated learning opportunities, intervention, and to enhance instruction. All students will have access to online libraries (including Wonders and MyOn) to build reading fluency and comprehension.</p> <p>Students identified "at-risk" in reading or math will have access to resources to be used as intervention to support their learning (i.e., Reading A-Z, BURST Reading Intervention, Front Row Math, Ten Marks Math, etc.)</p> <p><b>Resources:</b> 2015-2016 Budget: Subscriptions Title I = \$</p> <p>Electronic Media Title I = \$</p> <p><b>Key Personnel:</b> Administrators, Classroom Teachers, Literacy and Math Interventionist</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Provide Technology Support and Training for Teachers</b></p> <p><b>Description:</b> Utilize a teacher with expertise in technology to coach and provide staff training on utilizing technology in instruction to maximize student learning.</p> <p><b>Implementation Benchmarks:</b> Maintain lab and technology calendar for teachers to access devices for student use. Maintain a webpage where teachers can request tech support. Include technology ideas, strategies, and resources for staff on the webpage.</p>

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	<p>Assist teachers with troubleshooting technology issues. During staff meetings share strategies and resources with staff to assist them with utilizing technology in instruction.</p> <p><b>Resources:</b> Stipend and benefits for teacher to provide tech support to staff: Title I = \$1,200</p> <p><b>Key Personnel:</b> Principal, Teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize GT Coach to work with Identified students</b></p> <p><b>Description:</b> Utilize GT Coach to work with identified students.</p> <p><b>Implementation Benchmarks:</b> Throughout the 2015-2016 school year - Using data from CoGat, Dibels, and local assessments, students will be identified and the GT Coordinator will work with teachers to develop a plan for students.</p> <p><b>Resources:</b> 2015-2016 Budget: .5 GT Coach salary &amp; benefits Title I = \$42,014.01</p> <p><b>Key Personnel:</b> Administrators GT Coach</p>

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	<p>Classroom Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Student Learning Plans</b></p> <p><b>Description:</b> Teachers will utilize progress monitoring and assessment data to create plans to individualize instruction including English Language Proficiency, READ Plans, and Advanced Learning Plans.</p> <p><b>Implementation Benchmarks:</b> Follow a school-wide progress monitoring calendar for reading. Data will be reviewed during SST meetings every 4-6 weeks.</p> <p>October 2015 - Develop READ Plans, review the Plans during parent teacher conferences.</p> <p>December 2015 - Develop READ Plans for kindergarten students, review the Plans with parents</p> <p>February 2016 - Update student Plans and review with parents during conferences</p> <p>May 2016 - Update student Plans with EOY data</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators Instructional Coach GT Coordinator Classroom Teachers</p>

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	<p>Literacy and Math Interventionists ELD Teacher</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Aug. 2015	<p><b>Transition from Early Childhood Programs</b></p> <p><b>Description:</b> Provide space in school for outside agencies, Headstart and CPCD, to offer pre-school program in our community.</p> <p>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.</p> <p><b>Implementation Benchmarks:</b> Two classrooms will be designated for Headstart and CPCD at the start of the school year.</p> <p>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 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Coordination and Integration of Federal, State, and Local Services and Programs</b></p> <p><b>Description:</b></p>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

We coordinate funds in the following ways:

- Title I funds:
  - o Salary of Instructional Coach
  - o Stipend for Instructional Coach
  - o Salary for Interventionist
  - o Stipend for IB/GT Coordinator
  - o Stipend for ELD Teacher
  - o Stipends parent classes
  - o Purchase intervention materials and instructional supplies
  - o Purchase of technology to support instruction
  - o Purchase of parent supplies
  - o Professional Development
  - o IB fees and activities
  - o Books and Subscriptions
- Local
  - o Classroom materials and supplies
  - o Enrichment (art, music, PE, technology, Spanish) supplies
  - o Student health supplies
  - o IB training, supplies, resources
  - o Administrative supplies
  - o Creative Units

**Implementation Benchmarks:**

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.

**Resources:**

Title I

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

Local Funds

**Key Personnel:**

Principal, Building Leadership Team, Classroom Teachers

**Status:**

In Progress

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

**Major Improvement Strategy:** School Culture

Implement strategies to create a positive school culture and high expectations among staff and students.

**Root Cause(s) Addressed:**

Culture

**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    ☐ Other:

**Action Steps**

Jul. 2015 - Aug. 2015

**Parent Involvement - Open House and Pastries For Parents**

**Description:**

Invite parents to Open House and Pastries with Parents to orient them to the school, Title I, and answer questions.

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.

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.

**Implementation Benchmarks:**

July 30, 2015 - Open House. Parent participation, attendance and feedback from Open House.

August 13, 2015 - Pastries for Parents. Parent breakfast, parent participation, attendance, and feedback from event.

All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

	<p>Parent/Student Compact –throughout 2014-2015 school years.</p> <p><b>Resources:</b>  Money for Ice Cream, Pastries for Breakfast  Parent Involvement Supplies  Title I = \$1,153</p> <p><b>Key Personnel:</b>  All Certified Evans Staff Members  Principal</p> <p><b>Status:</b>  Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Extra Curricular Events</b></p> <p><b>Description:</b>  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, Battle of the Books, etc.</p> <p><b>Implementation Benchmarks:</b>  Participation in after school activities throughout 2015-2016 school year.</p> <p><b>Resources:</b>  Compensation for instructors - stipend</p> <p><b>Key Personnel:</b>  Principal  Certified Staff Members</p>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL



	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Implement Consistent Positive Behavior Supports</b></p> <p><b>Description:</b> Implement Positive Behavior Supports and "Capturing Kids Hearts" school wide.</p> <p><b>Implementation Benchmarks:</b> 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.</p> <p>July 2015 - Revisit PBS and CKH strategies with staff and the school wide plan for implementation.</p> <p>During weekly PLC's, collaborate and refine consistent school-wide strategies for establishing a safe and high-performing school culture.</p> <p><b>Resources:</b> Bring In training Title I =</p> <p><b>Key Personnel:</b> Administrators, All Instructional Staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Student Recognition</b></p> <p><b>Description:</b> Promote positive school culture through recognize student achievement and positive behavior choices.</p>

School Code: 1618

School Name: EVANS INTERNATIONAL ELEMENTARY SCHOOL

**Implementation Benchmarks:**

Hold Pride Assemblies each semester.

Weekly student recognition (PAWS-itive Office Referrals, PAWS drawing and picture with school mascot, etc.)

**Resources:**

**Key Personnel:**

Administrators

Counselor

Instructional Staff

**Status:**

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)

**School Evans International Elementary School**

## Accreditation Rating Improvement

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Michelle Slyter	Principal	
Jennifer Breeding	Assistant Principal	1) Date the Plan was presented to SAC for review: December 3, 2015
Emily Hinkle	Instructional Coach	2) Signature of Principal: <i>Michelle Slyter</i>
Shelly Demetrelis	SAC Chairperson / parent	3) Signature of SAC Chairperson: <i>Shelly Demetrelis</i>
Shaunna Walewski	SAC Member / parent	4) Signatures of additional SAC members who reviewed the plan: <i>Shaunna Walewski</i>
Julia Swonger	Teacher	
Rebecca Lentner	Teacher	
Crystal Pedic	Teacher	
Susan Yoon	Teacher	
Brett Wiltz	Teacher	
Laurel Dunn	Teacher	

# School Accountability Committee UIP Signature Page

School Falcon Elementary

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Melinda Keck	Principal	1) Date the Plan was presented to SAC for review: <u>3-8-16</u>
Aimee Crespin	Assistant Principal	2) Signature of Principal: <u>Melinda Keck</u>
Amy Sutton	Parent	3) Signature of SAC Chairperson: <u>Melissa Ardolf</u>
Melissa Ardolf	PTA	4) Signatures of additional SAC members who reviewed the plan:
Nikki Lindquist	Parent	<u>Kristina</u>
Michelle Lahey	Parent	<u>Melissa Lindquist</u>
Jan Frazier	DAE	<u>Amelia Smith</u>
Johnny Toman	Peak Vista Teacher	<u>Justin Thomas</u>
Kirin Kinder		<u>Michelle Kays</u>
		<u>Aimee Crespin</u>

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **2902** School Name: **FALCON ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **READ Plan Data:** 17% of our K-3 students were on a READ plan during the 13-14 school year. We had 14% of students on a READ plan for the 2014-2015 school year. For the 2015-2016 school year, 10.4% of students are on READ plans for grades 1st-3rd.
- **Writing SPF:** According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39th in the state. Our percentile rankings will not be available until Jan. 2016.
- **SPF - Minority Students:** According to our 3- Year SPF, minority students did not make adequate growth in writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.
- **SPF - Students with Disabilities:** According to our 3- Year SPF, students with Disabilities did not make adequate growth in reading and writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.
- **Academic Performance:** Falcon Elementary is currently performing below expectations on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **READ Plan Data:** There is a lack of a consistent approach to how teachers at FESoT teach reading.
- **Writing SPF:** There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.
- **SPF- Minority Students:** In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.
- **SPF - Students with Disabilities:** 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.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Focus on primary literacy instruction:** Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.
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School Code: **2902**

School Name: **FALCON ELEMENTARY SCHOOL**

- **Focus on primary reading instruction:** Provide an intentional focus on primary reading instruction to achieve a goal of 100% reading proficiency by 3rd grade
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- **Focus on primary reading instruction:** Provide an intentional focus on primary reading instruction to achieve a goal of 100% reading proficiency by 3rd grade.
- **Interventions:** Develop and implement effective, timely intervention strategies for reading and writing
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- **Interventions:** Develop and implement effective, timely intervention strategies for students in reading and writing.
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Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Malinda Keck, Principal
Email	mkeck@d49.org
Phone	(719) 495-5272
Mailing Address	12050 Falcon Hwy Peyton, CO 80831

Name, Title	Aimee Crespín, Assistant Principal
Email	acrespín@d49.org
Phone	(719) 495-5272
Mailing Address	12050 Falcon Hwy Peyton, CO 80831

## 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

School Code: 2902

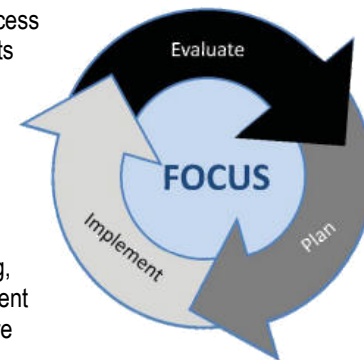
School Name: FALCON ELEMENTARY SCHOOL



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
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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### **Description: 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 304 students with approximately 45% eligible for free/reduced lunch. We have two teachers in each grade level for grades K-5 and we also have a full time reading interventionist, math/writing tutor, and half time instructional coach. 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 have 53 students currently on an IEP for SSN, SLD, SED, and Speech. We also offer perspective classes in Technology, PE, Music and Art for all students. As a school of Technology, we have 1:1 iPads for students in grades 1-5 and 1:3 iPads for students in Kindergarten. Technology is utilized in all classrooms via iPads, Smartboards, Apple TV/55" TV's, and document cameras.

##### **Team Involvement:**

Our grade level and specialized teams 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, CMAS/PARCC, DIBELS Next (mClass), Beacon, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data for Reading, Writing, and Math during weekly PLC meetings. As a 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 2012-2013 it was 95%, in 2013-2014 it was 95.63% and in 2014-2015 it was 95.79%. According to the 1 year SPF for 2014, below are the areas that are school received a "did not meet" or "approaching" rating:

##### **Academic Achievement:**

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

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 averages 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 averages in Reading for 3<sup>rd</sup> and 4<sup>th</sup> grade. Writing was slightly below the state average 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.

For the 2015-2016 school year, students in grades 2-5 were assessed on grade level standards using Beacon. Our data is ambiguous because Beacon tests student mastery of end of year standards at the beginning of the year. Not surprisingly, our students have growth to make to be proficient by the end of year on grade level standards.

According to the BOY Beacon data, on average 91% of our 2nd-5th graders are not yet proficient.

Our 3rd-5th grade students were assessed on PARCC ELA for the first time in the spring of 2015. This baseline data reflects students mastery of the Colorado Academic Standards which are now being fully implemented in classrooms. We are collaborating closely with our Zone and District CIA leaders on how to interpret this data and our next instructional steps.

School Code: 2902

School Name: FALCON ELEMENTARY SCHOOL

### 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. According to the 2014 SPF, our subgroup for students with disabilities is less than 20, 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 to how teachers at FESoT teach reading.**

Diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We have found that 26% 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. We also identified that our reading program (Treasures) was not meeting the common core expectations and did not meet what PARCC were assessing.

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

Interim assessments (DIBELS Next) 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). For the 2015-2016 school year, students were assessed on grade level standards in Math using Beacon. According to the BOY Beacon data, on average 98% of our students were not yet proficient.

Our 3rd-5th grade students were assessed on PARCC Math for the first time in the Spring of 2015. This baseline data reflects student mastery of the Colorado Academic Standards which are now being fully implemented in the classroom. We are collaborating closely with our Zone and District CIA leaders on how to interpret this data and instructional next

steps.

#### **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 according to the 1-year SPF was 51, 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 overall; however, minority students did not meet state expectations and Students Needing to Catch up did meet. 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 using 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 groups that have been identified through the RtI process using BURST, Reading Mastery, F & P Leveled Intervention Library, Susan Barton, and Sonday. Staff also identified that we do not provide specific intervention support in writing & math; therefore, we have hired an interventionist to provide writing

and math 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 and Soday. In-house PD is provided for teachers using a peer-coaching model. Teachers can observe one another in order to gain instructional strategies and a debrief time will allow for staff to collaborate and incorporate a timeline to implement their new learnings.

As a school of technology, we have utilized our Title 1 Funds to support us with online educational programs such as BrainPOP, Discovery Education, Time for Kids, Mountain Math, Mountain Language and FASTMath. These online tools provide digital resources to our students in reading, math, science, and social studies. We provide our students with Summer Bridge learning Program books over the summer to practice and increase their learning. A total of 46 books were returned at the beginning of the 15-16 school year for grades 1-5. We also have purchased an online subscription to Time for Kids to enhance students learning. Nonfiction passages are supported by the Common Core and are a necessary source for our new standards. We provide a stipend through Title 1 for a teacher to update our website with reading and writing resources to our parents.

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 "One Book-One School" in which each family will receive a book 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.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

#### Prior Year Target: Reading:

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%; 1st=64%, 2nd=71%, 3rd=76%, 4th=64%, 5th=77%

#### Performance on Target: Reading:

Kinder = Well above (91%); 1st = Below Average (67%); 2nd = Above (78%); 3rd = Average (79%); 4th = Above Average (77%); 5th = Well Below (74%)

#### Prior Year Target: Writing:

N/A

#### Performance on Target: Writing:

N/A

### Academic Growth Gaps

**Prior Year Target:** Reading:

Our goal is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 5% from 48th percentile to 53rd percentile.

**Performance on Target:** Reading:

We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

**Prior Year Target:** Writing: Our goal is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 7% from 39th percentile to 46th percentile.

**Performance on Target:** Writing: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

### Academic Achievement Reflection

**Reading:** 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.

In last years target, we stated that 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. Four out of our six grade levels (K, 2nd, 3rd, and 4th) met that goal.

Some of the students we assessed at the beginning of the year were no longer enrolled at FESoT at the end of the year. Even though we are still learning how to interpret PARCC scores, we see that our 5th grade DIBELS growth data seems to align with 2015 PARCC results for 5th grade. Upon observations of 4th and 5th grade students taking numerous district and state assessments, staff noticed lack of effort from some students last Spring as a result of this intense assessment load. Through our data analysis, we have noticed test administration inconsistencies on DIBELS subtests and professional development was given in this area.

**Writing:** 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.

### Academic Growth Gaps Reflection

Reading: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

Writing: We met this goal and according to the Achievement Percentile Rank Report, we increased our percentile ranking to the 56th percentile on PARCC ELA.

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Our PARCC ELA/Math data for the 2014-2015 school year demonstrated that overall we were higher than district and state performance levels. In all but two categories, we met or exceeded district and state performance level results.

#### 2015-16 Falcon Elementary School of Technology Math PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded
<b>3<sup>rd</sup> Math</b>	15%	6%	25%	48%	6%	<b>54%</b>
<b>4<sup>th</sup> Math</b>	13%	19%	24%	43%	2%	<b>45%</b>
<b>5<sup>th</sup> Math</b>	4%	20%	33%	35%	9%	<b>44%</b>

#### 2015-16 Falcon Elementary School of Technology ELA PARCC Results

	Did not meet	Partially met	Approached	Met	Exceeded	% of students at met or exceeded
<b>3<sup>rd</sup> ELA</b>	21%	8%	19%	48%	4%	<b>52%</b>
<b>4<sup>th</sup> ELA</b>	9%	19%	26%	44%	2%	<b>46%</b>
<b>5<sup>th</sup> ELA</b>	9%	24%	30%	35%	2%	<b>37%</b>

#### Writing:

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.

### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

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- Reading:
- 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%)
- We have experienced a steady decrease in students scoring proficient and advanced in 3rd and 4th grade over the past 3 years and a 15% increase in 5th grade over the last year.
- Math achievement has remained consistent over the last 3 years (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; 33.3% in 2014).
- Our 5th grade cohort consistently scored above the district over the past 3 years
- 2012 - as 3rd graders - FESoT 87% District 80%; 2013 - as 4th graders - FESoT 88% District 80%; 2014 - as 5th graders - FESoT 76% District 70%
- Writing:
- Writing continues to be an area of concern, with only about 53% of our students demonstrating proficiency on TCAP the past three years
- (2012-53.4%; 2013-47.6%; 2014-53%).
- Females significantly outscored males in 3rd-5th grade over a 3-year period.
- Scores in grades 3-5 fell below the district for students scoring proficient and advanced.

### 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.

### Academic Growth Gaps

- Students with disabilities have not made adequate growth in the areas of Reading and Writing:
- Reading: Median Growth Percentile: 38
- Median Adequate Growth: 63
- Writing: Median Growth Percentile: 53
- Median Adequate Growth: 78

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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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## Priority Performance Challenge



## Root Cause

READ Plan Data: 17% of our K-3 students were on a READ plan during the 13-14 school year. We had 14% of students on a READ plan for the 2014-2015 school year. For the 2015-2016 school year, 10.4% of students are on READ plans for grades 1st-3rd.



READ Plan Data: There is a lack of a consistent approach to how teachers at FESoT teach reading.

Writing SPF: According to our 3-year SPF, we received an approaching rating with 49.77% of our students scoring P/A. Our state percentile ranking is only 39th in the state. Our percentile rankings will not be available until Jan. 2016.



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

SPF - Minority Students: According to our 3- Year SPF, minority students did not make adequate growth in writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.



SPF- Minority Students: In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.

SPF - Students with Disabilities: According to our 3- Year SPF, students with Disabilities did not make adequate growth in reading and writing. We do not have SPF data, disaggregated PARCC scores or percentile rankings at this time.



SPF - Students with Disabilities: 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.

Academic Performance: Falcon Elementary is currently performing below expectations on PARCC.



## Reflection on Priority Performance Challenges

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**READ Plan:**

There is a lack of a consistent approach to how teachers at FESoT teach reading.

**Writing SPF:**

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

**SPF Minority Students:**

In-class interventions and focused small group interventions were insufficient in meeting specific skills students were lacking and were not consistently provided.

**SPF - Students with Disabilities:**

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.

**Reflection on Root Cause**

Our grade level and specialized teams 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, CMAS, DIBELS Next (mClass), and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed data for Reading, Writing, and Math during weekly PLC meetings. As a 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

## 1. Summary/Conclusion

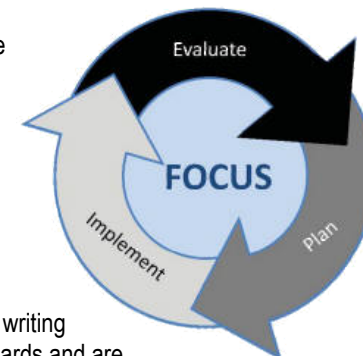
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		READ Plan Data
Annual Performance Targets	2015-2016	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%
	2016-2017	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=74%; 1=63%; 2=86%; 3=71%; 4=82%; 5=70%
Interim Measures		DIBELS BOY/MOY/EOY; BURST Diagnostic BOY/MOY/EOY; BEACON Sept./Dec./Feb/March; BEACON Quick Checks as formative assessment; DIBELS Progress Monitoring every 10 days; Percentage of students on a READ Plan BOY/MOY/EOY

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Subject		R
Priority Performance Challenge		Academic Performance
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in reading by 7% as measured by CMAS/PARCC from 742 to 794.
	2016-2017	Our goal is to increase our mean scale score in reading by 7% as measured by CMAS/PARCC from 794 to 849.
Interim Measures		DIBELS BOY/MOY/EOY; BURST Diagnostic BOY/MOY/EOY; BEACON BOY/EOY; DIBELS Progress Monitoring every 10 days; Percentage of students on a READ Plan BOY/MOY/EOY; AIMSWeb Probes - every 2 weeks.

### Academic Growth Gaps

Subject		W
Priority Performance Challenge		SPF - Minority Students
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in writing by 7% as measured by CMAS/PARCC from 742 to 794.
	2016-2017	Our goal is to increase our mean scale score in writing by 7% as measured by CMAS/PARCC from 742 to 794.
Interim Measures		Assess each genre utilizing the CraftPlus Rubric, Weekly CraftPlus writing assignments, BEACON BOY/EOY; teacher and writing tutor observation along with timely feedback

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Focus on primary literacy instruction

Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.

**Root Cause(s) Addressed:**

READ Plan Data

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

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

#### Action Steps

Aug. 2015 - May. 2016

**Common formative assessments**

**Description:**

Develop and utilize common formative assessments. This will occur weekly at PLC meetings.

**Implementation Benchmarks:**

Develop and use common formative assessment in PLC meetings weekly in all content areas. Utilize the results of the assessments to determine the 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.

**Resources:**

Standards; Scope and Sequence

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**Key Personnel:**

Principal; Assistant Principal; Instructional Coach; Classroom Teachers; SpED Teachers

**Status:**

In Progress

**Major Improvement Strategy:** Focus on primary reading instruction  
Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade

**Root Cause(s) Addressed:**  
READ Plan Data

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

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

### Action Steps

Aug. 2015 - May. 2016

#### StarFall Kindergarten curriculum

##### Description:

Implement Starfall Kindergarten curriculum daily for year 2 in both Kindergarten classrooms to increase rigor and build a strong foundation in early literacy grades.

##### Implementation Benchmarks:

Implementation of Starfall Kindergarten curriculum in year 2 will continue with fidelity in both classrooms. Student data will be monitored to ensure student achievement is occurring in addition to teacher observation and evaluations. Implementation will occur daily.

##### Resources:

Starfall Kindergarten Reading curriculum

##### Key Personnel:

Kindergarten teachers; Title 1 Interventionist

##### Status:

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	In Progress
Aug. 2015 - May. 2016	<p><b>Reading Committee</b></p> <p><b>Description:</b> 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 3rd and 4th 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</p> <p><b>Implementation Benchmarks:</b> Begin with monthly reading committee meetings to determine effectiveness of initiative and move to quarterly meetings; use DIBELS progress monitoring data to determine student growth in reading.</p> <p><b>Resources:</b> Title 1: Books for family book club; Books school wide - 1 for each family and each staff member = \$1942.88 (approximate - exact amount to be determined when ordered in Jan. 2016)</p> <p><b>Key Personnel:</b> Classroom teachers; SpED teachers; Title 1 Interventionist; Specials teachers; Principal; Assistant Principal; ELL teacher</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Reading and Writing Instruction</b></p> <p><b>Description:</b> Provide and share effective strategies of reading/writing instruction with teams and other grade levels through PLC's; staff meetings; and vertical alignments. This will occur weekly.</p>

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	<p><b>Implementation Benchmarks:</b> Staff development and staff meetings focused on sharing writing strategies; vertical alignment conversations</p> <p><b>Resources:</b> Mosaic of Thought/Balanced Literacy strategies; Colorado Academic Standards; CraftPlus strategies; Writing Continuum</p> <p><b>Key Personnel:</b> Classroom teachers; Instructional Coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Reading Pilot Grade 1-5</b></p> <p><b>Description:</b> Implement reading pilot in grade 1-5. First and Second grade will be piloting Wonders (McGraw Hill) and 3-5 will be piloting Benchmark Literacy.</p> <p><b>Implementation Benchmarks:</b> Utilize DIBELS data to determine effectiveness of each program; share progress once every two weeks during staff meetings; provide PD through both programs to ensure fidelity of implementation. Implementation will occur daily.</p> <p><b>Resources:</b> Wonders; Benchmark Literacy;</p> <p><b>Key Personnel:</b> Principal; Assistant Principal; Instructional Coach; Grades 1-5 classroom teachers</p> <p><b>Status:</b> In Progress</p>

<p>Aug. 2015 - May. 2016</p>	<p><b>Discovery Education</b></p> <p><b>Description:</b> Implement Discovery Education, which is an online educational resource, aligned to the common core to support 21st century skills. As a school of technology, this enables our students to have access to a digital library to support students in Language Arts, Science, Social Studies and Health. Program will be monitored through data reports.</p> <p><b>Implementation Benchmarks:</b> Discovery Education used in classroom daily to support ELA, Science, SS and Health. Utilize common formative assessments.</p> <p><b>Resources:</b> Title 1: K-8 Site License: \$3595</p> <p><b>Key Personnel:</b> K-5 teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Mountain Math and Mountain Language</b></p> <p><b>Description:</b> Implement Mountain Math and Mountain Language online program schoolwide (K-5). These programs are aligned to the common core and engage students in daily practice with math and language skills. This will occur daily.</p> <p><b>Implementation Benchmarks:</b> Implement Mountain Math and Mountain Language daily. Common formative assessments and exit tickets will be used to determine effectiveness.</p>

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	<p><b>Resources:</b></p> <p>Title 1:</p> <p>Mountain Math: \$45 per teacher X 12 teachers = \$540</p> <p>Mountain Language: \$45 per teachers X 12 teachers = \$540</p> <p>Grand Total: \$1080.00</p> <p><b>Key Personnel:</b></p> <p>K-5 grade teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>BrainPOP</b></p> <p><b>Description:</b></p> <p>Implement BrainPOP, which is an online educational resource aligned to the common core, which creates animated, curricular content that engages students for reading and math. Purchase site licenses of BrainPOP support student gaps in learning. Program will be monitored through data reports. Implementation of program will occur daily.</p> <p><b>Implementation Benchmarks:</b></p> <p>Common formative assessments and quick checks</p> <p><b>Resources:</b></p> <p>Title 1:</p> <p>Site License = \$2095.00</p> <p><b>Key Personnel:</b></p> <p>K-5 grade teachers</p> <p><b>Status:</b></p>

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	In Progress
Aug. 2015 - May. 2016	<p><b>Time for Kids</b></p> <p><b>Description:</b> Use Time for Kids to enhance student learning. Nonfiction passages are supported by the common core and are a necessary source for our new standards. Time for Kids will provide current topics for students to become engaged in and will allow them to utilize reading skills and strategies to access the text.</p> <p><b>Implementation Benchmarks:</b> Common Formative Assessments and quick checks</p> <p><b>Resources:</b> Title 1: Time for Kids Plus includes print and digital (K-5) for 306 students Grand total: \$1507.86</p> <p><b>Key Personnel:</b> K-5 grade teachers</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Interventions

Develop and implement effective, timely intervention strategies for reading and writing

**Root Cause(s) Addressed:**

SPF - Students with Disabilities

**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   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Interventions**

**Description:**

Provide training on effective interventions and progress monitoring: • PLC • Co-teaching strategies • Best practices for writing instruction • iPad and Technology Training/Schoology Support/ScootPad Training • READ Plans • Classroom Instruction that Works strategies

**Implementation Benchmarks:**

Developing leadership capacity within our staff for them to provide ongoing training to all staff during PLC; staff meetings; and staff development days. PD will occur for 3 PD days throughout the year. Staff supporting staff trainings will occur 2X per month at Staff Meetings.

**Resources:**

Zone; Building level teachers

**Key Personnel:**

McRel; Classroom teachers; iCoach; Instructional coach; Principal; Assistant Principal; Title 1 Interventionist;

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	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Hawk Time/Sunday</b></p> <p><b>Description:</b> 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: Sunday based on students needs. This will occur daily.</p> <p><b>Implementation Benchmarks:</b> Teachers' lesson plans and daily schedules reflect scheduled intervention times and co-teaching times</p> <p><b>Resources:</b> Sunday; BURST</p> <p><b>Key Personnel:</b> Classroom teachers; SpEd teachers; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Apr. 2016 - May. 2016	<p><b>Kindergarten Screening</b></p> <p><b>Description:</b> Provide kindergarten screening for students entering kindergarten in Fall of 2016. 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.</p> <p><b>Implementation Benchmarks:</b> Use beginning of year assessment to help with grouping/placement</p>

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	<p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Kindergarten teachers; Kindergarten parents; Principal; Assistant Principal</p> <p><b>Status:</b> Not Started</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Tutoring</b></p> <p><b>Description:</b> Provide after school math and reading tutoring for students' grades 3-5 two days a week for one hour each day. Certified teachers will work on specific identified skills and concepts to help close the learning gaps in reading and math</p> <p><b>Implementation Benchmarks:</b> Student attendance tracked and progress will be monitored Oct.-May; Engage NY for Math; Susan Barton, Sondag, and F &amp; P intervention Library will be used to track progress.</p> <p><b>Resources:</b> Title 1: \$20 per hour 2X a week for 3 people = \$3840 Benefits: \$730 Total \$4570</p> <p><b>Key Personnel:</b> Staff members as tutors</p> <p><b>Status:</b></p>

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	In Progress
Aug. 2015 - May. 2016	<p><b>Rtl</b></p> <p><b>Description:</b> Discuss Rtl students and effectiveness of intervention strategies at focused PLC meetings once every three weeks (Hawk Kid Talk) for each grade level. Use Rtl process to identify students needing Tier 2 and Tier 3 interventions. Discuss GT and Advanced students and specific enrichment support.</p> <p><b>Implementation Benchmarks:</b> Share data, intervention strategies, and next steps.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Principal; Assistant Principal; Classroom Teachers; SpED teachers; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Healthy School Wellness Policy</b></p> <p><b>Description:</b> Implement Healthy School Wellness policy to include various initiatives such as walking club, Frisbee Golf, GoNoodle and Jammin' Minutes. These activities and interventions will increase attendance and support academic achievement.</p> <p><b>Implementation Benchmarks:</b> 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. GoNoodle is used in the classroom daily.</p>

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	<p><b>Resources:</b> Kaiser Permanente Grant</p> <p><b>Key Personnel:</b> PE teacher; Specials and classroom teachers; Principal; Assistant Principal; Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>May. 2016 - Aug. 2016</p>	<p><b>Summer Bridge Learning Program Books</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> We will measure program success by the number of books returned by the beginning of the next school year.</p> <p><b>Resources:</b> Title 1: 310 books @ \$3200.00</p> <p><b>Key Personnel:</b> Classroom teachers</p> <p><b>Status:</b> Not Started</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Assessments</b></p> <p><b>Description:</b></p>

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	<p>Test students on benchmark assessments such as DAZE, DIBELS Next, Beacon, Burst Diagnostic, and F&amp;P when needed. For math, we use Beacon and Engage NY assessments in addition to AIMSWEB Mcomp. Quarterly writing samples and common rubrics will be used as a benchmark assessment in writing.</p> <p><b>Implementation Benchmarks:</b> New students will be assessed within their first week of attendance.</p> <p><b>Resources:</b> DIBELS Next; DAZE, BURST; BEACON</p> <p><b>Key Personnel:</b> Title 1 Interventionist; SpED teachers, Classroom teachers, Specials Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Interventionist Support</b></p> <p><b>Description:</b> 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 daily.</p> <p><b>Implementation Benchmarks:</b> Implement instructional support in writing through a writing interventionist. She will work with small groups of student on individual needs. PARCC writing data and classroom rubrics will measure student progress.</p> <p><b>Resources:</b> Title 1: 5 1/2 hours a day @ \$20 an hour = \$18,810 Benefits: \$3762.00 Total: \$22,572.00</p>

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	<p><b>Key Personnel:</b> Title 1 Writing Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Website Stipend</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> A teacher will be paid a stipend to update the website with educational resources. She will update the website weekly after school hours. A parent survey will be used to gauge the effectiveness of website resources.</p> <p><b>Resources:</b> Title 1: Stipend: \$360 Benefits: \$72 Total \$432</p> <p><b>Key Personnel:</b> Title 1 Interventionist</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Reading Interventionist</b></p>

**Description:**

Our Title 1 Literacy/Interventionist Teacher implements reading intervention with Burst and F & P intervention library with schedule groups of students. Her support will occur daily.

**Implementation Benchmarks:**

Support students in small groups with reading interventions (BURST and F & P Intervention Library). Progress is monitored via DIBELS.

**Resources:**

Title 1:

Salary: \$34,000

Benefits: \$12,711

Total: \$46,711

Falcon Zone pays remaining portion of her salary.

**Key Personnel:**

Title 1 Interventionist

**Status:**

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)



# School Accountability Committee UIP Signature Page

School Falcon High School

Accreditation Rating \_\_\_\_\_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
* Kevin A. Armstrong	Chair	1) Date the Plan was presented to SAC for review: <u>February 25, 2016</u>
Cassandra Berry	parent member	2) Signature of Principal: <u>Cheryl A. DeYoung</u>
Tim Kealy	parent member	3) Signature of SAC Chairperson: _____
Amy Kik	FHS staff	4) Signatures of additional SAC members who reviewed the plan: _____
Josh Flores	FHS staff	_____
Elizabeth Gierke	Parent Member	_____
Heather Diaz	Secretary	_____
Mike Reganitter	CO-Chair	_____
Cheryl DeYoung	Administrator	_____
		_____
		_____
		_____
		_____

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **2908** School Name: **FALCON HIGH SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading growth gaps:** Reading Growth Gaps:
  - Students with disabilities and students needing to catch up are experiencing growth gaps.
- **Math Achievement, Growth and Growth Gaps:** Math Achievement, Growth and Growth Gaps:
  - All students are experiencing lower than expected achievement, growth and growth gaps for all student subgroups, with the exception of students with disabilities.
- **Writing Growth Gaps:** Writing Growth Gaps:
  - All student subgroups are experiencing growth gaps.
- **Colorado ACT Scores:** Colorado ACT Scores are flat, hovering around the state expectation of 20.0
- **ICAP Completion:** All students must have a completed ICAP.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Reading Strategies for high school students:** Secondary teachers are not trained reading specialists.
  - Reading strategies are not typically taught to secondary students, but rather students are merely are offered opportunities and expected to read.
  - Reading Plus and Literacy classes are offered to our lowest readers, but no interventions for our other struggling readers.
- **Math Curriculum:** - Inconsistent application of an aligned and viable
  - Math curriculum at the 9th and 10th grade levels.
  - Little vertical articulation between the middle and high school.
  - Many students missing critical computation skills, such as fractions and use of order of operations
  - Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing.

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- 
- - Students struggling in math are placed in RtI interventions, such Intermediate Math instead of, not in addition to, grade level curriculum.
- **Teacher PD in Writing:** - Additional teacher training needed in reading and writing processes and strategies across all content areas.
- 
- - Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.
- 
- - Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.
- 
- - Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.).
- 
- - Extensive use of guided notes and reduced writing expectations for students on IEPs.
- **Test Preparation:** No test preparation focus. Students need to practice time management and test taking strategies as well as content. Some evening and Saturday classes offered but very few students take advantage of this opportunity.
- **Time and personnel for ICAP completion:** Time and personnel shortages to be able to meet with each student and allow them to get online and work with an advisor to complete ICAP.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Major Improvement Strategy #1: Aligned and Viable Math Curriculum:** Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II).
- **ACT Preparation:** Major Improvement Strategy #2: Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam.
- **IEP goals:** Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Cheryl Goodyear-DeGeorge, Principal
Email	cldegeorge@d49.org
Phone	(719) 495-5527
Mailing Address	10255 Lambert Road Peyton, CO 80831

Name, Title	Angela Prochnow, Assistant Principal
Email	aprochnow@d49.org
Phone	(719) 494-5520
Mailing Address	10255 Lambert Road Peyton, CO 80831

## 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

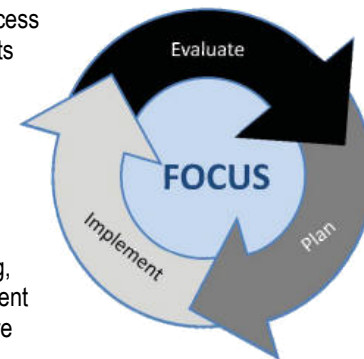
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External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
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### Section III: Narrative 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Falcon High School (FHS) is a suburban/rural school in Falcon School District 49. There are currently approximately 1252 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, PPCC 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 teachers. 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 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 are to be completed in the Spring. 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. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth

**Prior Year Target:** 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%.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in math is trending down over the past three years.

### Academic Growth Gaps

**Prior Year Target:** 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 from 60 to 65.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in reading is trending up over the past three years.

**Prior Year Target:** 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 writing by 5 raising it from 66 to 71.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in writing is trending up over the past three years.

**Prior Year Target:** 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.

**Performance on Target:** This data is not available, however the School Percentile Rankings are now available with a ranking based on Mean Scale Scores from CMAS PARCC. Based on this new data our percentile ranking in math is trending down over the past three years.

### Postsecondary & Workforce Readiness

**Prior Year Target:** Our goal is to have completed ICAPs for at least 85% of students.

**Performance on Target:** Our overall completion rate for ICAP completion requirements was 89%, exceeding our target of 85%

### Academic Growth Gaps Reflection

Academic Growth Gap data is not available. Our trends in reading and writing have continued in an upward trajectory, while math has continued to decline.

### Postsecondary Workforce Readiness Reflection

The counselors at FHS worked to meet with each student at Falcon High School to ensure that they accessed and updated their ICAP plans. Most (89%), completed the requirements for their current year's requirements. This helped students prepare for concurrent enrollment and other class scheduling and planning for students.



### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

In the absence of new data for the 2014\_2015 school year the data from 2013\_2014 is referenced below.

1. 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)

#### 2014 TCAP Results for Academic Growth and Growth Gaps:

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

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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 provided 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		Meets (2015)	275	20.5 (2015)	20.0
<b>Total</b>	13	15	86.7%	Meets			

### Priority and Performance Challenges:

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

Reading Growth Gaps:

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

Math Growth and Growth Gaps:

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

Writing Growth Gaps:

All student subgroups are experiencing growth gaps.

Test Participation Rates:

For the past 5 years Falcon High School's test participation rates have been between 98% and 100%. This past year our participation rates were in that range for the first round of PARCC testing. Round two however, with all of the media and statewide push to opt out, our participation rates dropped dramatically between 56% and 61% which put our overall participation rate at between 56% and 61%. This year we have been working with our School Accountability Committee, staff, and principal's council to stress the importance of testing. We sent a letter to our parents explaining the importance of testing and with the new block schedule we will be PARCC testing through our Language Arts, Math, and Science classes, rather than having a special testing schedule. April 19th will be a modified schedule for ACT and PSAT but all PARCC testing will be on the regular bell schedule.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Reading – 76.27% Proficient & Advanced on TCAP (the same as 2013) Received rating of Meets on the School Performance Framework.
- 2014 – 9th 72%, 10th 79% (P & A on TCAP)
- 2013 – 9th 75%, 10th 78% (P & A on TCAP)
- 2012 – 9th 81%, 10th 84% (P & A on TCAP)
- 2011 – 9th 79%, 10th 82% (P & A on CSAP)
- For the 9th grade the percent of students scoring P & A on the state assessment is at a 4 year low. (SPF 2014)
- Writing – 57.08% Proficient & Advanced on TCAP (no significant change from 2012) Received rating of Meets on the School Performance Framework.
- 2014 – 9th 61%, 10th 52% (P & A on TCAP)
- 2013 – 9th 63%, 10th 51% (P & A on TCAP)
- 2012 – 9th 61%, 10th 56% (P & A on TCAP)
- 2011 – 9th 65%, 10th 58% (P & A on CSAP)
- For the 9th and 10th grade, the percent of students scoring P & A on the state assessment has remained relatively flat with a slight downward trend over the past 4 years. (SPF 2014)

#### Academic Growth Gaps

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- Reading – Minority students received a Meets Rating on the School Performance Framework for 2014, and an Approaching Rating in 2013 and 2012.
- - Minority Students 2014 – 51 (Median Adequate Percentile is 19). Did make adequate growth
- - Minority Students 2013 – 39 (Median Adequate Percentile is 20). Did make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.
- 
- Students needing to catch up received an Approaching Rating for the 2014, 2013 and 2012 school years.
- - Students needing to catch up 2014 – 51 (Median Adequate Percentile is 72). Did not make adequate growth.
- - Students Needing to Catch Up 2013 – 43 (Median Adequate Percentile is 72). Did not make adequate growth.
- - Students Needing to catch up 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.
- 
- Students with Disabilities received a Does Not Meet Rating for 2014 and an Approaching Rating for the 2013, 2012 and 2011 school years.
- - Students with Disabilities 2014 – 37 (Median Adequate Growth Percentile is 91). Did not make adequate growth.
- - Students with Disabilities 2013 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Students with Disabilities 2012- 45 (Median Adequate Percentile is 92). Did not make adequate growth.
- 
- \*Overall FHS received an Approaching rating in this area.
- Math - Minority Students received an Approaching Rating for the 2014, 2013 and 2012 school years.
- - Minority Students 2014 – 42 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Minority Students 2013 – 40 (Median Adequate Percentile is 90). Did not make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 95). Did not make adequate growth.
- Students with Disabilities received a Meets Rating for the 2014, and an Approaching Rating 2013, 2012 and 2011 school years.
- - Students with Disabilities 2014 – 65 (Median Adequate Percentile is 99). Did make adequate growth
- - Students with Disabilities 2013 – 46 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2012- 48 (Median Adequate Percentile is 99). Did not make adequate growth.
- Students Needing to Catch Up received an Approaching Rating for 2014 and 2013 and a Meets Rating for the 2012 school year.
- - Students Needing to Catch Up 2014 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students Needing to Catch Up 2013 – 44 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students Needing to Catch Up 2012- 50 (Median Adequate Percentile is 99). Did not make adequate growth.
- 
- \*Overall FHS received an Approaching rating in this area. This is a notable trend as we consistently not met the state expectations.
- Writing - Students Needing to Catch Up received a Approaching Rating on the School Performance Framework for the 2014 school year, a Does Not Meet Rating for the 2013 school year and a Meets Rating for the 2012 school year.
- 
- Students with Disabilities received a Does Not Meet Rating for the 2014 school year and an Approaching Rating for the past 3 years.
- - Students with Disabilities 2014 – 36 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2013- 53 (Median Adequate Percentile is 99). Did not make adequate growth.
- - Students with Disabilities 2012- 40 (Median Adequate Percentile is 99). Did not make adequate growth.
-

- Minority Students received an Approaching Rating for the 2014 school year and for the past 3 years.
- - Minority Students 2014- 41 (Median Adequate Percentile is 51). Did not make adequate growth.
- - Minority Students 2013- 47 (Median Adequate Percentile is 59). Did not make adequate growth.
- - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth).
- 
- \*Overall FHS received an Approaching rating in this area.

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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.

Priority Performance Challenge	→	Root Cause
<p>Reading growth gaps: Reading Growth Gaps:</p> <p>Students with disabilities and students needing to catch up are experiencing growth gaps.</p>	→	<p>Reading Strategies for high school students: Secondary teachers are not trained reading specialists.</p> <p>Reading strategies are not typically taught to secondary students, but rather students are merely are 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>
<p>Math Achievement, Growth and Growth Gaps: Math Achievement, Growth and Growth Gaps:</p> <p>All students are experiencing lower than expected achievement, growth and</p>	→	<p>Math Curriculum: - Inconsistent application of an aligned and viable Math curriculum at the 9th and 10th grade levels.</p> <p>- Little vertical articulation between the middle and high school.</p>

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growth gaps for all student subgroups, with the exception of students with disabilities.

- Many students missing critical computation skills, such as fractions and use of order of operations
- Insufficient opportunities for students to think critically and to communicate about math and how they solve problems through writing.
- Students struggling in math are placed in RtI interventions, such Intermediate Math instead of, not in addition to, grade level curriculum.

Writing Growth Gaps: Writing Growth Gaps:

All student subgroups are experiencing growth gaps.



Teacher PD in Writing: - Additional teacher training needed in reading and writing processes and strategies across all content areas.

- Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.
- Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.
- Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.).
- Extensive use of guided notes and reduced writing expectations for students on IEPs.

Colorado ACT Scores: Colorado ACT Scores are flat, hovering around the state expectation of 20.0



Test Preparation: No test preparation focus. Students need to practice time management and test taking strategies as well as content. Some evening and Saturday classes offered but very few students take advantage of this opportunity.

ICAP Completion: All students must have a completed ICAP.



Time and personnel for ICAP completion: Time and personnel shortages to be able to meet with each student and allow them to get online and work with an advisor to complete ICAP.

### Reflection on Priority 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 and writing growth gaps in particular are limiting overall academic achievement in our students, particularly those with disabilities and those needing to catch up.

As we focus on concurrent enrollment and post high school opportunities for all students, comprehensive ICAPs for each student as well as ACT scores above 20 are needed to ensure student success.

### Reflection on Root Cause

Data analysis of TCAP test results, student surveys, analysis of pre-Algebra 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.

## 1. Summary/Conclusion

Although School Percentile Rankings will not be available until January there has been an opportunity for preliminary data analysis on the released PARCC data. Below is are the percentages of students that Meets or Exceeds/Nearly Meets/ Below Expectations for each of the areas:

### Algebra II (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	29	22	49
District	24	22	54
Falcon HS	30	24	46

### Geometry (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	25	34	42
District	9	27	64
Falcon HS	21	32	47

### Algebra I (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	35	25	41
District	15	23	62
Falcon HS	13	27	60

### ELA-11 (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	41	22	37
District	33	23	44

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Falcon HS	48	23	29
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#### ELA-10 (Percentages of students)

	Meets/Exceeds	Nearly Meets	Below
State	40	19	42
District	29	21	50
Falcon HS	54	17	30

#### ELA -9 (Percentages of students)

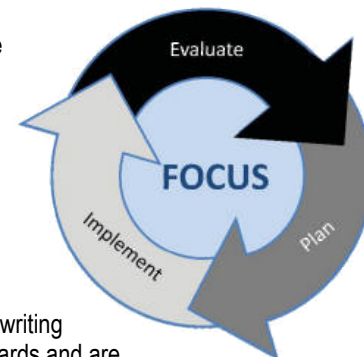
	Meets/Exceeds	Nearly Meets	Below
State	40	24	36
District	36	26	38
Falcon HS	43	27	30

As shown by the data above, FHS had a higher percentage of students that met or exceeded expectations in all areas except Geometry and Algebra I than both the state and the district. In Algebra I, FHS had 13% of students that met or exceeded expectations where the District was at 15% and the state at 33%. Math continues to be an area of focus at FHS.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Achievement 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 63 (as last recorded in 2013) to 68.
	2016-2017	Due to changes in state assessment, Academic Achievement 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.
Interim Measures		<p>Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available.</p> <ol style="list-style-type: none"> <li>1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered)</li> <li>2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)</li> </ol>

School Code: 2908

School Name: FALCON HIGH SCHOOL

## Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Our goal is to have mean CO ACT of 21.0 or higher
	2016-2017	Our goal is to have mean CO ACT of 21.5 or higher
Interim Measures		ACT prep problems will be part of our daily warm up exercises in all classes at least once a week at Falcon High School. Sample ACT test will also be given in February to help determine student areas of strength and skills that still need to be addressed. (In process - through weekly mini-lessons)

Subject		Other PWR Measures
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Our goal is to have completed ICAPs for at least 90% of students.
	2016-2017	Our goal is to have completed ICAPs for at least 95% of students.
Interim Measures		Not all students have a completed ICAP (Individual College/Career Plan) to help guide them. 12 ICAP advisors will check in with groups of students each Friday to ensure that every student works on their ICAP once each semester at a minimum (In process - 12 advisors meet with groups of students weekly).

## Academic Growth

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	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 63 (as last recorded in 2013) to 68.
	2016-2017	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.

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Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available. 1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered) 2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)
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## Academic Growth Gaps

Subject	R	
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Growth Gap 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 from 60 to 65.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps 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 from 65 to 70.
Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade is no longer available. Common assessments for English 1 and English 2, pre and post scores for units will be analyzed and monitored though PLCs (In process).	

Subject	W	
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Due to changes in state assessment, Academic Growth Gaps 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 writing by 5 raising it from 66 to 71.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps 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 71 to 76.
Interim Measures	Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade is no longer available. Common assessments for English 1, Freshman Composition, and English 2, pre and post scores for units will be analyzed and monitored though PLCs. (In process)	

Subject	M	
Priority Performance Challenge		
Annual	2015-2016	Due to changes in state assessment, Academic Growth Gaps Data will not be available. The school's state School Percentile

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Performance Targets		Ranking however will be available. Our goal is to increase our School Percentile ranking in math by 5 raising it from 63 to 68.
	2016-2017	Due to changes in state assessment, Academic Growth Gaps 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.
Interim Measures		Analysis of Scantron Scale scores in Fall and Winter for the 9th and 10th grade are no longer available. 1. An Algebra Readiness assessment will be given to all 9th and 10th graders in August, December, and May of 2015-2016. (In process - August and December assessments were administered) 2. Data from common assessments that are part of the new Holt math curriculum will be analyzed for both semesters. (In process for Algebra I, Geometry, and Algebra II)

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Major Improvement Strategy #1: Aligned and Viable Math Curriculum

Major Improvement Strategy #1: Implement with fidelity the aligned and viable 9th - 11th grade math curriculum (Algebra I, Geometry, and Algebra II).

**Root Cause(s) Addressed:**

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

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

#### Action Steps

Aug. 2015 - Oct. 2015

#### Teacher Training

##### Description:

Vendor Training for all Algebra I, Geometry, and Algebra II teachers for the new Holt Curriculum.

##### Implementation Benchmarks:

Beginning 08/2015 through 10/2015

##### Resources:

Substitute teachers during vendor training - approximately \$1200.00.

##### Key Personnel:

Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS

School Code: **2908**

School Name: **FALCON HIGH SCHOOL**

	<p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Algebra Readiness Assessment</b></p> <p><b>Description:</b> Algebra readiness assessment to 9th and 10th graders to identify gaps in student learning</p> <p><b>Implementation Benchmarks:</b> Assessments to be administered in August, December, and May.</p> <p><b>Resources:</b> Copy cost of Assessments for 700+ students - Approximately \$200.00</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers, Curriculum Coordinator for Falcon Zone, and principal at FHS</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Common Assessments</b></p> <p><b>Description:</b> Create and administer common assessments for each unit/big idea/standard</p> <p><b>Implementation Benchmarks:</b> PLC data from all common unit assessments.</p> <p><b>Resources:</b></p>

	<p>Assessment questions provided with the new Holt curriculum</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers and principal at FHS</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Algebra I and Geometry Lab Classes</b></p> <p><b>Description:</b> Create Algebra I and Geometry lab for struggling students</p> <p><b>Implementation Benchmarks:</b> Classes created in IC and students signed up for these support classes.</p> <p><b>Resources:</b> FTE for 3 classes - 0.5</p> <p><b>Key Personnel:</b> Falcon High School (FHS) Math teachers, Zone superintendent, Curriculum Coordinator for Falcon Zone, and principal at FHS</p> <p><b>Status:</b> Complete</p>



**Major Improvement Strategy:** ACT Preparation

Major Improvement Strategy #2: Develop and deliver ACT preparation materials to improve knowledge and skills for all 11th graders prior to the 2016 ACT exam.

**Root Cause(s) Addressed:**

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

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

**Action Steps**

Oct. 2015 - Apr. 2016

**ACT Preparation Materials**

**Description:**

Provide teachers with ACT preparation materials - to include but not be limited to: sample problems, test taking strategies, and sample tests and set expectations for use of the materials.

**Implementation Benchmarks:**

At least one practice test by January 2016 and daily warm ups (at least one per week) focused on ACT preparation.

**Resources:**

ACT prep materials - free online, but cost of copies approximately \$500.00

**Key Personnel:**

Falcon High School (FHS) teachers, instructional coach and principal at FHS

**Status:**

In Progress

School Code: 2908

School Name: FALCON HIGH SCHOOL

**Major Improvement Strategy:** IEP goals

Major Improvement Strategy #3: Develop and Implement consistent policies and procedures for creating Individualized Education Plans for special education students to include goals tied to grade level standards

**Root Cause(s) Addressed:**

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

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

**Action Steps**

- May. 2016

**Grade Level State Standards to Case Managers**

**Description:**

All case managers provided with copies of grade level state standards and expanded evidence outcomes and training on which is appropriate to use for individual students

**Implementation Benchmarks:**

All case managers will be provided with links and/or hard copies of state academic standards and expanded evidence outcomes in September 2015 and begin discussions in PLCs about those standards and what goals that align to them look like.

Training on writing IEP with appropriate accommodations and goals aligned to standards at the January 2016 PD day.

All IEPs created second semester will be written with appropriate accommodations and goals aligned to standards.

**Resources:**

Copies of standards and training on writing high school level IEPs

School Code: 2908

School Name: FALCON HIGH SCHOOL

	<p><b>Key Personnel:</b> Teachers/Case managers, school psychologist, FHS admin, and Special Education Assistant Director</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Appropriate Schedules Created</b></p> <p><b>Description:</b> Beginning the first week of January – all current students will meet with case manager and review the current course catalog to plan next year's schedule and communicate with middle school counselors and case managers regarding appropriate goals.</p> <p><b>Implementation Benchmarks:</b> November 2015 - all case managers familiar with course catalog and offerings. January 2016 - all current students begin meeting with case managers regarding schedules. February 2016 - case managers begin meetings with middle school to set up incoming student schedules, to be completed by May 2016.</p> <p><b>Resources:</b> Updated Course catalog</p> <p><b>Key Personnel:</b> Teachers/Case managers from middle and high school, school psychologist, FHS admin, and Special Education Assistant Director</p> <p><b>Status:</b> Complete</p>

## Section V: Appendices








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

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

# School Accountability Committee UIP Signature Page – 2015-2016 UIP

School: Falcon Middle School

Accreditation Rating: Performance

<b>Unified Improvement Planning Team:</b> Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		<b>School Accountability Committee:</b>
Name	Position	
Brian Smith	Principal	1) Date the Plan was presented to SAC for review: <u>9/15/15, 10/29/15, 1/19/16, 2/29/16</u>  2) Signature of Principal:   3) Signature of SAC Chairperson:   4) Signatures of additional SAC members who reviewed the plan:     
Mandy Maranville	Assistant Principal	
Chad Belveal	Assistant Principal & Athletic Director	
Michael Anderson	Dean of Students	
David Power	6 <sup>th</sup> Grade Red Team Leader	
Carolyn Dennis & Matt Simpson	6 <sup>th</sup> Grade Gold Team Leader	
Maddie Scruggs	6 <sup>th</sup> & 7 <sup>th</sup> Orange Team Leader	
Miriah Grabow	7 <sup>th</sup> Grade Read Team Leader	
Fred Baker	7 <sup>th</sup> Grade Gold Team Leader	
Bethany Champlin	8 <sup>th</sup> Grade Red Team Leader	
Fawn Copeland	8 <sup>th</sup> Grade Gold Team Leader	
Danielle Suhr	Explore Team Leader & SAC Representative	
Trish Kotarski	Special Education Team Leader	
Lisa Murdock	Counseling Team Leader & 6 <sup>th</sup> Gr. Counselor	
Karen Hobson	Office Team Lead & SAC/DAC Rep, PTSA	
Kava Lientz	Instructional Coach & GT Coordinator	
Ariel Hull	7 <sup>th</sup> Grade Counselor	
Spencer Owen	8 <sup>th</sup> Grade Counselor	
Andrea Carpenter	Parent & SAC Chair	
Kim Lucas	Community Member	
Lisa Godley	Parent & PTSA	
Mike Werner	Parent	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **2906** School Name: **FALCON MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Growth Gaps:** Overall, Falcon Middle is approaching in the area of Reading Academic Growth Gaps according to the 3 year SPF. 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.
- **Math Growth Gaps:** Overall, Falcon Middle is approaching in the area of Math Academic Growth Gaps 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.
- **Writing Growth Gaps:** Overall, Falcon Middle is approaching in the area of Writing Academic Growth Gaps 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.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Instructional Differentiation:** Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Best Instructional Practices:** Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.
- **49 Pathways:** Falcon Middle School will implement processes associated with 49 Pathways effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.

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

School Code: **2906**

School Name: **FALCON MIDDLE SCHOOL**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Brian Smith, Principal
Email	bsmith@d49.org
Phone	(719) 495-5232
Mailing Address	9755 Towner Ave. Peyton, CO 80831

Name, Title	Amanda Maranville, Assistant Principal
Email	amaranville@d49.org
Phone	(719) 495-5232
Mailing Address	9755 Towner Ave. Peyton, CO 80831

## 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

School Code: 2906

School Name: FALCON MIDDLE SCHOOL

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

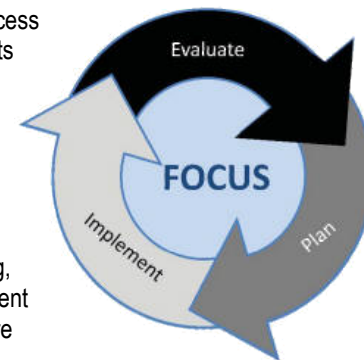
School Code: 2906

School Name: FALCON MIDDLE 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

#### Description:

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. Based on the 14-15 3-year School Performance Framework, Falcon Middle School received a Performance rating.

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 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.

For the 15-16 school year, state assessment data will not be released until later in the school year. In the absence of this state data, we will look at local common formative and summative assessment data for assessments administered at Falcon Middle School. We will also utilize the BEACON Assessment data for the BEACON benchmark assessments administered 3 times per year.

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. The revised plan for 2015-2016 will be presented to the School Accountability Committee in January of 2016.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** Reading - Even though 73% of our students of our students are P/A in reading, our current state percentile ranking is only the 53rd 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%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

**Prior Year Target:** Math - Even though 58% of our students of our students are P/A in math, our current state percentile ranking is only the 62nd percentile in the state. Our goal is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 62% to 68%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

**Prior Year Target:** Writing - Even though 64% of our students of our students are P/A in writing, our current state percentile ranking is only the 62nd 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%.

**Performance on Target:** State Assessment Data for PARCC has not be released at the current time. We hope to assess this in November when the percentile rankings are released.

### Academic Achievement Reflection

PARCC and CMAS data for 14-15 school year was released just recently for Falcon Middle School. The data table below summarizes the results for PARCC States, Colorado, District 49, and Falcon Middle School for both the PARCC assessments and the CMAS assessments.

#### Falcon Middle School PARCC/CMAS Data

<u>6th Grade</u>	ELA	Math
PARCC States	39	32
State	39	32

School Code: 2906

School Name: FALCON MIDDLE SCHOOL

District	36	28
FMS	34	28

<b><u>7th Grade</u></b>	ELA	Math	Social Studies (CMAS)
PARCC States	42	29	--
State	41	28	18
District	44	25	14
FMS	52	30	17

<b><u>8th Grade</u></b>	ELA	Math - 8	Algebra	Science (CMAS)
PARCC States	42	27	31	--
State	41	19	31	30
District	41	27	13	26
FMS	44	32	89	30

In looking at this data for the PARCC assessments, you can see that for 6th grade ELA, Falcon Middle School (FMS) is just below the state and district averages. In 6th Grade Math, we are just below the state average but equal to the district average. For 7th Grade ELA, FMS scored 11 percent higher than the state and 8% higher than the district. In 7th Grade Math, FMS scored 2% higher than the state and 5% higher than the district. In 8th Grade ELA, FMS scored 3% higher than the state and district averages. In 8th Grade Math, FMS scored 13% higher than the state and 5% higher than the district average. In the Algebra Assessment, FMS scored 58% higher than the state and 76% higher than the district.

For the CMAS assessments, FMS scored just below the state average, but 3% higher than the district average in 7th Grade Social Studies. For 8th Grade Science, FMS scored equal to the state average, but 4% higher than the district average.

Overall, Falcon Middle School outperformed the state and district averages in several areas. We are still waiting for percentile ranking data to determine if specific achievement and growth targets were met based on this 14-15 assessment data.

Our targets for the 2014-2015 school year were set around percentile rankings for our Academic Growth Gaps area. In the 13-14 school year, FMS ranked in the 53rd percentile in the area of Reading. Our target for 14-15 was to increase our percentile ranking to the 57th percentile. On the PARCC assessment in 14-15, FMS ranked in the 62nd percentile in the area of Reading, which indicates that FMS made the target.

In the 13-14 school year, FMS ranked in the 62nd percentile in the area of Math. Our target for 14-15 was to increase our percentile ranking to the 68th percentile. On

School Code: 2906

School Name: FALCON MIDDLE SCHOOL

the PARCC assessment in 14-15, FMS ranked in the 69th percentile in the area of Math, which indicates that FMS made the target.

In the 13-14 school year, FMS ranked in the 62nd percentile in the area of Writing. Our target for 14-15 was to increase our percentile ranking to the 68th percentile. On the PARCC assessment in 14-15, FMS ranked in the 62nd percentile in the area of Writing, which indicates that FMS did not make this target. We maintained the same percentile ranking that we had the previous year, which shows that we did not decline in this area overall.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

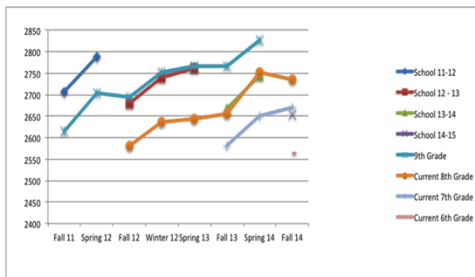
#### Reflection

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.

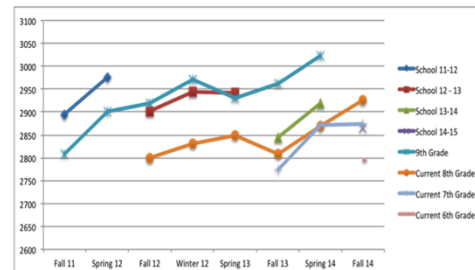
MATH	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13	Spring 14	Fall 14
School 11-12	2707	2789						
School 12-13			2680	2740	2762			
School 13-14						2667	2744	
School 14-15								2654
9th Grade	2614	2703	2695	2751	2766	2766	2827	
Current 8th Grade	2581	2637	2643					2735
Current 7th Grade		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

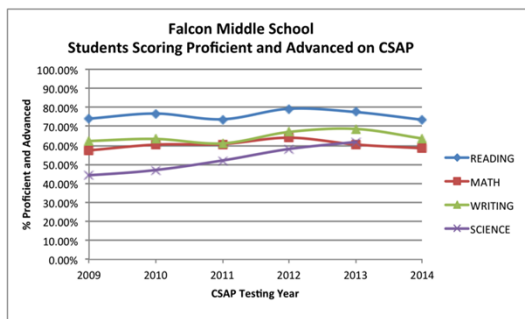
Scantron Reading Gains



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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%	

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Growth Gaps

- Reading - According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free and reduced lunch students "meet" this area with median growth percentile of 45 where the subgroup's median adequate growth percentile was 30. Minority students "meet" this area with median growth percentile of 49 where the subgroup's median adequate growth percentile was 29. Students with Disabilities "did not meet" in this area as they needed to show an adequate growth percentile of 65 and Falcon Middle students had a growth percentile of 37. English Learners are "approaching" this area with median growth percentile of 40 where the subgroup's median adequate growth percentile was 47. Students needing to catch up are "approaching" in this area and needed to show an adequate growth percentile of 61 and Falcon Middle students had a growth percentile of 48.
- Math - According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students "does not meet" in this area and needed to 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

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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.

- Writing – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students are “approaching” in this area and needed to show an adequate growth percentile of 51 and Falcon Middle students had a growth percentile of 49. Minority students “meet” this area with median growth percentile of 50 where the subgroup’s median adequate growth percentile was 47. Students with disabilities are “approaching” in this area and needed to show an adequate growth percentile of 77 and Falcon Middle students had a growth percentile of 40. English Learners are “approaching” in this area and needed to show an adequate growth percentile of 69 and Falcon Middle students had a growth percentile of 48. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 73 and Falcon Middle students had a growth percentile of 50.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.

**Root Cause:** 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.

Priority Performance Challenge	→	Root Cause
Reading Growth Gaps: Overall, Falcon Middle is approaching in the area of Reading Academic Growth Gaps according to the 3 year SPF. 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.	→	Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.
Math Growth Gaps: Overall, Falcon Middle is approaching in the area of Math Academic Growth Gaps according to the 3 year SPF. Free/Reduced lunch eligible students and Students with disabilities do not meet in	→	Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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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.

Writing Growth Gaps: Overall, Falcon Middle is approaching in the area of Writing Academic Growth Gaps 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.



Instructional Differentiation: Instructional Differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

### Reflection on Priority Performance Challenges

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.

### Reflection on Root Cause

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. The staff and SAC Committee verified this Root Cause during meetings in the 14-15 school year and also revisited this at the meetings during the 15-16 school year to continue to evaluate progress.

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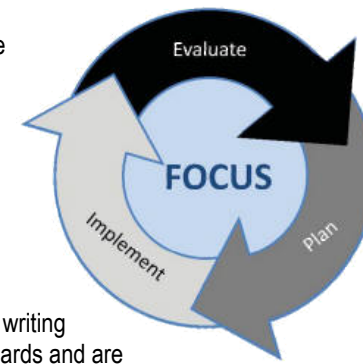
## 1. Summary/Conclusion

Overall, in looking at the data from the 3-year School Performance Framework from the 2013-2014 school year along with the current CMAS and PARCC data from the 2014-2015 school year, comparisons were able to be made that showed consistencies between these two school years. This comparison helped draw the conclusion that the root cause for Falcon Middle School school improvement process remained the same in planning for the 2015-2016 school year. Falcon Middle School continues to work on the District 49 Initiative of 49 Pathways as one of its major improvement strategies and will also continue to work on differentiating instruction for all learners at FMS. Upon receiving achievement data and end of the year common assessment data for the 2015-2016 school year, FMS can then look to see if new root causes or improvement strategies emerge.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		R
Priority Performance Challenge		Reading Growth Gaps
Annual Performance Targets	2015-2016	Our current state percentile ranking is only the 62nd 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 62% to 66%.
	2016-2017	Our current state percentile ranking is only the 62nd percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in reading as measured by CMAS/PARCC by 4% from 66% to 70%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring)  Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)

Subject		M
Priority Performance Challenge		Math Growth Gaps
Annual Performance	2015-2016	Our current state percentile ranking is only the 69th percentile in the state. Our goal for 15-16 is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 69% to 75%.

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Targets	2016-2017	Our current state percentile ranking is only the 75th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in math as measured by CMAS/PARCC by 6% from 75% to 81%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)

Subject		W
Priority Performance Challenge		Writing Growth Gaps
Annual Performance	2015-2016	Our current state percentile ranking is only the 62nd 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 62% to 68%.
Targets	2016-2017	Our current state percentile ranking is only the 68th percentile in the state. Our goal for 16-17 is to increase our school percentile ranking in writing as measured by CMAS/PARCC by 6% from 68% to 74%.
Interim Measures		Beacon Benchmark testing administered 2 times during the school year (Fall and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Best Instructional Practices

Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

#### Root Cause(s) Addressed:

Instructional Differentiation

#### 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   ☐ Other:

#### Action Steps

May. 2015 - Aug. 2015

#### Co-Taught Classes

##### Description:

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.

##### Implementation Benchmarks:

The Special Education Teachers will collaborate with the counselors and team leaders to ensure that our co-taught classes are appropriately populated. The co-taught classes will also be taught with regular on-grade level curriculum so that all students are receiving the appropriate level of instruction. Counselors will also receive guidance on how to effectively populate these classes from a Special Education Consultant.

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	<p><b>Resources:</b> Time at the end and beginning of school years to create appropriately scheduled classes based on students needs.</p> <p><b>Key Personnel:</b> FMS Special Education Team, Core Teachers, Counselors, and Administration</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - Dec. 2016	<p><b>Reduce Raise and Respond</b></p> <p><b>Description:</b> Staff will reduce the amount of raise and respond questioning taking pace in the classrooms so that additional opportunities for pair-shares and student collaboration can take place to enhance understanding.</p> <p><b>Implementation Benchmarks:</b> Classroom observations conducted by administration and feedback provided to teachers.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Administration, FMS Teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Oct. 2015	<p><b>Classroom Instruction that Works</b></p> <p><b>Description:</b> Falcon Middle School staff will receive training from McREL on the Classroom Instruction that Works strategies for</p>

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	<p>implementation in the classroom. Staff will work to incorporate active instructional strategies to enhance student engagement of the students.</p> <p><b>Implementation Benchmarks:</b> Classroom observations from administration, and feedback conversations with teachers on progress with the strategies</p> <p><b>Resources:</b> Funding from Zone for the training.</p> <p><b>Key Personnel:</b> McREL Trainer, FMS Administration, FMS Teachers, FMS Instructional Coach</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Reducing Variability</b></p> <p><b>Description:</b> Falcon Middle School staff will reduce variability of our instructional objectives by ensuring they all communicate the essential Know, Understand, and Do for each lesson for the learners on the board. All objectives will be written in the We Will format to have a similar format for all learners in the building.</p> <p><b>Implementation Benchmarks:</b> Classroom observation walkthrough data.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Administration, Zone Leaders, FMS Teachers, FMS Instructional Coach</p>

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	<p><b>Status:</b> In Progress</p>
Aug. 2014 - Dec. 2015	<p><b>RACE Format</b></p> <p><b>Description:</b> Implement the RACE (Restate Answer, Cite and Explain) format in the 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.</p> <p><b>Implementation Benchmarks:</b> Teachers will post the format in their classroom and include this on common formative/summative assessments. Copies of assessments will be submitted and evidence of this practice will be seen in observation and lesson planning with core administrators. Teachers will also turn in common assessment data each quarter.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> FMS Teachers, FMS Administration</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2017	<p><b>Admin PLC Workshops</b></p> <p><b>Description:</b> Administration will provide monthly professional development to all FMS Instructional staff related to specific building needs surrounding effective instruction. Topics will include: Instructional Evaluation &amp; Walkthrough process, Writing effective and rigorous learning objectives, Active learning strategies, Differentiation, Using technology in the classroom,</p>

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	<p>etc. These workshops will take place during an Admin PLC period on a Monday once a month.</p> <p><b>Implementation Benchmarks:</b> Staff will complete a quick reflection survey at the end of each workshop to provide data on how effective the workshop was in growing their professional practices. Admin will gather data on the use of various strategies from classroom walkthroughs.</p> <p><b>Resources:</b> PLC Time</p> <p><b>Key Personnel:</b> FMS Administration, FMS Teachers, Falcon Zone Curriculum, Instruction, and Assessment Administrator</p> <p><b>Status:</b> In Progress</p>
<p>Nov. 2015 - May. 2017</p>	<p><b>Instructional Walkthroughs</b></p> <p><b>Description:</b> Falcon Middle School teachers will observe 2 different teachers during an Admin PLC period. Teachers will have the opportunity to choose a teacher of their choice for one of the observations. For the other, they will observe a teacher for a strategy they have set a goal to achieve. Teachers will provide feedback and also reflect on their professional practice for ways to enhance what they do instructionally. This process will begin on November 2nd and continue through the year and through next school year as well.</p> <p><b>Implementation Benchmarks:</b> Teachers will fill out a reflection form for each observation and then participate in a debrief session meeting at the end of their observations. Feedback forms will be collected in a Google Form to aggregate data on what was observed instructionally at FMS.</p> <p><b>Resources:</b> PLC Time</p>

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	<p><b>Key Personnel:</b> FMS Administration, FMS Teachers, FMS Instructional Coach</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2017	<p><b>CPM Math Consultation</b></p> <p><b>Description:</b> Falcon Middle School will receive professional development from a CPM Math Curriculum consultant. The consultant will come twice during the 15-16 school year, and an additional 3-4 times during the 16-17 school year to observe math instruction and provide feedback to teachers on their use of the curriculum. The consultant will also collaborate during Math PLC meetings to provide feedback on instructional and assessment strategies.</p> <p><b>Implementation Benchmarks:</b> The consultant will observe classrooms and provide teacher and administration with observation notes and a consultation report to identify next steps of our utilization of the curriculum. Administration will work with the teachers to ensure steps are implemented with fidelity.</p> <p><b>Resources:</b> Time during Math PLC Meetings.</p> <p><b>Key Personnel:</b> CPM Math Consultant, FMS Administration, FMS Math Teachers</p> <p><b>Status:</b> In Progress</p>
Dec. 2015 - Dec. 2015	<p><b>Gifted and Talented Training</b></p> <p><b>Description:</b></p>

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	<p>FMS Staff will receive training targeted for differentiation for our gifted and talented students. Teachers will collaborate together to look at strategies that can be implemented in the classroom to help provide extension and enrichment of the content for our gifted and talented learners. The strategies can also be used to increase the rigor of our instruction as well.</p> <p><b>Implementation Benchmarks:</b></p> <p>An FMS Teacher who is obtaining her Masters in Gifted and Talented will provide the training. A pre and post survey will be conducted with the teachers to identify specific learnings that took place from the training. Administration will conduct classroom observations and provide teachers with feedback on their use of these strategies in their instruction.</p> <p><b>Resources:</b></p> <p>Time during an Admin PLC block.</p> <p><b>Key Personnel:</b></p> <p>FMS Administration, FMS Teachers</p> <p><b>Status:</b></p> <p>Complete</p>
Jan. 2016 - May. 2017	<p><b>Targeted Professional Development Sessions</b></p> <p><b>Description:</b></p> <p>Based on the results of our mid-year reviews with teachers, specific topics were identified as areas where FMS staff need additional training and support. These topics include: the use of data to drive instruction, formative vs. summative assessments, determining student mastery of the content with data, incorporating diversity and student interests into lessons, and strategies for differentiation. The instructional coach will provide targeted professional development sessions every other week after school where teachers can attend to build new strategies into their instruction. Teachers needing support in these areas can collaborate further with the instructional coach to ensure strategies are implemented appropriately.</p> <p><b>Implementation Benchmarks:</b></p> <p>The instructional coach will collect pre and post data from the workshops with the teachers. FMS Administration will conduct classroom observation and provide teachers with feedback on their use of these strategies from these</p>

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workshops. Administration will also compile results from the end of the year evaluations each year to see if there was growth from mid-year to end of the year in their completion of these items on the Colorado Teacher Evaluation rubric.

**Resources:**

Time for PD after school.

**Key Personnel:**

FMS Instructional Coach, FMS Administration, FMS Teachers

**Status:**

In Progress

**Major Improvement Strategy: 49 Pathways**

Falcon Middle School will implement processes associated with 49 Pathways effectively to ensure students are exposed to course opportunities that focus on their learning interests and strengths.

**Root Cause(s) Addressed:**

Instructional Differentiation

**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    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**ICAP**

**Description:**

Sustain the utilization of ICAP in College in Colorado to enhance the student exploration of college and career opportunities. Enhance the information provided to parents on this process. Opportunities for Parent engagement will be offered to parents to help them learn about the ICAP process and also to provide suggestions through SAC and PTSA on the programs offered at FMS.

**Implementation Benchmarks:**

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.

**Resources:**

N/A

**Key Personnel:**

FMS Counselors

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	<p><b>Status:</b> In Progress</p>
Sep. 2015 - Jan. 2016	<p><b>Explore Team</b></p> <p><b>Description:</b> The explore team will meet with the Chief Education Officer relating to the vision of 49 Pathways for District 49. The team will then work to collaborate with FHS on how the pathways will link from FMS to FHS for the Falcon Zone. The explore team will then provide periodic updates and information to the FMS staff on the development of the 49 Pathway integration for Falcon Middle School. The counselors for FHS and FMS will also collaborate together and with the exploratory and elective teachers to ensure alignments takes place effectively.</p> <p><b>Implementation Benchmarks:</b> Meeting with Chief Education Officer, Attend Professional development workshop with FHS on January 15th to collaborate on 49-Pathways, provide updates at team leader meetings and other staff meetings monthly for staff to learn about the developments of 49 Pathways.</p> <p><b>Resources:</b> Time for Professional Development collaboration with the FHS elective areas.</p> <p><b>Key Personnel:</b> FMS Explore Team, FMS Administration, FMS Counselors, FHS Elective Teachers, FHS Administration, FHS Counselors, Chief Education Officer</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Nov. 2015	<p><b>Mini Course Integration</b></p> <p><b>Description:</b> FMS Counselors will provide the ICAP orientation in October and show students which courses align to which specific ICAP Skill areas. Students will then register for a mini course that relates to a skill from their ICAP to further explore their interest in this area.</p>

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**Implementation Benchmarks:**

Students will register for these courses on October 28th. The mini courses will take place on November 19th and 20th. FMS counselors will follow up with students after min courses sometime in December or January with a survey to see how students felt about exploring their skill area. Parents will also be involved in the planning process to provide additional mini course offerings for our students.

**Resources:**

N/A

**Key Personnel:**

FMS Counselors, FMS Students, FMS Teachers

**Status:**

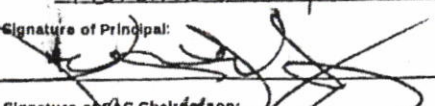
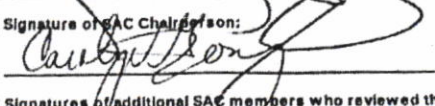
Complete

## Section V: Appendices

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

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



Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Kerri Hollon	Resource Development	1) Date the Plan was presented to SAC for review: November 12, 2015
Lafonna Pacheco	Parent	2) Signature of Principal: 
Joyce Rodgers	Parent	3) Signature of SAC Chairperson: 
Dominique Chavez	Family Support	4) Signatures of additional SAC members who reviewed the plan:
Morgan Byrd	School Health Coordinator	
Alicia Chavez	Title I Coordinator	
Rich Montas	Chief officer of Academics	
Carolyn Gery	Sr. Director of Support Svc.	
Karla Ash	Director of Assessment	
Melissa Brown	Director of Math	
Jennie Urquiza	Literacy Coordinator	
Nathan Byford	Regional Director	
Aryn Henneke	Regional Director	

School Accountability Committee UIP Signature Page

School GOAL Academy

Accreditation Rating Improvement

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16 – Online UIP Report

Organization Code: 1110

District Name: FALCON 49

School Code: 3475 School Name: GOAL ACADEMY

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **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 on internal and external assessments has not been reflected in the current measures for AEC norms.
- **High truancy rate:** The truancy rating of 12.3% is short of AEC norms of 7.69 %.
- **Low Completion rate:** 3. GOAL Academy showed a significant increase in completion rate over the last four years, (24.85% 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.
- **High dropout rate:** GOAL Academy's dropout rate of 15.0% (2014-15) is higher than the AEC norm of 11.3%

#### Why is the school continuing to have these challenges?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **Lack of high academic expectations for our students.:** 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 is needed, while maintaining the ability to support the social-emotional needs of the students.
- **Resource allocation (Staffing levels):** Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)
- **Instructional Model:** The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Modify the school culture to foster high academic expectations of students:** Create a Culture that fosters high academic expectations of students
- **Instructional Model::** Align internal data systems and structures to provide student-centered and data-driven instructional support. The change to the Instructional Model will be a shift in focus from credit attainment (which includes elective credit), to a competency based system aligned to the Colorado Department of Education guidelines. This will include the use of core academic data and Social Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, Pairin, ACT, Accuplacer, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need.

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- **Alignment of resource allocation to meet academic needs.:** Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas.

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

## Section II: Improvement Plan Information

### 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)   
 ☐ Colorado Graduation Pathways Program   
 ☐ School Improvement Support Grant   
☐ Other:

### School Contact Information

Name	Karla Ash
Title	Dir. of Assessment and Compliance
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Phone	(720) 260-8179
Mailing Address	1834 N. Main St, #9 Longmont, Co 80501
Name	Kris Enright
Title	Interim Executive Director
Email	k.enright@goalac.org
Phone	(719) 242-3890
Mailing Address	304 South Victoria Avenue Pueblo, Co 81003

## Additional Information about the School

### Comprehensive Review and Selected Grant History

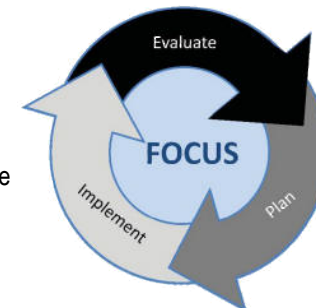
School Code: 3475

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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.	The school participated in an AdvancED Review during the 2014-15 school year and received a fully accredited rating.

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:**

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School Name: GOAL ACADEMY

GOAL Academy is an online Alternative Educational Campus (AEC) with 98% of students qualifying as at-risk (Oct 2015 ). Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, multiple suspensions, previous school expulsion, and overage and under-credited. GOAL Academy operated 21 drop-in sites throughout the state in 2012- 2013, expanded to 24 sites and 3132 students during the 2013-14 school year, expanded to 27 sites and 3252 students, and expanded to 31 sites and 4065 students for 2015-16 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 7 Regional Directors. The Plan was reviewed and approved by the SAC and the Board of Directors.

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. A complement to the EOTS systems is our academic support program which is inclusive of the utilization of diagnostic and prescriptive programs guided by a combination of reading and math interventionist support. Additional services are provided for English learners through a scaffolded approach with the utilization of tutoring services, tiered instruction, and designated staff at each site.

GOAL Academy historical participation rate on state assessments has been between 98% and 100%. This past year our participation rates were in that range for both 12th grade CMAS-Science/Social Studies and the first round of PARCC testing. However, with all the media and statewide push to opt out our overall participation dropped to 91.2%. The school will continue to utilize the communication tools provided by CDE to communicate the importance and the value of student participation in the state assessments and will continue to work toward a minimum of 95% participation.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth

**Prior Year Target:** Reading: GOAL Academy's score is at the 48th percentile, with a target to increase 11 percentile points to 59th percentile

Writing: GOAL Academy's score is in the 43rd percentile, with a target to increase 10.5

**Performance on Target:** Unable to determine whether targets were met, as PARCC results specific to AEC percentiles were not released. The percentile ranking

for GOAL, compared to all schools was 1%tile in 2014 and remained 1%tile for 2015.

**Prior Year Target:** Math: GOAL Academy's score is at the 27th percentile, with a target to increase 8 percentile points to 35th perc

**Performance on Target:** Unable to determine whether targets were met, as PARCC results specific to AEC percentiles were not released. The percentile ranking for GOAL, compared to all schools was 1%tile in 2014 and remained 1%tile for 2015.

### Postsecondary & Workforce Readiness

**Prior Year Target:** GOAL Academy's completion/graduation rate was 43.8% with a target to increase the rate to 49.8%

**Performance on Target:** Completion/graduation rates for 2014-15 have not yet been released by CDE.

**Prior Year Target:** GOAL Academy's current dropout rate is 15.7% with a target to decrease it to 13%.

**Performance on Target:** Dropout rates have not yet been released by CDE

### Student Engagement

**Prior Year Target:** Decrease the truancy rate of 11.08% to 9%.

**Performance on Target:** The target was not met. The truancy rate for 2014-15 increased to 12.2%

### Academic Achievement Reflection

GOAL Academy set targets for Academic Achievement based upon the percentile ranking as compared with other Alternative Educational Campuses. The target was an 11 percentile point increase in English Language Arts, increasing from the 48th percentile to the 59th percentile and an 8 percentile point increase in math, increasing from the 27th percentile to the 35th percentile. We are unable to determine whether the target was met, because the achievement percentile rank was not figured for AEC's.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

English Language Learner (ELL) data:

GOAL Academy is an online Alternative Education Campus (AEC) that provides supplemental instructional services in Listening, Speaking, Reading and Writing domains for 12% or

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406 English Language (EL) students classified as Non English Proficiency (NEP), Limited English Proficiency (LEP) and Fluent English Proficiency (FEP). GOAL Academy utilizes World-Class Instructional Design and Assessment (WIDA) ACCESS state assessment to measure yearly growth in all four domains.

In 2014-2015, GOAL Academy EL department assessed 406 EL students statewide with an overall increase of 9<sup>th</sup> percentile points from the prior year for all ELL students. This accomplishment is attributed towards the alignment of resources and instructional services offered by the academic instructional specialists, life coaches and bi-lingual tutors with a specific EL priority of services students based on needs. A 3-year trend on ACCESS results shows a steady increase.

2013 – 25<sup>th</sup> Growth %ile

2014 – 29<sup>th</sup> Growth %ile

2015 – 38<sup>th</sup> Growth %ile

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#### Internal Assessments:

##### Star 360:

In prior years GOAL Academy used the Accuplacer assessment as an internal tool to measure academic achievement and growth. However, immediately prior to the start of the 2014-15 school year, CDE determined that the version of Accuplacer used, was not a valid measure of academic achievement and growth. Given that decision, GOAL Academy took the year to research a number of assessment tools. In the spring of 2015 a small group of students piloted the Renaissance Star 360 Reading and Math assessment, which allowed the school to confirm the decision to switch to this internal assessment. Students took an initial Star 360 Math and Reading test at the beginning of 2015-16 school year, and this data provides us the baseline information to track achievement, growth, and to plan instruction for our students. Below is a snapshot of the baseline data showing the percentage of students at grade level, those on watch, those needing intervention and those needing urgent interventions.

##### Reading:

18.9% - At grade level

18.8% - On Watch

29.1% - Intervention

33.2% - Urgent Intervention

##### Math

28.8% - At grade level

18.8% - On Watch

24.7% - Intervention

27.7% - Urgent Intervention

With less than 20% of our students reading at grade level, and less than 30% of the students at grade level in math, the need for strong literacy and math interventions is a priority for 2015-16.

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#### PAIRIN Assessment

Pairin is a longitudinal, research-based, social / emotional measurement for non-academic essential skills. Pairin tracks over 100 changeable attitudes, motivations, and behavioral proficiencies attributed to success and preparedness for college and career readiness. The report outlines the results in three separate formats; student, teacher, and parent. Baseline data will highlight the skills which deserve the most focus with individual students and provides a mechanism to measure growth over time.

GOAL will administer the Pairin survey three times over the course of the year. Social / emotional data will form an additional lens to demonstrate student growth and will operate in tandem with STAR 360 academic data to provide a composite growth report for each student.

-----  
**AdvancED Performance Accreditation process:**

GOAL Academy participated in an external review by an AdvancED team in April, 2015 and was granted accreditation status. The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings. As a result of the external review the team identified Powerful Practices as well as Improvement Priorities.

**Powerful Practices of GOAL Academy for Teaching and Assessing Learning are:**

- 1) Each student is supported by adult(s) having specified roles for building relationships with the student and supporting and advocating on behalf on the student's personal well-being and educational experience
- 2) Processes are personalized and individualized for contacting and communicating with families

**Areas of Improvement Priority for Teaching and Assessing Learning are:**

- 1) Align and implement a comprehensive program of professional learning that is based on an analysis of corporation, school and staff needs
- 2) Analyze and routinely use data to strengthen student achievement of learning expectations within each course
- 3) Define and commit to system-wide quality instructional practices within the academic programs
- 4) Improve instructional strategies to focus on each student's demonstration and attainment of academic content that is in alignment to clearly defined learning expectations
- 5) Train entire staff throughout the corporation and at each school on the interpretation and use of data to support student learning and corporation effectiveness

**Powerful Practices of GOAL Academy for Resource Utilization are:**

The corporation provides strong support systems to meet the physical, social and emotional needs of students throughout its schools

**Areas of Improvement Priority for Resource Utilization are:**

Develop and implement a formal, systematic process to determine the number of necessary personnel to support educational programs and the direction of the school.

PARCC results: As 2014-15 was the first time PARCC assessments were given, these results are baseline results, with no comparison being able to be made to TCAP scores.

GOAL Academy did have a 95+% participation rate in the assessment. For the PARCC assessment, Met and Exceed ratings are considered as passing, and Approached, Partially Met, and Did not Meet are not considered as passing.

**English Language Arts:**

Grade 9 - 5% Met, 20% were in the Approached category

Grade 10 - 4% Met, 18% were in the Approached category

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Grade 11 - 1% Exceeded, 11% Met, 24% were in the Approached category

Math -

Algebra 1 - 1% Met - 12% were in the Approached category

Algebra 2 - 0% Met - 7% were in the Approached category

Geometry - 1% Met - 12% were in the Approached category

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Achievement (Status)

- With no new state assessment data for 2014-15, here are the trends from 2012-2014:
- 
- 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

##### Postsecondary & Workforce Readiness

- 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    2015 - 15.0
- 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%, and continue to go lower in 2015 with a 15% dropout rate.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

#### Priority Performance Challenge



#### Root Cause

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 on internal and external assessments has not been reflected in the current measures for AEC norms.



Lack of high academic expectations for our students.: 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 is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

High truancy rate: The truancy rating of 12.3% is short of AEC norms of 7.69 %.



Lack of high academic expectations for our students.: 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 is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis,

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Low Completion rate: 3. GOAL Academy showed a significant increase in completion rate over the last four years, (24.85% 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.



timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Lack of high academic expectations for our students.: 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 is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

High dropout rate: GOAL Academy's dropout rate of 15.0% (2014-15) is higher than the AEC norm of 11.3%



Lack of high academic expectations for our students.: 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 is needed, while maintaining the ability to support the social-emotional needs of the students.

Resource allocation (Staffing levels): Based on needs identified by data trend analysis, timely response with essential instructional resources, that have delineated roles to properly address those identified needs. (Staffing levels are too low to adequately support the academic needs of our students)

Instructional Model: The instructional model relies too heavily upon the computer to deliver instruction, and doesn't allow the highly qualified teacher to effectively drive the course.

### Reflection on Priority Performance Challenges

The areas of low academic growth, high truancy, low completion rate, and high dropout rate 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.

### Reflection on Root Cause

The root causes were selected after data analysis of course completion results and assessments results, through dialogue with staff members representing multiple ed. zones, and also confirmed by the AdvancED independent review team.

Excerpts from the AdvancED report that assisted the committee in verification of the root causes are included below.

Lack of high academic expectations:

A review of coursework revealed that while students are allowed multiple attempts at assessments to meet or exceed minimum thresholds ranging from 60%-70% mastery, Learning Specialists expressed that attention to strengthening students' understanding and achievement of course learning expectations is often sacrificed in favor of course completion. A focus on strengthening student achievement of learning expectations in each course—particularly core courses—is essential to improving academic growth and achievement on state assessments and ultimately GOAL's SPF score.

Instructional model:

To the credit of GOAL Academy, the organization constantly seeks ways to enable students for academic success. To that end, the corporation adheres to a framework built on relationships, relevance and rigor—in that order. The organization has proven that students will achieve success better through strong relationships with caring staff, followed by engagement in content that is relevant to their circumstances, followed by the rigor of the content. GOAL Academy is implementing an accelerated pathway for students who are extremely deficit in credits from their traditional high schools. In such cases, GOAL Academy identifies specific skill sets for each student to acquire in order to successfully complete courses and credits. A focus on obtaining credits or partial credits rather than student achievement scores as helped students to progress successfully through their coursework. However, parents and staff report that, in many cases, the rigor or comparability of the courses to like courses provided in traditional schools may be somewhat questionable. Or, the school permits a very low mastery level for achievement of course credits. GOAL Academy should engage in robust discussion of quality learning by all students, further define quality within the instructional program, and embed procedures for monitoring the implementation of a quality instructional program across all courses.

Resource Allocation:

Interviews with various stakeholders indicated that there is a lack of appropriate numbers of highly qualified teachers within courses to ensure student engagement. During interviews, teachers revealed their student caseloads to be extremely high thus only giving them "time to grade" assignments. Teachers articulated that they had difficulty to find time to contact parents or students. Parents and students claimed the number one area of improvement for GOAL Academy was to "hire more teachers". Some students declared "I can never get in contact with my teacher" or "When I am stuck and need help from my teacher, I don't get a response back".

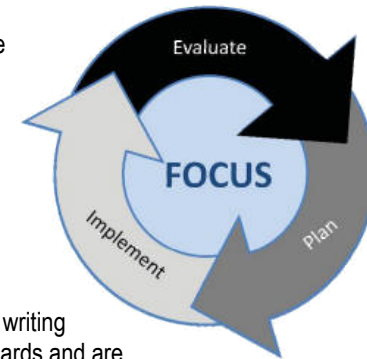
Also during classroom walkthroughs, teachers expressed that their large caseload gave them limited opportunity to give their student substantive feedback relative to quality of academic performance.

## 1. Summary/Conclusion

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

## School Target Setting Form

### Academic Growth

Subject		R
Priority Performance Challenge		Lack of academic growth:
Annual Performance Targets	2015-2016	Baseline Star 360 Reading results:
		18.9% - At grade level
		18.8% - On Watch
		29.1% - Intervention
		33.2% - Urgent Intervention
		Target: Decrease the percent of students in the bottom two categories by 5% and increase the percent of students in the top two categories by 5%.
		23.9% - At grade level
		23.8% - On Watch
		24.1% - Intervention
		28.2% - Urgent Intervention

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	2016-2017	Target: Decrease the percent of students in the bottom two categories by 10% and increase the percent of students in the top two categories by 10%.
Interim Measures		Star 360 mid-year test administration.
Subject		
		M
Priority Performance Challenge		
		Lack of academic growth:
Annual Performance Targets	2015-2016	Baseline Star 360 Math Results: 28.8% - At grade level 18.8% - On Watch 24.7% - Intervention 27.7% - Urgent Intervention Target: Decrease the percent of students in the bottom two categories by 5% and increase the percent of students in the top two categories by 5% 33.8% - At grade level 23.8% - On Watch 19.7% - Intervention 22.7% - Urgent Intervention
	2016-2017	Target: Decrease the percent of students in the bottom two categories by 10% and increase the percent of students in the top two categories by 10%.
Interim Measures		Star 360 mid-year test administration.

## Postsecondary & Workforce Readiness

Subject		Completion Rate
Priority Performance Challenge		
		Low Completion rate
Annual Performance Targets	2015-2016	Meet or exceed the state AEC expectations of 55.8%
	2016-2017	Meet or exceed the state AEC expectations of 55.8%
Interim Measures		Track core course completions to ensure that students remain on track for graduation.

## Student Engagement

Subject		Truancy Rate
Priority Performance Challenge		High truancy rate
Annual Performance Targets	2015-2016	9%
	2016-2017	7%
Interim Measures		Track weekly attendance and course engagement rates.



## Action Planning Form for 2015-16 and 2016-17

### Major Improvement Strategy: Instructional Model:

Align internal data systems and structures to provide student-centered and data-driven instructional support. The change to the Instructional Model will be a shift in focus from credit attainment (which includes elective credit), to a competency based system aligned to the Colorado Department of Education guidelines. This will include the use of core academic data and Social Emotional data provided by a body of evidence (STAR 360 Assessment, Reading Plus Insight, Pairin, ACT, Accuplacer, CMAS). Internal metrics will focus on individual student growth measured periodically throughout the school year. We will use said data to help efficiently staff areas of need.

### Root Cause(s) Addressed:

Instructional Model

### 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    ☐ Other:

#### Action Steps

Sep. 2015 - Jan. 2016

#### Baseline Data Analytics

##### Description:

Baseline data sets will be analyzed and SMART goals will be established for all stakeholder groups. The data set will encompass internal metrics from STAR 360, Reading Plus Insight, and Pairin.

##### Implementation Benchmarks:

Evidence of progress will include:

Differentiated Professional Development provided to all stakeholders for  
body of evidence analysis

Learning Plan creation

SMART goal development

Creation of standards aligned, competency based benchmarks

Data aligned learning plans for each student integrating initial benchmarks

Growth focused SMART goals for students, Life Coaches, Sites, Regions, State support, are created

Progress monitoring plan

School Code: 3475

School Name: GOAL ACADEMY

	<p><b>Resources:</b> Digital Assessments, Professional Development, Data Systems, Allocation of Personnel</p> <p><b>Key Personnel:</b> CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff</p> <p><b>Status:</b> In Progress</p>
<p>Jun. 2016 - Aug. 2016</p>	<p><b>Differentiated professional development aligned to growth targets</b></p> <p><b>Description:</b> Development of individualized learning plans for each staff member which are data aligned, driven by staff input, research based, and supported through varied resources (mentors, university partnerships, conferences, field based observations/research).</p> <p><b>Implementation Benchmarks:</b> Individualized Staff Learning plans created upon data analysis of cohort growth. Professional Development Strands made available to each individualized staff based on Staff Learning Plans Staff feedback on efficacy of plans as it relates to impact on practice</p> <p><b>Resources:</b> Data Systems, Professional Development teams (expertise in each strand), Documentation system of successful completion of Professional Development Competencies, UCSD (University of California San Diego) partnerships for Social Emotional Skill Set Development.</p> <p><b>Key Personnel:</b> CEO (Chief Executive Officer), CAO (Chief Academic Officer), COSS (Chief Officer of Support Services), RD's (Regional Directors), Data Teams (in house staff expertise differentiated by strands).</p>

**Status:**

In Progress

**Major Improvement Strategy:** Alignment of resource allocation to meet academic needs.

Assess student growth data trends and instructional needs through needs assessment and allocate personnel resources to ensure highest impact instructional staff are married to highest need areas.

**Root Cause(s) Addressed:**

Resource allocation (Staffing levels)

**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   ☐ Other:

### Action Steps

Sep. 2015 - Nov. 2015

#### Assess student growth trends and instructional needs

##### Description:

Review internal baseline data sets for academic (STAR 360) and Pairin to surface primary areas of focus/need.

##### Implementation Benchmarks:

Analysis of data sets

Determine priority areas through balanced assessment of academic growth and social / emotional growth

Disaggregate data sets by subgroups: ESS, EL, and multiple high risk indicators

Professional development activities targeting understanding and buy-in of targeted areas surfaced through data analysis: agendas, learning products

##### Resources:

STAR 360 assessment system, Pairin (social/emotional metric), internal demographic data

##### Key Personnel:

CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff

School Code: 3475

School Name: GOAL ACADEMY

	<b>Status:</b> Complete
Oct. 2015 - Jan. 2016	<b>Allocation of personnel resources according to critical needs</b>  <b>Description:</b> Determine highest leverage resources in personnel allocation and map resources to critical need areas by location, population subset, and “ground level” input.  <b>Implementation Benchmarks:</b> Data analysis Needs assessment Budget review and analysis Staffing plan aligned to significant data trends Audit of staffing ratios  <b>Resources:</b> Title I, ELPA, PPR,  <b>Key Personnel:</b> CEO (Chief Executive Officer), CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services), Director of SS/LA Integrations, Director of Math/Science Integrations, Director of Assessment, Director of Compliance, FAST Coordinator, Literacy Coordinator, Regional Directors, Instructional Staff, Counseling Staff  <b>Status:</b> In Progress
Oct. 2015 - Jan. 2016	<b>Data-aligned roles and responsibilities</b>  <b>Description:</b> Evaluate roles and responsibilities of positions to ensure alignment to critical data need areas

School Code: 3475

School Name: GOAL ACADEMY

**Implementation Benchmarks:**

Staffing plan

Position descriptors audit

Staff feedback as it relates to individual clarity on role and responsibilities

Progress in growth per internal metrics (Core passer rating, STAR 360, Pairin, Reading Plus)

**Resources:**

Data systems

Data analysis

**Key Personnel:**

CEO (Chief Executive Officer), CAO (Chief Officer of Academics), COSS (Chief Officer of Support Services),,, representative staff from all areas: counseling, instruction, life coach, Education Zone Director

**Status:**

In Progress

**Major Improvement Strategy:** Modify the school culture to foster high academic expectations of students  
Create a Culture that fosters high academic expectations of students

**Root Cause(s) Addressed:**

Lack of high academic expectations 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Sep. 2015 - Jan. 2016

**Define the attendance and engagement expectation for the online student**

**Description:**

Changing a school culture is a complex undertaking. As discussions around the topic unfolded it became apparent that this would not be a simple task. Budgeting, staffing, policy making, job descriptions, hiring, and professional development, are just a few of the areas that contribute to the culture. Each of these decisions sends a message to staff, students, parents and stakeholders. A guiding principle of GOAL Academy has always been to do what is good for students. That is a solid principle, but we need to shift the thinking to include, "Do what is good for students, and leads to academic growth." In light of the magnitude of the task of a culture shift, the school will focus efforts on the largest groups of the school workforce, the life coach and our students. The first step of the action plan will be to define the expectations of attendance and engagement for the online student and ensure that every staff member and student clearly understands the expectations.

**Implementation Benchmarks:**

Definition of weekly successful engagement levels finalized.

Communication plan created to communicate expectations to all staff.

Communication plan implemented and all staff members receive knowledge of the engagement expectations.

Build staff "buy-in" for the expectations and train them with appropriate responses to the obstacles presented by students as expectations are increased.

Expectations communicated to students and parents.

**Resources:**

This step does not require additional funding.

School Code: 3475

School Name: GOAL ACADEMY

	<p><b>Key Personnel:</b> Leadership team, Department heads, Academic Support Team, Regional Directors, Zone directors, Counseling department, Life Coaches</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - Oct. 2016	<p><b>Develop tools to track student engagement</b></p> <p><b>Description:</b> Develop systems and tools that will allow the life coach to quickly and accurately track each student's weekly engagement activities and academic progress. Simplifying this step will allow life coaches, tutors, and academic specialists the time to support the academic needs of the students.</p> <p><b>Implementation Benchmarks:</b> Staff trained on SIS and LMS systems, and have the ability to obtain and interpret reports to manually track student engagement, until reliable system tools can be developed Hire data base programmer Obtain graphic interface system Reliable, accurate and easy-to-use tool in place and staff trained to use it.</p> <p><b>Resources:</b> Additional funding for new personnel and graphic interface system</p> <p><b>Key Personnel:</b> Technology/data department, Leadership team</p> <p><b>Status:</b> In Progress</p>



## Section V: Appendices

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

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

**Unified Improvement Plan  
Signature Cover Page (school level)  
2015-2016**

**School Name**            **Horizon Middle School**

Improvement Plan Type	Performance
1. <b>Process Improvement</b>	1. <b>Efficiency</b>
2. <b>Quality Improvement</b>	2. <b>Customer Satisfaction</b>
3. <b>Cost Reduction</b>	3. <b>Employee Engagement</b>
4. <b>Customer Satisfaction</b>	4. <b>Product Quality</b>
5. <b>Employee Engagement</b>	5. <b>Operational Efficiency</b>
6. <b>Product Quality</b>	6. <b>Customer Retention</b>
7. <b>Operational Efficiency</b>	7. <b>Employee Retention</b>
8. <b>Customer Retention</b>	8. <b>Product Innovation</b>
9. <b>Employee Retention</b>	9. <b>Operational Cost Reduction</b>
10. <b>Product Innovation</b>	10. <b>Customer Acquisition</b>
11. <b>Operational Cost Reduction</b>	11. <b>Employee Productivity</b>
12. <b>Customer Acquisition</b>	12. <b>Product Development</b>
13. <b>Employee Productivity</b>	13. <b>Operational Reliability</b>
14. <b>Product Development</b>	14. <b>Customer Loyalty</b>
15. <b>Operational Reliability</b>	15. <b>Employee Satisfaction</b>
16. <b>Customer Loyalty</b>	16. <b>Product Quality Improvement</b>
17. <b>Employee Satisfaction</b>	17. <b>Operational Efficiency Improvement</b>
18. <b>Product Quality Improvement</b>	18. <b>Customer Retention Improvement</b>
19. <b>Operational Efficiency Improvement</b>	19. <b>Employee Engagement Improvement</b>
20. <b>Customer Retention Improvement</b>	20. <b>Product Innovation Improvement</b>
21. <b>Employee Engagement Improvement</b>	21. <b>Operational Cost Reduction Improvement</b>
22. <b>Product Innovation Improvement</b>	22. <b>Customer Acquisition Improvement</b>
23. <b>Operational Cost Reduction Improvement</b>	23. <b>Employee Productivity Improvement</b>
24. <b>Customer Acquisition Improvement</b>	24. <b>Product Development Improvement</b>
25. <b>Employee Productivity Improvement</b>	25. <b>Operational Reliability Improvement</b>
26. <b>Product Development Improvement</b>	26. <b>Customer Loyalty Improvement</b>
27. <b>Operational Reliability Improvement</b>	27. <b>Employee Satisfaction Improvement</b>
28. <b>Customer Loyalty Improvement</b>	28. <b>Product Quality Improvement</b>
29. <b>Employee Satisfaction Improvement</b>	29. <b>Operational Efficiency Improvement</b>
30. <b>Product Quality Improvement</b>	30. <b>Customer Retention Improvement</b>
31. <b>Operational Efficiency Improvement</b>	31. <b>Employee Engagement Improvement</b>
32. <b>Customer Retention Improvement</b>	32. <b>Product Innovation Improvement</b>
33. <b>Employee Engagement Improvement</b>	33. <b>Operational Cost Reduction Improvement</b>
34. <b>Product Innovation Improvement</b>	34. <b>Customer Acquisition Improvement</b>
35. <b>Operational Cost Reduction Improvement</b>	35. <b>Employee Productivity Improvement</b>
36. <b>Customer Acquisition Improvement</b>	36. <b>Product Development Improvement</b>
37. <b>Employee Productivity Improvement</b>	37. <b>Operational Reliability Improvement</b>
38. <b>Product Development Improvement</b>	38. <b>Customer Loyalty Improvement</b>
39. <b>Operational Reliability Improvement</b>	39. <b>Employee Satisfaction Improvement</b>
40. <b>Customer Loyalty Improvement</b>	40. <b>Product Quality Improvement</b>
41. <b>Employee Satisfaction Improvement</b>	41. <b>Operational Efficiency Improvement</b>
42. <b>Product Quality Improvement</b>	42. <b>Customer Retention Improvement</b>
43. <b>Operational Efficiency Improvement</b>	43. <b>Employee Engagement Improvement</b>
44. <b>Customer Retention Improvement</b>	44. <b>Product Innovation Improvement</b>
45. <b>Employee Engagement Improvement</b>	45. <b>Operational Cost Reduction Improvement</b>
46. <b>Product Innovation Improvement</b>	46. <b>Customer Acquisition Improvement</b>
47. <b>Operational Cost Reduction Improvement</b>	47. <b>Employee Productivity Improvement</b>
48. <b>Customer Acquisition Improvement</b>	48. <b>Product Development Improvement</b>
49. <b>Employee Productivity Improvement</b>	49. <b>Operational Reliability Improvement</b>
50. <b>Product Development Improvement</b>	50. <b>Customer Loyalty Improvement</b>
51. <b>Operational Reliability Improvement</b>	51. <b>Employee Satisfaction Improvement</b>
52. <b>Customer Loyalty Improvement</b>	52. <b>Product Quality Improvement</b>
53. <b>Employee Satisfaction Improvement</b>	53. <b>Operational Efficiency Improvement</b>
54. <b>Product Quality Improvement</b>	54. <b>Customer Retention Improvement</b>
55. <b>Operational Efficiency Improvement</b>	55. <b>Employee Engagement Improvement</b>
56. <b>Customer Retention Improvement</b>	56. <b>Product Innovation Improvement</b>
57. <b>Employee Engagement Improvement</b>	57. <b>Operational Cost Reduction Improvement</b>
58. <b>Product Innovation Improvement</b>	58. <b>Customer Acquisition Improvement</b>
59. <b>Operational Cost Reduction Improvement</b>	59. <b>Employee Productivity Improvement</b>
60. <b>Customer Acquisition Improvement</b>	60. <b>Product Development Improvement</b>
61. <b>Employee Productivity Improvement</b>	61. <b>Operational Reliability Improvement</b>
62. <b>Product Development Improvement</b>	62. <b>Customer Loyalty Improvement</b>
63. <b>Operational Reliability Improvement</b>	63. <b>Employee Satisfaction Improvement</b>
64. <b>Customer Loyalty Improvement</b>	64. <b>Product Quality Improvement</b>
65. <b>Employee Satisfaction Improvement</b>	65. <b>Operational Efficiency Improvement</b>
66. <b>Product Quality Improvement</b>	66. <b>Customer Retention Improvement</b>
67. <b>Operational Efficiency Improvement</b>	67. <b>Employee Engagement Improvement</b>
68. <b>Customer Retention Improvement</b>	68. <b>Product Innovation Improvement</b>
69. <b>Employee Engagement Improvement</b>	69. <b>Operational Cost Reduction Improvement</b>
70. <b>Product Innovation Improvement</b>	70. <b>Customer Acquisition Improvement</b>
71. <b>Operational Cost Reduction Improvement</b>	71. <b>Employee Productivity Improvement</b>
72. <b>Customer Acquisition Improvement</b>	72. <b>Product Development Improvement</b>
73. <b>Employee Productivity Improvement</b>	73. <b>Operational Reliability Improvement</b>
74. <b>Product Development Improvement</b>	74. <b>Customer Loyalty Improvement</b>
75. <b>Operational Reliability Improvement</b>	75. <b>Employee Satisfaction Improvement</b>
76. <b>Customer Loyalty Improvement</b>	76. <b>Product Quality Improvement</b>
77. <b>Employee Satisfaction Improvement</b>	77. <b>Operational Efficiency Improvement</b>
78. <b>Product Quality Improvement</b>	78. <b>Customer Retention Improvement</b>
79. <b>Operational Efficiency Improvement</b>	79. <b>Employee Engagement Improvement</b>
80. <b>Customer Retention Improvement</b>	80. <b>Product Innovation Improvement</b>
81. <b>Employee Engagement Improvement</b>	81. <b>Operational Cost Reduction Improvement</b>
82. <b>Product Innovation Improvement</b>	82. <b>Customer Acquisition Improvement</b>
83. <b>Operational Cost Reduction Improvement</b>	83. <b>Employee Productivity Improvement</b>
84. <b>Customer Acquisition Improvement</b>	84. <b>Product Development Improvement</b>
85. <b>Employee Productivity Improvement</b>	85. <b>Operational Reliability Improvement</b>
86. <b>Product Development Improvement</b>	86. <b>Customer Loyalty Improvement</b>
87. <b>Operational Reliability Improvement</b>	87. <b>Employee Satisfaction Improvement</b>
88. <b>Customer Loyalty Improvement</b>	88. <b>Product Quality Improvement</b>
89. <b>Employee Satisfaction Improvement</b>	89. <b>Operational Efficiency Improvement</b>
90. <b>Product Quality Improvement</b>	90. <b>Customer Retention Improvement</b>
91. <b>Operational Efficiency Improvement</b>	91. <b>Employee Engagement Improvement</b>
92. <b>Customer Retention Improvement</b>	92. <b>Product Innovation Improvement</b>
93. <b>Employee Engagement Improvement</b>	93. <b>Operational Cost Reduction Improvement</b>
94. <b>Product Innovation Improvement</b>	94. <b>Customer Acquisition Improvement</b>
95. <b>Operational Cost Reduction Improvement</b>	95. <b>Employee Productivity Improvement</b>
96. <b>Customer Acquisition Improvement</b>	96. <b>Product Development Improvement</b>
97. <b>Employee Productivity Improvement</b>	97. <b>Operational Reliability Improvement</b>

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **4102** School Name: **HORIZON MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **English Language Arts Achievement:** Percentile Rank:  
The school is currently performing below the 50th percentile in English Language Arts as indicated by mean scale scores on PARCC.
- **Math Achievement:** Percentile Rank:  
The school is currently performing below the 50th percentile in Math as indicated by mean scale scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Standards and Instruction:** 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.
- **Intervention:** 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.
- **Culture:** 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.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **#1 - Culture:** Implement strategies to create a culture of respect and high expectations among staff and students.
- **#2 -Standards and Instruction:** 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.
- **#3 - Intervention:** Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

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

School Code: **4102**

School Name: **HORIZON MIDDLE SCHOOL**



## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

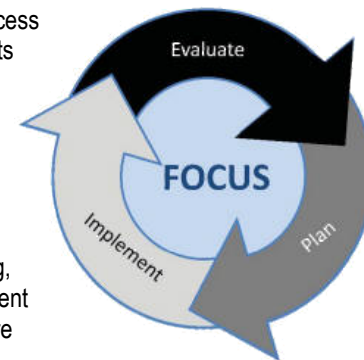
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

School Code: 4102

School Name: HORIZON MIDDLE 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** *Horizon Middle School serves approximately 650 students in 6th – 8th grade and is located on the eastern edge of Colorado Springs. Horizon is on the southwest border of the Falcon School District 49 boundary. Horizon is a school-wide Title I school with approximately 53% 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 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, 27% Hispanic, 9% black, 8% multi-racial, and 3% Asian. Approximately 52% of our students are male and 48% female. The Unified Improvement Plan was developed with input from, and reviewed by, our staff during team and leadership meetings. Our School Accountability Committee (SAC) also reviewed our plan and Title budget and our community was able to provide input through and parent survey.*

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** Reading -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 4 percentile points to the 43rd percentile or above.

**Performance on Target:**

**Prior Year Target:** Math -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 45th percentile or above.

**Performance on Target:**

**Prior Year Target:** Writing -

The percentile ranking as compared to other schools in Colorado 2015 will increase by 6 percentile points to the 58th percentile or above.

**Performance on Target:**

### Academic Growth Gaps Reflection

Although this data, specifically related to prior year targets, is not available, Horizon observed increases in mean scale score percentile rank. In PARCC language arts, we observed increases in mean scale percentile ranking in 6th and 7th grades overall and for the subgroups of: minority students, free/reduced lunch eligible, and english learners. In PARCC math, we observed increase in mean scale percentile ranking in 7th grade and for all students overall and for the subgroups of: minority students, free/reduced lunch eligible, and english learners.

Percentile Rank

In 2014, a goals were set to increase the schools percentile rank in all grade levels and content areas. The District Percentile Rank Report, released in February 2015, indicate that Horizon is making gains in percentile rank.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

*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%. In reviewing 2015 PARCC data, we see a lot of room for improvement. Our scores in reading and math are lower than the district and state in all grades and subjects. In 6<sup>th</sup> and 7<sup>th</sup> grade we are between 2-8% lower than district and state averages. Our gap, and concern, is higher as we look at 8<sup>th</sup> grade scores where 12-19% lower than district and state averages. Although this data is not good, we believe there are many factors that negatively affected these scores, some within our control. Prior to the start of the school year we were able to hire quality people to fill positions, last year we were short one math teacher. We made significant changes to the personnel, particularly in 8<sup>th</sup> grade, to improve our practice and teaching. This year we have taken a major step forward in the quality and consistency of teaching practices and planning. We are confident we will see significant improvement in scores on 2016 PARCC.*

*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". We are excited about the results we are seeing from our initial year of implementation, 2014, to our beginning of the year (BOY) results in 2015. Our beginning of the year, 2014 data, showed our 6<sup>th</sup> grade students at 5.1 for comprehension (based on Lexile scores), 5.2 for vocabulary (based on Lexile scores), and students reading 113 words per minute (wpm). Our BOY 2015 data show 6<sup>th</sup> grade students at 7.1 for comprehension, 6.1 for vocabulary, and reading 121 wpm. This is an average increase in 6<sup>th</sup> grade scores of 2.0 in comprehension, .9 in vocabulary, and 8 wpm. When looking at the same data for 7<sup>th</sup> grade students, we see at BOY 2014, 7<sup>th</sup> grade students scored 6.1 for comprehension (based on Lexile scores), 6.4 for vocabulary (based on Lexile scores), and students reading 127 words per minute (wpm). Our BOY 2015 data show 7<sup>th</sup> grade students at 8.1 for comprehension, 6.9 for vocabulary, and reading 126 wpm. This is an average increase in 7<sup>th</sup> grade scores of 2.0 in comprehension, .5 in vocabulary, and a decrease of 1 wpm. When looking at the same data for 8<sup>th</sup> grade students, we see at BOY 2014, 8<sup>th</sup> grade students scored 7.3 for comprehension (based on Lexile scores), 7.2 for vocabulary (based on Lexile scores), and students reading 143 words per minute (wpm). Our BOY 2015 data show 8<sup>th</sup> grade students at 8.5 for comprehension, 7.9 for vocabulary, and reading 130 wpm. This is an average increase in 8<sup>th</sup> grade scores of 1.2 in comprehension, .7 in vocabulary, and a decrease of 13 wpm. In looking at the data even further and comparing "same" students as they transition from grade to grade, we see as 6<sup>th</sup> (2014) grade students move into 7<sup>th</sup> grade (2015) there was a 3.0 increase in comprehension, from 5.1 to 8.1, a 1.7 increase in vocabulary, from 5.2 to 6.9, and an increase of 13 wpm, from 113 to 126. As students moved from 7<sup>th</sup> (2014) grade to 8<sup>th</sup> (2015) there was a 2.4 increase in comprehension, from 6.1 to 8.5, a .8 increase in vocabulary, from 6.4 to 7.2, and an increase of 3 wpm, from 127 to 130. These results provide a strong indication that the improvements we are making to planning, instruction, and culture across the building are having a positive impact. In looking at mid-year, 2015 data we see positive signs in ReadingPlus data. Overall as a school, we see .5 gain in composite scores (the goal over a year is 1). In 6<sup>th</sup> grade the gain was .4, in 7<sup>th</sup> grade the gain was .3, and in 8<sup>th</sup> grade we see a gain of .7. As our scores were higher at the beginning of the school year than a year ago, and still seeing an overall gain to mid-year, this is positive data.*

*\*We did not meet the 95% participation requirement overall and with several subgroups in reading and writing. Our overall participation rate for reading and writing*

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was 93.4%, we also didn't meet the participation rate with minority students (94%) and students with disabilities (87%). The participation rate was met for free/reduced students (95.4%) and english language learners (96.1%). With continued training and communication with our parents and students, we anticipate our participation rate to improve in future years.

In math, we began using Scholastic Math Inventory (SMI) in 2014 as a beginning, middle, and end of year screener. We also added an additional screening period at the end of Quarter 1 this year. Our beginning of the year, 2014 results, showed 31% of our students at a "basic" level, which is considered below grade level. Beginning of the year SMI results also showed 61% of students at a "below basic" level which is far below grade level. End of year (may 2015) SMI results show 26% of students at a basic level and 59% at the below basic level. Although some growth is noted, it is less than expected. However, it is important to note that SMI made changes to their categories and ranges for scores during the year, so we used a different set of ranges at the beginning and end of year. In looking at comparison scores from 2014 to 2015, we see that 6<sup>th</sup> grade (2014) had a quantile score of 643 and (2015) score of 650, an increase of 7 points. 7<sup>th</sup> grade (2014) had a quantile score of 691 and (2015) score of 602, a decrease of 89 points. 8<sup>th</sup> grade (2014) had a quantile score of 715 and (2015) score of 723, a increase of 8 points. In looking at the data even further and comparing "same" students as they transition from grade to grade, we see as 6<sup>th</sup> (2014) grade students move into 7<sup>th</sup> grade (2015) there was a 41 point decrease in quantile score, from 643 to 602. As students moved from 7<sup>th</sup> (2014) grade to 8<sup>th</sup> (2015) there was a 32 point increase in quantile score, from 691 to 723. Although we did not see the same kind of positive results from 2014 to 2015 in math as reading, we have made significant changes to planning, instruction, and assessment in math. We will continue to make changes and look at results, specifically in 6<sup>th</sup> grade as there seemed to be more of a drop off as kids moved from 6<sup>th</sup> to 7<sup>th</sup> grade. We did not test SMI school-wide, mid year 2015, and instead only tested our students who have been receiving math intervention, this is approximately 35-40 students per grade level. With these students, all grade level averages had an increase from the beginning of the year.

\*We did not meet the 95% participation requirement overall and with all subgroups in math. Our overall participation rate was 92.6%, we also didn't meet the participation rate with minority students (93.6%), students with disabilities (89.5%), free/reduced students (93.3%), and english language learners (88.2%). The participation rate was met for free/reduced students (95.4%) and english language learners (96.1%). With continued training and communication with our parents and students, we anticipate our participation rate to improve in future years.

Horizon is showing positive signs and improvement in growth, particularly in the areas of reading, writing, and English Language Proficiency (ELP) in the 2014 school performance framework (SPF). Both reading and writing have overall ratings of "meets" and ELP has a rating of "exceeds". In looking at our 2014 longitudinal data 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 (SPF) have and 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.*

*A needs assessment completed by the Flippen Group in the spring of 2014 and again by the Cultural Compass survey of students, parents, and staff completed in 2015 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 are very excited about the results we are seeing from the continued implementation of our Renaissance program as well as the implementation, this year, of BoysTown-(Well-Managed Classroom). During the first quarter, we have approximately 326 students make Renaissance, which is a reflection of their grades (3.0 or higher) and behavior (no discipline referrals). This is over 100 more students that Renaissance at any point/quarter during the 2014-15 school year. Also, BoysTown has contributed significantly to improving our overall culture and expectations across the school. During the first quarter we saw a 37% decrease in referrals, going from 76 to 48 over the same time period compared to last year. Although our current quarter is not complete, our data shows a similar trend. Referrals are up from 1st quarter, but there is a significant decline in referrals compared to the same time period last year.*

*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 for all 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.*

**\*\*All staff is Highly Qualified each year. Staff is retained through a variety of instructional support systems and through staff development provided throughout the year as well as ongoing feedback from the Instructional Coach. A culture of pride and high expectations creates an environment and place where staff want to be.**

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Reading -
- 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 7th and 8th grades of the same over the last three years.
- In the past year, 7th grade scores experienced a 1% increase. 6th and 8th grades experienced a decrease of 3% and 2% in the past year.
- We have experienced a 2% increase in the performance of our ELL students over the past three years.
- Overall, ELL students scoring proficient or advanced in reading is 42%, a decrease from the previous year (48%), but an increase over three.
- Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.
- In the past year, students with disabilities scores have increased performance from 15% P/A to 28% P/A.
- The percentage of our students scoring unsatisfactory has experienced a 4% increase over 3 years.
- Overall, 9% of students are scoring unsatisfactory in reading, grades 6-8.
- 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.
- Math -
- 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.
- We have experienced a 10% decrease in 6th grade scores and decreases of 9% and 8% in 7th and 8th grades of the same over the last three years.
- In the past year, 6th grade scores experienced a 3% increase, 8th grade scores experienced a 4% increase, and 7th grade scores experienced a decrease of 8% in the past year.
- We have experienced a 2% decrease in the performance of our ELL students over the past three years.
- 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%.
- Over 3 years the performance of our students with disabilities has remained the same, with 14% P/A.
- In the past year, students with disabilities scores have decreased performance from 16% P/A to 14% P/A.
- The percentage of our students scoring unsatisfactory in 6-8 grade has experienced a 9% increase over 3 years.
- Overall, 20% of students are scoring unsatisfactory in math, grades 6-8.
- Our 2014 beginning of the year Scholastic Math Inventory (SMI) data on shows 23% of our student, grades 6-8, are proficient or advanced.
- SMI results show 33% of students, grades 6-8, are at a Basic level, below grade level.
- SMI results show 44% of students, grades 6-8, are Below Basic, far below grade level.
- Writing -

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- 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.
- Performance in 6th grade scores has remained the same over three years, 59% P/A.
- Performance has decreased in both 7th and 8th grades over three years. A decrease of 7% in 7th grade and 8% in 8th grade.
- We have experienced a 3% increase in the performance of our ELL students over the past three years.
- 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%.
- Over 3 years the performance of our students with disabilities has increased, with an overall 3% increase in performance over the three years.
- In the past year, students with disabilities scores have increased performance from 12% P/A to 17% P/A.
- The percentage of our students scoring unsatisfactory has experienced a 2% increase over 3 years.
- Overall, 3% of students are scoring unsatisfactory in writing, grades 6-8.

### Academic Growth

- Math -
- An Academic Growth rating of approaching over 1 year and over 3 years.
- 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.
- 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.
- 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.
- Longitudinal data shows:
- From 5th to 6th grade, 5% of our students moved up a level, from partially proficient to proficient and 5% moved from proficient to advanced. 7% of students moved down a level, from proficient to partially proficient and 10% moved from partially proficient to unsatisfactory.
- From 6th to 7th grade, 2% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 14% of students moved down a level, from proficient to partially proficient, 12% moved from partially proficient to unsatisfactory, and 5% moved from advanced to proficient.
- From 7th to 8th grade, 3% of our students moved up a level, from partially proficient to proficient and 3% moved from proficient to advanced. 6% of students moved down a level, from proficient to partially proficient, 3% moved from advanced to proficient, and 10% moved from partially proficient to unsatisfactory.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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

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strategies is encouraged.

## Priority Performance Challenge



## Root Cause

English Language Arts Achievement: Percentile Rank:

The school is currently performing below the 50th percentile in English Language Arts as indicated by mean scale scores on PARCC.



**Standards and Instruction:** 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.

**Intervention:** 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.

**Culture:** 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.

Math Achievement: Percentile Rank:

The school is currently performing below the 50th percentile in Math as indicated by mean scale scores on PARCC.



**Standards and Instruction:** 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.

**Intervention:** There have not been consistent processes in place or expectations for providing effective intervention for students within the normal school day. Students have

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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.

Culture: 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.

#### Reflection on Priority Performance Challenges

#### Reflection on Root Cause

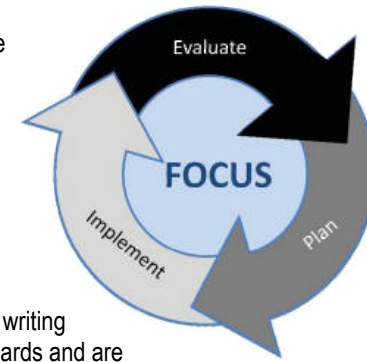
## 1. Summary/Conclusion



## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		English Language Arts Achievement
Annual Performance Targets	2015-2016	Increase the English Language Arts Mean Scale Score Percentile Rank by 10 points
	2016-2017	Increase the English Language Arts Mean Scale Score Percentile Rank by 10 points
Interim Measures		Common School and Zone Assessments  Beacon/Amplify  ReadingPlus  *to be chosen for 2016-17 district assessment
Subject		M
Priority Performance Challenge		Math Achievement

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Annual Performance Targets	2015-2016	Increase the Math Mean Scale Score Percentile Rank by 10 points
	2016-2017	Increase the Math Mean Scale Score Percentile Rank by 10 points
Interim Measures		<p>Common School and Zone Assessments</p> <p>Beacon/Amplify</p> <p>SMI</p> <p>Math 180</p> <p>*to be chosen for 2016-17 district assessment</p>

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: #1 - Culture

Implement strategies to create a culture of respect and high expectations among staff and students.

#### Root Cause(s) Addressed:

Culture

#### 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    ☐ Other:

#### Action Steps

Jul. 2015 - Jul. 2015

#### Instructional Coach

#### Description:

Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices.

#### Implementation Benchmarks:

Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation

#### Resources:

2015 – 16

Title \$\$ –

salary \$72,1789

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	<p>benefits - \$21,837</p> <p><b>Key Personnel:</b> Principal, Instructional Coach</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Substitute Teachers</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Teaching Staff, Administrative Secretary</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Jun. 2016	<p><b>Staff Training</b></p> <p><b>Description:</b> 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.</p>

	<p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p>July 2015 - Renaissance Training - 7 staff attended -implementation of school-wide Renaissance program and rallies</p> <p>July 2015 - IB training - Head of Schools training</p> <p>November 2015 - IB training -</p> <p><b>Resources:</b> 2015 – 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Jul. 2015	<p><b>BoysTown training</b></p> <p><b>Description:</b> Train all staff in BoysTown. Bring in Well-Managed School training for all certified staff. Training will take the restorative justice dialogue training to the next level. BoysTown will provide staff with specific, necessary and needed strategies to utilize in correcting student behaviors and improve consistency across the school in how staff approach each situation.</p> <p><b>Implementation Benchmarks:</b> Evidence of improved dialogue and relationships between staff and students as well as between students. Evidence of</p>

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	<p>increased student achievement on end of year assessments. Reduction in office referrals.</p> <p>All staff implementing BoysTown skills and language as evidenced in formal and informal observations</p> <p><b>Resources:</b> 2015 – 16 Title – \$19,734</p> <p><b>Key Personnel:</b> Principal, Assistant Principal, Teaching Staff</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Renaissance Committee</b></p> <p><b>Description:</b> Provide stipend for implementing Renaissance school improvement/pride program and expectations. Renaissance will help create high expectations for academic and behavioral performance of students, increasing motivation and school spirit. Stipend will be split equally among committee members (team will meet throughout school year to plan assemblies and activities).</p> <p><b>Implementation Benchmarks:</b> Evidence of increased student achievement and motivation. Attendance at events. Number of students reaching academic and behavioral goals. Number of students making Renaissance requirements each quarter</p> <p><b>Resources:</b> 2015 – 16 Title – \$3,000</p>

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	<p><b>Key Personnel:</b> Administrators, Instructional Staff.</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Parent Involvement</b></p> <p><b>Description:</b> 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</p> <p><b>Implementation Benchmarks:</b> Feedback from Title I parent survey of programs at the end of the programs. Student use of planners</p> <p>August 2015 -Open House August 2015 - Pastries with Parents October 2015 - Arts on the Lawn Winter 2015 - Band and Choir concerts October 2015 - PT conferences February 2016 - PT conferences Spring 2016 - Band and Choir concerts April 2016 - Parent Night, 5th Orientation</p> <p><b>Resources:</b> 2015 – 16 Title –</p>

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	<p>\$3,000</p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Feedback</b></p> <p><b>Description:</b> Provide continuous feedback and staff development on the expectations for creating, supporting, and maintaining a student-focused environment.</p> <p><b>Implementation Benchmarks:</b> Evidence of increased use of effective instructional practices through evaluation and collaborative conversations with evaluators.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Staff.</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - Nov. 2015	<p><b>Veterans Day</b></p> <p><b>Description:</b> Connect with the community through Veterans Day assembly and other various guest speakers throughout the school (historical conflict, bullying, chemistry, Constitution, engineering/design)</p>

	<p><b>Implementation Benchmarks:</b> Scheduling and completion of assemblies/guest speakers.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> Not Started</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Project-based learning</b></p> <p><b>Description:</b> 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.</p> <p>Prior to GreenHouse installation, projects will be developed outside that focus on HydroPonics and the utilizing of water to grow a variety of plants/vegetables - using fish to fertilize.</p> <p><b>Implementation Benchmarks:</b> Grant writing process to gain funding for greenhouse. Greenhouse built, designed, and utilized for instruction.</p> <p>GreenHouse purchased and installed - April 2016</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p>

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	<p>All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - May. 2016	<p><b>Self-Advocacy</b></p> <p><b>Description:</b> Implement Why Try and SmartGirl curriculum to support student self-management and advocacy.</p> <p><b>Implementation Benchmarks:</b> Evidence of groups formed and met with.</p> <p>Self-Advocacy skills improved</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Counselors</p> <p><b>Status:</b> Not Started</p>
Sep. 2015 - May. 2016	<p><b>IB</b></p> <p><b>Description:</b> Increased focus and instruction with Approaches to Learning and Learner Profile in all classes.</p> <p><b>Implementation Benchmarks:</b> Evidence of increased collaboration and planning to incorporate these skills into daily lessons.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Feb. 2016	<p><b>ICAP</b></p> <p><b>Description:</b> Ensure implementation, review, and revision of ICAP process each year for all students</p> <p><b>Implementation Benchmarks:</b> Evidence of ICAP completion and revision during the 2015-16 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, counselors, GTT teacher</p> <p><b>Status:</b> Not Started</p>
Aug. 2015 - Aug. 2015	<p><b>Bullying</b></p> <p><b>Description:</b> Bring in speaker, Fabian Ramirez, on Bullying and Self Advocacy. Assembly will be held for students as well as a Night event for parents. Students and parents will learn to recognize and deal with bullying and conflict, as well as self-advocacy strategies.</p>

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School Name: HORIZON MIDDLE SCHOOL

	<p><b>Implementation Benchmarks:</b> Assembly is scheduled for August 27, 2015. Parent event scheduled for August 27, 2015</p> <p><b>Resources:</b> Title I - \$2,500</p> <p><b>Key Personnel:</b> Administrators, Teachers, Parents</p> <p><b>Status:</b> Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Common Expectations</b></p> <p><b>Description:</b> Develop, implement, enforce, and review consistent, common, expectations across the school for students and staff. Expectations will be taught and enforced school-wide by all staff so there is consistency in expectations. Common expectations will include expectations for: hallway behavior, headphone use, cell phone use, food in classrooms/hallways, hats in the building, etc....</p> <p><b>Implementation Benchmarks:</b> Expectations developed, reviewed with staff, and implemented by all staff throughout the year. Student assemblies will be held on the first day of school that all students and staff will attend to review expectations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrative team, Staff</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<b>Status:</b> Complete
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School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

**Major Improvement Strategy: #2 -Standards and Instruction**

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:**

Standards and 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Jul. 2015 - Jul. 2015

**Instructional Coach**

**Description:**

Hire an Instructional Coach to provide specific feedback and coaching to teachers on best instructional practices

**Implementation Benchmarks:**

Instructional support, collaboration and feedback will be increased for classroom teachers through ongoing coaching, weekly/bi-weekly walk-throughs, and quarterly formal/informal evaluation

**Resources:**

2015 – 16

Title –

salary \$72,1789

benefits - \$21,837

**Key Personnel:**

Principal, Instructional Coach

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School Name: HORIZON MIDDLE SCHOOL

	<p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Substitutes</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Teaching Staff, Administrative Secretary</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Staff Training</b></p> <p><b>Description:</b> 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.</p> <p>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.</p>

	<p><b>Implementation Benchmarks:</b> Feedback and evaluation of professional development and observations.</p> <p>July 2015 - Renaissance Training - 7 staff attended -implementation of school-wide Renaissance program and rallies</p> <p>July 2015 - IB training - Head of Schools training</p> <p>November 2015 - IB training -</p> <p><b>Resources:</b> 2015– 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>Master Schedule</b></p> <p><b>Description:</b> Develop a master schedule that provides additional, common, planning time for instructional staff to collaborate and plan aligned, standards-based instruction.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p><b>Resources:</b></p>

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School Name: HORIZON MIDDLE SCHOOL

	<p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - Aug. 2015</p>	<p><b>Common Plan time</b></p> <p><b>Description:</b> 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 Rtl</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p>Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on students and improving instruction.</p> <p><b>Resources:</b> 2015– 16 Title – \$12,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Teaching staff, Special Education and ELD Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Professional Learning time</b></p>

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School Name: HORIZON MIDDLE SCHOOL



	<p><b>Description:</b> Provide time for staff to “norm” their expectations for use of rubrics on a continuous basis. Provide time for vertical alignment and professional development during staff development days as well through Intensive Learning Team (ILT) committee.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented Expectations and agenda for early release days</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Instructional Planning</b></p> <p><b>Description:</b> Incorporate High-Impact instructional strategies (cooperative learning, effective questioning, learning maps, into planning and curriculum development Utilize backwards design to build and create quality units and assessments.</p> <p><b>Implementation Benchmarks:</b> Schedule developed and implemented</p> <p>Monitoring and feedback throughout school year to determine, and ensure, planning time is purposeful, useful, and focused on students and improving instruction.</p>

	<p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>STEM and Robotics</b></p> <p><b>Description:</b> Provide opportunities for project-based, PLTW (project lead the way), STEM learning for all students through science, math, and PRIDE classes. This includes offering after school opportunities through the Robotics club.</p> <p><b>Implementation Benchmarks:</b> Feedback and evaluation of staff and lessons.</p> <p>Robotics club established, meeting, and competing.</p> <p><b>Resources:</b> 2015 – 16 Title I – \$4,500</p> <p><b>Key Personnel:</b> Administrators, Instructional Coach, IB Coordinator, Instructional Staff</p> <p><b>Status:</b> In Progress</p>
	<p><b>World Languages</b></p>

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School Name: HORIZON MIDDLE SCHOOL

<p>Aug. 2015 - Aug. 2015</p>	<p><b>Description:</b> Ensure master schedule provides time for year-long world language instruction for all students.</p> <p><b>Implementation Benchmarks:</b> Administrators, World Language Staff Schedule developed and implemented</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administrators, World Language Staff</p> <p><b>Status:</b> Complete</p>
<p>Apr. 2016 - May. 2016</p>	<p><b>GreenHouse</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Spring 2016 -GreenHouse purchased and installed</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p>

	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>IB School</b></p> <p><b>Description:</b> Continue as an IB school and meeting the requirements of offering the MYP programme.</p> <p><b>Implementation Benchmarks:</b> Ability to meet the requirements of an IB school and implementing the MYP programme as demonstrated through IB visitation to the school every 5 years.</p> <p><b>Resources:</b> Title -  Yearly MYP fee Title – \$9,280</p> <p><b>Key Personnel:</b> All Instructional and Administrative staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Aug. 2015	<p><b>Innovation Institute</b></p> <p><b>Description:</b> Provide alternative option of education to 6th grade students. Offer students the opportunity to be in the Innovation Institute. This class will be a self-contained class, open to 50 students who apply, that focuses on project-based learning and the utilization of technology, 1 to 1, to enhance their learning.</p>

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**Implementation Benchmarks:**

Class developed, planned, applicants chosen, implemented for the 2015-16 school year

**Resources:**

Zone funds

**Key Personnel:**

Innovation Teachers (2), Principal

**Status:**

In Progress

**Major Improvement Strategy: #3 - Intervention**

Implement an effective, purposeful, and deliberate intervention system for delivering reading and math intervention.

**Root Cause(s) Addressed:**

Intervention

**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   ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**After School Study Lab**

**Description:**

Offer Before/After- school tutoring for students needing additional support in Math and Language Arts.  
3 days per week- Tuesday, Wednesday, Thursday

**Implementation Benchmarks:**

Improved classroom performance and summative assessments, SMI, ReadingPlus, PARCC.  
  
Attendance at study lab and improved grades - also more students making Renaissance

**Resources:**

2015 – 16  
Title I - \$3,000  
for stipends for teachers to meet with students after school

**Key Personnel:**

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	<p>Teaching Staff, Principal</p> <p><b>Status:</b> In Progress</p>
Sep. 2015 - Oct. 2015	<p><b>Technology</b></p> <p><b>Description:</b> Purchase technology to increase student access of intervention curriculum and to increase student access for use in writing and research.</p> <p>Purchase 16 ChromeBooks to assign to Special Education SLD classrooms/teachers in order to more effectively deliver ReadingPlus and BURST math interventions on a consistent basis.</p> <p><b>Implementation Benchmarks:</b> Additional ChromeBooks purchased and utilized to implement interventions</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - Jul. 2015	<p><b>Interventionist</b></p> <p><b>Description:</b> Hire an Interventionist to provide reading and/or math interventions to student in 6th, 7th, 8th grade. Interventionist will also be very involved in RtI process, collecting and analyzing data, collaborating with teachers and parents and ensure students are receiving needed intervention.</p>

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School Name: HORIZON MIDDLE SCHOOL

	<p><b>Implementation Benchmarks:</b></p> <p>December 2015 – evaluation of interventions and mid-year data</p> <p>May 2016 – evaluation of interventions and end-of-year data</p> <p>Successful development and implementation of effective RtI processes and documentation in each grade level.</p> <p>Successful utilization of data in determining students intervention needs and making schedule adjustments to meet needs</p> <p><b>Resources:</b></p> <p>2015 – 16</p> <p>Title I –</p> <p>Salary - \$50,410</p> <p>Benefits - \$15,123</p> <p><b>Key Personnel:</b></p> <p>Principal</p> <p><b>Status:</b></p> <p>Complete</p>
<p>Jul. 2015 - Jul. 2015</p>	<p><b>ELD Paraprofessional</b></p> <p><b>Description:</b></p> <p>Hire a full-time para-professional to support ELL students in the classroom</p> <p><b>Implementation Benchmarks:</b></p> <p>May 2016 -Improved performance and engagement of ELL students</p>

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School Name: HORIZON MIDDLE SCHOOL



	<p>Increased support for ELD students in the classroom</p> <p>Improved WIDA results</p> <p><b>Resources:</b> 2015 – 16 Title I – Salary - \$12,832 Benefits - \$3,850</p> <p><b>Key Personnel:</b> Principal, ELD teacher</p> <p><b>Status:</b> Complete</p>
<p>Sep. 2015 - Feb. 2016</p>	<p><b>Knowledge Bowl</b></p> <p><b>Description:</b> Provide stipend to staff for implementing Knowledge Bowl, providing opportunity to students to showcase their skills (approx. 25 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> February 2016 - Success and participation in Knowledge Bowl team</p> <p>Variety of students involved in and participating in Knowledge Bowl practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I –</p>

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	<p>\$1,400</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Jan. 2016</p>	<p><b>Geography Bowl</b></p> <p><b>Description:</b> Provide stipend to staff for implementing Geography Bowl, providing opportunity to students to showcase their research and literacy skills (approx. 12 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> February 2016 - Success and participation in Geography Bowl team</p> <p>Variety of students involved in and participating in Geography Bowl practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I – \$600</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
	<p><b>Battle of the Books</b></p>

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School Name: HORIZON MIDDLE SCHOOL

Oct. 2015 - Apr. 2016	<p><b>Description:</b> Provide stipend to staff for implementing Battle of the Books, providing opportunity to students to showcase their reading and comprehension skills (approx. 15 meetings &amp; competition)</p> <p><b>Implementation Benchmarks:</b> April 2016 - Success and participation on Battle of the Books team</p> <p>Variety of students involved in and participating in Battle of the Books practices and competition</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,000</p> <p><b>Key Personnel:</b> Principal, Teaching staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Adult English Classes</b></p> <p><b>Description:</b> Offer Adult English, and US citizenship classes to parents and community members (classes offered two nights per week)</p> <p><b>Implementation Benchmarks:</b> Participation and attendance of parents and community members at classes– throughout 2015-2016 school years.</p> <p><b>Resources:</b></p>

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	<p>2015 – 16</p> <p>Stipends for Teacher</p> <p>Title I \$3,000</p> <p><b>Key Personnel:</b></p> <p>Principal, English Language Development Teacher</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2015 - Dec. 2015</p>	<p><b>Supplies</b></p> <p><b>Description:</b></p> <p>Purchase additional, supplemental materials to support math and reading instruction; Big Ideas journals, CPM algebra textbooks &amp; tiles, NLC books for reading groups, additional novels,</p> <p><b>Implementation Benchmarks:</b></p> <p>Purchasing of resources</p> <p>Success of students utilizing resources and results of building, district, state assessments</p> <p>Increased students support and engagement as observed through observations and evaluation</p> <p><b>Resources:</b></p> <p>2015 – 16</p> <p>Title I –</p> <p>\$4,500</p> <p><b>Key Personnel:</b></p> <p>Principal, Teaching staff</p> <p><b>Status:</b></p>

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School Name: HORIZON MIDDLE SCHOOL

	In Progress
Aug. 2015 - May. 2016	<p><b>BrainPop</b></p> <p><b>Description:</b> 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 = \$1,500</p> <p><b>Implementation Benchmarks:</b> Purchase/renewal of subscription Utilization of BrainPop in a variety of classrooms across the school</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,500</p> <p><b>Key Personnel:</b> Principal, Teaching staff, IB Coordinator</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Discovery Education</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b></p>

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School Name: HORIZON MIDDLE SCHOOL

	<p>Purchase/renewal of subscription Utilization of Discovery Education in a variety of classrooms across the school</p> <p><b>Resources:</b> 2015 – 16 Title I – \$1,600</p> <p><b>Key Personnel:</b> Principal, Teaching staff, IB Coordinator</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Utilize AimsWeb for progress monitoring in reading and math for special education students and those receiving intensive intervention – Tier 3</p> <p><b>Implementation Benchmarks:</b> Success and achievement of students and utilization of progress monitoring data. Movement of students out of intervention support</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Administration, Instructional Staff</p> <p><b>Status:</b></p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL

	In Progress
Aug. 2015 - Aug. 2015	<p><b>Master Schedule</b></p> <p><b>Description:</b> Through master schedule, ensure all students have the opportunity to participate in enrichment classes.</p> <p><b>Implementation Benchmarks:</b> Master Schedule developed and implemented.</p> <p>All students enrolled in at least one enrichment class</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Principal, Counselors</p> <p><b>Status:</b> Complete</p>
Aug. 2015 -	<p><b>Intervention Classes</b></p> <p><b>Description:</b> Implement MobyMax and SumDog math, for individual and small-group intervention. Purchase online license to provide additional math intervention.</p> <p>Implement ReadingPlus for individual and small group reading intervention. 3 year license was purchased before 2014-15 school year</p> <p><b>Implementation Benchmarks:</b> Licenses purchased, technology purchased and provided to teachers for student use to complete intervention program.</p>

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School Name: HORIZON MIDDLE SCHOOL

	<p>AimsWeb progress monitoring data shows students improving in skill</p> <p>Pre and post assessment from ReadingPlus and BURST</p> <p>Students ability to move out of intervention classes</p> <p><b>Resources:</b> 2015-16 Title I – \$2,400 -80 math BURST licenses, \$30 per license</p> <p><b>Key Personnel:</b> Principal, Teaching staff, Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2016 - May. 2017</p>	<p><b>Math 180</b></p> <p><b>Description:</b> We will implement a new system for math intervention, Math 180, to give students and teachers a consistent and proven system for math intervention. We will utilize 75 licenses school-wide.</p> <p><b>Implementation Benchmarks:</b> BOY - training of teachers, licenses assigned to appropriate students MOY - review of data and student scores on common district/zone/school assessments, students receiving intervention adjusted based on assessment results EOY - review of data and student scores on common district/zone/school assessments and PARCC</p>

School Code: 4102

School Name: HORIZON MIDDLE SCHOOL



**Resources:**

**Key Personnel:**

Zone leader, school administration, math teachers, intervention teacher, instructional coach

**Status:**

Not Started

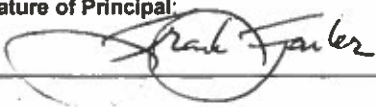

## Section V: Appendices

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)

ility Committee UIP Signature Page

ine Classical Academy D49  
ig Performance

Team: Names of people who were involved in the must be included. Please type name and role.		School Accountability Committee:
	Position	
	Community Rep.	1) Date the Plan was presented to SAC for review:
	PTO	Tues., March 8 <sup>th</sup> , 2016
T	TEACHER	2) Signature of Principal:
ey	Parent	
	Parent	3) Signature of SAC Chairperson:
	Academic Coach	
	BOARD	4) Signatures of additional SAC members who reviewed the plan:
	PRINCIPAL	
ter	Assistant Principal	

## Amplify Progress Planning Tool for mCLASS®: DIBELS Next®

### Decreasing the percentage of students reading at Well Below Benchmark levels

#### Overview of Tool:

Welcome to the Amplify Progress Planning Tool for mCLASS®:DIBELS Next®. This tool utilizes data from mCLASS users across the nation to provide schools and districts with a meaningful comparative perspective for their progress during the school year. Schools that begin the year with a similar percentage of students reading **Well Below Benchmark** are grouped as a cohort, which is then divided into five groups (quintiles) by ranking the schools based on their students' performance at the end of the year. The progress made by schools in each of these groups has been characterized as Well Above Average, Above Average, Average, Below Average, or Well Below Average.

#### Benefit of Tool:

This tool is designed to serve two purposes for schools and their districts:

1. To provide context for your school's performance during the 2014-15 School Year (e.g., was the progress that your school made typical/average - or was it below/above average?).
2. To facilitate realistic goal setting for the 2015-16 School Year. For example, if your school desires to perform better than your peers during this upcoming school year, what percentage of students will need to be scoring **Well Below Benchmark** at the Middle of Year and End of Year administrations?

#### Step 1: Evaluate your progress for 2014-15

Enter the percentage of students that scored **Well Below Benchmark** for the Beginning of Year (BOY) and End of Year (EOY) administrations during the 2014-15 School Year (the grey highlighted cells). The chart will then display the category of progress associated with your school's results. Please note that the tool permits you to evaluate progress for the entire school (for all assessed grades at once) as well as on a specific grade-by-grade basis that should be especially helpful to teachers when evaluating their results for the year.

2014-15 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Grades K-5			

2014-15 BOY to EOY Progress - Individual Grades			
Grade	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Kindergarten	27%	19%	Well Below Average Progress
1st Grade	34%	12%	Well Above Average Progress
2nd Grade	11%	12%	Below Average Progress
3rd Grade	13%	15%	Well Below Average Progress
4th Grade	11%	9%	Below Average Progress
5th Grade	1%	3%	Average Progress

#### Step 2: Set progress goals for 2015-16

Select the level of progress that your school would like to make in the 2015-16 School Year (Average, Above Average, or Well Above Average). Then, enter the percentage of students that scored **Well Below Benchmark** during your BOY administration (the grey highlighted cells). If you have not yet administered BOY for this year, you can enter the data from last year for now, and update your goal once you have the data for the current year.

2015-16 Goal Setting - All Grades				
Select Grade Range	Desired Level of Progress	BOY % of students reading Well Below Benchmark	MOY % Well Below Benchmark Goal Range	EOY % Well Below Benchmark Goal Range
Grades K-5	Above Average Progress			

2015-16 Goal Setting - Individual Grades				
Grade	Desired Level of Progress	BOY % of students reading Well Below Benchmark	MOY % Well Below Benchmark Goal Range	EOY % Well Below Benchmark Goal Range
Kindergarten	Above Average Progress	45% → 28%	13 - 19%	6 - 11%
1st Grade	Above Average Progress	45% → 30%	25 - 32%	20 - 28%
2nd Grade	Above Average Progress	24% → 22%	17 - 20%	14 - 17%
3rd Grade	Above Average Progress	23% → 23%	16 - 18%	13 - 17%
4th Grade	Above Average Progress	23% → 12%	16 - 20%	10 - 13%
5th Grade	Above Average Progress	26% → 17%	19 - 24%	17 - 21%

Below Avg.  
Above Avg.  
Avg.  
Below Avg.  
Well Above  
Well Above

If you have any questions please call Amplify Pedagogical Support at 1 800 823-1969, Option #5.

# School Accountability Committee UIP Signature Page

School WRES

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:	
Name	Position		
<u>John Killeci</u>	<u>Assistant Principal</u>	1) Date the Plan was presented to SAC for review: <u>2-25-16</u>	
<u>[Signature]</u>	<u>Principal</u>		
<u>[Signature]</u>	<u>Teacher</u>		
<u>[Signature]</u>	<u>Teacher - DAAC</u>		
<u>[Signature]</u>	<u>PTA/Parent</u>	2) Signature of Principal: <u>[Signature]</u>	3) Signature of SAC Chairperson: <u>[Signature] (parent)</u>
		4) Signatures of additional SAC members who reviewed the plan: <u>[Signature] (parent)</u>	



## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **5779** School Name: **MERIDIAN RANCH INTERNATIONAL SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading-K-2 Early Literacy Growth Gaps:** In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 11%.
- **Math Growth Gaps:** Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013.
- **Writing Growth Gaps between Males/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.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math curriculum did not satisfy CAS: Math:**
  - No consistency in math programs over the past few years and Inconsistency and lack of vertical alignment
  - Curriculum lacked the rigor necessary for students to reach mastery of the Colorado Academic Standards
  - The implementation of the Common Core standards occurred in stages within the district, whereas Scantron shifted to the Common Score Standards three years ago.
- **Writing is not connected to text nor does it interest males topically.: Writing:**
  - Lack of topics/prompts that engage our male population in writing
  - Lack of training and commitment to the writing curriculum last year
- Implement CKLA and continue to work with writing and reading together with textual support and critical thinking.
- **MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.: Reading:**
  - MRES lacks professional development in early literacy skills such as phonics and phonemic awareness
  - No progress monitoring NWF in DIBELS after BOY in 2nd grade
- CKLA implementation to make phonics systematically aligned in K-2.

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- 
- Implement Sonday to improve Phonics automaticity with SRD population.
- 
- Continue using Burst to improve strategic scores in DIBELS

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Use Eureka Math curriculum to deliver increased rigor and exceed CAS.:** Raise our level of rigor in math in order to increase our overall growth rates.
- **Increase Male engagement in writing with topics chosen and writing about text.:** Increase the level of proficiency of our male writers in order to close the 22% gap between our boy/girl subgroup in Writing.
- **Use CKLA to systematically target foundational literacy skills.:** Foundational skills, like phonics, are shown by research to improve and sustain reading growth allowing all students to read by 3rd grade.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Kimberly Leon, Principal
Email	kleon@d49.org
Phone	(719) 494-2909
Mailing Address	10480 Rainbow Bridge Dr Peyton, CO Colorado 80831

Name, Title	Ed Kulbacki, Assistant Principal
Email	ekulbacki@d49.org
Phone	(719) 494-2909
Mailing Address	10480 Rainbow Bridge Dr Peyton, CO Colorado 80831

## 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

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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.

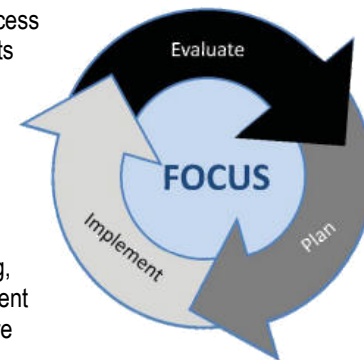
No

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: 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 714 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.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

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## Academic Growth Gaps

**Prior Year Target:** Academic Growth Gaps (Reading) 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%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 76th percentile.

**Prior Year Target:** Academic Growth Gaps (math)-Even though 62.5% of our students of our students are P/A in math, our current state percentile ranking is only 66th 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%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 78th percentile.

**Prior Year Target:** Academic Growth Gaps (writing)-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%

**Performance on Target:** According to the Achievement Percentile Rank report indicates that we met the target by reaching the 76th percentile.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

We meet 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 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".

	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	
<b>MATH</b>								
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

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Meridian Ranch	429	1705	52%	50	155	178	46	2272
Aggregate	429	1705	52%	50	155	178	46	2272



#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Growth Gaps

- 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
- Reading- the number of students who are proficient in NWF at the beginning of second grade is below their scores from prior years and below the district standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was an 11% decrease in proficiency from 1st grade to 2nd grade in NWF
- Reading- Scantron results, the number of students who met the Target goal has decreased by 12 % from 2011-2014. The Mean score for all students has decreased by more than 100 in the same time period. The score went from 2506 to 2399. Meridian Ranch is 16% better than the state average in Reading on TCAP. Our 4th grade has raised their Reading scores every since 2009 and has the most advanced students ever.
- 
- Math- our total median growth percentile in 4th and 5th grade has dropped sharply over the last three years. In 2012 it was 58%, in 2013 it was 52%, and in 2014 it was 40%. Meridian Ranch now sits at 10% below the state median growth percentile of 50%.
- Math- Scantron results, the number of students who met the Target goal has decreased following the same cohort of kids since 2011 – 2014. For example third graders (2011) went from 70% to 67% (4th) to 57% (5th), which indicated a downward trend.
- 

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

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

### Priority Performance Challenge



### Root Cause

Reading-K-2 Early Literacy Growth Gaps: In K-2 Early Literacy the number of students who are proficient in NWF come the beginning of 2nd grade is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 11%.



MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.:  
Reading:

- MRES lacks professional development in early literacy skills such as phonics and phonemic awareness
- No progress monitoring NWF in DIBELS after BOY in 2nd grade

CKLA implementation to make phonics systematically aligned in K-2.

Implement Sonday to improve Phonics automaticity with SRD population.

Continue using Burst to improve strategic scores in DIBELS

Math Growth Gaps: Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 52% in 2013, to 40% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013.



Math curriculum did not satisfy CAS: Math:

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

Writing Growth Gaps between Males/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.



Writing is not connected to text nor does it interest males topically.: Writing:

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

Implement CKLA and continue to work with writing and reading together with textual support and critical thinking.

### Reflection on Priority Performance Challenges

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

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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.

### Reflection on Root Cause

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.



## 1. Summary/Conclusion

Customarily the DLT has evaluated data from Scantron, DIBELS, and TCAP. We moved from TCAP to the PARCC assessment for the 14-15 school year. In addition, D49 decided to discontinue using Scantron for the 2015-2016 school year. Subsequently, the only measure that we have three years of data in is DIBELS. In addition, the PARCC assessment is simply a baseline this year, so we have no comparative data. We did, however, look at DIBELS data to reflect on one of our root causes to make phonics consistent across all grade levels and to be especially focused on Nonsense Word Fluency in 1st and 2nd grade. We compared our year after year data to see if percentages of students who were intensive and strategic had dropped. It looks like we are improving and we expect continued growth in this area with our adoption of CKLA (tier 1) and its systematic phonics approach. We have also adopted Sonday, which is a tier 3 intensive program that focuses on specific phonics skills until mastery is established. The graph indicates improvement is occurring over the three year period.

PARCC data in Reading, Writing, and Math and across all sub groups (minority students, free/reduced students, and students with a disability) Meridian Ranch experienced gains in percentile ranking in al for the 14/15 school year. With continued implementation and fidelity of the Eureka Math curriculum in its second year we should see further increases. Our first year with CKLA is targeting K-3 literacy specifically and should address our NWF gaps with systematic phonics, which should further our reading percentile ranking.



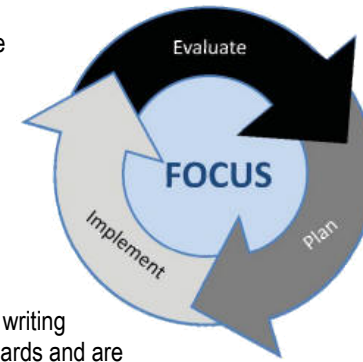
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		M
Priority Performance Challenge		Math Growth Gaps
Annual Performance Targets	2015-2016	Our goal is to increase the overall mean scale score for PARCC by 5% for math from 745 which is in the “approached expectations” category to 783 which is in the meets/exceeds expectations category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for math from 783 to 822 which is in the meets/exceeds expectations category.
Interim Measures		CMAS/PARCC

Subject		R
Priority Performance Challenge		Reading-K-2 Early Literacy Growth Gaps
Annual Performance Targets	2015-2016	Our goal is to increase the PARCC overall mean scale score by 5% for reading from 750.9 to 788.45 which is in the meets/exceeds category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for reading from 788.45 to 827.87 which is in the meets/exceeds category.

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Interim Measures		CMAS/PARCC mean scale score.
Subject		W
Priority Performance Challenge		Writing Growth Gaps between Males/Females
Annual Performance Targets	2015-2016	Our goal is to increase the PARCC overall mean scale score by 5% for reading from 750.9 to 788.45 which is in the meets/exceeds category.
	2016-2017	Our goal is to increase the overall mean scale score by 5% for reading from 788.45 to 827.87 which is in the meets/exceeds category.
Interim Measures		CMAS/PARCC

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Use Eureka Math curriculum to deliver increased rigor and exceed CAS.  
Raise our level of rigor in math in order to increase our overall growth rates.

**Root Cause(s) Addressed:**  
Math curriculum did not satisfy CAS

**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    ☐ Other:

#### Action Steps

Aug. 2014 - May. 2016

#### Curriculum

#### Description:

Continue the implementation of our EngageNY math curriculum to provide needed consistency and needed rigor to prepare for the PARCC Assessments

#### Implementation Benchmarks:

Pre/post assessments for each module. Data will be brought to PLC meetings to evaluate and make instructional adjustments

#### Resources:

Local Funding

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	<p><b>Key Personnel:</b> Administration and all classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2014 - Aug. 2015	<p><b>Vertical Alignment</b></p> <p><b>Description:</b> Provide teacher teams the needed time for vertical alignment to ensure the essential and rigorous Colorado Academic Standards are the focus of instruction</p> <p><b>Implementation Benchmarks:</b> Administration will provide grade level teams time to vertically align the curriculum using the C-3 curriculum maps. 2/22/15-Complete-vertical alignment was in Sept. We will continue to monitor vertical alignments into the 2015-16 school year as well.</p> <p>Update- 2-24-16- Vertical alignment took place on January 15th. Rigor, pacing, and the need for interventions were part of all the grade level conversations. Pacing this year is on point and rigor is consistent throughout each grade level. We will continue to evaluate the end of unit assessment data as we progress through the rest of the school year.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All grade level teams</p> <p><b>Status:</b> Complete</p>
Oct. 2015 - May. 2016	<p><b>Data</b></p>

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School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

**Description:**

Evaluate our BOY, MOY, and EOY Beacon data with the EngageNY Module assessments to ensure appropriate mastery of Colorado Academic Standards for our students.

**Implementation Benchmarks:**

BOY, MOY, and EOY data digs that are led by the data leadership team and shared out to the staff 3 times a year.

**Resources:**

N/A

**Key Personnel:**

Administration and data leadership teams. Information will be shared with all staff.

**Status:**

In Progress

**Major Improvement Strategy:** Increase Male engagement in writing with topics chosen and writing about text.  
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:**  
Writing is not connected to text nor does it interest males topically.

**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   ☐ Other:

### Action Steps

Nov. 2014 - May. 2016

#### Curriculum

#### Description:

Evaluate the current curriculum for topics that are high interest to our male students

#### Implementation Benchmarks:

Curriculum reviews in weekly PLC meetings to evaluate the data between our boy/girl populations. We will be using the common unit assessments in our CKLA program.

Update- Data is still being collected at the end of each unit to evaluate the how well the curriculum is addressing the engagement of our male population. However, teacher feedback has been very positive and our boys seems to be more engaged in the CKLA topics. We will continue to desegregate the CKLA unit assessment data weekly in our PLC meetings.

#### Resources:

CKLA Common unit assessments

#### Key Personnel:

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL



	<p>Administration, all grade-level classroom teachers and special education teachers</p> <p><b>Status:</b> In Progress</p>
<p>Nov. 2014 - May. 2016</p>	<p><b>Male Mentoring Club</b></p> <p><b>Description:</b> Establish a male mentoring program with a focus on writing growth and engagement. Male teachers will meet with students to discuss their progress in writing but also build solid relationships with male students as well.</p> <p><b>Implementation Benchmarks:</b> Student mentoring conferences bi-weekly within the mentoring program.</p> <p>Male teachers will meet quarterly to monitor growth, engagement, and relationships that they are building with students. They will also plan semester assembly for male students in grades 3-5</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> Male Staff Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Use CKLA to systematically target foundational literacy skills.  
Foundational skills, like phonics, are shown by research to improve and sustain reading growth allowing all students to read by 3rd grade.

**Root Cause(s) Addressed:**  
MRES lacks a focus on Phonemic Awareness and Phonics skills across all grades.

**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   ☐ Other:

### Action Steps

Nov. 2014 - May. 2016

#### Professional Development

##### Description:

Provide professional development in early phonemic and phonic strategies for teachers in grades K-3 through the CDE.  
2/22/15 update- 14 staff member to include administration have completed the Reading Foundations academy.

2015-16-This year we will have our new staff complete the academy training.

Update- Our Dean of students completed the Reading Foundations Academy in January 2016. We have one primary teacher left to train and they will be in the April 2016 Reading Foundations Academy class.

##### Implementation Benchmarks:

Reading Foundations Academy completion certificate and attendance will be monitored and collected throughout the school year. All current/remaining teachers will need to have class completed by May 2016.

##### Resources:

Local Funding/READ Act Funding

##### Key Personnel:

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

	<p>Administration and all K-3 teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Data</b></p> <p><b>Description:</b> Progress monitor NWF throughout the entire second grade year and provide needed interventions. The requirements for NWF progress monitoring is currently through MOY.</p> <p><b>Implementation Benchmarks:</b> Progress monitoring in DIBELS Next every 10 days. 2/22/15 update- 2nd grade continues to progress monitor NWF and providing interventions as needed.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All 2nd grade teachers</p> <p><b>Status:</b> In Progress</p>
Jan. 2015 - Aug. 2015	<p><b>Curriculum</b></p> <p><b>Description:</b> Investigate the structure of our ELA block and evaluate the amount of focus that is placed on phonemic and phonic direct instruction. Master Schedule will be aligned to allow a structured ELA block where students are not pulled during first instruction.</p>

School Code: 5779

School Name: MERIDIAN RANCH INTERNATIONAL SCHOOL

**Implementation Benchmarks:**

Administrative observations of the ELA blocks in classrooms, curriculum reviews with CKLA, and staff input.

2/22/15 update- Several observations have been 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. 26th. Continued observations and data collections will continue through May.

**Resources:**

Local Funding

**Key Personnel:**

Administration, classroom teachers, and special

**Status:**

Complete

## Section V: Appendices

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

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

# Unified Improvement Plan Signature Cover Page (school level)

2015-16

School Name: Odysey

Improvement Plan Type VIP

<p>School Improvement Planning Team: Names of people who were involved in the preparation of the plan .</p>	<p>School Accountability Committee:</p> <p>1. Date(s) the plan was presented to SAAC for review: <u>10-1-15</u></p>
<p>Name: <u>Sarah McAfee</u> Position: <u>Principal</u></p>	<p>2. Signature of Principal <u>Sarah McAfee</u></p>
<p><u>Pat Claman</u> SAC chair</p>	<p>3. Signature of SAC chairperson <u>Patricia Claman</u></p>
<p><u>Marisa Talbot</u> teacher</p>	<p>4. Signature of SAC representatives: <u>Marisa Talbot</u></p>
<p><u>Reba Ray-Kilen</u> teacher</p>	<p><u>Reba Ray-Kilen</u></p>
<p><u>Rosemary Ferrarini</u> Community Member</p>	<p><u>Rosemary Ferrarini</u></p>
<p><u>Ryan Sherman</u> PTA rep</p>	<p><u>Ryan Sherman</u></p>
<p><u>Mike Pickering</u> Zone Superintendent</p>	<p><u>Mike Pickering</u></p>

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 3-Year

District Name: FALCON 49

School Code: 6483 School Name: ODYSSEY ELEMENTARY SCHOOL

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **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 small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.
- **Major Improvement Strategy #2 :** Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.
- **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.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Major Improvement Strategy #1:** Root cause: Through evaluation data there is a clear need for a focus to be on improving the instructional delivery of units, lessons and assessments that are aligned with CAS and needs of all learners. There areas that we analyze are learning goals and scales and level of rigor, noticing when students are not engaged, and tracking student progress. The overall average of the staff is at the beginning or developing stages of this. There is inconsistent implementation on implementing clear alignment on what the selected learning goal and how it will be measured. The current program we are implementing is a spiraling program and has several objectives in a lesson. There is a need for professional development and continuous feedback through the implementation of instructional focus so we have one objective and a clear way to measure the learning towards that objective.
- **Major Improvement Strategy #2:** Root Cause: Data was not being consistently during PLC times. Analyzing student work was not a consistent practice to calibrate expectations, align instruction at grade levels and develop next steps to improve practices. Teams met an average of twice a month and administration did not consistently attend team time.
- **Major Improvement Strategy #3:** Root Cause: Building relationships and having clear structures such as social contracts have made a difference in how students treat each other, It provides a system to coexist and make a safe environment. Based on consulting feedback of walkthrough and team interview there is a need to continue the focus of Capturing Kids Hearts to continue to implement strategies that will help continue to develop self-managing classrooms, decrease referral behaviors, and teach emotional intelligence through the EXCEL model.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **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 small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

achievement in reading.

- **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.
- **Major Improvement Strategy #3:** Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC

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



## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

Name, Title	Sarah McAfee, Principal
Email	smcafee@d49.org
Phone	(719) 494-8622
Mailing Address	6275 Bridlespur Ave Colorado Springs, CO 80922

Name, Title	Rebecca Thompson, Assistant Principal
Email	rthompson@d49.org
Phone	7194948622
Mailing Address	6275 Bridlespur Ave Colorado Springs, CO 80922

## 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?	

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

External Evaluator

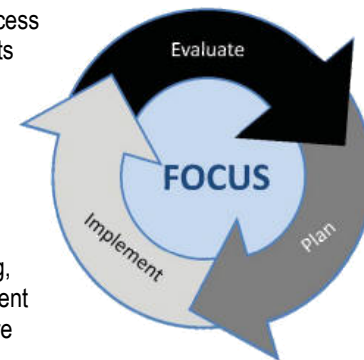
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

School Code: 6483

School Name: ODYSSEY 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** *Odyssey Elementary (OES) 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. OES has an ELL program with 20 students identifies as a second language learner. In addition, Odyssey has over 40 students on an Individualize Educational Plan and two Significant Support Needs classrooms that our Special Education team services.*

**Team Involvement-** *The Leadership team reviews building data 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, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.*

**Notable recent changes:** *2015-16 there has been the first change in principal leadership since the building opened ten years ago. This is the first year a new principal has taken over at Odyssey. It has been a positive transition. We have implemented a new ELA curriculum for the 2015-16 school year which is a direct instruction/whole group class method of teaching ELA which differs the the balanced literacy/guided reading approach that the teachers were using. We also implemented an intervention block that requires all students to receive interventions at one time which is different from the intervention structure of pull out throughout the day in previous years.*

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School Name: ODYSSEY ELEMENTARY SCHOOL

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Increase reading performance from the 38th percentile to the 43rd percentile based on State Measured assessment.

**Performance on Target:** Do not have data.

**Prior Year Target:** Increase percentile ranking from 21st percentile in math measured on state assessment to 27th percentile in math on state assessment.

**Performance on Target:** Do not have data.

**Prior Year Target:** Increase percentile ranking from 24th in writing measured on state assessment to 38th percentile in writing on state assessment.

**Performance on Target:** Do not have data.

### Academic Achievement Reflection

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Reading is 37% compared to all elementary schools in the state of Colorado.

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Math is 33% compared to all elementary schools in the state of Colorado.

Due to the different assessment and calculations of percentile we are unable to use this as a measure of Academic Achievement Status. Based on the Achievement Percentile Rank Report from TCAP to CMASS PARCC comparison our percentile rank for Writing is 37% compared to all elementary schools in the state of Colorado.

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School Name: ODYSSEY ELEMENTARY SCHOOL

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

2015 BOY to MOY Dibels Composite

Grade Level	K	1	2	3	4	5	OES
BOY	42%	67%	69%	58%	68%	59%	62%
EOY	72%	63%	74%	65%	68%	70%	69%

Dec. 2015 Lexia Minutes and Projections of student grade level mastery

Grade Level	K	1	2	3	4	5	OES
% of student meeting minutes	67	83	59	79	75	72	72.5%
% of students expected to master grade level by end of year	35	49	48	58	54	62	51%

PARCC ELA Data School compared to State

Grade Level	3rd	4th	5th
OES	22%	28%	38%
State	38.2%	41.7%	40.5%

Teacher Evaluation: Standard III: Instruction Focus: Learning Goals and Scales

Overall Status of school: Beginning level.

#### READ plan data

READ PLAN DATA 2015-16

Grade level	Total Number of Significant Deficiency	
Kindergarten		
First		
Second		
Third		

#### Interpretation of the data:

Based on several data points that focus in reading, Odyssey on average has a little over half their students at grade level in reading. As a whole, OES increased in their DIBELS

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School Name: ODYSSEY ELEMENTARY SCHOOL

composite scores by 7 % of how many students are meeting grade level expectations. Lexia is projecting only half the students at OES to end at grade level and we are well below the state average on PARCC of students who met or exceed the expectations. When looking at instruction the building is at the beginning abilities of having a clear learning goal and formative assessment to measure it.

Based on teacher observations, the average score of evaluation is at the beginning level looking at how teachers write learning goals and scales based on our Marzano Evaluation tool.

The number of READ plans for has XXXXXXXX from the 2014-15 school year. This means we are XXXXXXXX.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Achievement (Status)

- Students are remaining flat with no increase in reading performance based on their Dibels Composite score from Beginning and Middle of Benchmarking from 2013-14, 2014-15, 2015-16 school years. We are averaging 62% of students at grade level school wide based on BOY composite school wide and 69% MOY Dibels composite score school wide. This is a notable trend because it shows that our students are not making increased in academic growth but maintaining growth.
- Students are performing under state averages on proficiency levels measured on CMAS PARCC with an average of 29.3% proficient for students in grades 3-5 from 2014-15 school year. The state performance for grades 3-5 averaged 40%. This is a significant trend because it below the state average.

##### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

## Priority Performance Challenge



## Root Cause

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 small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.



Major Improvement Strategy #1: Root cause: Through evaluation data there is a clear need for a focus to be on improving the instructional delivery of units, lessons and assessments that are aligned with CAS and needs of all learners. There areas that we analyze are learning goals and scales and level of rigor, noticing when students are not engaged, and tracking student progress. The overall average of the staff is at the beginning or developing stages of this. There is inconsistent implementation on implementing clear alignment on what the selected learning goal and how it will be measured. The current program we are implementing is a spiraling program and has several objectives in a lesson. There is a need for professional development and continuous feedback through the implementation of instructional focus so we have one objective and a clear way to measure the learning towards that objective.

Major Improvement Strategy#2 : Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.



Major Improvement Strategy #2: Root Cause: Data was not being consistently during PLC times. Analyzing student work was not a consistent practice to calibrate expectations, align instruction at grade levels and develop next steps to improve practices. Teams met an average of twice a month and administration did not consistently attend team time.

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.



Major Improvement Strategy #3: Root Cause: Building relationships and having clear structures such as social contracts have made a difference in how students treat each other, It provides a system to coexist and make a safe environment. Based on consulting feedback of walkthrough and team interview there is a need to continue the focus of Capturing Kids Hearts to continue to implement strategies that will help continue to develop self-managing classrooms, decrease referral behaviors, and teach emotional intelligence through the EXCEL model.



### Reflection on Priority Performance Challenges

#1 Rationale: Research shows that effective instruction makes the most difference for a student achievement. With a new reading program it is important that we focus on components of instruction. Instruction needs to be focused with one learning goal that supports the Colorado Academic Standards. Through the improvement of alignment we need to look at rigor of what we are asking students to do to make sure it is appropriate at the grade level, have a way to measure the goal and ensure that instructional tools such as engagement help all students learn the expected material. We will be focusing on instructional delivery so all units have alignment and we focus on engagement strategies so all learner profiles are given opportunity and supported.

#2 Rationale: Teachers have been previously meeting for an 80 minute block of time to work as a professional learning community. They have been teacher led and a time where they work on the current need for example: write report cards, plan field trips and brainstorm about student concerns. The structure of time was in place as well as the openness for teams to work together. The next step to this process was having a data focus for these meetings, setting goals, analyzing student work and instruction and making next steps. In order to have an impact on student achievement and increase growth for all students there is a need to have targeted action steps to have PLC's use data to drive dialogue and instruction.

# 3 Rationale: Student/teacher relationships and a positive environment are crucial to having students feel safe to take academic risks. Through the use of Capturing Kids Hearts Strategies teachers will learn and implement strategies to develop relationships with students.

### Reflection on Root Cause

After careful analysis by our SAC and building leadership team we identified and verified root causes. These root causes were selected and verified through our UIP committee. They were based on feedback, data, analysis of current practice and current research. Based on the data and current practices, the root causes were determined as following:

- 1) We need to continue our curriculum and instruction work to ensure that instruction is aligned to the grade-level Colorado Academic Standards (CAS) with appropriate level of rigor, depth of knowledge and application, noticing when students are not engaged and tracking student progress.
- 2) We need to begin to analyze student data on a consistent weekly basis and make instructional decisions to support core instruction and interventions.
- 3) Teachers need to continue to develop their capacity to build relationships through the use of EXCEL model from Capturing Kids Hearts.

## 1. Summary/Conclusion

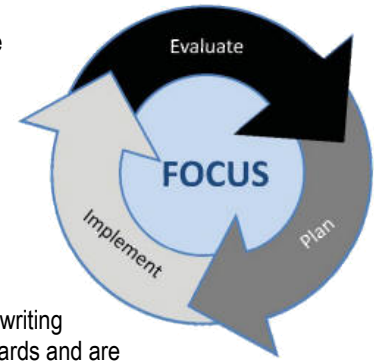
School Code: 6483

School Name: ODYSSEY 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Major Improvement Strategy #1
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
Interim Measures		Dibels Next Benchmark, three times annually Lexia Interim assessments

Subject		R
Priority Performance Challenge		Major Improvement Strategy#2
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

Interim Measures		DIBELS Next Benchmark, three times annually Lexia interim assessments.
Subject		R
Priority Performance Challenge		Major Improvement Strategy #3
Annual Performance Targets	2015-2016	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
	2016-2017	Increase the percentage of students scoring at benchmark on DIBELS NEXT by 20 percentage points from beginning of year to end of year.
Interim Measures		DIBELS NEXT and Lexia interim assessments.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: 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 small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.

#### Root Cause(s) Addressed:

Major Improvement Strategy #1

#### 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    ☐ Other:

#### Action Steps

Jan. 2015 - Feb. 2015

#### Align Standards to instruction

##### Description:

Train staff to unpack standards, establish essential skills.

##### Implementation Benchmarks:

Write and post learning goals in each classroom connected to standards. August 24, 2015- end of year.

Align standards to essential skills in the CKLA scope and sequence to make a heat maps for grade levels. Begin January 11 and completed by February 9.

Posted goal and instruction will align based on formal and informal evaluations. August-May 2016.

##### Resources:

School Code: 6483

School Name: ODYSSEY ELEMENTARY SCHOOL

	<p>Curriculum documents for reading standards worked on by the Zone.</p> <p>State Standards.</p> <p>CKLA reading program</p> <p>Substitutes to allow for teams to have plan days to work on common learning objectives. \$100/day times 3 days per grade level = \$7,200</p> <p><b>Key Personnel:</b></p> <p>Administration</p> <p>Instructional Coach</p> <p>Classroom teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Oct. 2015 - May. 2015</p>	<p><b>Addressing the needs of students to provide individualized instruction</b></p> <p><b>Description:</b></p> <p>Data meetings with each grade level to analyzed data and discuss the interventions that each student is receiving. (First meeting completed by Nov. 3- biweekly Nov. 13))</p> <p>Interventionists will be hired to support small group instruction.. (by Sept. 18 and will be hired for 2016-17 school year)</p> <p>Intervention materials will be purchased (SIPPS- 3 different levels and a set for each grade level, Sonday System Let's Play Learn and Sonday 1 &amp; 2 . (by Nov. 3)</p> <p>Purchase Burst Intervention</p> <p>Paraprofessionals will be hired to support small group interventions. (2016-17 school year.</p> <p><b>Implementation Benchmarks:</b></p> <p>By Nov. 3rd each grade will establish their data board that has current data up to date on the board to reflect the intervention each child is receiving.</p> <p>Biweekly, teams will look at progress monitoring data as a grade level and discuss root causes of students growing or not growing in the measure.</p> <p>Interventionists will be hired to support small group intervention instruction.</p>

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School Name: ODYSSEY ELEMENTARY SCHOOL

	<p>Intervention programs Sondag, SIPPS, and Rewards will be purchased to be used based on individual student needs. Training of programs purchased by Nov. 10.</p> <p><b>Resources:</b> Magnetic white board. Magnet for each student. Stickers. Dibels progress monitoring. Sipps Rewards Sondag Burst</p> <p><b>Key Personnel:</b> Adminstration Instructional Coach Class team teachers.</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Mar. 2015</p>	<p><b>Parent Involvement Nights</b></p> <p><b>Description:</b> Parent nights help educate parents in how to best help their child to succeed in reading and form a positive, comfortable relationship between families and staff. By having parents learn about reading and have students use content as the platform for reading it will help promote reading at home and the passion for reading will be created.</p> <p><b>Implementation Benchmarks:</b> Kindergarten Parent Night (August 1, 2015 - first day of every school year)</p>

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School Name: ODYSSEY ELEMENTARY SCHOOL

	<p>LEx Night (Sept. 10) Bingo for Books (April 28th) STEM night (Feb. 10) Interventionist night ( Jan. 12) Literacy Night educating parents about reading with Kids (2016-17 school year) Library Access- Myon Lab- (Summer 2017)</p> <p><b>Resources:</b> Books Science reading material Bingo Material Speakers to educate families</p> <p><b>Key Personnel:</b> Dr. Lynn Fitzhugh Adminstration Stem Teacher Integration Committee PBIS committee Pikes Peak Library Outside educators depending on need</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2016 - Dec. 2016</p>	<p><b>Assess standard based objective at end of each reading lesson</b></p> <p><b>Description:</b> Teachers will have a formative assessment that you measure each students progress towards the lesson objective.</p>

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School Name: ODYSSEY ELEMENTARY SCHOOL



	<p><b>Implementation Benchmarks:</b></p> <p>Teachers will work on developing a formative assessment to measure the learning objective beginning Fall 2016. This will take place after formative assessment Professional development and time spent during PLC's led by the instructional coach and admin. This is a spiraling curriculum and teachers will work with the program to develop a clear purpose of the lesson. The formative assessment will measure the student understanding towards the intended learning goal.</p> <p><b>Resources:</b></p> <p>Dylan Williams Formative Assessment book for every team. \$26.96 X 10. Professional Development series lead by Consultant \$5,000.</p> <p><b>Key Personnel:</b></p> <p>Principal Assistant Principal Instructional Coach Curriculum and Assessment Coordinator for Zone</p> <p><b>Status:</b></p> <p>Not Started</p>
Jan. 2015 - Mar. 2015	<p><b>After-school small group reading Tutoring Program</b></p> <p><b>Description:</b></p> <p>After-school tutoring program for students in 3-5th grade who are not at grade level measured on Dibels Mid-year composite. This will also for small group additional support to our students who are below grade level in reading.</p> <p><b>Implementation Benchmarks:</b></p> <p>Planning for program: material, scope and sequence, pre/post assessments, identifies students, letters home and parent contact made, (Dec. 2-Dec.18th)</p> <p>Tutoring program will begin Jan. 5th, 2016.</p>

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School Name: ODYSSEY ELEMENTARY SCHOOL

Will have a tutoring program fall and spring of 2016-17 school year.

**Resources:**

PARCC practice books  
Teacher leads  
Title funds  
Snacks for teachers  
Beacon Program

**Key Personnel:**

Principal  
Teacher lead in 3,4,5 grade  
Volunteer teachers to teacher program

**Status:**

Complete

**Major Improvement Strategy:** 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:**

Major Improvement Strategy #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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2015

**Implementation of Capturing Kids' Hearts**

**Description:**

Process champions will continue to coach teachers around Capturing Kids' Hearts philosophy.

**Implementation Benchmarks:**

Teachers will create social contracts by August 11.

Teaches will greet each student every day at the door. August 4- end of year.

All staff will utilize 4 questions from CKH to help redirect a child who is not following the rules of the contract. August 4- end of year.

All teachers will be retrained in CKH. August 28th.

Walkthrough observations from CKH trainer. Sept. 14th.

Process champions will meet regularly Sept. 30, Oct. 5th, Nov. 10, Nov. 30, Jan. 4, Feb. 1, Feb. 29, April 4, May 2.

Process champions put EXCEL model resources on bulletin board in teacher lounge. (Dec. 1)

Process Champions lead and model engage and explore sections of staff meetings (Begin Nov. 8 and each month after that)

Admin will model and provide template to use EXCEL model during Spring conferences (March 8th)

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Process Champions do walk through observations looking to highlight EXCEL model in classrooms. (April 4-May 23)

**Resources:**

CKH Consultants  
Recharge course

**Key Personnel:**

Admin  
Process Champions  
CKH consultants  
Lyle (CKH trainer)

**Status:**

In Progress

**Major Improvement Strategy:** Major Improvement Strategy #3

Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC

**Root Cause(s) Addressed:**

Major Improvement Strategy #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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Develop common understanding of Individual Behavior Styles**

**Description:**

Teachers will identify their preferences in behavior styles and how each individual person on the team brings a strength to the group. They will learn how their behaviors could also be a constraint and they will learn how make an effective team based on these behaviors. Teams will learn that under stress what each other tendencies are and they will build a common understanding to effectively work together as a progressional learning community.

**Implementation Benchmarks:**

Teams will be trained in their behavior styles on the first Professional Development day using the Effective Institute's behavior theory and material.

**Resources:**

Effective Institute Behavior Style's survey

**Key Personnel:**

Principal

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School Name: ODYSSEY ELEMENTARY SCHOOL

	<p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>Develop Safe and Collaborative Professional Learning Communities</b></p> <p><b>Description:</b> Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</p> <p><b>Implementation Benchmarks:</b> Professional learning communities (PLCs) are in place</p> <ul style="list-style-type: none"> <li>• PLCs have written goals (August 14, 2015)</li> <li>• The school regularly examines the PLCs' progress toward goals ( Reevaluate and adjust goal Nov. 3, 2015)</li> <li>• Common assessments are created by PLCs (Begin February 8, 2016)</li> <li>• Student achievement and growth are analyzed by PLCs (Begin Nov. 8, 2015)</li> <li>• Data teams are in place (Begin Nov. 8th, 2015)</li> <li>• Data teams have written goals ( January 12, 2105)</li> <li>• The school regularly examines each data team's progress toward goals ( Every other Tuesday beginning Nov. 8, 2015-May 2016)</li> <li>• The school admin are a part of each PLC and collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement ( August 14, 2015 and on-going)</li> </ul> <p>2016-17 Data days 3 times a year for grade level teams to go deeper into data to determine individual student needs.</p> <p><b>Resources:</b> Level 1 resources from Marzano's High Reliability Schools website Dufour's PLC guide book Substitutes to allow teams to have data days. \$100/day for each teacher three times a year = \$7,200.</p> <p><b>Key Personnel:</b></p>

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School Name: ODYSSEY ELEMENTARY SCHOOL

	Principal
	Assistant Principal
	Instructional Coach
	Leadership Team
	<b>Status:</b>
	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)



## 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)
<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</p> <p>Section IV: Action Plan</p>	<p>See UIP Section III and IV</p> <p>Brief overview:</p> <p>Our students are scoring below state average on state assessment. Our students have not grown in three years based on DIBELS composite. They are stable with no increase. Teachers are beginning to develop their use of data to drive instructions during the PLC tome. We are in need of using formative assessments to determine what students need as next steps.</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>See UIP section IV.</p> <p>Brief Summary:</p> <p><b>Major Improvement Strategy #1</b></p> <p>Ensure that all teachers are delivering instructional units, lessons and assessments that are aligned with</p>

	<p>Colorado Academic Standards, while addressing the needs of all learners and providing small group instruction to meet all learner profiles, including students with Dyslexic characteristics in order to raise achievement in reading.</p> <p><b>Major Improvement Strategy#2</b> Develop our Professional Learning Communities to meet the criteria of a high functioning and effective PLC.</p> <p><b>Major Improvement Strategy #3</b> In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by</p>
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		implementing the agreed upon expectations based upon the Capturing Kids' Hearts relational framework.
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	See UIP  Brief overview: Data analysis of DIBELS NEXT, Lexia, teacher evaluations and state assessments.
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	See UIP section II and IV.  Brief overview: <i>The Leadership team reviews building data 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, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.</i>

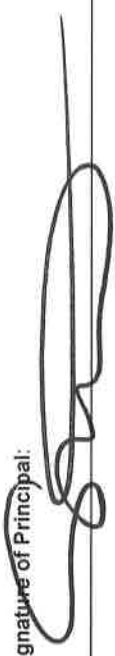
Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>100% of teachers are highly qualified. HR supports this process by assuring licensed are up to date and teacher meets all requirements.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>See UIP Section III &amp; IV</p> <p><i>The Leadership team reviews building data 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, community member and administration. After reviewing the data the team provides input to see what areas in our previous UIP we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help our improvement strategies we analyze the effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.</i></p> <p>In addition, teams have been and will continue to analyze data through Professional Learning Communities work as well as this being an area of priority improvement.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>See UIP Section IV</p> <p>Brief Overview: Student data will be analyzed weekly during Professional Learning communities. During these data dialogues teachers will determine what interventions are needed for students and/or if the interventions are working. If they are not working after six weeks, students will be placed in a different intervention based on needs.</p> <p>In addition teams will partake in data days after every benchmark assessment and half way between BOY and MOY to analyze data. This will support identification of student needs based on performance and allow teams to collaborate about students.</p>

<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>	<p>Section IV: Action Plan</p>	<p>See UIP Section IV</p> <p>Brief Overview: We are constantly looking for new ways to involve parents and build capacity to support learning. Through our feedback immediately after events, conversations with individual parents, surveys and new learning from Title 1 conferences we are developing our practices. When we involve parents and develop a partnership we are supporting the learning and growing of each student. The relationship of the parents and building support by inviting them to come to events, providing them tools to support their students it will help increase reading proficiency in our students.</p>
<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>	<p>Section IV: Action Plan</p>	<p>Our preschool teacher receives the same PD as our K-5 teachers as well as partakes in data discussions on student performance. She is evaluated on the same teacher evaluation tool and is provided feedback on performance by building administration. There are transition meetings for exiting preschoolers with a kindergarten teacher as well as sharing of student data. In addition kindergarten families are provided a parent meeting with key personnel in the building to go over expectations, information and curriculum for the school year.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p>See UIP Section IV</p>

# School Accountability Committee UIP Signature Page

School Patriot Learning Center

Accreditation Rating \_\_\_\_\_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Steve Oberg	Principal	
Amanda Ortiz-Torres	Asst. Principal	1) Date the Plan was presented to SAC for review: <u>March 7, 2016</u>
Greg Cox	Teacher	2) Signature of Principal: 
Kelli Estepp	Counselor	3) Signature of SAC Chairperson: <u>* Chair signed below Patricia Claman off</u>
Marcell Bieger	Parent	4) Signatures of additional SAC members who reviewed the plan: <u>George Cox</u> <u>Marcell Bieger</u> <u>Thomas Hammitt</u> <u>Rebecca Hammitt</u> <u>Patricia Claman</u> * SAC Chair
George Scholer	Community Member	
Thomas Hammitt	Parent	
Rebecca Hammitt	Parent	
Patricia Claman	Parent	

## Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16 – Online UIP Report

Organization Code: 1110

District Name: FALCON 49

School Code: 6810

School Name: PATRIOT LEARNING CENTER

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **HS & MS Math and Reading:** Math and Reading data shows a downward trend at both the middle school and high school levels.
- **Academic Achievement:** Academic achievement is at the approaching level.
- **MS Reading:** Reading growth is an academic challenge at the middle school level.
- **HS & MS Math, Reading, and Writing:** Math, writing and reading are the greatest challenges for high school and middle school.

#### Why is the school continuing to have these challenges?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **RC#1 Instruction:** Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.
- **RC#2 Instruction:** Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.
- **RC#3 Best Practices & Instructional Strategies:** Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.
- **RC#4 Blended Learning:** Evidence indicates a lack of teacher experience and professional training in the new blended learning model has effected implementation and academic success.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **MIS#1 Teacher Training and Professional Development within Math Content:** Train teachers to implement math instructional designs and delivery lessons that are based on best practices, utilizing research based instructional strategies with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
- **MIS#2 Improved reading and writing instruction:** Provide literacy training and professional development opportunities to help teachers implement reading and writing instructional design and strategies that utilize research based instructional practices, with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.
- **MIS#3 Increase Career and College Readiness:** Train teachers and implement instructional designs that are research based strategies with the purpose of improving

School Code: 6810

School Name: PATRIOT LEARNING CENTER

college and career readiness, and ACT preparedness.

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

## Section II: Improvement Plan Information

### 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)   
 ☐ Colorado Graduation Pathways Program   
 ☐ School Improvement Support Grant   
 ☐ Other:

### School Contact Information

Name	Steve Oberg
Title	Principal
Email	soberg@d49.org
Phone	(719) 495-5508
Mailing Address	11990 Swing Line Rd Peyton, Colorado 80831

Name	Amanda Ortiz-Torres
Title	Assistant Principal
Email	aortiz-torres@d49.org
Phone	(719) 495-5505
Mailing Address	11990 Swing Line Rd Peyton, Colorado 80831

### Additional Information about the School

Comprehensive Review and Selected Grant History

School Code: **6810**

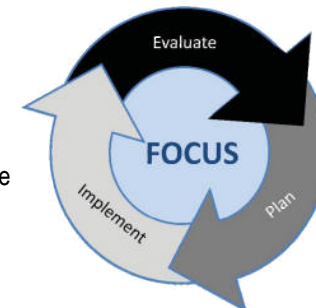
School Name: **PATRIOT LEARNING CENTER**



Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NA
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?	NA
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.	NA

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:**

School Code: 6810

School Name: PATRIOT LEARNING CENTER

D49 Patriot Learning Center (PLC) 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) 11th - 12th Night High School, and (4) Adult GED Prep Program (17 years and older). We serve approximately 205 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. Ninety-five percent of our population consist of at-risk youth, who have qualified to attend our school for the following factors: (1) Dropout, (2) Gang Involvement, (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, (13) Severe Psychiatric or Behavioral Disorders, (14) Over-aged/Under Credited (15) Individualized Education Plan. 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.

Patriot Learning Center has undergone dramatic changes over the 2015-2016 school year. With a change in leadership and high staff turnover compared to previous years, the school has experienced a change in culture and new sense of purpose. Although as an AEC accredited school the propose of educating qualifying at-risk students remains the same, processes for student admission and enrollment, monitoring academic progress, documenting behavior, and training and evaluating teachers has been re-evaluated and improved. The culture of the school has moved from one of school and student management to one that emphasizes student learning and academic improvement. The school has taken on new challenges that include the development of an academic academy or the Residential Construction Academy (RCA) with plans to reinstate a second academy as a Culinary Arts pathway for the 2016-2017 school year. One of the priorities for the UIP is to provide a plan to improve academic performance at PLC, with the help of new courses developed in conjunction with the skills-based academies the goal is to integrate curriculum that engages students, has academic rigor and relevance, and will increase the workforce readiness of PLC graduates. Based on academic and performance frameworks reported by the state, the UIP was developed by administration, staff, parents, and the SAC to address PLC's historic underperformance and academic deficiencies. Although PLC "meets" or is "approaching" state expectations for AEC schools in most areas of evaluation (except Math and ACT), PLC has devoted a significant amount of effort and money to training and professional development to improving teacher instruction and lesson planning associated with student literacy.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

School Code: 6810

School Name: PATRIOT LEARNING CENTER

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Percentile ranking for high school reading was 61. PLC's achievement target is 69.35. Percentile ranking for middle school reading was 83. PLC's achievement target is 87.2.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in reading showed a "mean scale" score of 701.5 (1st percentile -same as 2014). 2015 CMAS/PARCC performance for middle school in reading showed a "mean scale" score of 700.1 (1st percentile-down 1 percentile from 2014)

**Prior Year Target:** Percentile ranking for high school math was 31. PLC's achievement target is 39.3. Percentile ranking for middle school math was 83. PLC's achievement target is 89.45.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in math showed a "mean scale" score of 707.8 (1st percentile -same as 2014) 2015 CMAS/PARCC performance for middle school in math showed a "mean scale" score of 709.0 (2nd percentile-down 3 percentile from 2014)

**Prior Year Target:** Percentile ranking for high school writing was 43. PLC's achievement target is 53.85. Percentile ranking for middle school writing was 87. PLC's achievement target is 93.15.

**Performance on Target:** 2015 CMAS/PARCC performance for high school in writing showed a "mean scale" score of 701.5 (1st percentile -same as 2014) 2015 CMAS/PARCC performance for middle school in writing showed a "mean scale" score of 700.1 (1st percentile-same as 2014)

**Prior Year Target:** Meet the state bar at middle school for reading and writing. Attain approaching level for high school math and reading.

**Performance on Target:** 2015 "Academic Achievement" percentiles used to determine school performance rating is not be available due to the transition from CSAP/TCAP to CMAS/PARCC.

## Academic Growth

**Prior Year Target:** Achieve a rating of meets in academic growth for middle school and high in reading and math.

**Performance on Target:** Both reading and math for high school and middle school were at CMAS/PARCC Performance "Level 2."

**Prior Year Target:** Achieve a rating of meets in academic growth for middle school and high in reading and math.

**Performance on Target:** 2015 "Adequate Growth" percentiles will not be available due to the transition from CSAP/TCAP to CMAS/PARCC. The data that is available for reading and math for high school and middle school were at CMAS/PARCC Performance "Level 2." PLC MS "mean scale" score for reading was 700.1 compared to State "mean scale" score of 739.3. PLC HS "mean scale" score for reading was 701.5 compared to State "mean scale" score of 736.3. PLC MS "mean scale" score for math was 709.0 compared to State "mean scale" score of 732.8. PLC HS "mean scale" score for math was 707.8 compared to State "mean scale" score of 728.3.

**Prior Year Target:** Meet the state bar at middle school for reading and writing. Attain approaching level for high school math and reading.

**Performance on Target:** 2015 "Adequate Growth" percentiles will not be available due to the transition from CSAP/TCAP to CMAS/PARCC.

### Academic Achievement Reflection

Academic achievement targets for the 2014-2015 school year were based on TCAP assessment scores and the accompanying disaggregated data. A separate target for reading, writing, and math was written based on percentile rankings and looked to improve academic performance in all 3 areas. In 2015, Colorado began using the CMAS/PARCC assessment to evaluate student academic achievement and growth. The data received from the new assessments was compared to the 2014 data by creating "mean scale" scores and using those to determine PLC's percentile ranking based on the rest of the state. PLC high school students finished in the 1st percentile for reading, writing, and math, while the middle school finished in the 1st percentile for reading and writing and in the 2nd percentile for math.

The determination that PLC did not meet the 2014-2015 academic achievement targets was based on comparing last year's the percentile ranks to this years (2015), which went down or stayed the same for every academic category.

### Academic Growth Reflection

The shift Colorado to CMAS/PARCC assessments in 2015 has left a gap in the available state and local growth data. The growth data reports are due out in the Spring of 2016, at which time the data will be evaluated and used to determine if PLC met the targets set out in last years UIP. Until then, a definitive determination as to whether PLC met its 2015 targets based on academic growth can not be made. However, based on the available data and the historic trends of the school, it appears that PLC did not meet its targets. Even if it is determined at a later date that some or all of the targets were met, the 3 year academic growth trends that PLC has exhibited has driven the targets and goals associated with this UIP. These new targets will be measured against the Adequate Growth Percentiles and adjusted as necessary.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of Performance:

PLC failed to meet the state target of 95% student participation on state assessments for both the middle school (90.7%) and high school (83.0%) levels. For the past 2 years PLC's test participation rates at the middle school were at 100% for all testing, and at the high school were at 95.7% and 98.2% for math and 56.1% for reading and writing due to a misadministration in 2014. This past year PLC's overall participation rates were 88.8% for the middle school and 78.7% at the high school. This shows a slight drop in participation for the middle school compared to the past 2 years and an increase for the high school. Neither level met the 95.0% participation goal for the 2015 testing year. The cause in the

drop was an increased number of students who opted out of the testing. This year PLC administration has been working with the staff, parents, and students to stress the importance of testing, not only for the state but also for the valuable student data gained from the process. All testing will be conducted during the regular school day and will consist of scheduled pull out times for the various levels of testing. The goal is to meet or exceed the expected participation through dedicated allotment of class time for testing and critical follow up to assure make-up testing has been completed.

This is the 5th year Patriot Learning Center has been operating as an alternative education campus for both middle and high school students. During the 5 years we have reached the Total AEC (alternative education campus) "performance" level each year. An evaluation of "performance indicator ratings" (academic achievement, academic growth, student engagement, and postsecondary and workforce readiness) shows that Patriot Learning Center meet the AEC "performance" level in student engagement and, postsecondary and workforce readiness. In the areas of academic achievement and academic growth Patriot Learning Center was at the "approaching" level. Patriot Learning Center has shown sustained success in 5 year rate trends that show average school rates for student attendance (91.3%), graduation (76.8%) and dropout (5.8%). This is largely due to the implementation of alternative educational models that have already been put in place, including: smaller class sizes, online credit recovery classes, blended learning, work study credits, independent studies, focus on attendance, focus on transition to the college/workforce, job placement, counseling services, and community service. Student progress is tracked daily through the use of Infinite Campus, weekly individual reports on grades, and behavior and attendance reports that are collected each Friday. In the middle school a computer point card system that stores data and sends email messages to parents on student performance and behavior is used daily. This point system fits in well with the blended learning program and it helps contribute to student and school data analysis.

Patriot Learning Center's overall school accountability ratings have declined over the last 3 years in the areas of academic achievement, growth, and growth gaps due mostly to significant declines at the middle school level. Middle school indicator ratings have gone from 43.8% to 25.0% in academic achievement, 75.0% to 33.3% in academic growth, and 75.0% to 35.4% in growth gaps, while high school ratings have been steady or have shown increases over the same time period at 25.0% to 25.0%, 33.3% to 41.7%, 41.7% to 43.8% respectively. High school postsecondary readiness has also remained steady with a three year rating that has gone from 48.3% to 48.4%. In 2013 and 2014 PLC showed moderate declines on "mean scale score" results for TCAP testing in the areas of Reading (tested as English/Language Arts on CMAS/PARCC) and Math. In 2015, Colorado switched to a new testing system (CMAS/PARCC) and although it is difficult to compare the actual "mean scale scores" of CMAS/PARCC to those of TCAP, the school's "percentile rank" indicates little to no significant changes to the downward trend as seen in the previous 2 years. As a baseline year, PLC CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (MS = 700.1, HS = 701.5), Math (MS = 700.1, HS = 701.5). These "mean scale scores" all fall in to the bottom 1st percentile when compared to schools across the state of Colorado. Conversely, Patriot Learning Center's ACT scores have been on an up ward trend. Over the last 3 years, ACT overall "composite" scores have gone from an average of 15.8 to 16.3. Individual ACT test scores have risen in 3 out of 4 individual testing areas over that same time period with English scores going from 14.6 to 14.9, Reading scores have gone from 15.7 to 17.8, and Science scores have risen from 16.0 to 16.6. All content areas ACT scores and the composite scores for PLC fall below the state average scores of 20.7 (composite score), 20.2 for English, 20.4 for Math, 21.0 for Reading, and 20.8 for Science.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

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- Patriot Learning Center's overall school accountability ratings for Academic Achievement have declined over the last 3 years. Between 2013 and 2014, academic achievement had declined significantly in the middle school with indicator ratings have gone from 31.3% to 25.0% and high school indicator ratings remained the same at 25.0%. When converted to "mean scale score" results for middle school TCAP testing in the areas of Reading went from 607.0 to 583.7, in Writing went from 500.0 to 491.0 (tested as English/Language Arts on CMAS/PARCC), and they went from 523.8 to 505.5 in Math. For the high school, Reading went from 640.0 to 628.2, Writing went from 522.0 to 508.6 (tested as English/Language Arts on CMAS/PARCC), and Math went from 519.3 to 506.0. In 2015, Colorado switched to a new testing system (CMAS/PARCC) and although it is difficult to compare the actual "mean scale scores" of CMAS/PARCC to those of TCAP, the school's "percentile rank" indicates little to no significant changes to the downward trend as seen in the previous 2 years. As a baseline year, PLC CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (MS = 700.1, HS = 701.5), Math (MS = 700.1, HS = 701.5). These "mean scale scores" all fall in to the bottom 1st percentile when compared to all schools across the state of Colorado

### Academic Growth

- Patriot Learning Center's overall school accountability ratings for Academic Growth and Growth Gap have remained steady at the middle school level and have declined significantly at the high school level over the last 3 years. Between 2013 and 2014, middle school academic growth and growth gap remaining steady at 33.3%, while high school ratings declined over the same time period going from 50.0% to 41.7% and 50.0% to 43.8% respectively. Even though the middle school has maintained a consistent growth gap, all these percentages fall well below the expected "Adequate Growth Percentiles" for the state, which are in the upper 90th percentile.

### Postsecondary & Workforce Readiness

- Over the last 3 years, ACT overall "composite" scores have gone from an average of 15.8 to 16.3. Individual ACT test scores have risen in 3 out of 4 individual testing areas over that same time period with English scores going from 14.6 to 14.9, Reading scores have gone from 15.7 to 17.8, and Science scores have risen from 16.0 to 16.6. All content areas ACT scores and the composite scores for PLC fall below the state average scores of 20.7 (composite score), 20.2 for English, 20.4 for Math, 21.0 for Reading, and 20.8 for Science.

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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.

Priority Performance Challenge	Root Cause
<p>HS &amp; MS Math and Reading: Math and Reading data shows a downward trend at both the middle school and high school levels.</p>	<p>→ RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.</p> <p>RC#3 Best Practices &amp; Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.</p>
<p>Academic Achievement: Academic achievement is at the approaching level.</p>	<p>→ RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.</p> <p>RC#3 Best Practices &amp; Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.</p>
<p>MS Reading: Reading growth is an academic challenge at the middle school level.</p>	<p>→ RC#4 Blended Learning: Evidence indicates a lack of teacher experience and professional training in the new blended learning model has effected implementation and academic success.</p> <p>RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning</p>

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approaches.

RC#3 Best Practices & Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.

HS & MS Math, Reading, and Writing: Math, writing and reading are the greatest challenges for high school and middle school.



RC#1 Instruction: Evidence shows that there is a lack of bell to bell instruction, where students are missing valuable instruction time due to transitions and classroom management issues.

RC#2 Instruction: Evidence shows that there is a lack of student-centered instruction, where instruction is teacher-centered and primary consists of traditional passive learning approaches.

RC#3 Best Practices & Instructional Strategies: Evidence shows that there is a lack of best practices and instructional strategies in the classroom that are proven effective with at-risk students.

### Reflection on Priority Performance Challenges

Academic achievement in the three core curricular areas (reading, writing, math) has been in decline over the past 3 years at Patriot Learning Center (PLC). The rationale for choosing the performance challenges related to that decline is to address inconsistencies and gaps that exist in students' basic academic skills. When comparing PLC academic achievement and growth with state and district averages, PLC falls well below those averages in reading, writing, and math for a number of reasons. As an AEC accredited school PLC is performing at a level that is comparable to like schools. The overall goal of PLC is to move our students academically through a concerted effort to change the academic culture of the school. Patriot students have the academic capacity for improvement and it is the school's responsibility to provide them with the tools necessary to grow their skills. The challenges of improving student learning are directly related to best practices in the classroom. PLCs charge is to provide teachers with the training and tools that will increase student engagement, classroom learning, and concept retention through better lesson planning, individualized instruction, standards-based classroom assessment, and data-based student interventions. With PLC student test scores falling in the 1st percentile in all three content areas, the selection of these performance challenges is a strategic step towards meeting the academic needs of the students, while providing fundamental skills that are currently lacking.



## Reflection on Root Cause

RC#1 The root causes associated with bell to bell instruction are a result of lack of teacher preparation and planning. Over the last two years PLC teachers have been observed and evaluations have documented showing that there has been transition and management issues during instructional time. The times where transitions have been of the most concern are at the beginning and end of class. Accountability for teacher planning and direct training in the areas of lesson planning and presentation have not met the needs of the teachers and school. Historically teachers have not included certain elements of a standards-based lesson plan that encourage bell to bell instruction. Essential instructional practices and strategies such as bell ringers and warm-ups have been used sparingly and there has been no consistent closure to lessons. This in turn causes a loss of valuable instruction time and class room management issues.

RC#2 Student centered instruction can be a key component to student engagement and active learning. Through teacher observation and evaluations, evidence suggests that PLC teacher generally present new material and concepts in a traditional teacher centered manner. Although class sizes are small, PLC teachers have relied on instructional strategies with which they are familiar and have used in other traditional settings. These practices can also be linked to lesson planning and teacher training.

RC#3 Teachers hired at PLC generally come from the traditional education setting. It can take several years for teacher to adjust their teaching and instructional strategies to those that are most effective with at-risk student populations. Basic strategies for implementing activities and lessons that are based on student data, student background knowledge, differentiated, and student-centered tend to more time consuming and difficult to plan. Although instructional methodologies and initiatives like Project Based Learning and Online Blended Learning have been discussed and initialed, poor implementation has hindered their success. Along with a lack of teacher training and implementation limitations, cooperative and cross-curricular planning time has not been available because of scheduling constraints.

RC#4 The blended learning model was adopted by PLC middle school nearly 2 years ago. Although research shows that this type of instructional model can be used effectively with at-risk populations, the PLC model was implemented without a training strategy that would enable teacher to continue to receive adequate training and mentorship. With teachers required to teach in a blended model, the model for supplemental classroom support was not addressed and implement ion was left to the teachers. Consequently there has been some dissension and misunderstanding as to how the blended model should look. Another significant issue was staff turnover and reorganization, causing a gap in the instructional effectiveness of this model.

## 1. Summary/Conclusion

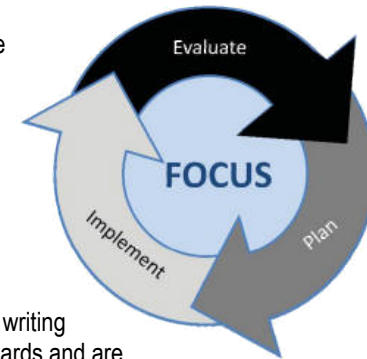
The 2015 - 2016 school year has seen many changes and challenges for Patriot Learning Center. An administrative change and several new staff members afforded the opportunity to create better and stronger systems and promote a greater emphasize on academics. The purpose of the UIP is to address the continuing academic trends and root

causes by establishing new targets for academic success in a positive environment with the help of the teachers, parents, and the SAC. An organizational restructuring of PLC and the creation of a 3-year strategic plan has also provided the chance to re-establish the original intent and goals of the school. The new PLC will narrow its scope and programing offered and put all efforts into raising the academic standards and expectations of the school through skills-based learning opportunities at the high school level. Building educational pathways to encourage student engagement and the relevancy of students' education will be a major part of the academic curriculum and targets. Students will leave Patriot, not only with academic skills in the areas of reading, writing, and math, but with hard and soft skills necessary for a postsecondary work world.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school reading was 701.5, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for reading to 710.0.
	2016-2017	Percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's middle school achievement target is 710.0.  PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for reading to 720.0.  Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) AIMS (Fall/Spring) Reading Plus Benchmarks

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	BARTON Benchmarks DIBELS CARRIE
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Subject		M
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school math was 707.8, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for math to 715.0. Percentile ranking for middle school math was 709.0, which falls in the bottom 2 percentile rank. PLC's middle school achievement target is 720.0.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for math to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring) SMI Unit Assessments

Subject		W
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	Percentile rank for high school writing was 701.5, which falls in the bottom 1 percentile rank. PLC's high school achievement target for 2015-2016 is to raise the "mean scale score" for writing to 715.0. Percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's middle school achievement target is 715.0.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for writing to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring)

## Academic Growth

Subject	R
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Priority Performance Challenge		MS Reading
Annual Performance Targets	2015-2016	In 2014, middle school reading earned a performance indicator rating of "approaching" and was at 60% (minimum "performance" percentage) of the framework points for alternative education campuses. In 2015, the percentile ranking for middle school reading was 700.1, which falls in the bottom 1 percentile rank. PLC's achievement target for 2015-2016 is to have an performance indicator rating of "meets."
	2016-2017	Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) AIMS (Fall/Spring) Reading Plus Benchmarks BARTON Benchmarks DIBELS CARRIE SMI

Subject		
Priority Performance Challenge		HS & MS Math, Reading, and Writing
Annual Performance Targets	2015-2016	CMAS/PARCC "mean scale scores" for the 2015 school year were as follows: English/Language Arts (Reading) MS = 700.1 & HS = 701.5, English/Language Arts (Writing) MS = 701.1 & HS = 701.5, and Math MS = 709.0 & HS = 707.8. These "mean scale scores" all fall in to the bottom 1st percentile when compared to schools across the state of Colorado. The target improvement score for both HS and MS for 2016 is 710 for reading, for writing it is 715 for both HS and MS, and for math it is 715 for HS and 720 for MS.
	2016-2017	PLC's high school achievement target for 2016-2017 is to raise the "mean scale score" for reading to 720.0, writing to 725.0, and math to 725.0. Note: PLC will not have a middle school starting in the 2016-2017 school year.
Interim Measures		Analysis of BEACON (Fall/Winter/Spring) ASPIRE (Spring) AIMS (Fall/Spring) BARTON Benchmarks Reading Plus Benchmarks DIBELS CARRIE Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment

## Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	ACT overall "composite" scores have gone from an average of 15.8 for 2013 to 16.3 for 2015. Individual ACT test scores for 2015 were: English (14.9), Reading (17.8), Math (15.5), and Science (16.6). Although individual test goals may vary based on previous years' scores, the overall goal for 2016 would be to increase the "composite" score by 1 point to 17.3.
	2016-2017	The overall goal for the 2016-17 school year would be to increase the "composite" score on the ACT 2 points to 18.3.
Interim Measures		ASPIRE (ACT Prep) ASPIRE (Spring) AIMS (Fall/Spring) Reading Plus Benchmarks Common Writing Assessments (Fall and Spring - graded on school writing rubric) Weekly Writing Skills Assessment

## Action Planning Form for 2015-16 and 2016-17

### Major Improvement Strategy: MIS#1 Teacher Training and Professional Development within Math Content

Train teachers to implement math instructional designs and delivery lessons that are based on best practices, 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:

RC#3 Best Practices & Instructional Strategies

### 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    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Parent Nights

#### Description:

Conduct a minimum of 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.

#### Implementation Benchmarks:

Initial parent will be held by mid-August.  
Parent/Teacher Conferences.  
Second meeting will be held in January.  
Last meeting in April.

#### Resources:

All appropriate Title I forms and letters  
Food supply  
Community Outreach supports

#### Key Personnel:

Kim Brown (PLC Teacher)

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	<p>Paul Austin (PLC Teacher) Donna Baumann (PLC Teacher) Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) Kathy Heaseker (PCL SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Develop and implement Professional Learning Communities</b></p> <p><b>Description:</b> Create Professional Learning Communities schedule to support teachers on instructional development.</p> <p><b>Implementation Benchmarks:</b> Use an 1 hour and 15 minutes every Friday afternoon during the school year to hold and conduct PLCs.</p> <p><b>Resources:</b> State and local math assessment data Instructional intervention strategies</p> <p><b>Key Personnel:</b> PLC Staff PLC Administration</p> <p><b>Status:</b> In Progress</p>
-	<b>Electronic Resources</b>



	<p><b>Description:</b> Implement and use math electronic resources to deliver instruction and target intervention for identified students.</p> <p><b>Implementation Benchmarks:</b> Use Fuel Ed online curriculum in blended learning model. Purchase and use Brian POP as supplementary math instructional and engagement tool.</p> <p><b>Resources:</b> Fuel Ed curriculum. Brain POP</p> <p><b>Key Personnel:</b> PLC Middle School Staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Instructional Coaching</b></p> <p><b>Description:</b> Schedule time and sessions for teachers to work with i-Connect Zone instructional coaches in supporting teachers on instructional development. Hire Kim Blair, Instructional Literacy Consultant to provide instructional feedback, coaching and conduct Professional Learning Community sessions. Kim</p> <p><b>Implementation Benchmarks:</b> Coaches and consultant will observe teachers during classroom instruction on a weekly basis. Coaches and consultant will meet with teachers during their planning time to provide feedback and discuss areas for improving instruction.</p> <p><b>Resources:</b></p>

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	<p>PLC time for staff training Teacher planning periods</p> <p><b>Key Personnel:</b> Amanda Ortiz-Torres, Assistant Principal Heather Mavel, i-Connect Zone Coach Kim Blair, Instructional Consultant</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Resource Math Classes</b></p> <p><b>Description:</b> Provide resource math classes and Individual attention for low performing students.</p> <p><b>Implementation Benchmarks:</b> Use Math assessment to determine students for targeted instruction and interventions. Schedule time within the SPED schedule for pullout and co-taught math classes.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP) Roberta Comfort (PLC SPED teacher)</p> <p><b>Status:</b> In Progress</p>

<p>Aug. 2015 - Apr. 2016</p>	<p><b>Assessment Analysis</b></p> <p><b>Description:</b> Use and analyze Keystone National Assessment and MCAP normed to AIMS Web</p> <p><b>Implementation Benchmarks:</b> Keystone National Assessment and MCAP will be given in August 2015. Data will be used to determine the skill level of the students and math class placement.</p> <p><b>Resources:</b> Classroom online testing.</p> <p><b>Key Personnel:</b> Donna Baumann (PLC Teacher)</p> <p><b>Status:</b> Complete</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Integrated Algebra</b></p> <p><b>Description:</b> Create an integrated Algebra course for student that test between Algebra I and Algebra II</p> <p><b>Implementation Benchmarks:</b> Use math assessment data to determine students that will be placed in Integrated Math Class. Rearrange PLC class schedule to accommodate Integrated Math section.</p> <p><b>Resources:</b> Math teacher and classroom availability.</p>

**Key Personnel:**

Kelli Estepp (PLC Counselor)

Amanda Ortiz-Torres (PLC AP)

Eric Lustig (PLC Teacher)

**Status:**

Complete

**Major Improvement Strategy:** MIS#2 Improved reading and writing instruction

Provide literacy training and professional development opportunities to help teachers implement reading and writing instructional design and strategies that utilize research based instructional practices, with the purpose of designing engaging lessons that are aligned to district curriculum and state standards.

**Root Cause(s) Addressed:**

RC#3 Best Practices & Instructional Strategies

**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    ☐ Other:

Action Steps	
Aug. 2015 - May. 2016	<p><b>Reading Supplies</b></p> <p><b>Description:</b> Acquire supplies for reading Interventionist and offer more individual attention to students who are identified through their assessments.</p> <p><b>Implementation Benchmarks:</b> Purchase supplemental reading assessment, evaluation, instructional materials. Integrate new supplemental materials into existing classroom interventions and instruction. Use online interventions (i.e.. Brain POP...) to enhance students' reading engagement and learning.</p> <p><b>Resources:</b> Title I Grant monies.</p> <p><b>Key Personnel:</b> Kathy Heaseker (PLC SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
-	<b>Parent Nights</b>

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	<p><b>Description:</b> Provide forums for the parents and/or guardians of Title I students to attend and become partners in improving their child's reading.</p> <p><b>Implementation Benchmarks:</b> Initial Parent meeting held in August 2015. Parent Teacher Conferences (Fall, Winter, and Spring). Mid-year Meeting held in January 2016.</p> <p><b>Resources:</b> Provide food and beverages for meetings.</p> <p><b>Key Personnel:</b> Middle School PLC Staff PLC Administrative Staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Targeted Reading Assistance</b></p> <p><b>Description:</b> Provide pullout classes for reading intervention and targeted assistance for students that test at two levels below their grade.</p> <p><b>Implementation Benchmarks:</b> Use half-time special education teacher to facilitate and assess students reading progress. Schedule students in pullout classes based on reading needs.</p> <p><b>Resources:</b></p>

	<p>DIBELS and CARRIE assessment three times a year to monitor student progress and targeting student instruction. K-12 Reader for online enrichment for comprehension, vocabulary, and written expression. Implement Reading Plus and use data to inform instruction. Academic Therapeutic Novels to increase student reading fluency, comprehension, and vocabulary.</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Roberta Comfort (PLC SPED Teacher) Kathy Haeseker (PLC SPED Teacher)</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - Aug. 2015</p>	<p><b>Multi-Disiplinary Approach</b></p> <p><b>Description:</b> Create a humanities class for middle school, providing multi-disciplinary resources and reading materials and opportunities to demonstrate reading and writing skills across the curriculum.</p> <p><b>Implementation Benchmarks:</b> Combine English and Social Studies classes to form Humanities Class for 6th-8th grades.</p> <p><b>Resources:</b> Fuel Ed. online English and Social Studies curriculum. Classroom library.</p> <p><b>Key Personnel:</b> Kim Brown (PLC Teacher)</p>

	<b>Status:</b> Complete
Aug. 2015 - May. 2016	<b>Sustained Silent Reading (SSR)</b>  <b>Description:</b> Implement Sustained Silent Reading across the curriculum to support student reading as a practiced skill, building comprehension and fluency in a non-threatening environment.  <b>Implementation Benchmarks:</b> Distribute SSR guidelines to staff. Schedule 15 minutes a day, four days a week for Sustained Silent Reading. On-going throughout the school year. Distribute schedule weekly.  <b>Resources:</b> Classroom libraries.  <b>Key Personnel:</b> Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) PLC Staff  <b>Status:</b> In Progress
Aug. 2015 - May. 2016	<b>Professional Development</b>  <b>Description:</b> Provide in-district and other professional development opportunities for teacher in instruction strategies, lesson plan development, and



	<p>lesson delivery.</p> <p><b>Implementation Benchmarks:</b></p> <p>Schedule time and sessions for teachers to work with i-Connect Zone instructional coaches.</p> <p>Hire Kim Blair, Instructional Literacy Consultant to provide instructional feedback, coaching and conduct Professional Learning Community sessions.</p> <p>Send several staff members to state and national literacy and reading conferences.</p> <p>Implement classroom observations by instructional coach and literacy consultant.</p> <p><b>Resources:</b></p> <p>i-Connect Instructional Coaching staff.</p> <p>Educational Conferences</p> <p><b>Key Personnel:</b></p> <p>Heather Mavel (i-Connect Zone Instructional Coach)</p> <p>Kim Blair (Literacy Consultant/Coach)</p> <p>PLC Staff</p> <p><b>Status:</b></p> <p>In Progress</p>
Sep. 2015 - Oct. 2015	<p><b>School-wide Writing Rubric</b></p> <p><b>Description:</b></p> <p>Develop and implement school wide writing rubric based on Six Trait Writing and Step-up to Writing indicators.</p> <p><b>Implementation Benchmarks:</b></p> <p>Research writing benchmarks and determine rubric expectations and assessment points.</p> <p>Discuss building writing expectations and goals.</p>

	<p>Create writing rubric based on indicators associated with Six Trait Writing and Step-up to Writing. Approve building rubric. Norm and use new rubric to assess student writing.</p> <p><b>Resources:</b> Common Core Standards Six Trait Writing Curriculum Step-up to Writing Curriculum</p> <p><b>Key Personnel:</b> Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PC AP) PLC Staff</p> <p><b>Status:</b> Complete</p>
Nov. 2015 - May. 2016	<p><b>Building Writing Assessment</b></p> <p><b>Description:</b> Administer and analyze a building writing assessment twice a year to benchmark student-writing skills and develop individual student writing goals.</p> <p><b>Implementation Benchmarks:</b> Building pre-assessment given in November. Data collected from pre-aessment used to to establish leaning targets to be addressed through weekly writning goals and assessments. Use budding writing rubric to evaluate and assess student progress. Building post-assessment given in May.</p>

**Resources:**

Online content area writing resources give to teachers each week for planning and writing interventions.  
Professional development and guidance during PLCs.

**Key Personnel:**

Kim Blair (Literacy Coach)  
Amanda Ortiz-Torres ((PLC AP)

**Status:**

In Progress

**Major Improvement Strategy:** MIS#3 Increase Career and College Readiness

Train teachers and implement instructional designs that are research based strategies with the purpose of improving college and career readiness, and ACT preparedness.

**Root Cause(s) Addressed:**

RC#3 Best Practices & Instructional Strategies

**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    ☐ Other:

**Action Steps**

Aug. 2015 - Dec. 2015

**Project Based Learning (PBL)**

**Description:**

Train teachers and implement a Project Based-Learning model across the curriculum to engage students in meaningful problem solving and extended periods of time to investigate and respond to engaging and complex questions. Teachers will use instructional strategies targeting the development of reading, writing, math, and science skills in the context real world problems and challenges.

**Implementation Benchmarks:**

Implement a limited project for the 1st semester that includes at least 2 content areas.

Use PLC time to plan, discuss, and evaluate the implementation of the 1st semester project.

Teachers that have PBL training will lead the project and train other staff members on the basics of PBL.

Evaluate effectiveness of limited project and determine the feasibility of PBL as a viable learning model for PLC.

**Resources:**

PLC staff members.

Create time during Friday afternoon PLCs for planning.

**Key Personnel:**

Eric Lustig (PLC Teacher)

Jason Kopp (PLC Teacher)

Steve Oberg (PLC Principal)

School Code: 6810

School Name: PATRIOT LEARNING CENTER

	<b>Status:</b> Complete
Mar. 2016 - Apr. 2016	<b>ACT Prep</b>  <b>Description:</b> Develop and coordinate a six-week ACT prep program for all juniors that provides students with test-taking skill, comprehensive content review, and diagnostic testing for creating individualized study paths.  <b>Implementation Benchmarks:</b>  <b>Resources:</b>  <b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres ( PLC Assessment Coordinator) Eric Lustig (PLC Teacher)  <b>Status:</b> In Progress
Mar. 2016 - Apr. 2016	<b>ASPIRE</b>  <b>Description:</b> Use the ASIPRE assessment as a predictive indicator of post-secondary preparedness and identify ACT readiness, college and career readiness, and suggested growth path for individual students.  <b>Implementation Benchmarks:</b> ASPIRE online assessment given in March to all high school students

	<p><b>Resources:</b> ACT ASPIRE online assessments</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP &amp; School Assessment Coordinator)</p> <p><b>Status:</b> Not Started</p>
Mar. 2016 - Apr. 2016	<p><b>ACT Readiness Class</b></p> <p><b>Description:</b> Plan and implement a six-week preparatory class as part the junior class curriculum integrating testing strategies that focus on ACT readiness benchmarks in Reading, Writing, math, and science.</p> <p><b>Implementation Benchmarks:</b> Find and use an online ACT prep program that will be implemented during the Junior's PBL block. Start program in March. Complete prep program by mid April.</p> <p><b>Resources:</b> Online ACT Prep Course (TBA)</p> <p><b>Key Personnel:</b> Kelli Estepp (PLC Counselor) Amanda Ortiz-Torres (PLC AP)</p>

	<b>Status:</b> Not Started
Jul. 2015 - May. 2016	<b>Construction Academy</b>  <b>Description:</b> Establish and develop the curriculum for an on-site Construction Academy consisting of a four-year program designed to introduce students to a variety of construction career professions. Students will receive instruction and hands on experience as part of a project-based learning curriculum related employment or post-secondary education.  <b>Implementation Benchmarks:</b> Add Levels I, II, & III construction courses to the schedule. Complete and equip the construction shop (Art Barn). Acquire HBA & HBI approved curriculum. Transition to use classrooms currently located at the front of the Falcon Legacy Campus. Add construction math classes and other soft skill course work to the curriculum.  <b>Resources:</b> Home Builders Association Home Builders Institute  <b>Key Personnel:</b> Nikki Lester (CTE Coordinator) Jim Baumann (Construction Teacher) HBA associates and board members  <b>Status:</b> In Progress
Nov. 2015 - Apr. 2016	<b>ICAPs</b>

	<p><b>Description:</b> Identify the post-secondary goals of students through ICAPs and develop short term and long-term goals for creating education paths that facilitate personal interests, and post-secondary career and college choices.</p> <p><b>Implementation Benchmarks:</b> Complete Senior ICAPs by January 2016. All other student by May 1, 2016. Offer concurrent enrollment classes through PPCC. Inform students of AVB and AVP programs. Develop and implement Construction and Culinary Academies at Patriot Learning Center. Coop with Peyton School District for vocational opportunities.</p> <p><b>Resources:</b> School and District personnel associated with each program. Pike's Peak Community College. City and County Homebuilders Association. Peyton School District</p> <p><b>Key Personnel:</b> Kelli Estep (PLC Counselor) Nikki Lester (CTE Coordinator) Steve Oberg (PLC Principal) Amanda Ortiz-Torres (PLC AP) Mary Perez (Pathways Coordinator)</p> <p><b>Status:</b> In Progress</p>
Jan. 2016 - May. 2016	<b>Post-Secondary Options</b>



**Description:**

Create a schedule and articulate courses that accommodate student learning opportunities in District 49 Career Academies, D49 Pathways, Career & Technical Education, and Concurrent Enrollment.

**Implementation Benchmarks:**

Reorganize the PLC program to include only a high school.

Build a schedule that consist of 3 sessions (3 periods each) and would in compass what is now Night School.

Start Levels I and II Construction Class as part of the Residential Construction Academy (RCA).

Implement a modified period schedule to create blocks for time for Level III Construction classes and future Culinary Academy.

**Resources:**

Zone and Building reorganization plan.

3 Year Strategic Plan for reorganization of Patriot Learning Center.

**Key Personnel:**

Peter Hilts (D49 CEO)

Andy Franko (Zone Leader)

Nikki Lester (CTE)

Steve Oberg (PLC Principal)

Amanda Ortiz-Torres (PLC AP)

Kelli Estepp (PLC Counselor)

**Status:**

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)

**School** Pikes Peak School of Expeditionary Learning

**Accreditation Rating** \_\_\_\_\_

Name	Position
Tim Garrett	Chair / Community Member
Don Knapp	Principal
Jeanne Wheeler	DAC rep
Jessica Vandevosse	Parent
Kristen Krull	Parent
Wallace Cross	Parent
Dean Jaeger	Board member

School Accountability Committee:

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.

1) Date the Plan was presented to SAC for review:  
10/1/15 & 3/8/16

2) Signature of Principal:  
*[Signature]*

3) Signature of SAC Chairperson:  
*[Signature]*

4) Signatures of additional SAC members who reviewed the plan:  
*[Signatures]*

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **6935** School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Writing for Male Students:** Male students generally achieve lower, especially in writing, when compared to their female counterparts.
- **Math Standard 1:** Students were generally low at Math Standard 1, specifically Number sense.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Instruction:** Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.
- **Number Sense:** Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Institute a systematic, school-wide approach to teaching Math Standard 1:** School-wide, data demonstrated that PPSEL students needed improvement in Math Standard 1.
- **Research best practices instructing males in writing and implement strategies:** PPSEL staff will be researching best practices around writing and males and then implementing these school-wide.

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

School Code: **6935**

School Name: **PIKES PEAK SCHOOL EXPEDITIONARY LEARNING**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

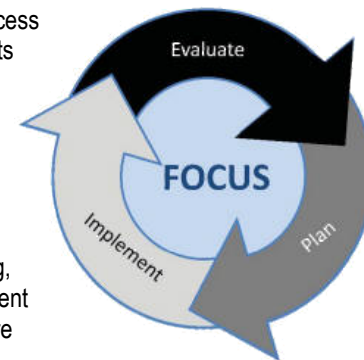
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	The school has received ELAT grant funds to help with early literacy and the BURST program. The funds have been available the entire year and is in cooperation and conjunction with the school district.
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?	The school has no plans for this.
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.	The school had an external evaluation in 2011, but hasn't had any further visits.

School Code: 6935

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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** 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.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

##### Academic Achievement (Status)

**Prior Year Target:** Writing:

Increase male students scoring PA at each content area at each level by 5 percentage points as measured by TCAP and the School Performance Framework.

ES Males 77%

MS Males 64%

**Performance on Target:** Because of the switch from TCAP to PARCC, it is not possible to use the same percentages as was listed as the target. When reflecting on our performance based on percentile ranks, elementary students showed a slight (2%) decline in writing while middle school students showed a major increase

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(9%). Overall the school's percentile increased, but we will want to keep an eye on the elementary scores.

### Academic Growth

**Prior Year Target:** The school had no growth targets because we were meeting all targets.

**Performance on Target:** N/A

### Academic Growth Gaps

**Prior Year Target:** Math:

"Students with Growth Gap deficiencies will increase the median growth percentile (MGP) to at least 72%.

**Performance on Target:** Because of the switch from TCAP to PARCC, it is not possible to use the same percentages as was listed as the target.

### Postsecondary & Workforce Readiness

**Prior Year Target:** We are a K-8 school, so this is not applicable.

**Performance on Target:**

### Academic Achievement Reflection

The school worked on the writing of males in several ways and saw some success on common school assessments. There were many different strategies and professional development implement to see this progress, although we haven't closed the gap as much as needed.

### Academic Growth Reflection

While the school is always concerned about growth and looking for ways to allow students to grow even more, the school had no official growth targets on the 2014-2015 UIP.

### Academic Growth Gaps Reflection

The school did some work around strategies for disaggregated groups, but also general work on Math (specifically Standard 1). The data we have suggests that additional work is still needed for the school as a whole, which includes these students with growth gaps.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Data analysis is different than in the past. The change from TCAP to PARCC means that interim testing data is the primary tool that the school is using to make sure that students are hitting standards and are growing. This will be the case until PARCC has been more fully implemented and also when it has been implemented long enough to have growth data.

Local data included the NWEA MAP assessments for students 2<sup>nd</sup>-8<sup>th</sup> grade, 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.

The school has received a "performance" plan since 2012 on the Performance Frameworks from the state, and have had a higher percentage each year since then. The trend indicates that the school is improving and its strategies are working. The school saw improvements pretty much across the board, as expected. The great news is that students met ALL targets on the Performance Frameworks for 1-year data.

Challenges were still that students with IEPs, minority students, and students who qualify for Free/Reduced Lunch underperform as compared to peers who are not in those categories. Minority students, however, have made adequate growth, which is important.

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.

The main data used as local/interim data was NWEA MAP data because it is nationally normed and we have growth data from year to year because the school has used this assessment for many years.

#### Mathematics

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Total Students With Valid Growth Test Scores</b>	44	45	44	46	44	48	45
<b>Mean RIT</b>	184.1	194.4	206.8	213.6	215.5	229.8	239.6

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<b>Standard Deviation</b>	11.5	12.9	11.3	12.4	11.9	13.8	14.8
<b>Norm Grade Level Mean</b>	178.2	191.4	202.8	212.2	218.2	223.1	226.7
<b>RIT</b>							
<b>Students At or Above Norm Grade Level Mean</b>	31	28	24	23	16	31	37
<b>RIT</b>							


**Language**

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Total Students With Valid Growth Test Scores</b>	42	45	44	47	42	48	45
<b>Mean RIT</b>	185.6	196.2	203.5	213.6	212.9	218.1	223.9
<b>Standard Deviation</b>	12.5	15.5	11.3	10.4	11.3	12.1	10.5
<b>Norm Grade Level Mean</b>	176.1	190.5	199.7	206.3	211.2	214.4	216.4
<b>RIT</b>							
<b>Students At or Above Norm Grade Level Mean</b>	34	32	26	39	24	30	35
<b>RIT</b>							


**Reading**

2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
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School Code: 6935

School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

<b>Total Students With Valid Growth Test Scores</b>	44	45	44	47	42	47	45
<b>Mean RIT</b>	184.5	192.6	205.5	209.7	211.5	219.1	224.2
<b>Standard Deviation</b>	15.9	14	11.9	13.8	13.3	17.3	16.4
<b>Norm Grade Level Mean RIT</b>	176.1	189.4	199	206.3	211.5	214.8	217.5
<b>Students At or Above Norm Grade Level Mean RIT</b>	32	31	33	28	25	36	30

A review of the data sets above demonstrate that overall PPSEL students are performing above the national norm score at all grade levels in all three subjects: Math, Reading, and Language Usage.

A review of other sources of data confirms the results of NWEA MAP.

Initial PARCC scores have released as of this writing and the school sees that the trend continues for the English/Language Arts assessment. The school did see a significant decrease in how it scores in Math as compared to similar school in the district. While NWEA MAP scores did not show this same, the committee sees that Math is still something that needs to be addressed aggressively by the school.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- All grades, except 7th grade, are trending lower on state tests according to initial PARCC data in math. Students were lower than their peers in the local geographical area.
- Students remain steady in ELA testing from 2013-2015. Keep in mind, this stability also includes a weakness in the writing scores for males.

#### Academic Growth

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- NWEA MAP data shows "acceptable growth" in reading, language and math. As a school, students are generally trending higher.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

#### Priority Performance Challenge



#### Root Cause

Writing for Male Students: Male students generally achieve lower, especially in writing, when compared to their female counterparts.



Instruction: Instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Math Standard 1: Students were generally low at Math Standard 1, specifically Number sense.



Number Sense: Students did not have enough practice to become proficient in number sense, including conversations, explanations and critical thinking.

### Reflection on Priority Performance Challenges

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.

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In addition, number sense is an area that students more frequently performed lower on when looking at what is trending in math. While our achievement and growth continue to improve, this is an area that, school-wide, students still struggle with more than others.

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.

### Reflection on Root Cause

The process used for the Root Causes were based on Root Cause Analysis as compiled by Preuss. The team looked at the data (evidence) closely--we looked at grade levels, gender, and other available disaggregated data. They were selected and verified using a 5 Whys protocol.

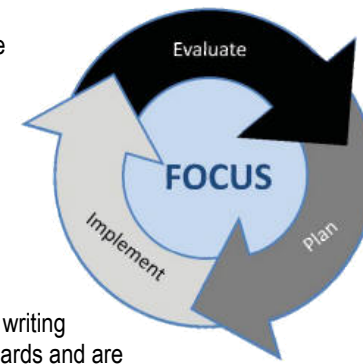
## 1. Summary/Conclusion

As noted above, data is not as easily clear because of the transition from TCAP to PARCC, but it is clear that the same obstacles from last year still exist and that the work that began needs to be continued.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		M
Priority Performance Challenge		Math Standard 1
Annual Performance Targets	2015-2016	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Math target 78% MS Math target 81%
	2016-2017	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Math 83% MS Math 86%
Interim Measures		With the change from TCAP to PARCC, our interim measures are used for our targets, but we do assess students with NWEA MAP two times a year.
Subject		W
Priority Performance Challenge		Writing for Male Students

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Annual Performance Targets	2015-2016	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 77% MS Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 78%
	2016-2017	Using NWEA MAP scores for targets: Increase students at or above average RIT score by 5%. ES Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 82% MS Language Usage (Subgoal Writing: Plan, Organize, Develop, Revise, Research) 83%
Interim Measures		School Common Assessment administered quarterly.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Institute a systematic, school-wide approach to teaching Math Standard 1  
School-wide, data demonstrated that PPSEL students needed improvement in Math Standard 1.

**Root Cause(s) Addressed:**  
Number Sense

**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    ☐ Other:

#### Action Steps

Aug. 2014 - May. 2016

#### Professional Development

##### Description:

Implement long-term professional development on the workshop model 2.0, with a focus on Math.

##### Implementation Benchmarks:

- Professional development on Grapple step and create criteria. Match current Math standards to workshop
- Professional development on Discuss and Focus steps and create criteria. Match current Math standards to workshop
- Professional development on Apply and create criteria. Match current Math standards to workshop
- Professional development on Synthesis step and create criteria. Match current Math standards to workshop

##### Resources:

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING



	<p>Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.</p> <p>Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Vertical Skill Implementation</b></p> <p><b>Description:</b> After vertically aligning math skills last school year, the staff will work on the school-wide implementation of these skills. This will include PLC time, accountability with school leaders, and vertical teams using set data and reflection time.</p> <p><b>Implementation Benchmarks:</b></p> <ul style="list-style-type: none"> <li>--Introduce timeline and expectations to staff in the fall.</li> <li>--Set coaching cycles partially around the vertically aligned skills at the beginning of each quarter.</li> <li>--Model Data and Reflection time with teams in August</li> <li>--Set Math Data and Reflection times at least monthly.</li> </ul> <p><b>Resources:</b> Common Core Standards; Models from other districts; Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.</p> <p><b>Key Personnel:</b></p>

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<p>Leadership Committee; Instructional Coach</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Rubric Implementation</b></p> <p><b>Description:</b> PPSEL began its creation and use of the standards-aligned rubrics in the 2014-2015 school year. In the 2015-2016 school year, PPSEL staff will begin a systematic implementation of these rubrics for all math instructors.</p> <p><b>Implementation Benchmarks:</b>  --School leadership works with grade level teams during team planning on rubrics to make sure that they are understood and the expectations of their use is understood. Fall 2015   --Rubrics used as part of the grading process each of the 4 quarters.   --Students are able to explain where they land on the rubric each time the rubric is used throughout the year.</p> <p><b>Resources:</b> Common Core Standards</p> <p><b>Key Personnel:</b> Data Committee</p> <p><b>Status:</b> In Progress</p>
Nov. 2015 - Jan. 2016	<p><b>Book Study: Driven By Data</b></p> <p><b>Description:</b></p>

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	<p>PPSEL staff will read sections of Driven by Data by Bambrick-Santoyo so that all staff will understand how to get students involved in their own data and involve them in the process of their growth as a learner, which will be a specific focus of math instruction.</p> <p><b>Implementation Benchmarks:</b> Order Books October 2015</p> <p><b>Resources:</b> Copies of book for staff</p> <p><b>Key Personnel:</b> Math Teachers</p> <p><b>Status:</b></p>
<p>Aug. 2014 - May. 2016</p>	<p><b>Math Modules</b></p> <p><b>Description:</b> Implementation of Common Core Math Modules from Expeditionary Learning-"Engaged New York"</p> <p><b>Implementation Benchmarks:</b> Professional Development days scheduled for Expeditionary Learning School Designer.</p> <p><b>Resources:</b> Access to Expeditionary Learning Commons Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p>

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	<p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>Research</b></p> <p><b>Description:</b> Focused research staff study on Math Standard 1</p> <p><b>Implementation Benchmarks:</b> Professional Development days scheduled for Expeditionary Learning School Designer.</p> <p><b>Resources:</b> Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Research best practices instructing males in writing and implement strategies  
PSEL staff will be researching best practices around writing and males and then implementing these school-wide.

**Root Cause(s) Addressed:**  
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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Oct. 2014 - Dec. 2015

#### Whole-Staff Data Analysis

##### Description:

Staff will deeply examine disaggregated data from each subgroup. From that examination, teachers will create action plans to address concerns around males.

##### Implementation Benchmarks:

Gather and organize data from Alpine August 2015 and again when PARCC data is released.

Create Notecatcher

Steps created for "next steps" in classrooms.

##### Resources:

Tier 1 Salary for Instruction Coach – Local Sources

##### Key Personnel:

Instructional Coach; Principal; Expeditionary Learning School Designer

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	<p><b>Status:</b> In Progress</p>
Nov. 2015 - Feb. 2015	<p><b>Revised Book Study</b></p> <p><b>Description:</b> Returning staff who were part of the book study Writing the Playbook by King will lead a revised book study format to bring new staff the information from the book study (major themes, suggested strategies, etc.)</p> <p><b>Implementation Benchmarks:</b> Order Books Summer 2015</p> <p>Implement study in professional development during 2nd quarter 2015</p> <p><b>Resources:</b> Copies of book – Local Sources</p> <p><b>Key Personnel:</b> All staff</p> <p><b>Status:</b> Not Started</p>
Oct. 2014 - May. 2016	<p><b>Workshop Model focused on writing</b></p> <p><b>Description:</b> Implement long-term professional development on the workshop model 2.0, with a focus on writing.</p> <p><b>Implementation Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Professional development on Grapple step and create criteria. Match current writing standards to workshop</li> </ul>

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<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> <p><b>Resources:</b> Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning \$25,000/year.  Professional Development Time.</p> <p><b>Key Personnel:</b> Instructional Coach; Principal; Expeditionary Learning School Designer</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Peer Critique</b></p> <p><b>Description:</b> Teachers will critique lessons of peers using rubrics for quality work and using the Expeditionary Learning Quality Work Protocol.</p> <p><b>Implementation Benchmarks:</b> Familiarize staff with Quality Work criteria-August 2015  Self-assess lessons using the criteria-September 2015  Do official Quality Work Protocol to give feedback on lessons and on work (also part of Expeditionary Learning credentialing process)--once in the fall and once in the spring.</p>

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School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

	<p><b>Resources:</b> Core Practice Benchmarks</p> <p><b>Key Personnel:</b> Writing Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>PLCs: Boy Writing</b></p> <p><b>Description:</b> PLCs: Successes and obstacles with male writers. Teacher reflect on practices and share successful strategies using data and work through obstacles.</p> <p><b>Implementation Benchmarks:</b> Set norms and expectations Aug 2014</p> <p>At least monthly focus at PLCs beginning Aug 2014</p> <p><b>Resources:</b> PLC time</p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>



## Section V: Appendices

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

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

# Unified Improvement Plan Signature Cover Page (school level) 2015-2016

**School:** Remington  
**Accreditation Rating:** Performance Plan

<b>School Improvement Planning Team:</b> Names of people who were involved in the preparation of the plan.		<b>School Accountability Committee:</b>
Name	Position	
Mark Brown	Principal	1) <b>Date the Plan was presented to SAAC for review:</b>  <div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">December 3, 2015</div>
Suzy Ancell	Assistant Principal	
Bonnie Bonser	Kindergarten Team Lead Teacher	2) <b>Signature of Principal:</b>  <div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Mark Brown</div>
Michelle Kiger	1 <sup>st</sup> Team Lead Teacher	
Gina Sheets	2 <sup>nd</sup> Team Lead Teacher	3) <b>Signature of SAAC Chairperson:</b>  <div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Melanie McAllister</div>
Rachael Moothart	3 <sup>rd</sup> Team Lead Teacher	
Vannessa Steenbock	4 <sup>th</sup> Team Lead Teacher	4) <b>Signatures of DAAC representative:</b>  <div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Melanie McAllister</div>
Karen Parks	5 <sup>th</sup> Team Lead Teacher	
Rocio Padilla	School Counselor	<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Chris Vigil</div>
		<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Connie Shackelford</div>
		<div style="border-bottom: 1px solid black; width: 80%; margin: 0 auto;">Carla Yowell</div>



## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7317** School Name: **REMINGTON ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Achievement in Reading:** Our students scored in the 51<sup>st</sup>ile rank on state assessments. We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students (15%) who have identified significant reading deficiencies.
- **Academic Achievement in Math:** Our students scored in the 65<sup>th</sup> %ile rank on state assessments. We need to ensure that each student achieves grade level proficiency by increasing student growth in math.
- **Health and Wellness:** Students have limited physical activity opportunities to support educating the “whole child” (to include before and after school activities).
- **TIER I Literacy instruction Alignment:** Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Limited Reading Intervention Programs:** Academic Achievement in Reading
- Reading:
  - Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing growth within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.
- **Limited Math Intervention Programs:** Math:
  - Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.
- **Limited Physical Activities for Students:** Remington has identified that all students do not have access to physical activities outside of the school day and we understand that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.
- **Limited Personnel to Deliver Intervention in Small Group Settings:** Remington had limited personnel to deliver an array of targeted interventions to address the individual needs of our students with Reading Deficiencies. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a

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School Name: **REMINGTON ELEMENTARY SCHOOL**

variety of intervention programs to address reading needs of all learners in this category.

- **Limited Personnel to Deliver Additional Math Interventions:** Remington had limited personnel to deliver additional targeted interventions to address the individual needs of our students identified with Math Growth Gaps. Remington selected this performance challenge to have significant magnitude of our overall challenges. Our past data documents our students in this growth gap areas to continue to not make adequate growth to close the achievement gap.
- **TIER I Core Literacy Instruction:** Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Targeted Skills Reading Intervention Programs:** In addition to our Burst Reading Intervention Program, we will implement 2 additional reading programs to provide specific, targeted instruction to meet the individual needs of our students. The additional reading intervention programs are Read Naturally and Sonday.
- **Targeted Math Intervention Program:** We will implement a targeted Math Intervention Program to services students K-5
- **Increase Physical Activity Opportunities:** Students will have access to physical activities before, during, and after school.
- **TIER I CORE LITERACY INSTRUCTION:** TIER I Literacy instruction (CKLA) will be implemented and aligned with standards.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Mark Brown,
Email	mbrown@d49.org
Phone	(719) 495-5257
Mailing Address	2825 pony tracks dr colorado springs, Colorado 80922

Name, Title	Suzy Ancell,
Email	sancell@d49.org
Phone	7194955263
Mailing Address	2825 pony tracks dr colorado springs, Colorado 80922

## 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?	

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External Evaluator

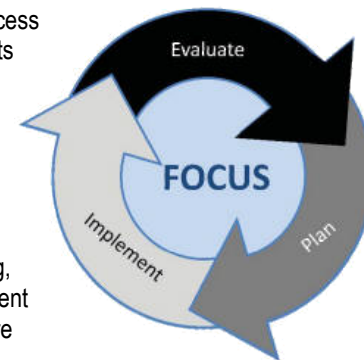
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

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 after school 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 and this year we adjusted our kindergarten population from 3 half-day sections plus one full day section to all 4 full day classes. We also serve students with special needs through a broad spectrum of services and programs.

Current data, progress towards prior year’s performance targets, prioritization 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 frequently to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the 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.



## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** The number of students identified as having a Significant Reading deficiency (RED DIBELS) (SRD) will be reduced by 10%.

The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or increased by 5% over the previous year.  
(77%)

**Performance on Target:** BOY (14-15 yr.)

DIBELS Assessment scores K-3

21% of students were "well below" the Benchmark (RED)

EOY (14-15)

14% of students were "well below" Benchmark (RED)

We did not meet the target of 10% but did reduce this category by 7%

BOY (14-15 yr.)

DIBELS Assessment scores K-3

64% of students scored on Benchmark (K-3)

EOY (14-15)

75% of students scored on Benchmark (K-3)

We did not meet the target of 80% but did increase our Benchmark scores by 11%.

**Prior Year Target:** Our students will score at the 50th growth percentile or increase by 5% over the previous year.

**Performance on Target:** Although we do not have growth data for this year, we were able to review our current performance on our PARCC scores.

We were in the 65%ile in math overall and had a mean scaled score of 739.6. We were below the cut off score of 750 to Meet or Exceed expectations. (Level 4/5)

Grade Level Performance:

3rd 47%ile Rank Mean Scaled Score 735.4

4th 79%ile Rank Mean Scaled Score 745.9

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5th 47%ile Rank Mean Scaled Score 736.4

### Academic Growth Gaps Reflection

Overall, we did not meet the rigorous targets set in the 14-15 School Unified Plan. We did note good growth in our DIBELS scores and the movement towards proficiency at 80% overall.

In K-3 grade, we identified 78 students scoring "well below" benchmark at the beginning of the year. By the end of the year, only 49 students remained in that category. (A reduction of 29 students)

Although we do not have growth data for this year to address our growth gaps, we noted that our students are "approaching expectations" in math overall.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### 3rd- Reading/Writing ELA

*Our 3rd grade students scored 28% in the Met and Exceeded category.*

*This is below our District, State and National levels.*

*Dist- 44%*

*State -39%*

*National- 38%*

*Reading proficiency expectations were not met and will be focused on as an area to improve at Remington.*

##### 4th- Reading/Writing ELA

Our 4th grade students scored 45% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 44%

State -42%

National- 42%

Reading proficiency expectations were met and we will continue to focus on our Core Literacy Curriculum.

##### 5th-Reading/Writing ELA

Our 5th grade students scored 41% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 39%

State -40%

National- 40%

Reading proficiency expectations were met and we will continue to focus on our Core Literacy Curriculum.

##### 3rd- Math

*Our 3rd grade students scored 32% in the Met and Exceeded category.*

*This is below our District, State and National levels.*

*Dist- 43%*

*State -37%*

*National- 38%*

*Math proficiency expectations were not met and will be focused on as an area to improve at Remington.*

##### 4th- Math

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Our 4th grade students scored 57% in the Met and Exceeded category.  
This is above our District, State and National levels.

Dist- 34%

State -30%

National- 32%

Math proficiency expectations were met and far exceeded district and state scores.

We will continue to focus on our Core Math Curriculum.

### 5th- Math

Our 5th grade students scored 33% in the Met and Exceeded category.

This is above our District, State and National levels.

Dist- 30%

State -30%

National- 32%

Math proficiency expectations were met and we will continue to focus on our Core Math Curriculum.

### DIBELS DATA K-3

Our local assessment data is showing positive signs of growth in reading achievement. In 2014-15, Remington saw 11% growth school wide of the percentage of students scoring at benchmark on DIBELS from 64% at the beginning of the year to 75% at the end of the year. The following chart shows DIBELS growth by grade level for the 2014-2015 school year.

Kindergarten BOY=59% MOY=78% EOY=88%

Grade 1 BOY= 65% MOY= 57% EOY= 67%

Grade 2 BOY= 72% MOY= 74% EOY= 75%

Grade 3 BOY= 62% MOY= 62% EOY= 71%

### Participation Rates

We did not meet the state participation Rate of 95% on the 2014-2015 state assessment.

Our overall participation rate was 94.1% school wide.

3rd grade 92.6%

4th grade 92.5%

5th grade 97.7%

For the past years Remington Elementary School's test participation rates have been between 98% and 100%. This past year our participation rates were in that range dropped below 95% in grades 3 and 4. We believed, with all of the media and statewide push to opt out, our participation rates dropped significantly. This year we have been working with our School Accountability Committee, Leadership team members, and staff, and to stress the importance of testing. We sent a letter to our parents explaining the importance of testing including a specific schedule.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Reading
- Over the past 4 years, Remington has shown a slight upward trend in reading when reviewing the 3 year SPF for 4th and 5th grade students.

#### Academic Growth Gaps

- Reading: APPROACHING (3 year SPF)
- We continue to see our students in subgroups not making enough growth to close the gaps.
- Growth Med/Adequate
- 
- Subgroup                      2013                      2014
- Free/Reduce.                38/39                      35/37
- Minority                      44/36                      43/34
- Stud. W Dis.                26/73                      38/74
- English Learner            47/53                      45/49
- Catch Up                    46/59                      46/57
- 
- Reading: EXCEEDS (1 year SPF)
- Local Data Trends:
- 
- 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.
- At the beginning of October, 2015, we identified 81 (K-3) students with a SRD. (Numbers may change slightly due to Kindergarten MOY assessments.)

#### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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

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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.

## Priority Performance Challenge



## Root Cause

Academic Achievement in Reading: Our students scored in the 51<sup>st</sup>ile rank on state assessments. We need to ensure that each student achieves grade level proficiency in reading by reducing the number of students (15%) who have identified significant reading deficiencies.



Limited Reading Intervention Programs: Academic Achievement in Reading Reading:

Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing growth within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Limited Personnel to Deliver Intervention in Small Group Settings: Remington had limited personnel to deliver an array of targeted interventions to address the individual needs of our students with Reading Deficiencies. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that students are not meeting state expectations and continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Academic Achievement in Math: Our students scored in the 65<sup>th</sup> %ile rank on state assessments. We need to ensure that each student achieves grade level proficiency by increasing student growth in math.



Limited Math Intervention Programs: Math:

Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.

Limited Personnel to Deliver Additional Math Interventions: Remington had limited personnel to deliver additional targeted interventions to address the individual needs of

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our students identified with Math Growth Gaps. Remington selected this performance challenge to have significant magnitude of our overall challenges. Our past data documents our students in this growth gap areas to continue to not make adequate growth to close the achievement gap.

Health and Wellness: Students have limited physical activity opportunities to support educating the “whole child” (to include before and after school activities).



Limited Physical Activities for Students: Remington has identified that all students do not have access to physical activities outside of the school day and we understand that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.

TIER I Literacy instruction Alignment: Remington’s Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum’s structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.



TIER I Core Literacy Instruction: Remington’s Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards. The curriculum’s structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

### Reflection on Priority Performance Challenges

Academic Achievement in Reading/Writing ELA and Math

Reading:

Early interventions in Reading were being provided through the BURST intervention program on a 5 times per week schedule. Data collection and analysis of results revealed that not all students were responding to this specific intervention. Teachers were collecting data and analyzing gaps within the intervention program itself. Teachers were documenting the need for additional intervention programs to meet the needs of all SRD learners. Remington selected this performance challenge to have the greatest magnitude of our overall challenges. Our past data documents that our students in this area continue to not make adequate growth to close the achievement gap. We were not providing a variety of intervention programs to address reading needs of all learners in this category.

Literacy:

We are not providing instruction in alignment with the required rigor of the Colorado Academic Standards through the current reading curriculum.

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**Math:**

Remington did not have a formal math intervention program to address the needs of our students. Reteaching and math support was implemented in the classroom, but after analyzing the data, Remington identified the need for additional formal math intervention program.

**Health and Wellness of the Whole Child**

Remington has identified that all students do not have access to outside, after school physical activities and understands that physical activity can have an impact on academic behaviors and cognitive skills which contribute to academic performance.

**Tier I Literacy Core Instruction:**

Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards.

The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.

**Root Causes Addressed** –In analyzing our data, we are concerned with the number of students who are not demonstrating Literacy proficiency, students identified as having a Reading Deficiency, (SRD), and students who are not demonstrating proficiency in math. Through Leadership Team meetings, data dialogues, curriculum alignment meetings, observations, and grade level PLC meetings, we arrived at the following root causes:

==>

**Reflection on Root Cause****Root Causes Addressed –**

In analyzing our data, we are concerned with the number of students who are not demonstrating Literacy proficiency, students identified as having a Reading Deficiency, (SRD), and students who are not demonstrating proficiency in math. Through Leadership Team meetings, data dialogues, curriculum alignment meetings, observations, and grade level PLC meetings, we arrived at the following root causes:

Remington's Literacy curriculum did not provide the rigorous instruction needed to prepare our students for Literacy proficiency nor did it align with the standards.

The curriculum's structure, delivery model, and strategies did not provide thorough, targeted instruction to meet the demands of the academic standards.



## 1. Summary/Conclusion

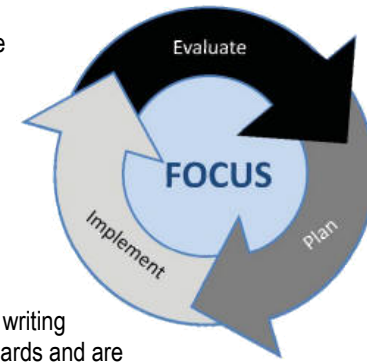
School Code: 7317

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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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Achievement in Reading
Annual Performance Targets	2015-2016	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.
		The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or above.
		Our students will score in the 61 <sup>st</sup> ile rank on state assessments in ELA.
		Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points
	2016-2017	The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.
		The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 85% or above.

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		Our students will score in the 71%ile rank on state assessments in ELA.
		Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points
Interim Measures		BOY (2015-2016 school year.) DIBELS Assessment scores K-3 (3x per year) (ongoing progress monitoring data) 26% of students were "well below" the Benchmark (RED) MOY 18% 60% of students scored at "benchmark" (Green) MOY 71%  BEACON Zone and District Assessments (Quarterly)

Subject		R
Priority Performance Challenge		TIER I Literacy instruction Alignment
Annual Performance Targets	2015-2016	Reading proficiency scores will increase by 10% in 3rd, 4th and 5th grade.  3rd- Reading Our 3rd grade students scored 28% in the Met and Exceeded category. 4th- Reading Our 4th grade students scored 45% in the Met and Exceeded category. 5th-Reading Our 5th grade students scored 41% in the Met and Exceeded category.
	2016-2017	School Reading proficiency scores will increase by 10% from the previous year (2015-2016) in 3rd, 4th and 5th grade.
Interim Measures		We have been using BEACON quarterly assessment as a tool to determine levels or proficiency according to standards.  School Year: 2015-2016 2015-2016 ELA Grade 4 Quarter 1 Beacon Assessment RED YELLOW GREEN BLUE 71 (71%) 14 (14%) 9 (9%) 1 (1%) 100 students  D49 ELA 5 Beacon BOY (Single) 49 (51%) 36 (37%) 10 (10%) 1 (1%) 97 students  D49 ELA 2 Beacon BOY (Single) 66 (74%) 14 (16%) 8 (9%) 1 (1%) 89 students  D49 ELA 3 Beacon BOY (Single) 54 (73%) 12 (16%) 8 (11%) 0 (0%) 74 students

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Subject		W
Priority Performance Challenge		Academic Achievement in Reading
Annual Performance Targets	2015-2016	<p>The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.</p> <p>The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 80% or above. This would be an increased of 7% over the previous year. (75.2%)</p> <p>Our students will score in the 61%ile rank on state assessments in ELA.</p> <p>Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points</p>
	2016-2017	<p>The number of students identified as having a Significant Reading deficiency (SRD) will be reduced by 15%.</p> <p>The number of students reaching or exceeding grade level expectations (Benchmark) on DIBLES Next will be at 85% or above.</p> <p>Our students will score in the 71%ile rank on state assessments in ELA.</p> <p>Our students will meet the expectations of the Level 4/5 category (Met or Exceeded) 750+ points</p>
Interim Measures		<p>We have been using BEACON quarterly assessment as a tool to determine levels or proficiency according to standards.</p> <p>School Year: 2015-2016 Show Students Enrolled: On Test Day Population District: Falcon School District 49 School: Remington Elementary</p> <p>Remington Elementary</p> <p>2015-2016 ELA Grade 4 Quarter 1 Beacon Assessment RED YELLOW GREEN BLUE 71 (71%) 14 (14%) 9 (9%) 1 (1%) 100 students</p> <p>D49 ELA 5 Beacon BOY (Single) 49 (51%) 36 (37%) 10 (10%) 1 (1%) 97 students</p> <p>D49 ELA 2 Beacon BOY (Single) 66 (74%) 14 (16%) 8 (9%) 1 (1%) 89 students</p>

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		D49 ELA 3 Beacon BOY (Single) 54 (73%) 12 (16%) 8 (11%) 0 (0%) 74 students
Subject		M
Priority Performance Challenge		Academic Achievement in Math
Annual Performance Targets	2015-2016	Our students scored in the 65th percentile overall in state assessments. We need to ensure that each student acquires grade level proficiency by increasing student achievement in math. Our students will meet the expectations of the Level 4/5 category (Met and Exceeded) 750+ points Our students will increase their percentile scores by 5%
	2016-2017	We need to ensure that each student acquires grade level proficiency by increasing student achievement in math. Our students will meet the expectations of the Level 4/5 category (Met and Exceeded) 750+ points Our students will increase their percentile scores by 5%
Interim Measures		BEACON assessments 3rd BOY 3% Met or Exceeded MOY 10% Met or Exceeded (7% gain) 5th BOY 13% Met or Exceeded MOY 17% Met or Exceeded (4% gain)  4th BOY 0% Met or Exceeded MOY TBD

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: Targeted Skills Reading Intervention Programs

In addition to our Burst Reading Intervention Program, we will implement 2 additional reading programs to provide specific, targeted instruction to meet the individual needs of our students. The additional reading intervention programs are Read Naturally and Sundays.

#### Root Cause(s) Addressed:

Limited Reading Intervention Programs

Limited Personnel to Deliver Intervention in Small Group Settings

#### 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    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2015

#### Additional Intervention Programs (Reading)

##### Description:

We will implement the Burst Reading Intervention Program, Sundays Intervention Program, and Read Naturally Intervention Program. Students will receive the appropriate intervention(s) to meet their specific reading needs.

##### Implementation Benchmarks:

BOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s)

Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

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School Name: REMINGTON ELEMENTARY SCHOOL

	<p>MOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s) Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary</p> <p>EOY DIBELS assessments will be analyzed and students scoring "well below" the Benchmark will be placed in the appropriate intervention(s) Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary</p> <p><b>Resources:</b> BURST Intervention Program and Materials Sonday Intervention Program and Materials Read Naturally Intervention Program</p> <p><b>Key Personnel:</b> General Educations Teachers, Special Education Teachers, Literacy Interventionists, Math Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Apr. 2015</p>	<p><b>Additional Interventionists to provide Remediation</b></p> <p><b>Description:</b> Additional trained personnel will be scheduled to provide additional Reading Intervention Programs to students identified with a Significant Reading Deficiency.</p> <p><b>Implementation Benchmarks:</b> In September, 3 additional interventionists were added to our staff to provide targeted Reading Instruction with Sondays and Read Naturally</p> <p>Additional Reading Instruction will be provided 3 times per week until April of 2016</p>

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School Name: REMINGTON ELEMENTARY SCHOOL

	<p><b>Resources:</b> Intervention Programs and materials Additional Personnel</p> <p><b>Key Personnel:</b> Literacy Interventionists Principal</p> <p><b>Status:</b> Complete</p>
<p>Nov. 2015 - Nov. 2015</p>	<p><b>ELAT Professional Development (Early Literacy Assessment Tool)</b></p> <p><b>Description:</b> Customized onsite professional development to support school-wide K-3 literacy goals Consultant will review school data to customize the PD content</p> <p><b>Implementation Benchmarks:</b> November 12, 2015</p> <p><b>Resources:</b> There is no cost for this Professional Development</p> <p><b>Key Personnel:</b> Teachers, Administration, Interventionists, Special Education Teachers</p> <p><b>Status:</b> In Progress</p>

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**Major Improvement Strategy:** Targeted Math Intervention Program  
We will implement a targeted Math Intervention Program to services students K-5

**Root Cause(s) Addressed:**  
Limited Math Intervention Programs

**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   ☐ Other:

### Action Steps

Aug. 2015 - May. 2015

#### Additional Math Intervention Program

##### Description:

Students with severe math deficits will identified through the SMI assessment and will be placed in the appropriate math intervention group

##### Implementation Benchmarks:

BOY assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)

Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

MOY assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

EOY DIBELS assessments will be analyzed and students scoring "well below" proficiency will be placed in the appropriate intervention(s)Progress Monitoring will be collected and analyzed in PLC meetings to determine if the student is showing growth. Adjustments to the intervention (frequency, program, or group) will be made if necessary

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School Name: REMINGTON ELEMENTARY SCHOOL

	<p><b>Resources:</b> Remedial Math Program Computer Based Assessment</p> <p><b>Key Personnel:</b> Math Interventionists</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2015</p>	<p><b>1/2 time Additional Personnel for Math Intervention</b></p> <p><b>Description:</b> Addition of a 1/2 time teacher to provide Math Intervention to students performing significantly below proficiency.</p> <p><b>Implementation Benchmarks:</b> 2015-2016 school year</p> <p><b>Resources:</b> Local</p> <p><b>Key Personnel:</b> Administration</p> <p><b>Status:</b> Complete</p>

**Major Improvement Strategy:** Increase Physical Activity Opportunities  
Students will have access to physical activities before, during, and after school.

**Root Cause(s) Addressed:**  
Limited Physical Activities for 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   ☐ Other:

### Action Steps

Aug. 2015 - May. 2015

#### Implementation of School Time Physical Activities

##### Description:

Go Noodle - Brain Break Program that provides physical movement activities that can be incorporated in the general education classroom.

Fitstep Pro - Pedometers that will be utilized during PE classes to track "moderate/vigorous" physical activity and steps to promote increased physical activity

##### Implementation Benchmarks:

Usage data will be collected from the Website 2 times per year.

Pedometers to be utilized monthly

##### Resources:

Free Resource

TV monitors in Classrooms

Pedometers (Implementation in Nov.)

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	<p><b>Key Personnel:</b> Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - Apr. 2015</p>	<p><b>AfterschoolPhysical Activites</b></p> <p><b>Description:</b> Girls on the Run Roller Skating 1 time a month Landsharks Cross Country Running Club Basketball Program (Boys and Girls) 3-5</p> <p><b>Implementation Benchmarks:</b> Ongoing through school year 2015-2016</p> <p><b>Resources:</b> School Building</p> <p><b>Key Personnel:</b> Teacher/Staff Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** TIER I CORE LITERACY INSTRUCTION  
TIER I Literacy instruction (CKLA) will be implemented and aligned with standards.

**Root Cause(s) Addressed:**  
TIER I Core Literacy 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Sep. 2015 - Sep. 2015

#### Materials and Tools

#### Description:

We will receive Literacy materials prior to CKLA training.

#### Implementation Benchmarks:

BOY- shipment

#### Resources:

School Funds

#### Key Personnel:

Administration

School Staff

Teachers

#### Status:

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School Name: REMINGTON ELEMENTARY SCHOOL

	Complete
Sep. 2015 - Sep. 2016	<p><b>CKLA Training</b></p> <p><b>Description:</b> We will receive CKLA training from curriculum specialist</p> <p><b>Implementation Benchmarks:</b> September 2015 (initial) January 2015 (follow up)</p> <p><b>Resources:</b> School Funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> Complete</p>
Jul. 2015 - May. 2017	<p><b>Literacy Coach/Data Analysis</b></p> <p><b>Description:</b> We will have a trained Literacy Coach to analyze data and meet with grade level teams during PLC meetings</p> <p><b>Implementation Benchmarks:</b> Monthly Reviews of Data to be composed on tracking sheets to be shared with staff. PLC data dialogues on a weekly basis.</p>

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School Name: REMINGTON ELEMENTARY SCHOOL

	<p><b>Resources:</b> School funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> Complete</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Video Self Reflection</b></p> <p><b>Description:</b> We will video tape quality instruction to share with peer teachers</p> <p><b>Implementation Benchmarks:</b> Videos will be shared with peer teachers and administration throughout the school year. Videos will also be made available to new hires.</p> <p><b>Resources:</b> NA</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b></p>

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	In Progress
Sep. 2015 - May. 2017	<p><b>Peer Observations</b></p> <p><b>Description:</b> We will provide opportunities to teachers to observe their peers during literacy instruction.</p> <p><b>Implementation Benchmarks:</b> Substitute teachers will be scheduled throughout the year to release teachers to observe and dialogue CKLA instruction</p> <p><b>Resources:</b> School funds</p> <p><b>Key Personnel:</b> Administration Teachers Interventionists</p> <p><b>Status:</b> In Progress</p>



## Section V: Appendices

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

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

# School Accountability Committee UIP Signature Page

School Rocky Mountain Classical Academy

Accreditation Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Becky Lenzmeier	Dean of Instruction	
Amanda Petthel	Dean of Assessment	
Mike Wedar	Elementary Principal	
Kelli Jensen	SAC Chairperson / Parent	1) Date the Plan was presented to SAC for review: <u>Feb. 11, 2016</u>
Nichelle Wendt	Teacher / Parent	2) Signature of Principal: <u>Christina Wedar</u>
Maria Haskin	Intervention	3) Signature of SAC Chairperson: <u>Kelli M. Jensen</u>
Beverly Oliver	Parent	4) Signatures of additional SAC members who reviewed the plan:
Karyn Veghte	PTO / Parent	
Rhonda Mahon	Parents	
Tamara Lowe	Parent	
Izzy	MS Principals	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7463** School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Adequate growth in the area of reading, math, and writing.:** At elementary level students needing to catch up have not made adequate growth in the area of reading, math, and writing.
- **Adequate growth in the area of math in middle school.:** At middle school level students have not made adequate growth in the area of math.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Adequate growth in math in middle school 6-8 grades:** Challenges with implementation of differentiated instructions.
- 
- **Misalignment of curriculums between Elementary and Middle school:** Saxon (not aligned to state standards) vs. Holt (aligned to state standards).
- **Students at K-4 are not taught at the grade level.**
- **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.**
- **Adequate growth in elementary school K-3 grades:** 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.**

School Code: **7463**

School Name: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Improvement of the current MTSS/RTI program K-8:** A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. Constrains in CKLA block format curriculum. Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for learners.
- Current elementary structure limits time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. A need to create flexible reading ability groups across all content areas and grade levels. Implementation of new CKLA curriculum 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.
- **Increase the number of students reading at the grade level in grades K-3:** Students who scored below an SRD cut points will be progressed monitored and provided intervention. A READ Plan will be developed and targeted interventions will be continued with students being progress monitored every 10 days.

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

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Christianna Fogler, Headmaster
Email	cfogler@rmcacs.org
Phone	4620 Antelope Ridge Colorado Springs, Colorado 80922
Mailing Address	

Name, Title	Vladislav Izboinikov, Principal
Email	izzy@rmcacs.org
Phone	4620 Antelope Ridge Colorado Springs, Colorado 80922
Mailing Address	

## 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

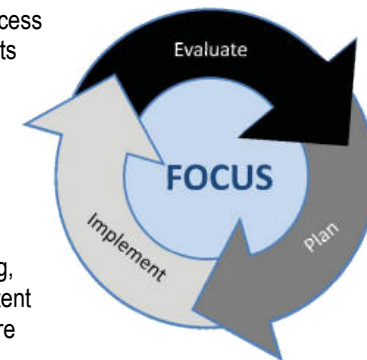
School Code: 7463

School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

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
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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description: 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 1050 students, is located at 4620 Antelope Ridge 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.*

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 and developing the UIP:

School's local and state data was reviewed by administrative team. The school Principal attended a district sponsored training to learn more about new UIP process. The current data points were 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 draft UIP plan 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

School Code: 7463

School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY

Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

### Participation Rates:

Although overall and in most grades we met the 95% required participation rate, we did not meet the requirement in 3rd grade, and some sub groups. In order to increase participation rate in the future, we are planning to increase information flow on our web site, send out a school wide announcements to educate parents on the nature and the purpose of the state testing, and create testing structures that are not taxing on students and intrusive to the overall educational process.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** K-3 Literacy

Decrease the number of students identify at Significant Reading Deficiency.

**Performance on Target:**

### Academic Growth

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Scantron, SIP end of the year: 75% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:**

**Performance on Target:**

### Academic Achievement Reflection

Due to anacurate data collection and recording of DIBELS results it is difficult to say if this goal was met. Appropriate changes were made to insure that future

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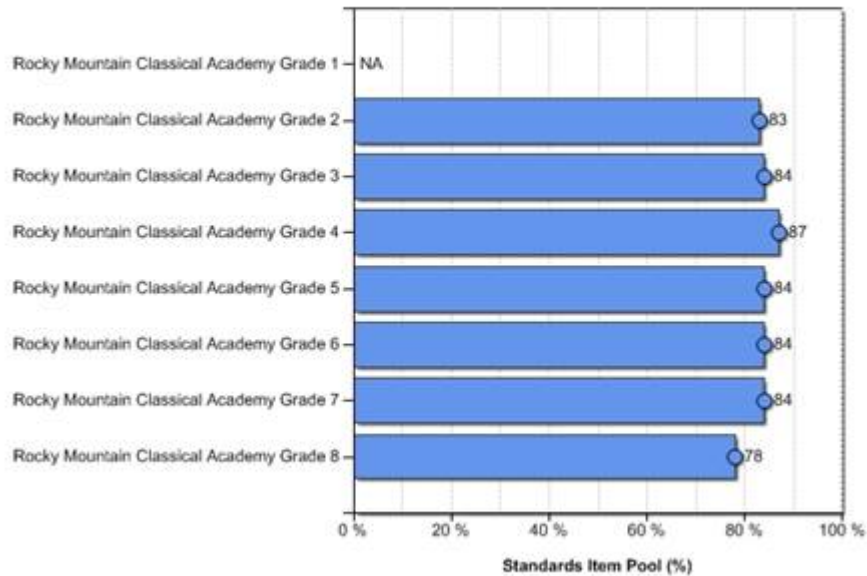


tracking and data collection is accurate and timely.

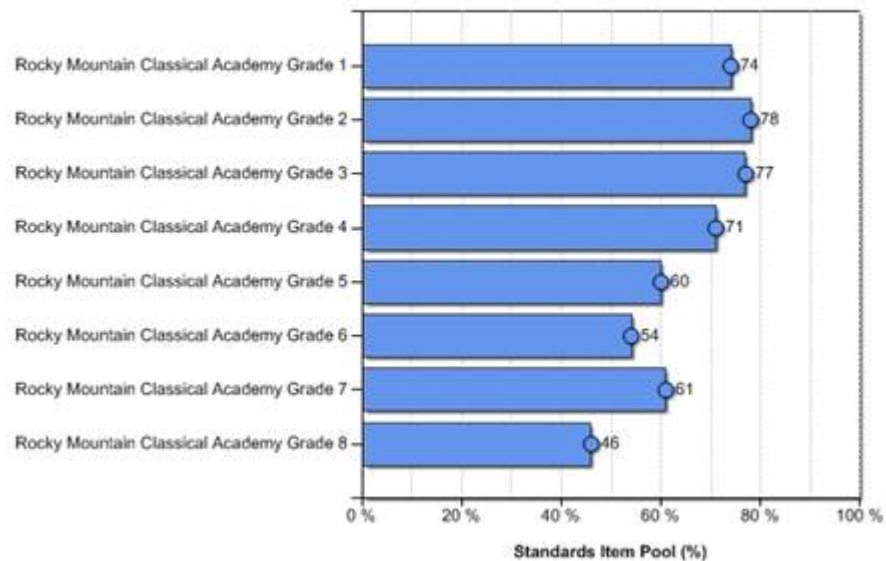
### Academic Growth Reflection

Students continue to struggle in the area of math especially in middle school.

**Reading Overall SIP**  
**Report Date: 06-01-2015**



**Math Overall SIP**  
**Report Date: 06-01-2015**  
**Version: English**



me: **ROCKY MOUNTAIN CLASSICAL ACADEMY**

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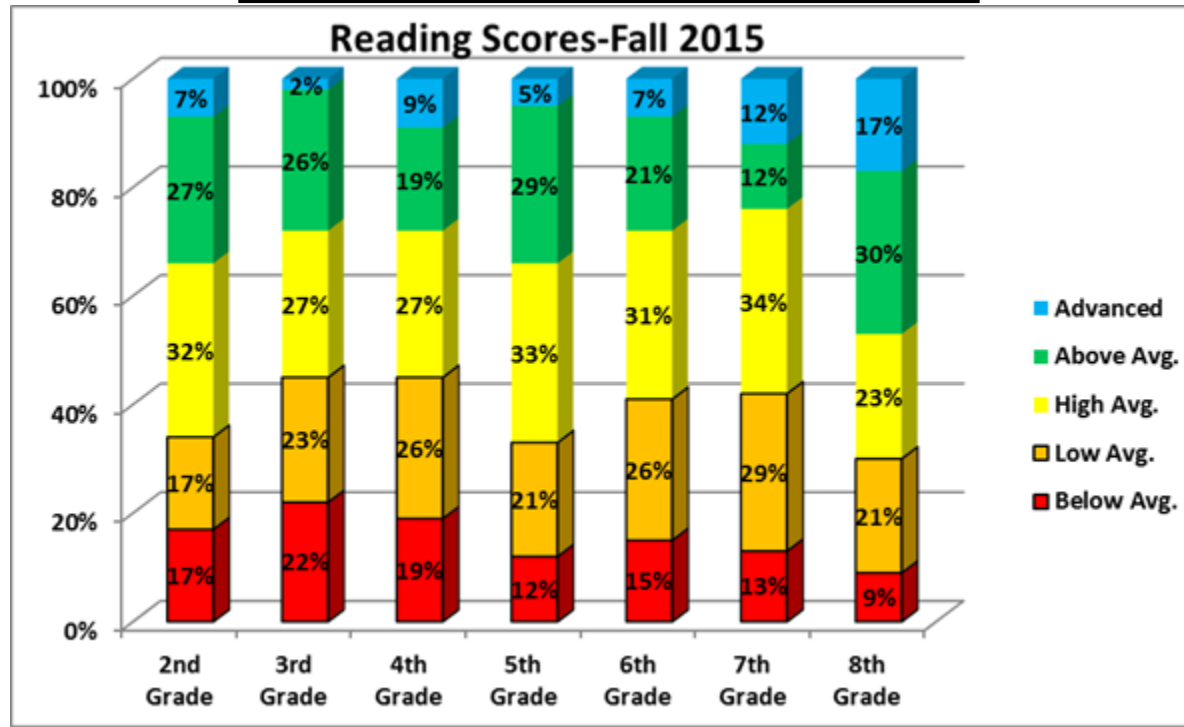
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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

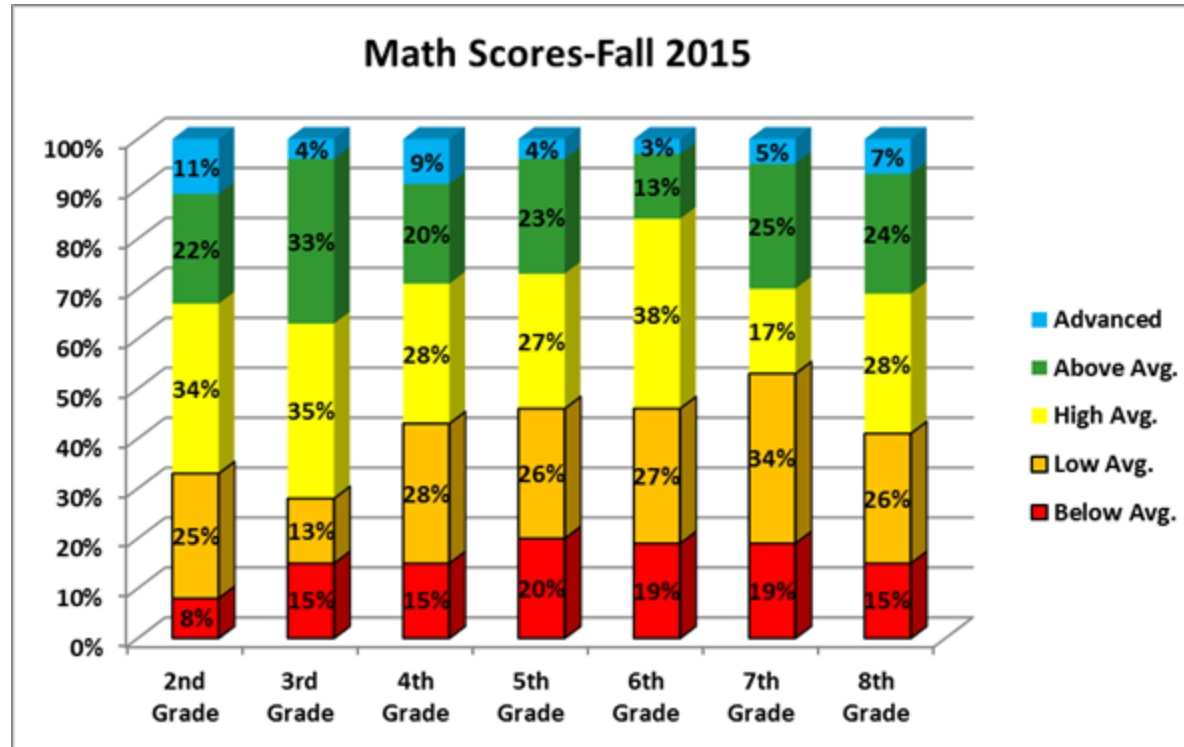
#### Reflection

### Scantron Assessment Data: Fall 2015



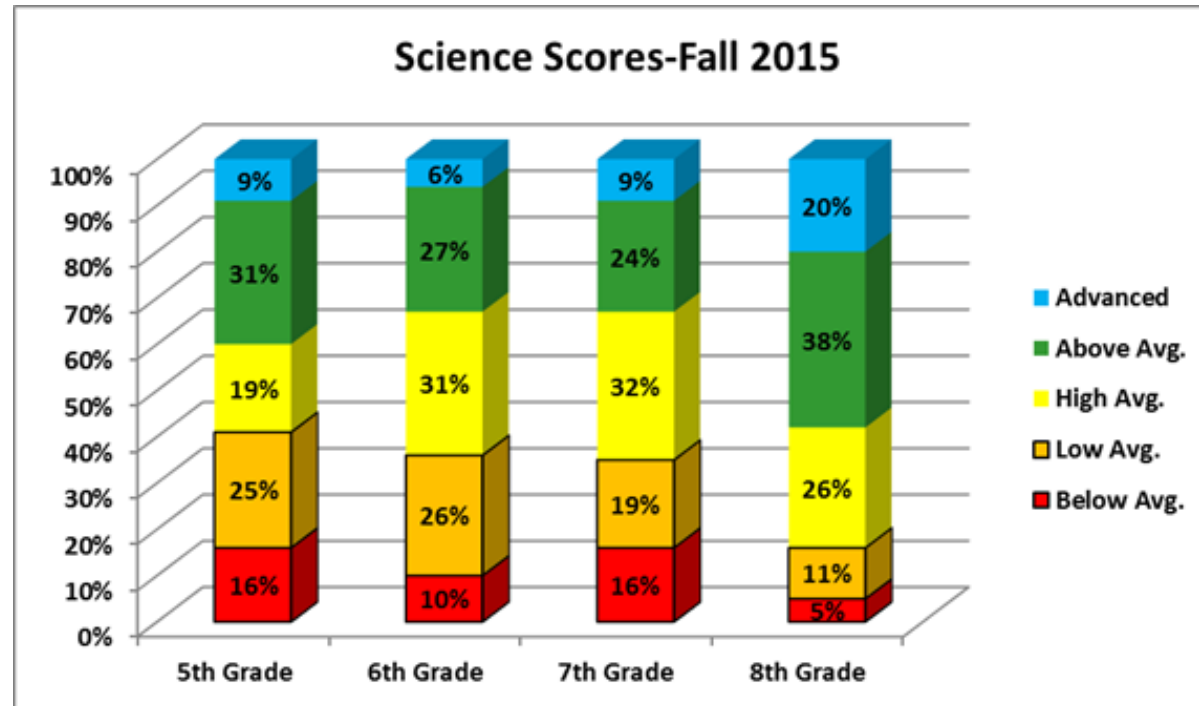
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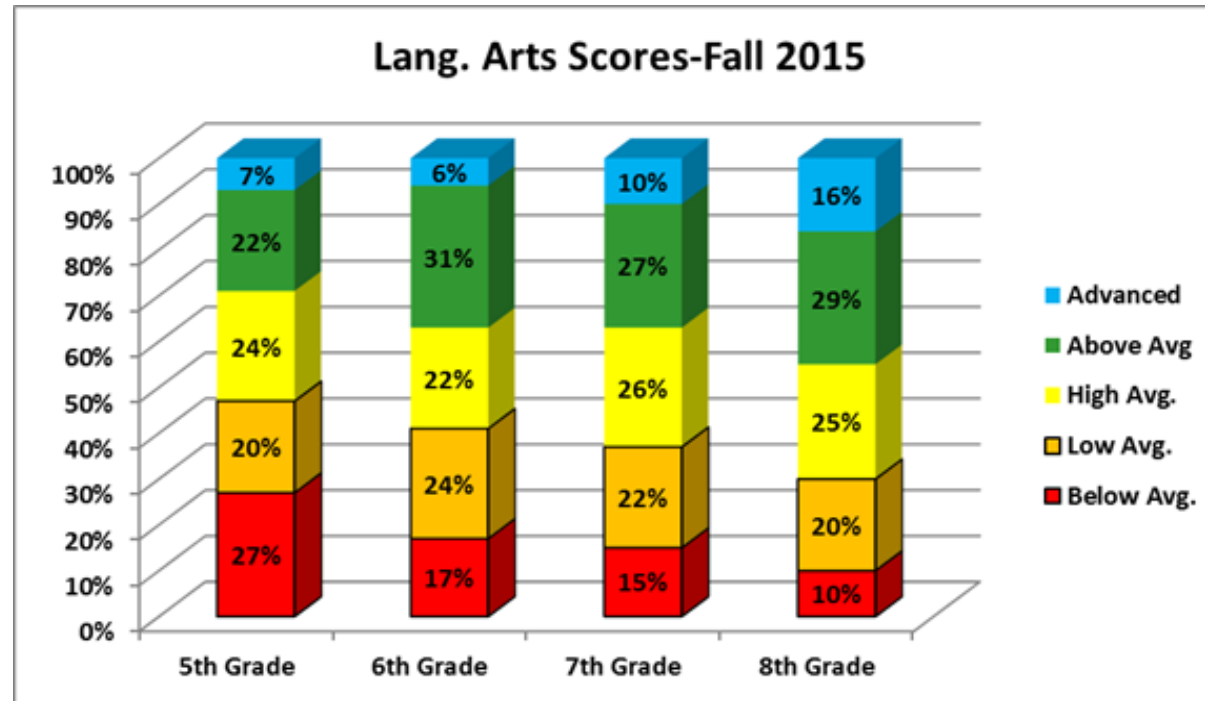
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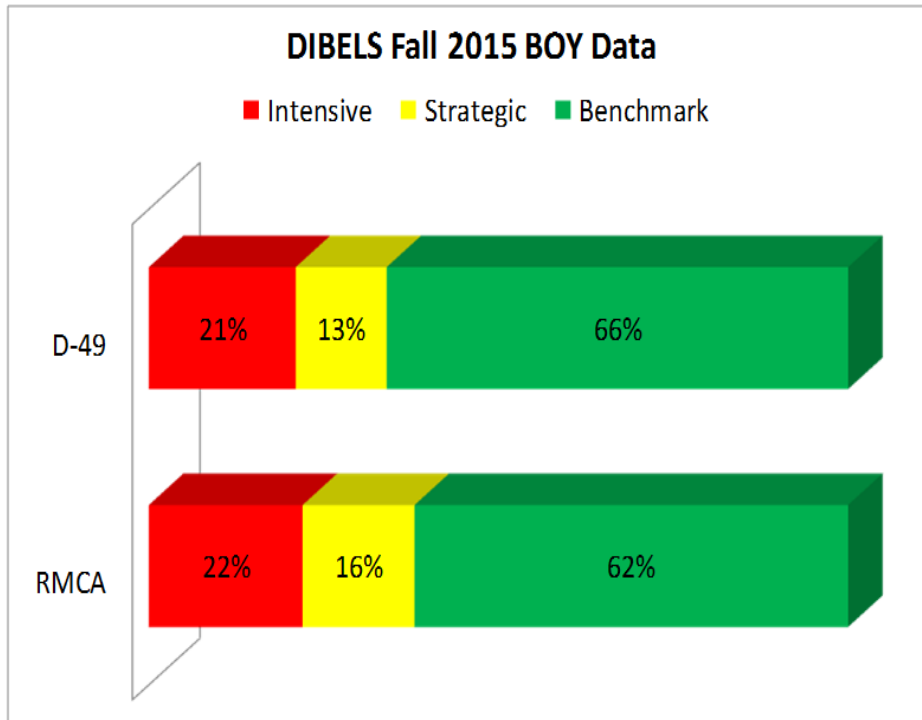
School Code: 7463

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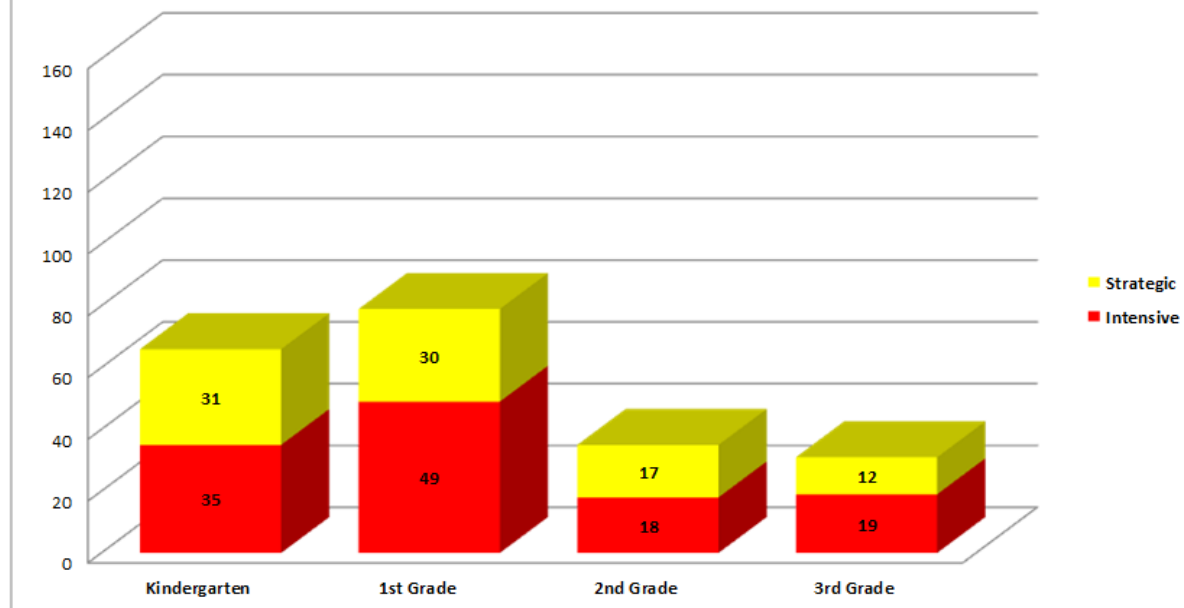
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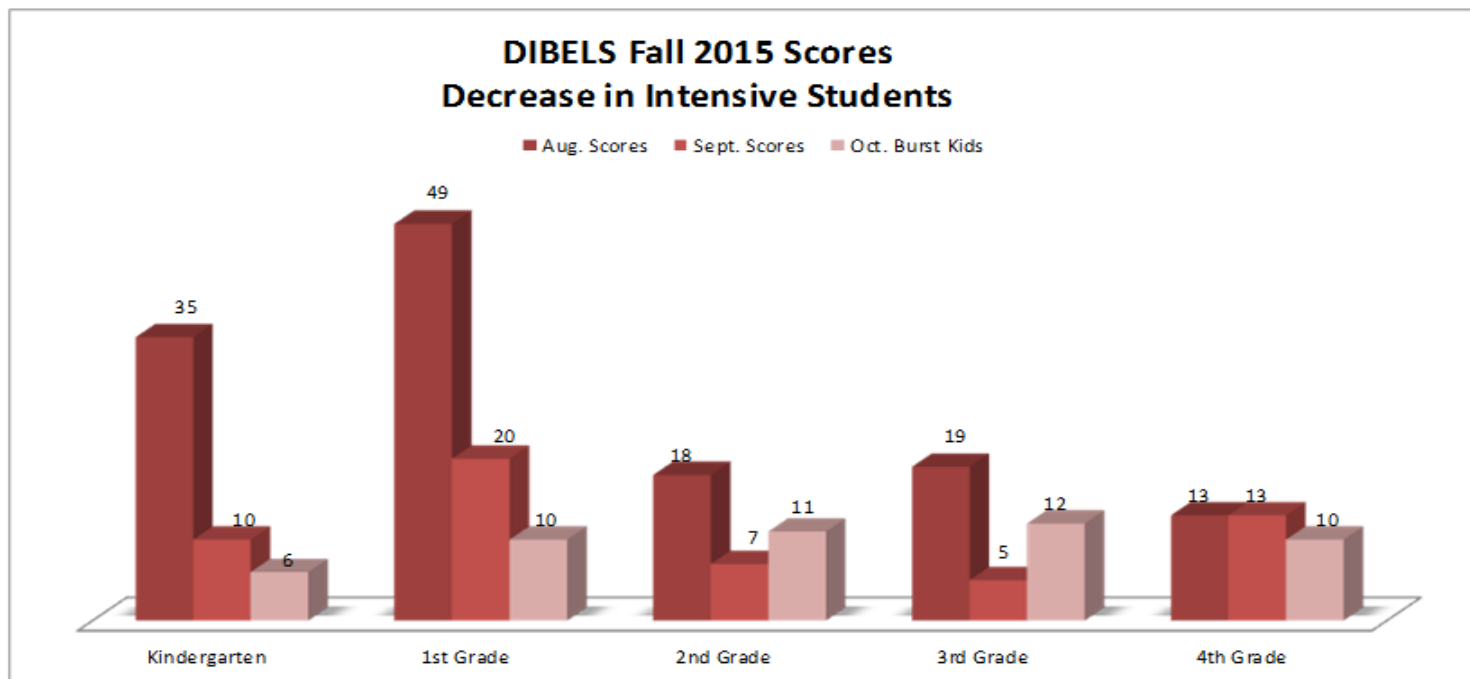


**DIBELS Fall 2015 BOY Data**  
**Number of Students per Grade Level**



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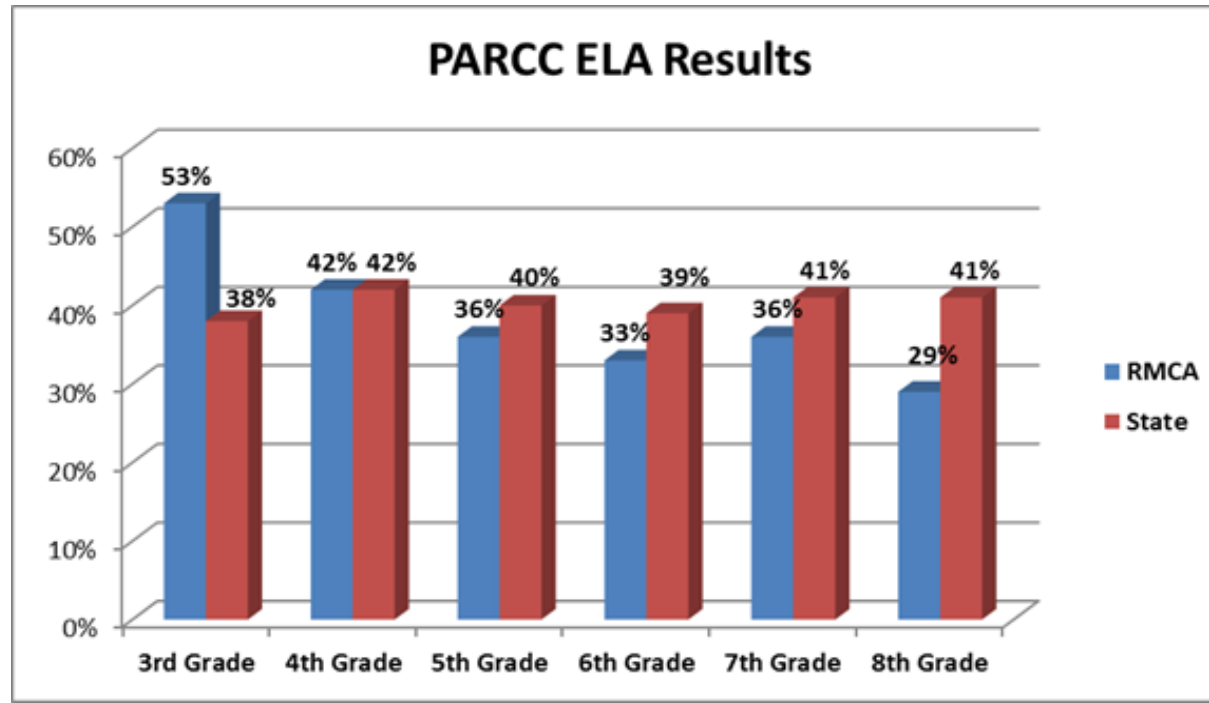
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### PARCC Results (2015)-RMCA vs. State Average

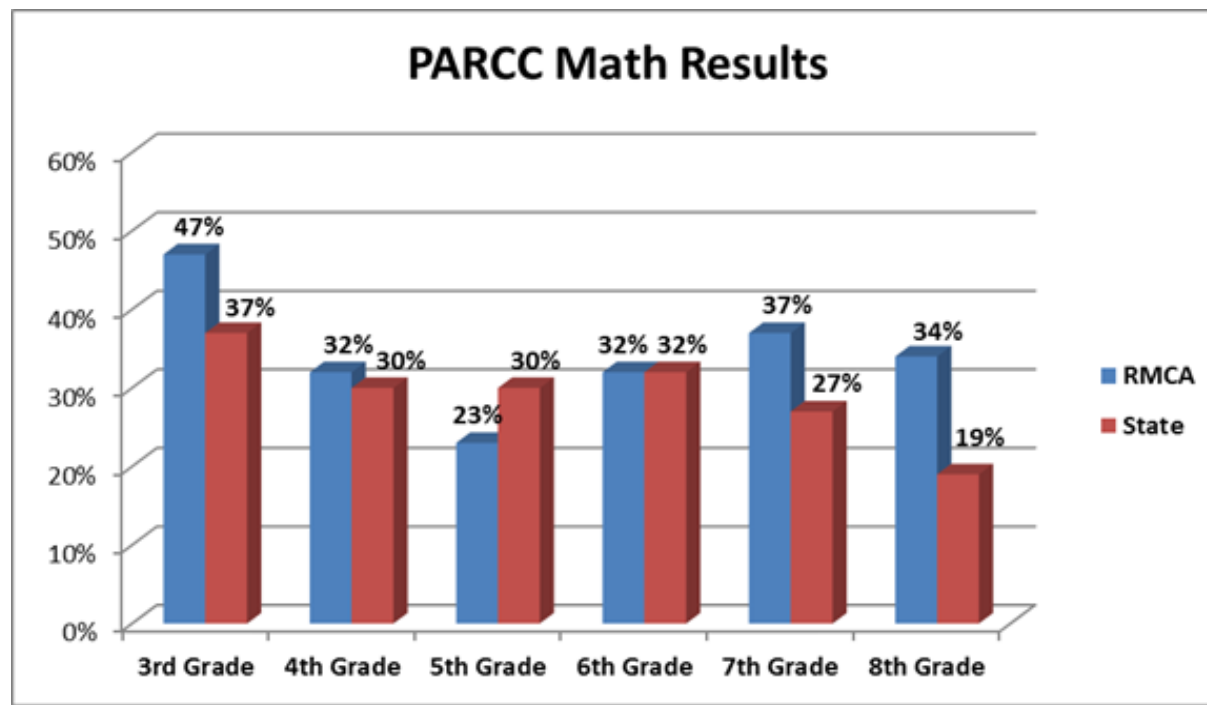
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#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### 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 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.
- 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.
- Students with Disabilities have the "Approaching" ratings in all subject areas.

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### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

Priority Performance Challenge	Root Cause
<p>Adequate growth in the area of reading, math, and writing.: At elementary level students needing to catch up have not made adequate growth in the area of reading, math, and writing.</p>	<p>→ Adequate growth in elementary school K-3 grades: A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration.</p> <ul style="list-style-type: none"> <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> <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>

Adequate growth in the area of math in middle school.: At middle school level students have not made adequate growth in the area of math.



Adequate growth in math in middle school 6-8 grades: Challenges with implementation of differentiated instructions.

- Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to state standards).
- Students at K-4 are not taught at the grade level.
- 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.

### Reflection on Priority Performance Challenges

### Reflection on Root Cause

Analysis of data was considered by a group of teachers, administrators and parents as indicated in the SAC minutes. A variety of data sources including state and local were considered to identify the following root causes which were verified through the campus leadership team, the Headmaster 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 Achievement, Gaps and Growth Gaps***

- Challenges with implementation of differentiated instructions.
- Misalignment of curriculums between Elementary and Middle school: Saxon (not aligned to state standards) vs. Holt (aligned to

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state standards).

- Students at K-4 are not taught at the grade level.
- 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 of 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.

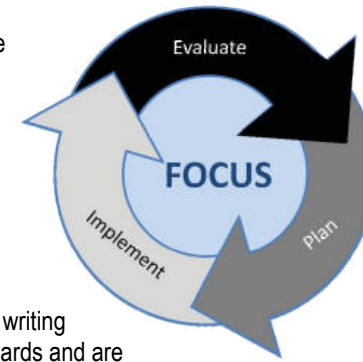
## 1. Summary/Conclusion



## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	K-3 Literacy. Increase the number of students reading at the grade level in grades K-3 by 50%.
	2016-2017	K-3 Literacy. Increase the number of students reading at the grade level in grades K-3 by 50%.
Interim Measures		K-3 Literacy DIBELS Next is administering as a screener for every student K-5 and then used as bi-weekly monitoring tool.

Subject		R
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.

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Interim Measures	Dibels Next, Scantron, Aimsweb scores
------------------	---------------------------------------

Subject		M
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Interim Measures		Dibels Next, Scantron, Aimsweb scores.

Subject		W
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
	2016-2017	Increase 10% points on Percentile rankings. Increase Mean Scale scores for all grades to "Met or Exceeded expectations" category.
Interim Measures		Dibels Next, Scantron, Aimsweb scores.

## Academic Growth

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	Scantron, SIP end of the year: 75% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.
	2016-2017	Scantron, SIP end of the year: 80% students will meet Individual Growth Target based on the EOY assessment in Scantron performance series.
Interim Measures		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.

## Academic Growth Gaps

Subject		
Priority Performance Challenge		Adequate growth in the area of math in middle school.
Annual Performance Targets	2015-2016	N/A
	2016-2017	N/A
Interim Measures		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.

Subject		
Priority Performance Challenge		Adequate growth in the area of reading, math, and writing.
Annual Performance Targets	2015-2016	N/A
	2016-2017	N/A
Interim Measures		N/A

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Improvement of the current MTSS/RTI program K-8

A lack of professional development in the area of differentiated instruction, data analysis and unclear structure set by administration. Constrains in CKLA block format curriculum. Differentiation of instruction has been implemented with a wide variance of success and prohibits growth for learners. Current elementary structure limits time and space for individualize approaches. With infrequent/irregular intervention time inhibits the growth towards the targets in all content areas. A need to create flexible reading ability groups across all content areas and grade levels. Implementation of new CKLA curriculum 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.

**Root Cause(s) Addressed:**

Adequate growth in math in middle school 6-8 grades  
Adequate growth in elementary school K-3 grades

**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    ☐ Other:

#### Action Steps

Sep. 2015 - May. 2016

**K-4 schedule for reading intervention**

**Description:**

Students will be grouped by ability levels during the reading portion of the CKLA curriculum because of the high percentage of 2 - 4th grade students who score below grade level on Reading Scantron last year and this fall (Avg. 40%) as well as the number of K-3 grade students (38%) below benchmark on DIBELS.

**Implementation Benchmarks:**

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	<p>Schedule and list of reading ability groups</p> <p><b>Resources:</b> No additional resource needed</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, Dean of Assessments, Grade level teams</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Staff PD on Data Analysis and the data driven instructional practices.</b></p> <p><b>Description:</b></p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, SAC, RTI coordinator.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Design new structure based on best practices.</b></p> <p><b>Description:</b></p>

	<p><b>Implementation Benchmarks:</b> Research materials, meetings' agenda and minutes.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, Lead Teachers</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>K-8 "MTSS Team"</b></p> <p><b>Description:</b> Create K-8 RTI team to assist with data analysis, data interpretation and developing of new strategies.</p> <p><b>Implementation Benchmarks:</b> List of "MTSS Team" members, schedule of meetings and minutes from meetings.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, SAC, RTI Coordinator, Dean of Instructions, Dean of Assessments, Grade level teachers</p> <p><b>Status:</b> In Progress</p>

<p>Sep. 2015 - May. 2016</p>	<p><b>Progress monitoring</b></p> <p><b>Description:</b> Progress monitor using quarterly classroom assessments, daily formative assessments, and standardized progress monitoring tools in K-8. Added AimsWeb Math assessment 3-4 for struggling students for benchmark and for all students K-2 to identify students with gaps who need to be progress monitored.</p> <p><b>Implementation Benchmarks:</b> Scantron test, DIBELS Next, AimsWeb, Easy CBM and IXL</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, RTI coordinator, Instructional staff, Dean of Assessments, SPED staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Staff PD</b></p> <p><b>Description:</b> Staff PD on best instructional practices and the differentiation of instructions.</p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule. Every last Tuesday of the month staff PD will be focused on instructional practices. January 4th In-service agenda will include presentation from the SPED department on varies classroom accommodations</p>

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	<p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, Dean of Instructions, RTI coordinator,</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>K-8 Grade Level math curriculum</b></p> <p><b>Description:</b> Alignment of grade level math curriculum with grade level state standards.</p> <p><b>Implementation Benchmarks:</b> Curriculum maps that are aligned to a grade level standards.</p> <p><b>Resources:</b> No additional resources needed.</p> <p><b>Key Personnel:</b> Principal, Grade level math teachers, Dean of Instructions.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Implementation of IXL</b></p> <p><b>Description:</b></p>

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	<p>Implement IXL program as an on line intervention and progress monitoring tool for all students in 6-8 grades.</p> <p><b>Implementation Benchmarks:</b> IXL students' accounts and progress monitoring reports.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, grade level teachers.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>IT upgrade</b></p> <p><b>Description:</b> Purchasing of chrome books to assist with implementation of on line instruction and assessment.</p> <p><b>Implementation Benchmarks:</b> Purchase order.</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Headmaster, Principals.</p> <p><b>Status:</b> Complete</p>

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**Major Improvement Strategy:** Increase the number of students reading at the grade level in grades K-3

Students who scored below an SRD cut points will be progressed monitored and provided intervention. A READ Plan will be developed and targeted interventions will be continued with students being progress monitored every 10 days.

**Root Cause(s) Addressed:**

Adequate growth in elementary school K-3 grades

**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    ☐ Other:

### Action Steps

Aug. 2015 - May. 2016

#### Interventionists

#### Description:

Add an interventionist to all of the lowest MTSS reading classes 1-3 grade.

#### Implementation Benchmarks:

Interventionists' schedule

#### Resources:

Local funds

#### Key Personnel:

Principal, Dean of Assessments, Intervention Team.

#### Status:

Complete

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<p>Aug. 2015 - May. 2016</p>	<p><b>Staff PD - Read Act</b></p> <p><b>Description:</b> Staff PD on Data Analysis and the data driven instructional practices in K-3 literacy. Focus on compliance with Read Act for K-3 grade including teacher training and assessing with fidelity.</p> <p><b>Implementation Benchmarks:</b> PD dates, agenda, and schedule.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principal, SAC, RTI coordinator, Dean of Instructions.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Implementation of BURST</b></p> <p><b>Description:</b> Implementing BURST as a targeted scientifically based reading intervention program for struggling readers.</p> <p><b>Implementation Benchmarks:</b> Intervention schedule, progress monitoring data.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b></p>

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	Principal, Grade level staff, Dean of Instructions, Dean of Assessments.
	<b>Status:</b> Complete
Aug. 2015 - May. 2016	<b>Differentiated Instructions</b>  <b>Description:</b> Staff PD on best instructional practices and the differentiation of instructions. Kagan Cooperative Learning: 12 teachers have attended D49 Kagan Training; Kagan methods research based; cooperative learning benefits all students especially those who struggle with language development; ELPA funds have provided differentiation trainers and Kagan materials for every grade level.  <b>Implementation Benchmarks:</b> PD dates, agenda, and schedule. Every last Tuesday of the month staff PD will be focused on instructional practices. January 4th In-service agenda will include presentation from the SPED department on varies classroom accommodations .  <b>Resources:</b> Local Funds, ELPA Funds.  <b>Key Personnel:</b> Principal, Dean of Instructions, RTI coordinator  <b>Status:</b> In Progress
Aug. 2015 - May. 2016	<b>DIBELS Amplify</b>  <b>Description:</b>

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	<p>Implementation of the new DIBELS Amplify on line system for data collection and analysis.</p> <p><b>Implementation Benchmarks:</b> Charts, Rosters of students, minutes of data analysis meetings.</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principals. Dean of Assessments, Assessment Team, grade level teachers.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>IT upgrade</b></p> <p><b>Description:</b> Purchase additional touch screen computers for teachers to assist with the on line implementation on DIBELS Amplify system.</p> <p><b>Implementation Benchmarks:</b> Purchase order</p> <p><b>Resources:</b> MLO Funds</p> <p><b>Key Personnel:</b> Headmaster, Principals.</p> <p><b>Status:</b></p>

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	Complete
Aug. 2015 -	<p><b>PD - CKLA Curriculum</b></p> <p><b>Description:</b> CKLA will train all new staff and strengthening training for all returning teachers. (Interventionists also took part in the training)</p> <p><b>Implementation Benchmarks:</b> Training schedule</p> <p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Admin., K-4 staff, interventionists, Dean of Instruction and Dean of assessments.</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Parent Support and Engagement</b></p> <p><b>Description:</b> Teachers who have SRD students or any struggling students create and update a parent literacy folder that contains literacy activities appropriate to each student's needs; students take the folder home each day and over the weekend to provide their parent with opportunities for continual literacy support. CKLA evening training to provide literacy tools for parents (Spring 2016).</p> <p><b>Implementation Benchmarks:</b> Student folders</p>

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	<p><b>Resources:</b> Local Funds</p> <p><b>Key Personnel:</b> Principals, Grade level staff.</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Program enhancement</b></p> <p><b>Description:</b> Joined the ELAT project to implement the DIBELS assessment</p> <p><b>Implementation Benchmarks:</b> On line DIBELS reporting</p> <p><b>Resources:</b> ELAT Grant, Local IT Funds</p> <p><b>Key Personnel:</b> Principals, Dean of Instructions</p> <p><b>Status:</b> Complete</p>



## 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 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **7339** School Name: **RIDGEVIEW ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Proficiency, K-5th, Dibels Next:** At the beginning of the academic year, 2015-16, 31% of K-5th grade students are performing below benchmark according to Dibels Next Composite scores.
- **Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison:** Ridgeview is performing at the 49th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.
- **Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison:** Ridgeview is performing at the 50th percentile rank for all tested 3rd graders in English Language Arts, as indicated by mean scale scores on PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Alignment with Colorado Academic Standards & the Marzano Instructional Framework:** Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.
- **Data-Driven Differentiated Instruction:** Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.
- **Relationships, Motivation, Engagement:** Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **POWER Zone Focus #1::** Evaluation/Professional Learning & Instruction: Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement.
- **POWER Zone Focus #2::** Curriculum & Assessment: Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.
- **POWER Zone Focus #3::** Relationships & Culture: Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

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### Additional Information about the School

Comprehensive Review and Selected Grant History

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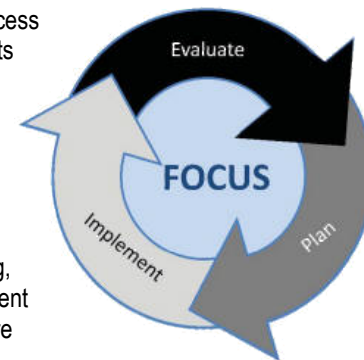
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External 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

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### **Description: Description of School Setting-**

Ridgeview Elementary School is located in Northeast Colorado Springs in District 49 (Falcon School District). Our staff is comprised of mainly experienced teachers, but many are within their first 3-5 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 strong support system exists within each team. Ridgeview is a Pre-K - 5<sup>th</sup> grade school, serving approximately 750 students (this number does not include preschool count). Our enrollment fluctuates some, but overall is on the rise. 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--- 59% of our students are listed as White/Non-Hispanic and 21% as Hispanic. 41% of our student population is considered a race/ethnicity other than White/Non-Hispanic. Of our total students, 49% are male and 51% are female. Ridgeview has approximately 27% of our students eligible for free/reduced lunch, which is a slight increase from last school year (+3%).

##### **Process for Data Analysis-**

Ridgeview administration, POWER Zone leaders (feeder pattern school leadership), and district administration analyze data, with an emphasis on literacy data. Ridgeview Elementary PLC teams look at data regularly to determine student progress and instructional needs; the focus is DIBELS Next data and common formative assessment data. 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 and Reading & Data Team, with representation from all grade levels and departments, review 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. The Reading & Data Team is lead by Ridgeview’s Instructional Coach and Administration. Longitudinal data is shared with the staff as well as the School Advisory Committee (SAC) which includes parent representation, teachers, and administration. Data is also periodically shared at Parent Coffee events. Administration drafts the UIP based upon these discussions, and the staff has the opportunity to review it and provide feedback for revision. The SAC reviews the UIP and provides feedback as well. Ridgeview Elementary is a PERFORMANCE status school.

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### Notable Changes

District 49 recently (at the beginning of the 14-15 school year) identified literacy as an intensive, primary focus for elementary schools. The goal is to move all students to at-grade-level reading status by the end of their 3rd grade school year. As elementary schools, we have always focused on literacy, but this district-wide movement has intensified our focus. It has allowed us to utilize additional resources and personnel focused on the literacy outcomes we are seeking. Ridgeview has fully embraced this initiative and we have made significant changes as a result. Most of these changes are highlighted within our Major Improvement Strategies. We anticipate even more change, related to this initiative, over the next 2-3 academic years.

PARCC testing became our reality, as well as a complete digital format for testing. This proved to be a significant transition for our students, and this could have impacted our scores.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Growth

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Growth Gaps

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up and Students with Disabilities we are not making adequate growth in reading. We are performing at the 58th percentile in reading, and our goal is to achieve at the 63rd percentile, thus an increase by 5 points.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in reading with "all students" by 6 points from 2014-2015, from 43 to 49. According to local measures, specifically Dibels Next and IEP goals,

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our Students with Disabilities made positive growth.

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up, Students with Disabilities, Minority Students, and English Language Learners, we are not making adequate growth in math. We are performing at the 63rd percentile in reading, and our goal is to achieve at the 69th percentile, thus an increase by 6 points from the previous year.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in math with "all students" by 10 points from the previous year, from 47 to 57. According to local measures, grade level common assessments, our Students with Disabilities made positive growth in mathematics.

**Prior Year Target:** From 2014-15 UIP: For Students Needing to Catch Up and Students with Disabilities we are not making adequate growth in writing. We are performing at the 58th percentile in reading, and our goal is to achieve at the 65th percentile, thus an increase by 7 points.

**Performance on Target:** This data is not available due to changes in state assessments and data reporting. In looking at mean scale score percentile rank, Ridgeview increased in writing with "all students" by 7 points from the previous year, from 42 to 49. According to local measures, specifically grade level common assessments, our Students with Disabilities have made positive growth.

### Postsecondary & Workforce Readiness

**Prior Year Target:** N/A

**Performance on Target:** N/A

### Academic Achievement Reflection

N/A

### Academic Growth Reflection

N/A

### Academic Growth Gaps Reflection

Adequate data is not available to determine precise success on last year's targets. According to local measures, our sub-groups of students did make positive growth. In addition, "all students" made good growth in the various content areas.

### Postsecondary Workforce Readiness Reflection

N/A

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### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

#### READING

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of reading. For ALL STUDENTS, we are up in percentile rank by 6 points, moving from the 43rd percentile to the 49th percentile. This is a celebration for our school, and we plan to continue our intensive work in reading to continue along this path. 3rd Grade decreased by 5 points in mean scale score percentile rank; 4th grade increased by 13 points; 5th grade decreased by 7 points. This particular 3rd grade group has a high number of students with special learning needs; these students are currently in 4th grade, and our data indicates continued struggles but we are targeting these students heavily with intervention.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the percentile rank report, for MINORITY STUDENTS we are up in percentile rank by 6 points. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS--- there is not adequate growth data available on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our reading data is consistent and lingering at the 50th percentile rank.

#### **DIBELS NEXT DATA:**

For the 2014-15 school year, as a school we made an 11 percentage point increase across the school year in benchmark students; moving from 72% of students in the green (benchmark) at BOY to 78% at MOY and then to 84% at EOY. As a school, we made "average" progress in moving students to benchmark (green category), according to the CDE growth tool. As a school, we made "well above average" progress in moving students out of the at-risk (red category). Most of our grade level teams made at least "above average" progress and many made "well above average" progress in moving students into benchmark and out of at-risk.

In digging deeper into Dibels Next sub-tests from 2014-15, we have identified DORF (Fluency), DORF (Accuracy), and DORF (Retell) as areas for focus, along with DAZE (Comprehension). We tend to show greater success with growth in the primary grade level sub-tests (FSF, LNF, PSF, NWF), which is to be expected as these measure foundational reading skills. In 2014-15, we only increased by 3% in Accuracy from BOY to MOY, and then by another 2% from MOY to EOY. This is not adequate, and this is why we have a thoughtful focus on reading accuracy this school year. We grew by 6% in Fluency from BOY to MOY, and then we increased, 0% from MOY to EOY. Again, this is not adequate. We have to keep our growth trajectory on the right path across semester 2, in all sub-tests, to include reading fluency. For Retell, we increased by 6% across the span of the year and for DAZE we increased by 9%. Accuracy and DAZE (Comprehension) are areas that we haven't given as much thought to in the past as we are this school year.

2013-14 Dibels Next data indicates that we had strong growth semester 1 and then we were very flat in progress across semester 2. We are keeping this in mind as we work with our teachers during the 2015-16 school year. It is important to maintain a strong focus on reading across the busy 2nd semester. A lack of growth across semester 2 seems to be a developing trend, and we are working to change that.

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**PARCC Executive Summary:**

**Celebrations:** 4th/5th ELA-- Performance levels are consistent with district and state; 4th grade ELA-- 7 students "exceeded"; 4th/5th grade scored in the mid-high 40's in vocabulary and reading information

**Areas of concern:** 3rd grade ELA-- vocabulary and reading information is low compared to 4th-5th ELA

**MATH**

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of math. For ALL STUDENTS, we are up in percentile rank by 10 points, moving from the 47th percentile to the 57th percentile. This is a tremendous celebration for our school, and we plan to continue implementing best practices in mathematics and aligning ourselves to the Colorado Academic Standards. 3rd grade decreased by 14 points; 4th grade increased by 18 points; 5th grade increased by 14 points. As was noted in the reading section, this 3rd grade group (current 4th graders) include a large number of students with special learning challenges.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the Percentile Rank Report, MINORITY STUDENTS made excellent gains as well, from the 39th percentile to the 48th percentile. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS-- there is a lack of meaningful data as listed on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our math data is consistent and lingering at the 57-59th percentile rank.

**PARCC Executive Summary:**

**Celebrations:** 5th grade Math is 10% higher than district & state

**WRITING**

According to the Percentile Rank Report provided, students at RVES overall have increased in the area of writing. For ALL STUDENTS, we are up in percentile rank by 7 points, moving from the 42nd percentile to the 49th percentile. This is a celebration for our school, and we plan to continue working on writing in connection with reading. 3rd grade decreased by 20 points; 4th grade increased by 18 points; and 5th grade decreased by 4 points. As was noted in the reading and math sections, this 3rd grade group (current 4th graders) include a large number of students with special learning challenges.

It should be noted that PARCC was taken completely through a digital format at Ridgeview this school year. This was new and uncomfortable for our students. This may have impacted our scores negatively.

According to the Percentile Rank Report, MINORITY STUDENTS made gains as well, from the 41st percentile to the 45th percentile. For these categories: FREE/REDUCED LUNCH ELIGIBLE STUDENTS, STUDENTS WITH DISABILITIES, and ENGLISH LEARNERS-- there is a lack of meaningful data as listed on our Percentile Rank Report.

Looking at a 3-year trend, based on the mean scale score percentile rank, our writing data is has decreased in percentile rank.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Achievement (Status)

- **READING:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 7 points. 2014 to 2015, however, shows an increase by 6 points. The overall decline from 2013 to 2015 in percentile ranking is therefore only 1 point, which is not a significant decrease; data is stagnant.
- **WRITING:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 18 points. 2014 to 2015, however, shows an increase by 7 points. The overall decline from 2013 to 2015 in percentile ranking is therefore 11 points; which is a significant decrease.
- **MATH:** According to the Percentile Rank Report, Ridgeview decreased overall from 2013 to 2014 by 12 points. 2014 to 2015, however, shows an increase by 10 points. The overall decline from 2013 to 2015 in percentile ranking is therefore only 2 points; data is stagnant.

##### Academic Growth

- **READING:** According to Dibels Next data, our movement of students into the "no risk" or green category is stagnant. In 2013-14, we increased our benchmark students by 11%, and for 2014-15 it was also at 11%.

#### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

## Priority Performance Challenge



## Root Cause

Reading Proficiency, K-5th, Dibels Next: At the beginning of the academic year, 2015-16, 31% of K-5th grade students are performing below benchmark according to Dibels Next Composite scores.



Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison: Ridgeview is performing at the 49th percentile rank for all tested 3rd-5th graders in English Language Arts, as indicated by mean scale scores on PARCC.



Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing

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Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison: Ridgeview is performing at the 50th percentile rank for all tested 3rd graders in English Language Arts, as indicated by mean scale scores on PARCC.



need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

Alignment with Colorado Academic Standards & the Marzano Instructional Framework: Leaders and teachers have not consistently ensured that utilized resources and instruction are aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application as driven by the Marzano Instructional Framework. The Marzano framework includes the rigorous academic elements as well as the student engagement and social-emotional elements needed for successful outcomes.

Data-Driven Differentiated Instruction: Leaders and teachers lack an understanding of how to use data to determine intervention needs and to differentiate instruction; for leaders and teachers there is a lack knowledge, training, resources and assessments in core content areas.

Relationships, Motivation, Engagement: Student motivation and engagement, which are highly dependent upon positive and strong relationships with staff, are areas of ongoing need. Strong relationships amongst all school community members is an important component of positive achievement outcomes.

### Reflection on Priority Performance Challenges

These performance challenges were selected based on Ridgeview's overall data.

Primary literacy (reading and writing) is an intensive initiative in District 49, the POWER Zone, and at Ridgeview Elementary School. Ensuring that students read at grade level before they leave 3rd grade is also a priority.

We believe that if we send our outgoing 5th graders to middle school AT-GRADE-LEVEL or ABOVE-GRADE-LEVEL in reading, writing, and mathematics, we are

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laying a solid foundation for our students to succeed in secondary education. This is our goal.

### Reflection on Root Cause

These root causes were selected based on ongoing data discussion with POWER Zone leadership and data teams at Ridgeview.

These align with the POWER Zone priorities and initiatives that we are all working on.

## 1. Summary/Conclusion

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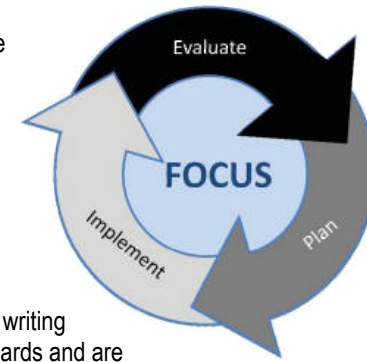
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

## School Target Setting Form

### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency, K-5th, Dibels Next
Annual Performance Targets	2015-2016	Ridgeview will decrease our percentage of students scoring below benchmark on Dibels Next Composite from 31% to 21%, thus by 10%. This would put our rate of growth at "well above average" progress according to the CDE growth categorization tool.
	2016-2017	Ridgeview will decrease our percentage of K-5th grade students scoring below benchmark, according to Dibels Composite, by an additional 5-10% per year until we reach 95%+ benchmark achievement for K-5th grade students.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

Subject		R
Priority Performance Challenge		Reading Percentile Rank, 3rd-5th, TCAP to CMAS PARCC Comparison
Annual Performance	2015-2016	For 3rd-5th grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points, from the 49th to 54th percentile.

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Targets	2016-2017	For 3rd-5th grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points each academic year until we rank at the 80th percentile or higher.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

Subject		R
Priority Performance Challenge		Reading Percentile Rank 3rd Grade, TCAP to CMAS PARCC Comparison
Annual Performance	2015-2016	For 3rd grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points, from the 50th to 55th percentile.
Targets	2016-2017	For 3rd grade students, Ridgeview will increase our mean scale score percentile rank on PARCC English Language Arts by 5 points each academic year until we rank at the 80th percentile or higher.
Interim Measures		Dibels Next Progress Monitoring; literacy-based common assessments aligned to the Colorado Academic Standards; intervention-related assessments

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: POWER Zone Focus #1:

Evaluation/Professional Learning & Instruction: Implement the use of Marzano's Instructional Framework and Educator Evaluation Model as a means to support educator effectiveness and instructional improvement.

#### Root Cause(s) Addressed:

Alignment with Colorado Academic Standards & the Marzano Instructional Framework  
Data-Driven Differentiated Instruction  
Relationships, Motivation, Engagement

#### 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   ☐ Other:

#### Action Steps

Aug. 2015 - May. 2016

#### Marzano Evaluation Process through iObservation

##### Description:

In the POWER Zone, we utilize the Marzano Instructional Framework and iObservation for teacher and administrator evaluation. This framework is built upon research-based best practices and structured in the form of elements. The objective is professional growth in order to gain greater outcomes in student achievement. Our intensive focus is literacy, which is embedded in our evaluation focus.

##### Implementation Benchmarks:

Teachers review instructional framework and criteria for elements identified as priority (zone/building selected and the 15 elements Marzano's research indicates as most impactful) by 08-13-15 (DONE);

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	<p>Teachers self-rate on elements, meet with admin in team meetings to seek guidance/clarification, and submit plans by 08-18-15 (DONE);</p> <p>Growth Plans approved by administration by 08-20-15 (DONE);</p> <p>Minimum of one evaluation rating per teacher (walk-through, informal, or formal) by 10-09-15 (DONE);</p> <p>Identification of data sources for teacher evaluation by 10-09-15 (DONE);</p> <p>Completion of The Art and Science of Teaching for new hires by 11-20-15 (DONE);</p> <p>Teacher self-reflection on growth elements and documentation sent to administration by 11-20-15 (DONE);</p> <p>Minimum of three evaluation ratings per teacher by 03-01-16 (DONE);</p> <p>Mid-Year evaluation checks sent to teachers and meetings as needed by 01-30-16 (DONE);</p> <p>Minimum of five evaluation ratings per teacher and all formal evaluations completed by 04-20-16;</p> <p>Teacher self-reflection on growth elements and documentation sent to administration by 04-20-16;</p> <p>Minimum of six evaluation ratings per teacher by 05-10-15;</p> <p>SLO data submitted to admin and meetings as needed by 05-10-15;</p> <p>Summative evaluations completed, sent to teachers, and meetings as needed by 05-15-15</p> <p><b>Resources:</b></p> <p>iObservation (local funding- zone);</p> <p>The Art and Science of Teaching books/handbooks (local funding- building)</p> <p><b>Key Personnel:</b></p> <p>RVES Teachers;</p> <p>RVES Administration;</p> <p>Zone Administration;</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>High Reliability Schools (HRS) Certification Process</b></p> <p><b>Description:</b></p>

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The schools in the POWER Zone are seeking HRS (High Reliability Schools) certification through Marzano Research. This process strengthens our work within this framework and ultimately results in higher achievement for our students. Our intensive focus is literacy, which is embedded in our HRS work.

**Implementation Benchmarks:**

Admin and Instructional Coach attend High Reliability Schools (HRS) Summit 07-07 and 07-08-15 (DONE);  
HRS level 1 surveys given and initial analysis complete by 10-09-15 (DONE);  
Deeper HRS data analysis completed; HRS plan written, to include needed Lagging Indicators, and in place by 11-20-15 (DONE);  
HRS level 1 survey quick checks and Lagging Indicators review by 04-15-16;  
HRS level 1 survey repeat by 05-15-16;  
Data and Lagging Indicators ready for presentation to zone leadership and Marzano Research by 06-05-16;  
HRS level 2 certification achieved by 06-05-17;  
HRS level 3 certification achieved by 06-05-18;  
HRS level 4 certification achieved by 06-05-19;  
HRS level 5 certification achieved by 06-05-20

**Resources:**

HRS conference and related documents (local funding- zone)

**Key Personnel:**

RVES Teachers  
RVES Administration;  
RVES Instructional Coach;  
RVES HRS Team;  
Zone Administration;  
Marzano Research personnel

**Status:**

In Progress

School Code: 7339

School Name: RIDGEVIEW ELEMENTARY SCHOOL

Jul. 2015 - May. 2016

## Marzano Professional Development

### Description:

The focus of professional development in the POWER Zone aligns to the Marzano Instructional Framework. Our intensive focus is literacy, which is embedded in our Marzano work.

### Implementation Benchmarks:

Admin and Instructional Coach attend High Reliability Schools (HRS) Summit 07-07 and 07-08-15 (DONE);  
New hires participate in The Art and Science of Teaching book study by 11-20-15 (DONE);  
Admin and teaching staff receive additional training in learning goals and scales via a PLC format by 03-15-16 (DONE);  
Revisiting of Marzano elements via staff meetings, trainings, digitally shared info, and evaluation feedback-- ongoing throughout the school year

### Resources:

HRS conference/documents (local funding- zone);  
Marzano Research Professional Development (local funding- building and zone)  
The Art and Science of Teaching books/handbooks and related documents (local funding- building)

### Key Personnel:

New hires (teachers);  
All RVES teachers;  
RVES Administration;  
RVES Instructional Coach;  
Zone Administration

### Status:

In Progress

School Code: 7339

School Name: RIDGEVIEW ELEMENTARY SCHOOL

**Major Improvement Strategy: POWER Zone Focus #2:**

Curriculum & Assessment: Develop and use a collaborative process ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

**Root Cause(s) Addressed:**

Alignment with Colorado Academic Standards & the Marzano Instructional Framework

Data-Driven Differentiated Instruction

Relationships, Motivation, Engagement

**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    ☐ Other:

**Action Steps**

Jul. 2015 - May. 2016

**Professional Learning Community (PLC) Process**

**Description:**

The Professional Learning Community (PLC) process and increased PLC expectations are the focus for Ridgeview. PLC's are an imperative piece of ensuring successful instructional outcomes and student achievement. I wrote a few words for today, so I wouldn't lose my train of thought in my emotions. Literacy is our intensive focus, and this is embedded in most of our PLC work.

**Implementation Benchmarks:**

Creation of Ridgeview Team PLC Work Schoology group to document RV's PLC work by 07-22-15 (DONE);  
Leadership Team Retreat and training (with a focus on PLC work, increased PLC expectations, and Team PLC Work Schoology group) by 07-23-15 (DONE);  
PLC teams meet weekly at a minimum, with some additional meeting opportunities on non-student contact days; RV admin attend meetings regularly-- ongoing;  
PLC expectations revisited throughout the year and PLC work documented by all team members-- ongoing;  
Reading and Data Team (Committee) meets approximately 1-2 times per quarter; reps support data analysis with their PLC teams-- ongoing

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School Name: **RIDGEVIEW ELEMENTARY SCHOOL**

	<p><b>Resources:</b> Schoology (local funding- district); allthingplc.info and the DuFours work (free and previously purchased); Marzano Research and HRS website (partial access is free, local funding- zone)</p> <p><b>Key Personnel:</b> RVES Teachers; RVES Teacher Team Leaders; RVES Administration; RVES Instructional Coach; Marzano Research personnel</p> <p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Core Knowledge Language Arts (CKLA) implementation</b></p> <p><b>Description:</b> It was determined that the POWER Zone's core reading curriculum, at the elementary level, was not sufficient and did not align with new standards. The zone facilitated a process do review a core program, CKLA (Core Knowledge Language Arts) and it was purchased for implementation beginning this school year.</p> <p><b>Implementation Benchmarks:</b> Purchase and delivery of materials by 07-30-15 (although some materials were missing and late) (DONE); Initial training per grade level on 07-30 and 07-31-15 (DONE); Follow-up training on 09-25-15 (DONE); Instructional Coach support with program both by presence in classrooms and through the Reading and Data Team--ongoing; Discuss effectiveness of program and pros/cons by Winter Break and then again before Summer Break (partially done)</p>

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School Name: RIDGEVIEW ELEMENTARY SCHOOL



	<p><b>Resources:</b> CKLA purchase (local funding- zone)</p> <p><b>Key Personnel:</b> RVES Teachers; RVES Instructional Coach; RVES Administration; Zone Administration</p> <p><b>Status:</b> In Progress</p>
<p>May. 2015 - May. 2016</p>	<p><b>Reading Intervention Block Implementation</b></p> <p><b>Description:</b> A research-based, highly structured, high accountability reading intervention block is necessary for the reading data growth levels we are aiming for. We have set high growth goals for each of our grade levels, through our PLC work, seeking "Well Above Average Progress" across all grades. Our Reading Intervention Block includes the following programs: CKLA Intervention, Lexia Core 5, SIPPS- all levels (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Sonday System 1 and 2, Sonday System Let's Play Learn, Rite Flight Fluency, Rite Flight Comprehension, Rewards, and Phonics for Reading. Our Instructional Coach leads this priority at RVES, and it is very time-consuming to ensure high quality.</p> <p><b>Implementation Benchmarks:</b> Create and share a school-wide master schedule that includes a Monday-Thursday, 40-minute intervention block by 05-01-15 (DONE); Master schedules includes an innovative approach to meeting IEP and ELD minutes (so that these students are "triple dipped" instructionally) by 05-01-15 (DONE); Revisit master schedule with team leaders at Leadership Team Retreat on 07-23-15 (DONE); Hire 3 part-time reading interventionists by 08-01-15 (DONE); Instructional Coach train interventionists on all levels of SIPPS (Systematic Instruction in Phonological Awareness,</p>

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Phonics, and Sight Words) by 08-15-15 (DONE);  
 Meet with grade level teams to look at data and student needs, review intervention programs/materials available, and determine initial intervention plans (facilitated by Instructional Coach) by 08-15-15 (DONE);  
 Begin intervention blocks by 08-15-15 (DONE);  
 Review preliminary data, finalize grade level intervention plans, and document them by 10-09-15 (DONE);  
 Revisit data and intervention block plans at a minimum of twice quarterly; make adjustments as needed-- ongoing;  
 Evaluate success and finalize schedule for the next school year by 05-15-15.

**Resources:**

Intervention materials (partial local funding- zone and building, partial state funding- READ Funds-- most materials purchased in the previous school year);  
 Cost of Interventionists (local funding- zone/building personnel budget);  
 Cost of Instructional Coach (local funding- zone/building personnel budget)

**Key Personnel:**

RVES Teachers;  
 RVES Para-professionals;  
 RVES Administration;  
 RVES Instructional Coach

**Status:**

In Progress

**Major Improvement Strategy: POWER Zone Focus #3:**

Relationships & Culture: Establish and maintain a positive learning environment by implementing the agreed upon expectations from the Capturing Kids' Hearts Relational Framework, thus maximizing student learning potential.

**Root Cause(s) Addressed:**

Relationships, Motivation, Engagement

**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    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Capturing Kids' Hearts Professional Development**

**Description:**

Training for all new hires and refresh training for all previously-trained staff is important in keeping this priority initiative alive.

**Implementation Benchmarks:**

Revisit key zone/school CKH commitments and create Staff Social Contract by 08-03-15 (DONE);  
Training of new hires on CKH on 08-26, 27, and 28 (DONE);  
Recharge training of previously trained staff on 08-28-15 (DONE);  
Site visit and feedback from CKH consultant and feedback shared with staff by Fall/Winter 2015 (DONE);  
Ongoing revisiting of CKH non-negotiables and sharing of idea--ongoing

**Resources:**

CKH Training (local funding- zone)

**Key Personnel:**

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School Name: RIDGEVIEW ELEMENTARY SCHOOL

Some RVES para-professionals;  
RVES new hires;  
RVES Teachers;  
RVES Administration

**Status:**  
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)

## Accreditation Rating Performance

<b><u>Unified Improvement Planning Team:</u></b> Names of people who were involved in the preparation of the plan. <b>Parents must be included. Please type name and role.</b>	
Name	Position
Theresa Ritz	Principal
Marjorie McKeal	Assistant Principal
Andrea Aragon	Teacher
Angie Kelley	Teacher PTA rep
Claudine Dickson	DAC, SAC co-chair
Michelle Clemens	Parent
Melynee Finch	Parent, SPED subgroup
Michael Pickering	Zone Superintendent

<b><u>School Accountability Committee:</u></b>
<p>1) <b>Date the Plan was presented to SAC for review:</b></p> <p style="text-align: center;">Thursday, March 17, 2016</p>
<p>2) <b>Signature of Principal:</b></p> <p style="text-align: center;">Theresa Ritz</p>
<p>3) <b>Signature of SAC Chairperson:</b></p> <p style="text-align: center;">Claudine Dickson</p>
<p>4) <b>Signatures of additional SAC members who reviewed the plan:</b></p> <p style="text-align: center;">--All listed--</p>     

School Sand Creek High School

## Accreditation Rating

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **7613** School Name: **SAND CREEK HIGH SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Growth Gaps Reading:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in reading as measured by TCAP.
- **Academic Growth Gaps Math:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in math as measured by TCAP.
- **Academic Growth Gaps Writing:** Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in writing as measured by TCAP.
- **Post-secondary and Work-force readiness:** Based on the 2013-2014 SPF, SCHS 11th grade students score below the Colorado state average on the state ACT assessment.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Guaranteed and viable curriculum:** SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.
- **ACT scores demonstrate a flat/declining trend:** SCHS has not provided adequate preparation and guided practice for students taking the ACT.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Guaranteed and viable curriculum:** Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma, and Advanced Placement. Further development of academic programs, Schools and Pathways, and a personalized learning initiative designed to guarantee a viable curriculum, will take place throughout the 2015-2016 school year.
- **State Testing Preparation Initiative:** Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9th, 10th, and 11th grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on college

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School Name: **SAND CREEK HIGH SCHOOL**



entrance exams.

- **Targeted Community Engagement:** The Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community. Targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education (4 year and community college and industry-specific educational programs).

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

- ☐ State Accreditation Improvement Support Grant
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Colorado Graduation Pathways Program
 ☐ School
 ☐ Other:

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

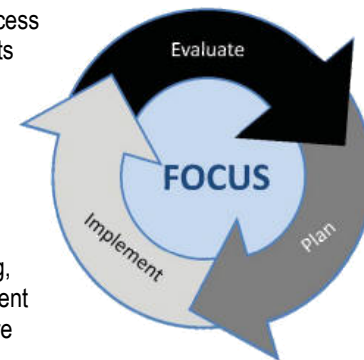
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: 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. Our 9th and 10th graders may choose to 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, Concurrent Enrollment courses, or general education courses. Sand Creek has a strong English Language Development program that serves approximately 2.61% of our students. Students with an Individualized Education Plan make up 20.09% of our population. Our student sub-populations include 12% African-American, 25% Hispanic, 8% Multiple Races, and 4.4% Asian.

**Process for UIP Development:** The general process for developing the UIP was:

- The school’s leadership team and faculty analyzed IB DP, AP, and ACT data during professional development days and PLC meetings beginning in August.
- Faculty Leaders (all department chairs, teacher leaders 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.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

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School Name: SAND CREEK HIGH SCHOOL

### Academic Growth Gaps

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 54th percentile for reading.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 48 to 29 in reading.

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 61st percentile for math.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 56 to 20 in math.

**Prior Year Target:** The percentile ranking on CMAS PARCC in 2015 for students scoring proficient and advanced will be at the 63rd percentile for writing.

**Performance on Target:** This data is not available; however, Sand Creek High School has been on a downward trend in percentile rank from 47 to 29 in English Language Arts.

### Postsecondary & Workforce Readiness

**Prior Year Target:** SCHS juniors will score on average an ACT composite score of 20.1 SCHS will continue to work toward increasing the average ACT composite score to meet or exceed the District goal of 22.

**Performance on Target:** In 2015, SCHS juniors scored an average of 19.4 composite score on the ACT.

### Academic Growth Gaps Reflection

SCHS will continue to monitor released data during the 2015-2016 school year as it becomes available.

### Postsecondary Workforce Readiness Reflection

In 2015, SCHS juniors were not adequately prepared for the ACT Assessment. During the 2015-2016 school year, sophomores and juniors engaged in ACT preparation and practice in Reading, Writing, Math and Science. Students were also administered a base-line practice test, followed up by daily targeted questions in related core classes along with the use of the March 2 Success ACT preparation program. Students will have access to after school ACT preparation sessions and will take a full practice test in January 2016. Students were coached to analyze their own data during the preparation sessions.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

SCHS juniors' ACT composite scores were below the state average of 20.3.

- In 2015, SCHS juniors were not adequately prepared for the ACT Assessment. During the 2015-2016 school year, sophomores and juniors engaged in ACT preparation and practice in Reading, Writing, Math and Science. Students were also administered a base-line practice test, followed up by daily targeted questions in related core classes along with the use of the March 2 Success ACT preparation program. Students will have access to after school ACT preparation sessions and will take a full practice test in January 2016. Students were coached to analyze their own data during the preparation sessions.

Though SPF's have not been released, preliminary results from the 2015 PARCC examination indicate SCHS students did not meet or exceed the state averages in Algebra I and Geometry. SCHS is not satisfied with the preliminary results as indicated from the 2015 PARCC examination data in English. SCHS students did not meet or exceed district expectations for ELA.

- We are concerned that the student performance on the 2015 PARCC was impacted by the testing scenario, by the Algebra I, Geometry and English curriculum alignment with Common Core Standards and by a lack of student preparation for the exam.

SCHS Advanced Placement scores were below national averages in all content areas.

- We are concerned that the level of rigor in all Advanced Placement courses at SCHS does not adequately prepare students for the Advanced Placements exams.

SCHS did not meet the federally required 95% student participation rate for all areas of the CMAS PARCC administered assessments during the 2014-2015 school year.

- SCHS will communicate with students and parents the importance of student participation in CMAS PARCC assessments and the reporting of the scores and data.

### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- The Academic Achievement status for the 3-year SPF SCHS 2013-2014 rates as "meets."
- • 3 years of data shows no definite trend for 9th grade and a declining trend for 10th grade in reading.
- • 3 years of data shows a declining trend for 9th grade and 10th grade in math.
- • 3 years of data shows no definite trend for 9th grade and a downward trend for 10th grade in writing.
- • AP and IB DP scores are trending up.

#### Academic Growth

- The Academic Growth status for the 3-year SPF SCHS 2013-2014 rates as "meets" overall.
- • Meets in reading

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- • Approaching in math
- • Meets in writing

### Academic Growth Gaps

- The Academic Growth Gaps status for the 3-year SPF SCHS 2013-2014 rates as “approaching” specifically due to our scores in math and writing.
- • Meets in reading
- • Approaching in math
- • Approaching writing

### 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.

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.

Root Cause: 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.

### Priority Performance Challenge



### Root Cause

Academic Growth Gaps Reading: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in reading as measured by TCAP.



Guaranteed and viable curriculum: SCHS has not implemented it’s curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.

Academic Growth Gaps Math: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in



Guaranteed and viable curriculum: SCHS has not implemented it’s curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze

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math as measured by TCAP.

and act upon student performance data.

Academic Growth Gaps Writing: Based on the 2013-2014 SPF, SCHS 9th and 10th grade subgroup populations are falling behind the overall population in writing as measured by TCAP.



Guaranteed and viable curriculum: SCHS has not implemented it's curriculum maps, common assessments and interventions with full fidelity in order to generate, analyze and act upon student performance data.

Post-secondary and Work-force readiness: Based on the 2013-2014 SPF, SCHS 11th grade students score below the Colorado state average on the state ACT assessment.



ACT scores demonstrate a flat/declining trend: SCHS has not provided adequate preparation and guided practice for students taking the ACT.

### Reflection on Priority Performance Challenges

Preliminary results for the 2015 CMAS PARCC assessment and the 2015 ACT indicate on-going deficits in the indicated growth gaps areas and in post secondary workforce readiness.

Though SCHS does not fall below state averages in all growth gaps, we are concerned we scored below the averages compared to the other two conventional high schools in the district. SCHS continues to fall below the state average on the ACT test.

### Reflection on Root Cause

The Root Causes were selected from the data from the 2013-2014 SPF. The Root Causes were established from internal and external reviews (International Baccalaureate, SchoolWorks, and faculty, student, and community surveys) who provided data on school climate and performance.

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## 1. Summary/Conclusion

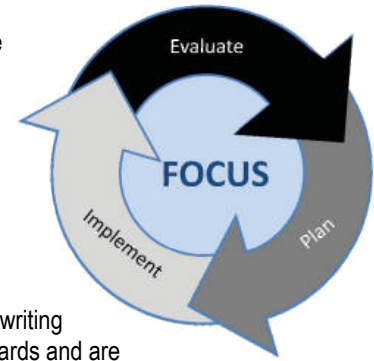
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## Section IV: Action Plan(s)

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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	SCHS juniors will meet or exceed 20.3 composite score, the Colorado 2015 ACT average composite score.
	2016-2017	SCHS juniors will meet or exceed the Colorado 2016 ACT average composite score with the goal of meeting or exceeding the district target of a composite score of 23.
Interim Measures		March2Success or other practice test scores of 2015-2016 sophomores.  Number of students participating in the SCHS ACT preparation program.

Subject		Other PWR Measures
Priority Performance Challenge		
Annual Performance Targets	2015-2016	All students will complete D49 ICAP Milestones utilizing the College in Colorado website.
	2016-2017	All students will complete D49 ICAP Milestones utilizing the College in Colorado website to determine an individualized plan of study within one of SCHS's schools/pathways.

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Interim Measures	D49 ICAP Milestone reports from College in Colorado. School/Pathway Plan of Study and course development. Number of completers within each School/Pathway Plans of Study.
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## Academic Growth Gaps

Subject	R
Priority Performance Challenge	Academic Growth Gaps Reading
Annual Performance Targets	2015-2016 2016-2017
	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 40 percentile rank for reading.
Interim Measures	Ninth grade ELA Amplify interim assessment and/or other state assessment for tenth graders in Reading.

Subject	M
Priority Performance Challenge	Academic Growth Gaps Math
Annual Performance Targets	2015-2016 2016-2017
	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 35 percentile rank for math.
Interim Measures	Ninth grade Algebra I Amplify interim assessment, and/or other state assessment for tenth graders in Math.

Subject	W
Priority Performance Challenge	Academic Growth Gaps Writing
Annual Performance Targets	2015-2016 2016-2017
	The percentile ranking on CMAS PARCC in 2016 for all students will meet or exceed the 35 percentile rank for writing.
Interim Measures	Ninth grade ELA Amplify interim assessment and/or other state assessment for tenth graders in Writing.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Guaranteed and viable curriculum

Faculty teams will measure and communicate the effectiveness of courses with common assessments and programs with common expectations such as Freshman Academy, IB Diploma, and Advanced Placement. Further development of academic programs, Schools and Pathways, and a personalized learning initiative designed to guarantee a viable curriculum, will take place throughout the 2015-2016 school year.

**Root Cause(s) Addressed:**

Guaranteed and viable curriculum

**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   ☐ Other:

#### Action Steps

Oct. 2015 - Mar. 2016

**Common Quarterly Assessments - Algebra I and ELA 9**

**Description:**

Freshman Academy teachers and leaders will document quarterly student achievement based on Beacon Amplify quarterly assessments of Algebra I and English language arts (grade 9) at the end of quarters 1, 2, and 3, and will use this data to generate planning for a cycle of learning. This information will be presented to the School Accountability Committee at the November, January, and April 2016 meetings.

**Implementation Benchmarks:**

Results data for Beacon Amplify quarterly assessments of Algebra I and English language arts (grade 9) will be recorded

School Code: 7613

School Name: SAND CREEK HIGH SCHOOL

	<p>and analyzed at the end of quarters 1, 2, and 3. Data analysis will result in update action planning for implementing interventions and learning units/formative assessment designed to improve student achievement based on teacher recommendation and researched best practices.</p> <p><b>Resources:</b>  Beacon Amplify quarterly assessments of Algebra 1 and English language art (grade 9).  Data assessment protocols  Teacher release time for analyzing data and action planning next steps for interventions and curriculum development.</p> <p><b>Key Personnel:</b>  Freshman Academy teacher leader  Freshman Academy pathways director</p> <p><b>Status:</b>  In Progress</p>
<p>Aug. 2015 - Dec. 2015</p>	<p><b>Pathways to college and career</b></p> <p><b>Description:</b>  Sand Creek Campus teacher leaders and pathways directors will develop the course pathways and graduation requirements for the Schools of Design, Business, and Advanced Academics that support student pathways to college and career as aligned with students' Individual Career and Academic Plans.</p> <p><b>Implementation Benchmarks:</b>  All students will complete D49 ICAP Milestones utilizing the College in Colorado website to determine an individualized pathway and plan of study. An updated course catalog and new course offerings for the 2016-2017 school year will be created and used for student course selection in December 2015. Graduation requirements for each school will be developed and communicated to students and parents at the same time.</p> <p><b>Resources:</b>  Existing catalog of courses approved by Falcon District 49</p>

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	<p>Colorado Department of Education graduation guidelines (updated September 2015) Colorado Career Cluster model and CTE guidelines College in Colorado Plans of Study</p> <p><b>Key Personnel:</b> Sand Creek Campus teacher leaders Sand Creek Campus pathways directors Sand Creek Campus campus director Pathways Advisory Councils for the Schools of Design, Business, Advance Academics, and the Freshman Academy</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2016 - Jan. 2016</p>	<p><b>Personalized Learning</b></p> <p><b>Description:</b> Sand Creek Campus will implement a personalized learning initiative pilot program beginning with all 9th grade students enrolled in Personal Finance Literacy courses during the second semester of the 2015-2016 school year. Preparations for further implementation in all 9th grade English and Social Studies classes during the 2016-2017 school year will take place throughout the second semester of the 2015-2016 school year.</p> <p><b>Implementation Benchmarks:</b> Student achievement data collected and analyzed at the end of the third and fourth quarters. Data analysis will assist in the implementation and expansion of the personalized learning program in the 2016-2017 school year.</p> <p><b>Resources:</b> Computer and wireless Internet access for students, designated classroom space, and GradPoint or FuelEd Personal Finance Literacy online course access.</p> <p><b>Key Personnel:</b></p>

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	<p>Social Studies Teachers, Teacher Leaders, Pathway Directors and Campus Director</p> <p><b>Status:</b> In Progress</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Math Interventions</b></p> <p><b>Description:</b> Sand Creek Campus will implement a series of Math interventions in the third quarter of the 2015-2016 school year. These interventions include: reducing class sizes in Algebra I, using Scholastic Math Inventory (SMI) to determine skill level of Beginning Algebra and Algebra I students, inclusion in Math 180 and small group direct remediation. These interventions will also include a limited pilot of the Personalized Learning platform through GradPoint/Pearson in Algebra I classes.</p> <p><b>Implementation Benchmarks:</b> Student achievement data and skills will be measured during third quarter through scheduled Amplify Beacon common assessments and periodic SMI probes leading up the state testing in April 2016.</p> <p><b>Resources:</b> Computer and wireless Internet access for students, Math 180 student licenses, GradPoint/Pearson online curriculum access, and the increase of one Math FTE.</p> <p><b>Key Personnel:</b> All Math teachers, Tutoring Center Directors, Pathway Directors and Campus Director</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** State Testing Preparation Initiative

Sand Creek leadership and faculty will provide materials and a schedule to ensure that all 9th, 10th, and 11th grade students prepare and practice for CMAS, PSAT 10, and ACT testing within their English, math, science, and social studies classes. Sand Creek leadership and faculty will facilitate preparation sessions outside of school hours and create motivational materials in order to build student dedication to pursuing their highest possible scores on college entrance exams.

**Root Cause(s) Addressed:**

ACT scores demonstrate a flat/declining trend

**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    ☐ Other:

**Action Steps**

Oct. 2015 - Mar. 2015

**ACT and PSAT 10 practice testing**

**Description:**

10th and 11th grade students will take an ACT and PSAT 10 baseline practice tests in each of their core content classes by October 30th. A second practice test will be given at the beginning of the third quarter to document growth and predict success on the state ACT.

**Implementation Benchmarks:**

SCC teacher leaders, pathways directors, and faculty will analyze student results from ACT PLAN release tests in order to target specific preparation and improvement needs, by student, group, and grade level, between the result of the baseline test in October 2015 and the target test given prior to the statewide ACT assessment in April, 2016.

**Resources:**

Data analysis and scoring software for PLAN release tests - GradeCam software

Teacher release time for analyzing data and action planning next steps for interventions and curriculum development.

**Key Personnel:**

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	<p>SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Mar. 2016	<p><b>ACT Question of the Day</b></p> <p><b>Description:</b> Students will answer and receive feedback on five ACT "Questions of the Day" in each core content area, for a total of 20 questions per week, through the end of 3rd quarter. All prep questions will be aligned to the ACT College and Career Readiness Standards and scored using GradeCam.</p> <p><b>Implementation Benchmarks:</b> SCC teacher leaders, pathways directors, and faculty will identify targeted "Questions of the Day" in each core content area as determined by the data analysis from the ACT Plan test results. 10th and 11th grade students will answer five questions each day and will receive feedback on the responses to improve scores on the ACT assessment in April 2016.</p> <p><b>Resources:</b> Data analysis and scoring software for - GradeCam software Teacher release time for identifying targeted "Questions of the Day" in each content area, providing feedback to students, and analyzing student data.</p> <p><b>Key Personnel:</b> SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - Mar. 2016	<p><b>March to Success ACT Readiness Course</b></p> <p><b>Description:</b> Teachers will use the March to Success ACT Readiness Course 30 minutes a week in a rotation of core content class</p>

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	<p>during 2nd and 3rd quarters.</p> <p><b>Implementation Benchmarks:</b></p> <p>Students will access the March to Success ACT Readiness Course 30 minutes a week during the 2nd and 3rd quarters, to provide students with personalized response feedback and identify areas in need of improvement, prior to the ACT assessment in April 2016.</p> <p><b>Resources:</b></p> <p>Computer and Internet access to implement the March to Success ACT Readiness Course. Release time for core content teachers to be trained on the implementation of the course and student access to the website.</p> <p><b>Key Personnel:</b></p> <p>SCC pathways directors, teacher leaders, and science, social studies, English, and math faculty members.</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Jan. 2016 - May. 2016</p>	<p><b>Positive Incentives Program</b></p> <p><b>Description:</b></p> <p>The Positive Incentives Program will institute a positive behavior support system including conversations in classrooms with all 10th and 11th grade students, monitoring other action steps for relevant benchmarks, and incentivizing students meeting those benchmarks with tickets for sporting events, school events, and activities passes for the 2016-2017 school year.</p> <p><b>Implementation Benchmarks:</b></p> <p>Classroom conversations and motivational visits will begin second semester of the 2015-2016 school year. Data monitoring of students meeting benchmarks and recognition and rewards awarded to students throughout the semester.</p> <p><b>Resources:</b></p> <p>None</p>

**Key Personnel:**

Teachers, Teacher Leaders, Pathway Directors and Campus Director

**Status:**

In Progress

**Major Improvement Strategy:** Targeted Community Engagement

The Sand Creek Campus will host pathways councils as a part of the Freshman Academy and schools of Design, Business, and Advance Academics, to include faculty members, students, and members of the local community. Targeted community engagement will lead to the development of mentorships, internships, and further development of course articulated with institutions of post-secondary education (4 year and community college and industry-specific educational programs).

**Root Cause(s) Addressed:**

Guaranteed and viable curriculum

**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   ☐ Other:

Action Steps	
Nov. 2015 - May. 2015	<p><b>Community-wide Communication</b></p> <p><b>Description:</b> Minutes of regular pathways council meetings will be available to the community via the school website and will be presented monthly to the Sand Creek Campus School Accountability Committee, Zone Leader, and the District 49 Executive Council during the second semester of the 2015-2016 school year. Teacher Leaders, Pathway Directors, and the Campus Director will engage community partners throughout the school year in order to present the vision for the Sand Creek Campus and to gain support in achieving this vision.</p> <p><b>Implementation Benchmarks:</b> Monthly agendas, created by SCC teacher leaders, and minutes from all pathways council meetings will be available at the end of each month November 2015 through May 2016.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b></p>

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	<p>SCC teacher leaders and pathways directors</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - May. 2015	<p><b>Develop Community Partnerships</b></p> <p><b>Description:</b> Sand Creek Campus schools will develop internships, mentorships, and concurrent enrollment offerings for students through increased connections with community members and volunteers.</p> <p><b>Implementation Benchmarks:</b> A report detailing internships, mentorships, and all course offerings articulated with college and career programs will be available to the community by April 1st, 2016.</p> <p><b>Resources:</b> Contacts within established community organizations</p> <p><b>Key Personnel:</b> SCC teacher leaders and pathways directors, D49 director of concurrent enrollment, D49 CTE director</p> <p><b>Status:</b> In Progress</p>

## Section V: Appendices

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

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

School Stetson Elementary

## Accreditation Rating

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **8266** School Name: **STETSON ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Reading Proficiency K-5:** Reading Proficiency: At mid-year 2015-2016, nearly 25% of the school's kindergarten through fifth graders were reading below benchmark as indicated by Dibels Next.
- **Percentile Rank:** Percentile Rank: The school is currently performing at the 61st percentile in English Language Arts at all levels, as indicated by mean scale scores on PARCC.
- **Math Proficiency:** Math Proficiency: Fifth grade students are currently performing at the 49th percentile in math as measured by PARCC.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **CAS Alignment:** Alignment with Colorado Academic Standards: 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.
- **Differentiated Instruction:** Teachers lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- **Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.
- **Math Curriculum:** Current curriculum is not totally aligned with CAS.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Establish Collaborative Examination of CAS and Lesson Correlation:** Regularly bring teachers together in a collaborative process to examine the CAS, prioritize Learning Evidence Outcomes, and ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student.
- **Support Educator Effectiveness:** Continue to refine the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement
- **Teachers maintain a positive learning environment:** 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 be based on the Capturing Kid's Hearts relational frameworks

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

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School Name: **STETSON ELEMENTARY SCHOOL**



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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Jeff Moulton, Principal
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Name, Title	Kathleen Granaas, Assistant Principal
Email	kgranaas@d49.org
Phone	(719) 495-5252
Mailing Address	4910 Jedediah Smith Dr Colorado Springs, CO 80920

## 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.

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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.

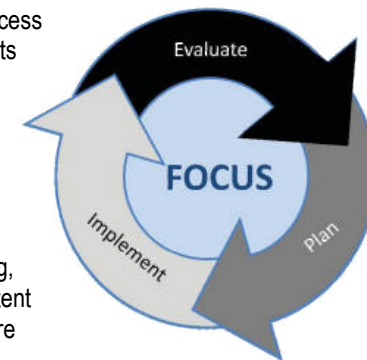
No.

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** 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 550 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.

#### 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

##### Academic Achievement (Status)

**Prior Year Target:** Our goal is to have 84% of our students reading at or above benchmark as measured by DIBELS Composite

**Performance on Target:** At the end of 2014-2015 school year 77% of our student met benchmark.

##### Academic Growth

**Prior Year Target:** Stetson students met the state's expectations for growth. No performance targets were established for 2014-2015.

**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:** Improve our school's statewide percentile in reading to 54%.

**Performance on Target:**

**Prior Year Target:** Improve our school's statewide percentile in math by 6 percentile points to 60%.

**Performance on Target:**

**Prior Year Target:** Improve our school's statewide percentile in writing by 7 percentile points to 71%.

**Performance on Target:**

### Academic Achievement Reflection

Reading scores as measured by DIBELS Composite have been in a slow decline for the past three years. This trend has been recognized and corrective action has been taken. More robust progress monitoring, intensive intervention, and a new core reading curriculum have been added.

### Academic Growth Reflection

Stetson students met the state's expectations for growth. No performance targets were established for 2014-2015.

### Academic Growth Gaps Reflection

Due to a change in the way the state calculated scores this year, the data used in last years goals is no longer relevant. In reading we have increased our percentile ranking from 40th percentile to the 61st, in writing we have moved from the 59th to the 61st percentile and in math from the 49th to the 59th percentile.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Our current academic performance can best be described as mixed. In some areas we are making excellent progress and in others we are flat or slightly declining.

#### READING and Writing (ELA) PARCC

- On the state TCAP/PARCC assessment, our percentile ranking has improved from the 40th to the 61st.
  - Third Grade - 52nd to the 78th percentile
  - Fourth Grade - 46th to the 60th percentile
  - Fifth Grade - 33rd to the 41st percentile
- On the other hand our growth on DIBELS Next Composite has continued a slow decline. Students meeting benchmark last year was 75% of the student body. This shows a decline of four percentage points from the previous year. Our expectation for this measure was an increase to 80% which we did not meet. We actually lost ground in that measure. Steps have been taken to improve this area and EOY results are expected to be excellent.

#### MATH PARCC

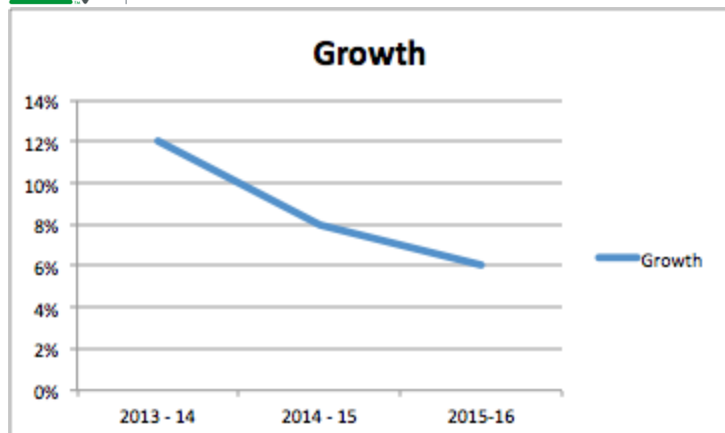
- On the state TCAP/PARCC assessment our percentile ranking has improved from the 53rd to the 59th percentile.
  - 3rd grade - From 51st to 68th percentile over 2 years
  - 4th grade - From 64th to 53rd percentile over 2 years
  - 5th grade - From 45th to 49th percentile over 2 years

#### DIBELS Next

The schools achievement and growth both continue to trend downwards.

- 2014 - 79% of students achieved benchmark at EOY
- 2015 - 75% of students achieved benchmark at EOY
- 2015 - MOY - 73% of students are achieving benchmark.

School growth of students to Benchmark as continued to decline.



#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Growth

- Student growth in reading as measured by DIBELS continues a gradual decline that began three years ago. In 2015 we saw student growth of 8% versus the previous year where growth was 12%. This is based on the number of students meeting benchmark at the beginning of the year versus the end of the year.
- The school is making excellent growth in performance on the state TCAP/PARCC test. Or percentile ranking has improved from 40th - 61st percentile in reading and 53rd to 59th in Math.

#### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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

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strategies is encouraged.

## Priority Performance Challenge



## Root Cause

**Reading Proficiency K-5: Reading Proficiency:** At mid-year 2015-2016, nearly 25% of the school's kindergarten through fifth graders were reading below benchmark as indicated by Dibels Next.



**CAS Alignment:** Alignment with Colorado Academic Standards: 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.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.

**Percentile Rank: Percentile Rank:** The school is currently performing at the 61st percentile in English Language Arts at all levels, as indicated by mean scale scores on PARCC.



**CAS Alignment:** Alignment with Colorado Academic Standards: 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.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

**Data Driven Instruction:** Data-Driven Instruction: Teachers lack an understanding of how to use data to increase student achievement and growth.

**Math Proficiency: Math Proficiency:** Fifth grade students are currently performing at the 49th percentile in math as measured by PARCC.



**Math Curriculum:** Current curriculum is not totally aligned with CAS.

**Differentiated Instruction:** Teachers lack lack knowledge, training, resources and common assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

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### Reflection on Priority Performance Challenges

Primary literacy is a priority goal for Falcon School District 49 and Stetson Elementary. Our Literacy Committee has recognized the need to change the way reading instruction is delivered to students in order to increase achievement. While our PARCC scores show positive growth in achievement, Benchmark scores as measured by DIBELS continue a gradual slide. There is now more important skill we can teach besides reading, and raising student achievement in this area is an absolute priority.

In Math, our fifth grade students are below the 50<sup>th</sup> percentile as compared with all state elementary schools. It is imperative that we increase student math scores to ensure their continued success at the next level.

The plan to improve reading and math will require significant changes to the way we currently operate. It will require curriculum realignment, teacher training, better use of data, and more engagement from our students.

### Reflection on Root Cause

CAS Alignment - We chose this as a root cause based on a general consensus that our teachers were not well acquainted with the standards and were unable to routinely identify essential elements within the standards.

Differentiated Instruction - Large scale differentiation was not taking place within the classroom. Interventions were not in wide spread use and school wide interventions were nonexistent.

Data Driven Instruction - Common formative assessments are not in place to allow teachers to compare instruction. Progress monitoring was not being used to determine next instructional steps.

Math curriculum - Several different math instructional tools were being used in the school. Lack of continuity between grade levels tends to slow the progress we see in students.

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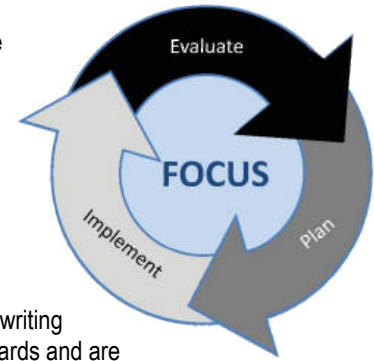
## 1. Summary/Conclusion

After considering all aspects of school performance

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Reading Proficiency K-5
Annual Performance Targets	2015-2016	82% of students will achieve benchmark on the DIBELS Next assessment
	2016-2017	
Interim Measures		DIBELS Lexia

Subject		R
Priority Performance Challenge		Percentile Rank
Annual Performance Targets	2015-2016	Increase ELA percentile rank from 61 to 65.
	2016-2017	
Interim Measures		CKLA Unit assessments. DIBELS Next Benchmark Assessments DIBELS Progress Monitoring

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		Lexia
Subject		M
Priority Performance Challenge		Math Proficiency
Annual Performance Targets	2015-2016	Math performance in 5th grade will increase from the 49th percentile to the 60th percentile.
	2016-2017	
Interim Measures		Grade level formative assessments.

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Establish Collaborative Examination of CAS and Lesson Correlation

Regularly bring teachers together in a collaborative process to examine the CAS, prioritize Learning Evidence Outcomes, and ensuring that teachers are successfully delivering and assessing instructional units/lessons that are aligned with Colorado Academic Standards while addressing the unique needs of every student.

**Root Cause(s) Addressed:**

CAS Alignment

Data Driven Instruction

Differentiated 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

#### Action Steps

Aug. 2015 - May. 2017

**Staff Training**

**Description:**

Train staff to use CAS to create lesson learning objectives that accurately reflect the spirit of the state requirements.

**Implementation Benchmarks:**

Regular discussions with PLCs and trainings during Staff Meetings. Regular walk through.

**Resources:**

N/A

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School Name: STETSON ELEMENTARY SCHOOL

	<p><b>Key Personnel:</b> Admin and classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>CDE Approved Intervention</b></p> <p><b>Description:</b> Students in grade K-5 will continue to receive supplemental instruction using the Lexia Core 5 reading intervention program to close reading gaps</p> <p><b>Implementation Benchmarks:</b> Lexia reports of Growth and regular use. Identification of students needing extra support indicates the program is working.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All Classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2017	<p><b>State Approved Intervention</b></p> <p><b>Description:</b> Provide more robust intervention for low achieving readers through small groups and targeted instructional approach, using a series of different but CDE approved interventions.</p>

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	<p><b>Implementation Benchmarks:</b>  Identification of small groups to receive interventions based on DIBELS Composite.  Monitoring growth in students.  Moving students from at risk to less risk or benchmark</p> <p><b>Resources:</b>  Local funding \$5000</p> <p><b>Key Personnel:</b>  All Classroom Teachers</p> <p><b>Status:</b>  In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Identify Gifted Learnes</b></p> <p><b>Description:</b>  Consult with Zone and District Curriculum and Instruction personnel to develop strategies to increase identification of gifted learners</p> <p><b>Implementation Benchmarks:</b>  Increase number of students identified as gifted learners</p> <p><b>Resources:</b>  N/A</p> <p><b>Key Personnel:</b>  Administration, Director of G/T, and G/T Teacher</p>

School Code: 8266

School Name: STETSON ELEMENTARY SCHOOL



	<p><b>Status:</b> In Progress</p>
Aug. 2014 - May. 2017	<p><b>Progress Monitoring Tool</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> More accurate tracking of progress monitoring fidelity.</p> <p>Set and enforce clearly defined guidelines for progress monitoring of all students.</p> <p><b>Resources:</b> \$3500 local funding</p> <p><b>Key Personnel:</b> All teachers and administration.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - Oct. 2016	<p><b>Literacy Curriculum Implementation</b></p> <p><b>Description:</b> Maximize training in utilization of the new literacy curriculum (CKLA) to increase the rigor of instruction and provide greater fidelity in meeting CAS in reading and writing. Support teachers through observation and feedback to increase confidence in delivery of the instruction.</p> <p><b>Implementation Benchmarks:</b></p>

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School Name: STETSON ELEMENTARY SCHOOL

	<p>Increase in ELA percentile rank on a yearly basis.</p> <p>Noticeable growth and achievement in reading fluency and comprehension as measured by DIBELS Next.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p> <p><b>Status:</b></p>
<p>Apr. 2016 - May. 2017</p>	<p><b>Identify and Implement CAS aligned math curriculum</b></p> <p><b>Description:</b> Examine and pilot potential math curriculum to determine its alignment with CAS and usability in classrooms.</p> <p><b>Implementation Benchmarks:</b> Pilot at 5 grade levels.</p> <p>Analyze teachers' evaluations of the curriculum.</p> <p>Implement school wide if evaluation is favorable.</p> <p>Improvement in math performance at all grade levels.</p> <p><b>Resources:</b> Local resources to purchase materials for pilot program</p> <p><b>Key Personnel:</b> Teachers and administrators.</p>

School Code: 8266

School Name: STETSON ELEMENTARY SCHOOL

	<b>Status:</b> Not Started
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School Code: 8266

School Name: STETSON ELEMENTARY SCHOOL

**Major Improvement Strategy:** Support Educator Effectiveness

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:**

Differentiated Instruction

Data Driven Instruction

Math Curriculum

**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    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Monitor Teacher Effectiveness**

**Description:**

Monitor the use of the Marzano theory of teacher best practices and the growth of teachers in these methods

**Implementation Benchmarks:**

Administrators will document increase use of Marzano's best educational practices.

**Resources:**

N/A

**Key Personnel:**

Admin and Teachers

**Status:**

In Progress

School Code: 8266

School Name: STETSON ELEMENTARY SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Coach Teachers</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Observations targeted at teachers use of effective teaching strategies. Quarterly compilations of conferences in the iObservation tool. Semi Annual reviews.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> School Administrators and Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Empower Teachers</b></p> <p><b>Description:</b> 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</p> <p><b>Implementation Benchmarks:</b> Observation of the use and evolution of learning objectives as well as the scales and rubrics that support learning</p> <p><b>Resources:</b></p>

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School Name: STETSON ELEMENTARY SCHOOL

	<p>N/A</p> <p><b>Key Personnel:</b> Administration Team Leads All Staff</p> <p><b>Status:</b> In Progress</p>
May. 2016 - Jan. 2017	<p><b>Develop Common Learning Goals and Scales</b></p> <p><b>Description:</b> Have teacher teams develop common learning objectives and scales for use school wide.</p> <p><b>Implementation Benchmarks:</b> Improve fidelity of instruction and improve vertical alignment of curriculum.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b> Administration. Teachers.</p> <p><b>Status:</b> Not Started</p>

**Major Improvement Strategy:** Teachers maintain a positive learning environment

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 be based on the Capturing Kid's Hearts relational frameworks

**Root Cause(s) Addressed:**

Differentiated Instruction

Data Driven 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

**Action Steps**

Aug. 2015 - Aug. 2015

**Train staff in Capturing Kids Hearts**

**Description:**

Train all new staff members in Capturing Kids Hearts Ideals.

**Implementation Benchmarks:**

All teachers were not trained will attend the three day Capturing Kids Hearts seminar.

**Resources:**

Instructors from the Flippen Group.

**Key Personnel:**

Teachers and facilitators

**Status:**

Complete

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School Name: STETSON ELEMENTARY SCHOOL

<p>Aug. 2015 - Aug. 2015</p>	<p><b>Refresh tenants of Capturing Kids Hearts</b></p> <p><b>Description:</b> Conduct refresher training for all teachers about Capturing Kids Hearts.</p> <p><b>Implementation Benchmarks:</b> Participate in the seminar.</p> <p><b>Resources:</b> None</p> <p><b>Key Personnel:</b> Administrators, teachers and Project Champions personnel.</p> <p><b>Status:</b> Complete</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Social Contract</b></p> <p><b>Description:</b> Teachers will create social contracts for their classrooms and will utilize it for classroom management.</p> <p><b>Implementation Benchmarks:</b> Observe the use of the social contract in each classroom.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b></p>

School Code: 8266

School Name: STETSON ELEMENTARY SCHOOL



	<p>All staff.</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Greet Students</b></p> <p><b>Description:</b> Staff will personally greet students each morning as they enter the building and classrooms.</p> <p><b>Implementation Benchmarks:</b> Observation by staff and students.</p> <p>Improved student affect.</p> <p><b>Resources:</b> N/A</p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Four Question</b></p> <p><b>Description:</b> Staff will be encouraged to use the " Four Question" model to redirect students who are off task or misbehaving.</p> <p><b>Implementation Benchmarks:</b></p>

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School Name: STETSON ELEMENTARY SCHOOL

Teachers will be observed using this strategy.

**Resources:**

N/A

**Key Personnel:**

All Staff

**Status:**

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)

# School Accountability Committee UIP Signature Page

School Skeneview Middle School

Accreditation Rating \_\_\_\_\_

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
<u>Maureen Dunbar</u>	<u>Leadership Team - TEAM Coach</u>	1) Date the Plan was presented to SAC for review: <u>3-1-16</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 6<sup>th</sup> grade HP</u>	2) Signature of Principal: <u>Maureen Dunbar</u>
<u>Leanne Strick</u>	<u>Leadership Team - 8<sup>th</sup> grade</u>	3) Signature of SAC Chairperson: <u>[Signature]</u>
<u>[Signature]</u>	<u>Leadership Team - Counseling</u>	4) Signatures of additional SAC members who reviewed the plan:
<u>Jennifer Wolf</u>	<u>Leadership Team - 6<sup>th</sup> grade</u>	<u>Feder Spiller</u>
<u>Rob E. King</u>	<u>Leadership Team - 7<sup>th</sup> grade</u>	<u>Martha Kuera</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 7<sup>th</sup> grade AP</u>	<u>Maureen Dunbar</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 8<sup>th</sup> grade</u>	<u>Maureen Dunbar</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 9<sup>th</sup> grade</u>	<u>Maureen Dunbar</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 10<sup>th</sup> grade</u>	<u>Maureen Dunbar</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 11<sup>th</sup> grade</u>	<u>Maureen Dunbar</u>
<u>Maureen Dunbar</u>	<u>Leadership Team - 12<sup>th</sup> grade</u>	<u>Maureen Dunbar</u>

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **7960** School Name: **SKYVIEW MIDDLE SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Students with Disabilities:** For the past three years, TCAP and CMAS PARCC percentile ranking of our Students With Disabilities has been in the 1st percentile rank. Our IEP students are currently performing in the Level two band in Reading, Writing and Math and have shown little to no growth in this ranking.
- **Reading Plus Gains:** We continue to see that Reading Plus is an underutilized intervention tool as we have in the past 4 years of data collection. 67% of the students registered into Reading Plus have completed less than 40 SeeReaders since the beginning of school and 44% have gains of less than 0.5 years (1.0 is equivalent to one year of growth) or negative growth based on the Insight Assessment for BOY compared to MOY.
- **Math Achievement:** As noted in our 2014 1-year SPF, our total school Growth Percentile in Math was at the 41st percentile and needed to be in the 64th percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English Learners). We have remained at the "Approaching" level for the last two years for both Minority and Students Needing to Catch Up. We have remained at the "Does Not Meet" level for Students with Disabilities. We dropped significantly from "Exceeds" to "Does Not Meet" for our English Learners. In the past three years our 6th and 7th grades have struggled to break the 60th percentile mark, holding true for the 2015 CMAS PARCC performance levels.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math Achievement:** 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 third year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.
- **Students with Disabilities:** We are struggling overall with the expectation and follow through with general differentiation in the classroom. Many students with IEPs have very low grades, struggle with grade level performance and have shown little growth compared to their non-IEP peers. We are lacking in research based, direct instruction intervention programs that directly address Reading, Writing and Math. We need to continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. We find that they need more time than currently scheduled, time for gap filling intervention, ore 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.
- **Reading Plus:** Reading Plus is a fluency and comprehension based program that relies heavily on consistent practice and effective motivational strategies. We have

School Code: **7960**

School Name: **SKYVIEW MIDDLE SCHOOL**

developed a strong reward program to help students feel positive about their gains and celebrate their growth as a reader. The problem is that the time that is currently set aside for the Reading intervention is shared in many cases with the time for homework completion, and IEP progress monitoring. We do not have students engaged with Reading Plus nearly enough and it is showing in many areas. Only those students who are motivated enough to do it at home and on their own free time, seem to be putting in the amount of contact hours that it takes. We need to find a balance or a completely new setting to apply Reading Plus and dedicate to the appropriate practice due to the program.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **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 CELF/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.
- **Major Improvement Strategy #2:** Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.
- **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.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

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### Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	This school has not received any grants connected to 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?	This School will not and has not participated in an SST or Expedited Review.
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.	This school has not partnered with an external evaluator.

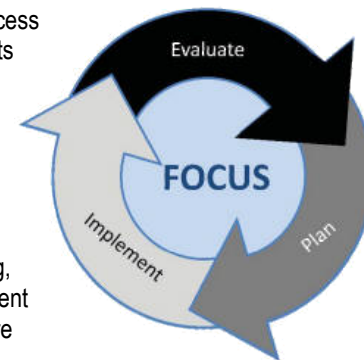
School Code: 7960

School Name: SKYVIEW MIDDLE 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Skyview Middle School has been open for 16 years and at the end of the '14-'15 school year housed a population of 1135 students in 6th, 7th and 8th grade. Our current population has remained a steady, 1135 students with periodic fluctuations of as many as 25 students. This year has experienced two large bubbles of students in both the 8th grade and the 6th grade, each class approaching or at approximately 400 students.

Approximately 34.39% of our total population in 2014 is Free and Reduced Lunch students and this year we have remained steady at 34.63% classified as FRL status. Our ELD population is currently around 4% of our total population with large fluctuations in total percentage over the last 3 years (5.8% in 2013, 10% in 2014 and back down to 4% in 2015). Our ethnic make up consists of approximately 38% Minority students. Our Gifted Students comprise approximately 8% of our total student population (up from 4.4% in 2013 and 5.3% in 2014). About 11% of our population has an active IEP including 130 students. Over the years, we have been a consistently high performing school with a stable rate of performance. In 2014 we saw a tremendous increase in our Growth scores in several areas, including Reading by several subgroups and consistent growth at the 8th grade level in all three content areas. In 2015, our strengths on PARCC include 8th grade Algebra I, Gifted students, and 8th grade ELA.

To begin the 2015-2016 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 PARCC/CMAS 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. Two years ago, we did some work together at the zone level to write common zone major improvement strategies that we will all incorporate into our individual school plans. We will continue to use those improvement strategies for this year, giving our intervention planning time to realize success. We have also spent time analyzing local data, specifically Beacon, SMI, SRI, Reading Plus, Insight, AIMS web, and other in house measures. Our plan was shared with our School Accountability Committee (SAC) in early March 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

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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.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** 2014-2015 NA

2015-2016 NA

**Performance on Target:** 2014-2015 NA

2015-2016 NA

### Academic Growth

**Prior Year Target:** 2014-2015 NA

2015-2016 NA

**Performance on Target:** 2014-2015 NA

2015-2016 NA

### Academic Growth Gaps

**Prior Year Target:** 2014-2015: Skyview students will increase the school Percentile in Math to the 62nd Percentile.

2015-2016: Skyview students will increase the school Percentile in Math to the 68th Percentile.

**Performance on Target:** 2015-2016: Skyview students did not meet the Target set for 68th Percentile in PARCC Math. We are at the 55th Percentile in PARCC Math.

### Academic Growth Gaps Reflection

As we transition from the TCAP to the PARCC Math, we did not perform at our targeted Percentile Rank, but have seen an increase in the overall rank for Math. We

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went from the 53rd Percentile in 2013 TCAP Math, dropped to the 45th Percentile in 2014 TCAP Math, and are now at the 55th Percentile on PARCC Math.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of Current Performance

To begin the 2015-2016 School Year, our school data team consist of the 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 PARCC and CMAS scores were analyzed through this group, addressing overall performance, and trends over time when applicable. We used both the Executive Summary and the Instructional summary, comparing district and state performances, and considering the thirds and sub content areas. We also analyzed the disaggregated groups in all content areas to gain an understanding of how all of our students are performing. Our summary consists of bulleted statements that we noted as significant and help us to identify our trending data. 2015-2016 was the first year for our school to participate in the Beacon Assessment (as a replacement for Scantron) but we do not yet have any significant comparison data from that tool. So, in order to seek local data input, we have included an analysis of data directly related to our local SMI (Scholastic Math Inventory) and SRI (Scholastic Reading Inventory) assessment, Reading Intervention Class and Reading Plus data.

##### School Participation Rates

Over the past two years of TCAP, Skyview students have maintained a 99% participation rate for the state tests. This past year, our overall participation rate declined to 94.7% which is slightly below the 95% participation state goal. Our grade level break outs are 6th grade at approximately 96%, 7th grade at 94% and 8th grade at 93%. This decline may be due to the increase in community knowledge about the opt out process, the media surrounding state testing, and the hype around the issue within the community. We continue to increase our efforts to educate our community on the value of the state tests, while at the same time educate our community on the truth of the Common Core Standards. We have done this, and will continue to do this, through newsletter articles, personal phone calls with parents and a common language and understanding of the value of the assessments within our own building and amongst our staff.

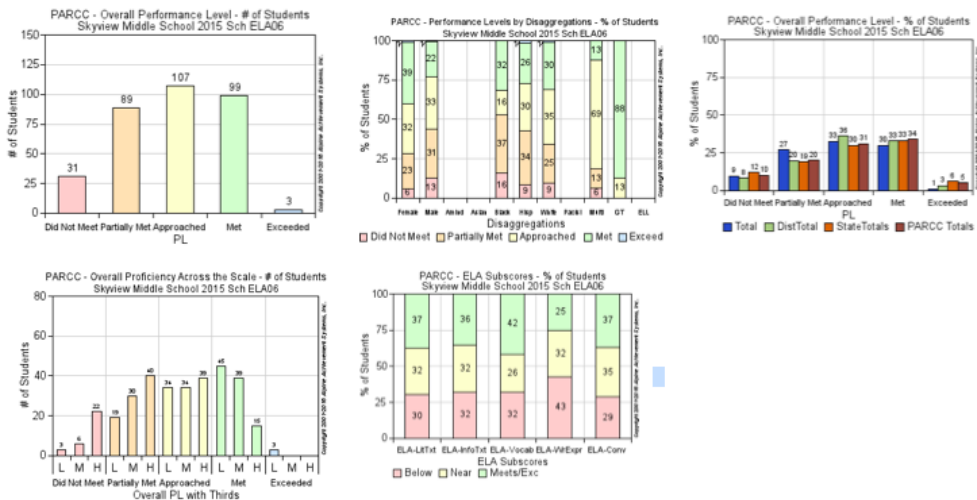
#### DATA NARRATIVE:

##### PARCC ELA

##### 6th Grade

- Similar scores to the state and district, but more Partially Met than both state or district
- Thirds: High cluster in the High thirds of Partially Met and Did Not Meet, and Low thirds of Exceeds categories
- Struggles still in writing
- Strength in vocabulary, conventions, inferencing and Literary Text (fiction)
- Disaggregated groups: females outscore males, strong showing in Gifted and Asian students

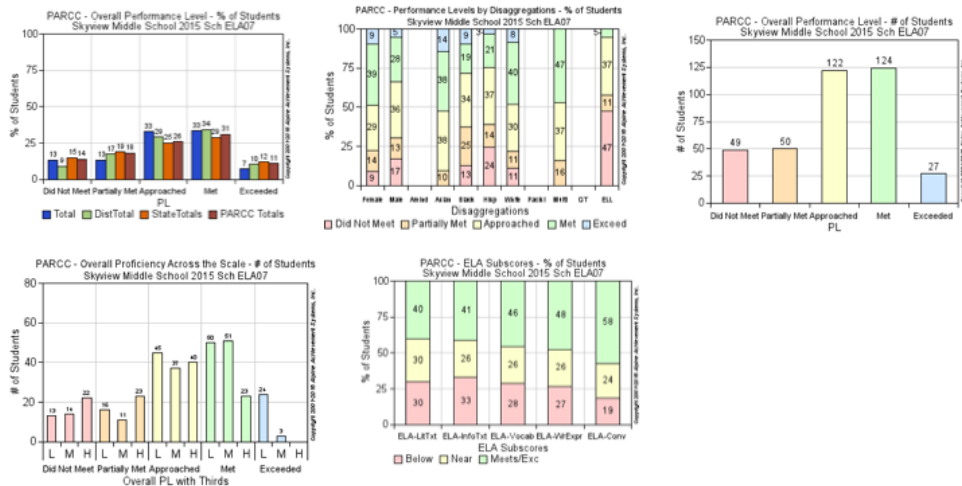
## 6<sup>th</sup> Grade ELA PARCC Data



## 7<sup>th</sup> Grade

- Small percent more in Approaching than the state, and lower than state in Did Not Meet/Partially Met
- Strength in conventions and improvements noted in writing
- Overall more students Not Meeting the expectation than Meeting
- higher percent of kids on track than 6th grade
- Disaggregated groups: almost all categories have Exceeds kids and strong showing with Girls, GT and Asian students

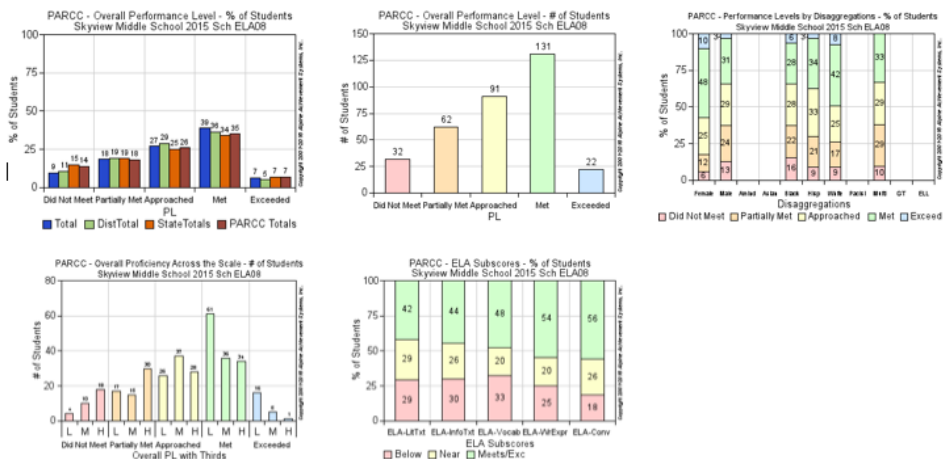
## 7<sup>th</sup> Grade ELA PARCC Data



## 8<sup>th</sup> Grade

- Exceeds/Met higher than the district or state
- Part Met/Did Not Meet both show most students in the High thirds of both categories
- Strength is in written expressions, conventions, and vocabulary
- Disaggregated groups: strength in female (58% At/Above), Asian (60% At/Above)
- ELL 33% Partially Met of NEP students

## 8<sup>th</sup> Grade ELA PARCC Data

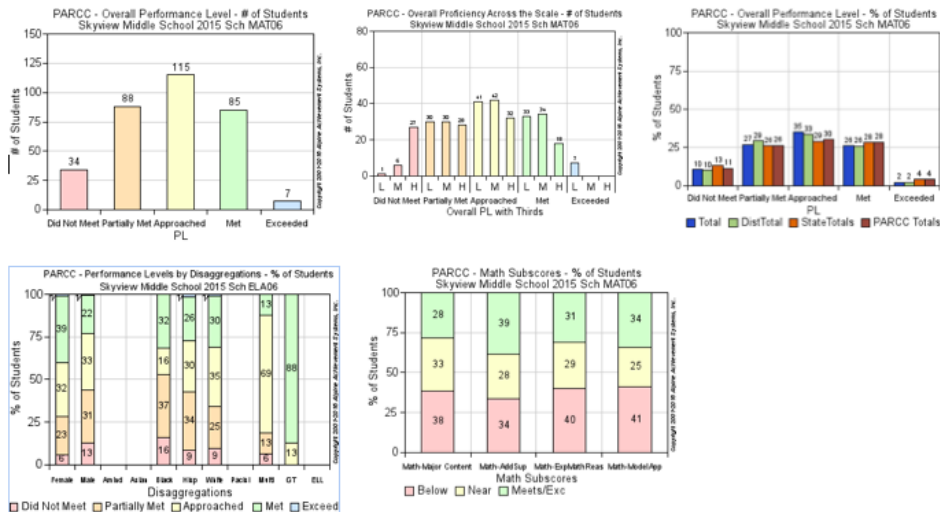


## PARCC Math

### 6th Grade

- Close to the state but below state on Met category
- More students Not on track (75%) than On track (25%)
- Thirds - highest cluster in the High thirds of Did Not Meet, equal clusters in Partially Met and Approaching which tells us that we have more kids to move further
- Strength in Add/Sup.
- Disaggregated groups: girls and boys close to each other and we have a strength in GT and Asian (100% Approaching/Met/Exceeds)

## 6<sup>th</sup> Grade Math PARCC Data

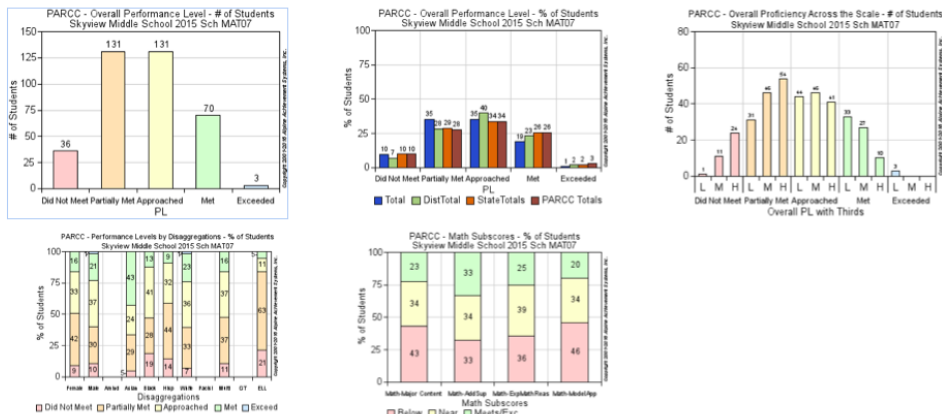


## 7<sup>th</sup> Grade

- When compared to State/ District, we have more Partially Met and less in the Met categories
- 20% on track, 80% not on track, We have very few students in the Exceeds category
- Strength in Add/Supp
- Disaggregated groups: Males outsourced Females, Strength in GT and Asian, and ELL at 5% Met



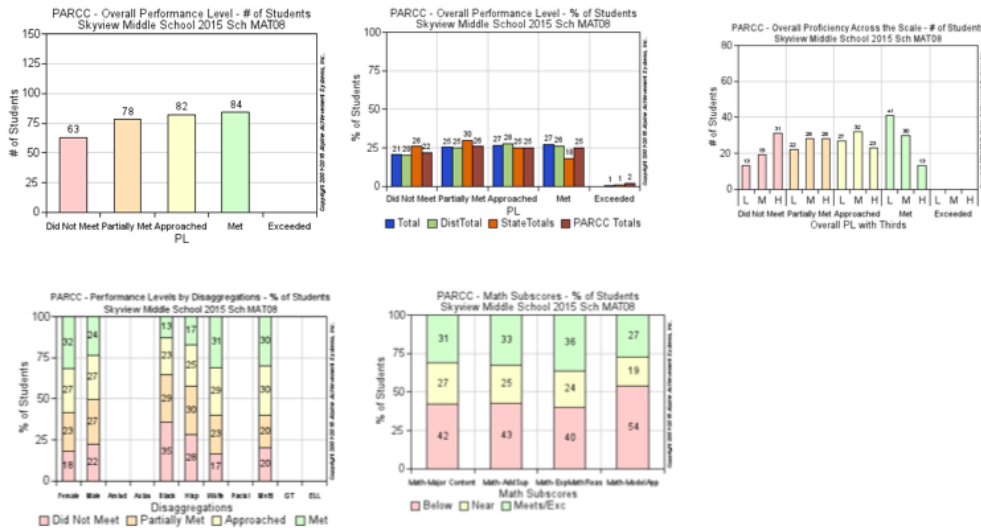
## 7th Grade Math PARCC Data



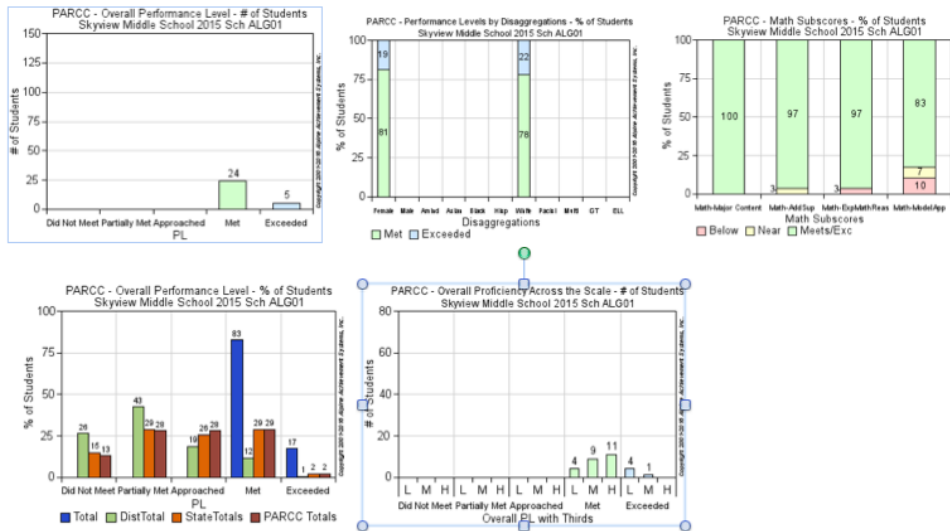
## 8th Grade

- Far above State and District in Met
- Our highest category is in Met and we have zero students performing at the Exceeds category
- Strength in Ex.Math Reasoning and weakness in Modeling Application
- Thirds; Did Not Meet/Partially Met have the largest cluster at the High thirds
- Disaggregated groups: strengths in GT (100%), Asian, Pacific Islander, Girls outscore Boys, and 9% of our students on an IEP are in the Met category

## 8<sup>th</sup> Grade Math PARCC Data



## Algebra 1 Math PARCC Data



### CMAS Science (8th grade)

- Overall, School, State and District - low performance
- We do have some Distinguished students
- We have the same percentages in 2014 and 2015
- Disaggregated groups: strengths in GT and Black
- Largest cluster of students in the Limited category fall in the High thirds
- content - about half of the standards are At/Above 50%

### CMAS Social Studies (7th grade)

- We do have some distinguished students
- We are on par with State and District results overall and results over the last 2 years has been steady
- Disaggregated groups: females outscored males, our strengths are in GT and Asian, ELL performance is close to their counterparts
- IEP #s are low
- Thirds: we have the largest cluster in the High thirds of the Limited category

### Other Local Assessments

#### SMI and SRI (Scholastic Math Inventory / Scholastic Reading Inventory)

Both the SMI and SRI are local assessments that we began using this year on a voluntary basis. Our teachers were looking for an alternative assessment to the Beacon that would  
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give quick placement and growth data. We had approximately 30% of our 6th grade teachers participate in the assessment while 100% of both the 7th and 8th grade teachers participated in the assessments. Both the SMI and SRI are self leveling assessments that assess student performance on the Common Core Standards while indicating the achievement level for each student. The following data points are general conclusions made off of the SMI/SRI data that we have from a Beginning of Year (BOY) assessment taken in August to a Middle of Year (MOY) taken in January.

### SMI

- From the BOY to the EOY, our overall average growth is 75 points for 6th through 8th grade combined. Individually, 6th grade average growth is a 70 point gain, 7th average growth is a 75 point gain and the 8th grade average growth is a 75 point gain.
- In 6th grade, only one teacher used the MOY assessments (30% participation). Of that one teacher 100% of classes for that teacher scored either in the Below Basic or Basic performance band.
- In 7th grade, 100% of the teachers participated and 82% of the classes scored either in the Basic or Below Basic performance band, 18% of the classes performed in the Proficient performance band.
- In 8th grade, 100% of the teachers participated and 92% of the classes averaged in the Basic or Below Basic performance band. That left 8% of the classes performing in the Proficient band.

### SRI

- From the BOY to the EOY, or overall average growth is 54 points for 6th through 8th grade combined. Individually, the 6th grade average growth is a 38 point gain, 7th grade average growth is a 61 point gain, and 8th grade average growth is a 65 point gain.
- In 6th grade, 100% of the teachers participated in the MOY assessment. Of those classes, 83% are performing in the Basic performance band, and 17% are performing in the Proficient band.
- In 7th grade, 100% of the teachers participated in the MOY assessment. Of those classes, 17% perform in the Below Basic performance band, 33% perform in the Basic band and 50% perform in the Proficient performance band.
- In 8th grade, 100% of the teachers participated in the MOY assessment. Of those classes 75% performed in the Basic performance band and 25% performed in the Proficient performance band.
- In general, from the BOY to the EOY, we have grown the number of students performing in both the Advanced and Proficient bands while decreasing the overall number of students performing in the Basic and Below Basic performance bands.

### Skyview Middle School (1147 total students)

Demographic	Students	Performance Standard
Advanced	273	24%
Proficeint	294	26%
Basic	357	31%
Below	223	19%

### Grade 6 (385 Students)

Demographic	Students	Performance Standard
Advanced	74	19%
Proficient	93	24%
Basic	138	36%

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Below	80	21%
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#### Grade 7 (357 Students)

Demographic	Students	Performance Standard
Advanced	106	30%
Proficient	93	26%
Basic	99	28%
Below	59	17%

#### Grade 8 (405 Students)

Demographic	Students	Performance Standard
Advanced	93	23%
Proficient	108	27%
Basic	120	30%
Below	84	21%

#### Reading Plus Data

Reading Plus is a reading intervention program that we use to support growth in fluency and comprehension. We have IEP students, General Education students and ELD students all using the program. We have been using Reading Plus for the past 4 years in our school with mixed results. It is very clear that the more time a student attends to the program, the greater the gains. We are struggling with getting students on the program on a consistent basis due to competing demands, but we have enough data to indicate that it is a worthwhile intervention program that deserves additional time and attention. We give the **Insight** benchmark three times per year and the data points to follow are a result of the BOY and MOY.

#### Insight Benchmark Assessment

- The average gain from BOY to MOY on the Insight Benchmark is a 1.1 year gain in one semester. This is on track to help students make more than one year gain in their Reading skills.
- 23% of the students using Reading Plus consistently have gains of 2.0 years or more. 10% of the same students had gains of 3.0 years or more.
- Between the BOY and MOY Insight Benchmark the percent of students At or Above Grade level has increased from 2% to 10%. The percent of students in the 1 year below Grade level has increased from 5% to 15%. The percent of students 2 years below grade level has decreased from 13% to 9%, and the number of students 5 years below grade level has decreased from 50% to 33% (that is a decrease of 17% in this most at risk category).
- The overall comprehension level has seen a gain of 0.8 years, or from 14% to 24% (gain of 10%)
- The overall vocabulary level has seen a gain of 0.7 years, or from 6% to 11% (gain of 5%)
- Finally, the overall reading rate has grown from 119.6 WPM to 131.8 WPM or a gain of 12.2 WPM (from 5% to 10%, gain of 5%)

#### Reading Plus Overall Data

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- Out of 166 students active in Reading Plus, averaging 28 SeeReader lessons, there has been an average Reading rate gain of 38WPM. 18% of these students are at or close to grade level.

### Reading Intervention Class

We have a single Reading Interventionist at our school and her primary focus is on 6th grade reading. She teaches two classes for each semester in which she contacts approximately 50 students per semester for a total of 100 at risk readers per year. Her classes have both General Education students and Special Education students in them. They are separated into levels so that additional support and differentiation can be given to the lower level. Students are progress monitored weekly and when they can demonstrate grade level performance consistently, they are moved out and new students take their place at the quarter. The following assessments have been given in this program and data points noted below.

### SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Site words)

- Pre-test given
- 100% of our pre-test, scored at 90% or above on the SIPPS
- Means that they have strength in consonant vowel recognition, letter sound correspondence, single syllable words, blends, digraphs.
- 10% missing multisyllabic words, digraphs
- Breakdown is with the multisyllabic words - nugget is this area of work in both intervention and general education. 100% of students scored below 80% in decoding and encoding
- Also with comprehension strategies to self monitor comprehension

### DIBLS

- Strengths in vowel and consonant sounds
- 50%/50% - kids went up and stayed the same
- Need for a skill based instructional program that addresses fluency

### DOLCH

- All students passed the elementary site words

### Overall

- 4 students made it to grade level readers and were taken out of the intervention

## 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

### Academic Growth Gaps

- A steady decrease in 6th and 7th grade Math Achievement on CSAP/TCAP over the last 4 years. 6th grade Achievement in Math has decreased from 66% to 61% and again to 55% in the period from 2012-2014. 7th grade Achievement in Math has decreased from 57% to 55% and again to 54% in the period

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from 2012-2014. This is a notable trend because it is well below the state expectation.

- Our IEP students perform overwhelmingly below the overall student population in Math Achievement on CSAP/TCAP, and has for the last 3 years. IEP Achievement levels have been mostly the same in the past 3 years. This is a noticeable trend because IEP student Achievement is well below the state expectation and is in the 1st percentile rank.
- Our Gifted Students have performed over the 98th percentile in the past 3 years in Math Achievement on the CSAP/TCAP. In Math Growth, they are demonstrating relative similar growth as the Overall student population, remaining at the 44th percentile for the last two years. This is a significant trend as they are performing at or above the state expectation for performance
- 8th grade has shown steady Growth in CSAP/TCAP Math over the past three years and this Growth has been above the 50th percentile in all three years. 7th grade also experienced a Math Growth increase in percentile ranking from the 37th percentile to the 40th percentile. This is a notable trend because if the trend continues, we will be approaching the state performance expectation.
- When comparing our IEP student Growth in CSAP/TCAP Math, the Growth percentile has decreased over the last 3 years. This is significant because they are within 10 percentile points of their non-IEP peers, performing at the 33rd percentile for Math Growth in 2014. We have a similar story for ELL students and FRL students.
- Our Minority students consistently perform at or above their non-Minority peers in CSAP/TCAP Math Growth. This is significant because they outscore their non-Minority peers in the 42nd percentile in 2014 (non-Minority in the 41st percentile).

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

#### Priority Performance Challenge



#### Root Cause

Students with Disabilities: For the past three years, TCAP and CMAS PARCC percentile ranking of our Students With Disabilities has been in the 1st percentile rank. Our IEP students are currently performing in the Level two band in Reading, Writing and Math and have shown little to no growth in this ranking.



Students with Disabilities: We are struggling overall with the expectation and follow through with general differentiation in the classroom. Many students with IEPs have very low grades, struggle with grade level performance and have shown little growth compared to their non-IEP peers. We are lacking in research based, direct instruction intervention programs that directly address Reading, Writing and Math. We need to

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continue to seek strategies in the general education classrooms that promote growth for all students, but especially those at risk students. We find that they need more time than currently scheduled, time for gap filling intervention, ore 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.

Reading Plus Gains: We continue to see that Reading Plus is an underutilized intervention tool as we have in the past 4 years of data collection. 67% of the students registered into Reading Plus have completed less than 40 SeeReaders since the beginning of school and 44% have gains of less than 0.5 years (1.0 is equivalent to one year of growth) or negative growth based on the Insight Assessment for BOY compared to MOY.

→ Reading Plus: Reading Plus is a fluency and comprehension based program that relies heavily on consistent practice and effective motivational strategies. We have developed a strong reward program to help students feel positive about their gains and celebrate their growth as a reader. The problem is that the time that is currently set aside for the Reading intervention is shared in many cases with the time for homework completion, and IEP progress monitoring. We do not have students engaged with Reading Plus nearly enough and it is showing in many areas. Only those students who are motivated enough to do it at home and on their own free time, seem to be putting in the amount of contact hours that it takes. We need to find a balance or a completely new setting to apply Reading Plus and dedicate to the appropriate practice due to the program.

Math Achievement: As noted in our 2014 1-year SPF, our total school Growth Percentile in Math was at the 41st percentile and needed to be in the 64th percentile. We have growth gaps in Math in all 4 subgroups (Minority, Students Needing to Catch Up, Students with Disabilities and English Learners). We have remained at the "Approaching" level for the last two years for both Minority and Students Needing to Catch Up. We have remained at the "Does Not Meet" level for Students with Disabilities. We dropped significantly from "Exceeds" to "Does Not Meet" for our English Learners. In the past three years our 6th and 7th grades have struggled to break the 60th percentile mark, holding true for the 2015 CMAS PARCC performance levels.

→ Math Achievement: 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 third year of aligning our math curriculum with the CAS and CCSS and we need additional time to ensure that all lessons are completely aligned with these standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when, and for whom to accommodate, and we are constantly working on how to effectively differentiate for our at-risk students while still providing rigorous grade level content. We also find that students coming into our school are coming with significant gaps in math skills. We spend the 6th grade year re-norming all 6th grade math students from multiple curriculums to one standards based curriculum.



### Reflection on Priority Performance Challenges

We are having difficulty identifying classroom strategies at the Tier I level that are being consistently applied to support our IEP students. We are also struggling to effectively differentiate for these students while supporting their growth and achievement at grade level content. Our IEP students often form the highest percentage of at risk students when looking at grades and attendance at interventions (Saturday School and Homework Help). Our overall co-teaching model may not be as effective in support these students and we may need to consider some "double dose" courses, making an impact on middle school exploratory philosophy. Our IEP students have struggled for a long time with the volume of homework, the rigors of state testing, and overall school performance. 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.

Reading Plus has been the intervention that we have chosen to use for IEP, ELD and At Risk General Education students who struggle with Reading. It is a fluency and comprehension based program focusing on a number of Anchor reading skills (Close reading, Main Idea and Themes, Interaction of Ideas, Use of Language, Structure, Point of View, Imaging, Reasoning and Comparative Reading). It is a research based intervention program that has been shown, with our own students, to have increased reading grade levels and Words Per Minute rates. We have seen students grow from 3-4 years below grade level to grade level readers in one to two years if they use the program with fidelity. This is where we struggle, because our current scheduling of Reading Plus is at odds with IEP progress monitoring time, homework time and other interventions in math. We are going to be faced with a decision to renew the Reading Plus licenses this coming year and we need to determine the most viable schedule that demands the rigorous application of this intervention.

Over the past three years, we have been able to conclude from our school data, that the longer a student remains in our school, the higher their performance level is in mathematics. We seem to be struggling to move our 6th and 7th graders great distances on state tests and have noted a consistent pattern of lack of basic computation skills. We receive students from four different elementary schools, each with its own curriculum and emphasis on math time. Our incoming students demonstrate a variety of gaps in the standards and we have struggled to close those gaps quickly. Our current curriculum has a challenging reading basis to it and many students struggle to interpret and apply the mathematics principals to situations calling for application. Our students are lacking in content vocabulary, computational fluency and confidence and overall determination to continue with a difficult problem. We need to find the solution to closing these gaps and building stronger students from their first year in our school.

## Reflection on Root Cause

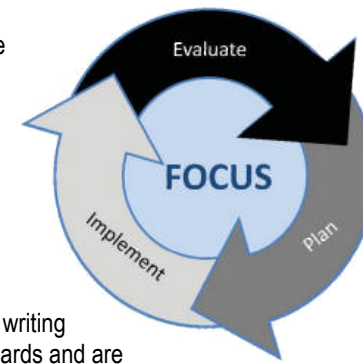
These Root Causes are a result of many, many conversations within our building over an extended period of time. We began this year with a data interpretation and root cause brainstorming with our Leadership Team. These people represent all the disciplines and grade levels in our school and they function as teacher leaders. Our work in this process is then taken out to the grade level and content teams for review and input. All of the feedback is gathered and condensed into concise root cause statements. In addition to our Leadership Team, we have involved our Special Education Department in similar dialogues about their service delivery and the model we are currently using to support the At Risk learner. The statements about scheduling, intervention time, co-teaching discussions, all come from several dialogues in which our teachers were asked to self reflect and analyze their effectiveness as a department and brainstorm about the potential to deliver services in a more efficient and effective manner. Finally, we have sought input into these root causes from our School Accountability Committee which analyzed the overall UIP plan and data, giving suggestions and feedback from their own experience as parents in our school. Again, these reflections have been added to the statements from above.

## 1. Summary/Conclusion

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Goals set based on 2014-2015 UIP, but will be revamped when 2016 Data analysis is complete from CMAS PARCC assessments:  Students with Disabilities will increase the median growth percentile (MGP) to at least 50.  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.
	2016-2017	
Interim Measures		2014-2015 PARCC results - Analysis completed Jan. 2016 Beacon Assessment - BOY given August 2015, EOY given May 2016 SMI (Scholastic Math Inventory) - BOY given August 2015, MOY given Dec/Jan 2015-16, EOY given May 2016

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### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

#### Major Improvement Strategy: 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:

Students with Disabilities

#### 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   ☐ Other:

#### Action Steps

Aug. 2014 - May. 2015

#### MIS #1 Action Step #1

##### Description:

Support Staff Development that drives student achievement and growth (Common Core training, Gifted and ELD training, Common Assessment training, Accommodations, etc.)

##### Implementation Benchmarks:

2014-2015 (Completed):

SIOP Training (15 Teachers, 2 Administrators)

Kagan Training (8 Teachers)

Rigor and Engagement - Gifted Training (1 Teacher, 1 Gifted Coach)

Scantron Training (30 new Teachers)

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Common Assessment Training (Administrators)  
 Gifted (SEAS) Training (8 Teachers, 1 Administrators)  
 College Prep Math Training (4 Teachers)  
 Differentiation Training (Whole staff)  
 MRL (Marzano Research Labs) Vocabulary Training (Whole Staff)  
 MRL Scales/Evaluation Training (Whole Staff)

2015-2016 (In Progress):  
 Imbedded Coaching Model with whole staff support through Instructional Coach  
 Imbedded Coaching Model with whole staff support through PLC collaboration with ELD Teacher/Coach  
 Jim Knight Coaching Training (October 2015)  
 Level 1 Certification from High Reliability Schools on teacher collaboration - PLC process  
 Radical Reading Implementation of Reading/Literacy strategies in the 6th grade

**Resources:**  
 Building based budget  
 Zone based budget  
 Administrative planning and oversight  
 District level Title grants

**Key Personnel:**  
 Building leadership (Principal, Assistant Principal)  
 Instructional Coach (TEAM coach)  
 ELD Teacher/Coach  
 Gifted Teacher/Coach  
 Reading Interventionist

**Status:**  
 In Progress

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Aug. 2014 - May. 2016

## MIS #1 Action Step #2

### Description:

Continue Standard/Curriculum Cycle work: Curriculum alignment to CAS and CCSS, calendaring Standards-based curriculum, vertical alignment of all content areas across grades 6-8, alignment of vocabulary, addition of pacing and Depth of Knowledge to curriculum documents.

### Implementation Benchmarks:

2014-2015 (Completed):

Train Leadership on Curriculum Cycle, Plan implementation

Curriculum Planning Cycle through content area PLC process

Curriculum Scope and Pacing - all content areas (Vertical alignment 6-8, vocabulary by unit, DOK and Pacing added

Health Curriculum mapped

2015-2016 (In Progress):

2nd round of Curriculum Cycle - analysis of viability of current curriculum documents through PLC process

Writing of unit based Performance Scales for all curricular units

Depth of Knowledge Training through PLC process

Alignment of Vocabulary to tiered priority process through PLC process

Beacon Assessment Training

Beacon Performance Task grading with norming and curriculum analysis

New Teacher Training in Performance Scales

Differentiation training embedded in PLC process

### Resources:

School based budget

Staff expertise at school, zone and district level

Administrative planning and oversight

District Title funds

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	<p><b>Key Personnel:</b> Administrators (Principal, Assistant Principal) Zone Curriculum and Instruction Director Instructional Coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #3</b></p> <p><b>Description:</b> Support D49 Pathways requirements by implementing ICAP/College in Colorado (CIC) activities in 7th and 8th grade. Additional programs to support STEM/CTE initiatives (SeaPerch, student Leadership training, BEST Robotics, CTE Consumer Family Studies, CTE Engineering Path, iPad teams, Industry Speakers and field experiences)</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): All 7th grade to complete CIC Learning Styles Inventory All 8th grade to complete CIC Career Inventory BEST Robotics Competition CTE Forensics Course implementation, Guest speaker series Flippin Teen Leadership Course implementation CTE Engineering field trip iPad survey to parents, students and teachers</p> <p>2015-2016 (In Progress): All 6th, 7th and 8th grade students to complete CIC requirements for orientation, Learning Styles, and Career Inventory BEST Robotics Competition CTE Consumer Family Studies Club implementation</p>

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	<p>Continuations of 49 Pathways course work (Engineering, CFS, Technology, Broadcasting, Leadership) Implementation of building-wide technology plan Teen Leadership Teacher training</p> <p><b>Resources:</b> CIC Learning Styles and Career Inventory Building technology Building based budget CTE based grants and budget Administrative planning and oversight</p> <p><b>Key Personnel:</b> Administration (Principal and Assistant Principal) CTE Teachers Counselors Teen Leadership Teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #4</b></p> <p><b>Description:</b> Maintain opportunities for additional student support (Homework Help, Math Intervention, Peer Tutoring, Co-Teaching, Reading Intervention, Saturday School, etc.)</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Increase the use of Mobymax to all Math and LA classrooms Increase the use of Reading Plus to include General Ed. Students in 6th - 8th grade iPad students</p>

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Target failing student to attend Homework Help and Saturday School  
 Use of student teacher and university volunteers to provide direct small group assistance at Sat. School  
 Study Hall Class for 7th and 8th grade  
 Take Flight Tier III Intervention

2015-2016 (In Progress):  
 Increase the use of Reading Plus to include General Education students in 6th - 8th grade iPad students  
 Target failing students to attend Homework help and Saturday School  
 Use of student teacher and University volunteers to provide direct small group assistance after school and at Sat. School  
 Re-instate Reading Interventionist to target 6th grade  
 Implement Radical Readers; Literacy program through all 6th grade REACH classes  
 Implement use of Gen. Ed. Teacher aide to tutor students and support homework completion  
 Increase Saturday school to include longer sessions to support special education students only

**Resources:**  
 Building Based budget  
 Zone Based budget  
 Administrative Oversight and Planning

**Key Personnel:**  
 Administrators (Principal and Assistant Principal)  
 Homework Help and Saturday School staff  
 Building General Education Para  
 Reading Plus Teachers  
 Study Hall Teachers  
 UCCS tutors and student teachers  
 Reading Interventionist  
 6th grade REACH teachers  
 Special Education Teachers

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	<p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #1 Action Step #5</b></p> <p><b>Description:</b> Utilize the RTI process to analyze data and drive instructional practices (data from Scantron/Beacon/SMI/SRI, At-A-Glance reports, D/F lists) through effective instructional strategies, increased parent notification and involvement and curriculum driven by Individual Student Plans (504, IEP, ELP, ALP).</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Regular use of Alpine during RTI meeting times RTI notes taken at all RTI meetings and shared with common teachers, administrators and counselors. Make use of At-Risk report to identify needs and evaluate progress.</p> <p>2015-2016 (In Progress): Regular use of Alpine during RTI meeting times RTI notes taken at all RTI meetings and shared with common teachers, administrators and counselors. Train staff in Google Drive for the sharing of meetings. Make use of At-Risk report to identify needs and evaluate progress. Make use of the High Reliability Schools Level 1 template for school improvement in PLC collaboration and function Implementation of appropriate Professional Learning Communities practices into RTI meetings.</p> <p><b>Resources:</b> Administrative planning and oversight Building based budget</p> <p><b>Key Personnel:</b></p>

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	<p>Administration (Principal and Assistant Principal)</p> <p>Counselors</p> <p>Intervention Teachers</p> <p>Technology Teacher/Coach</p> <p>Building para</p> <p><b>Status:</b></p> <p>In Progress</p>
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**Major Improvement Strategy:** 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:**

Math Achievement

Students with Disabilities

**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    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**MIS #2 Action Step #1**

**Description:**

Utilize Instructional TEAM Coach to support new teachers in implementing the Evaluation tool (especially elements #1 and #6).

**Implementation Benchmarks:**

2014-2015 (Completed):

All new teachers will earn a performance level of "Developing" by May 2015

Instructional coach will support all teachers through dialogue, planning sessions, observations, video reflections, etc.

2015-2016 (In Progress):

All new teachers will earn a performance level of "Developing" by May 2016

Instructional coach will support through planning sessions, video observations, instruction growth plans, goal setting and modeling, among other coaching strategies.

Instructional Coach will offer two sessions of Instructional Rounds to encourage peer observation and reflection of instructional practices.

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

	<p><b>Resources:</b> Building based budget Zone based budget Administrative planning and oversight</p> <p><b>Key Personnel:</b> Instructional coach Lead mentors and building mentors Administration (Principal and Assistant Principal) New teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #2 Action Step #2</b></p> <p><b>Description:</b> Utilize Instructional TEAM Coach, Administration and Specialists to deliver Instructional Strategies to staff through embedded PD (ex: differentiation, student feedback, flexible grouping, vocabulary development, higher level thinking strategies).</p> <p><b>Implementation Benchmarks:</b> 2014-2015 (Completed): Regular presentation of strategies through PLC meetings TEAM coach and Administration facilitate building wide PD to deliver mini-trainings on strategies Instructional Rounds course offered to all teachers</p> <p>2015-2016 (In Progress): Regular presentation of strategies through PLC meetings</p>

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

	<p>TEAM coach and Administration facilitate building wide PD to deliver mini-trainings on strategies</p> <p>Instructional Rounds course offered to all teachers two times per year</p> <p>ELD coach will meet regularly with teams to embed best practice instructional practices to address ELD students in the classroom</p> <p><b>Resources:</b></p> <p>Building based budget</p> <p>Zone based budget</p> <p>Administrative oversight and planning</p> <p>System to incentivize Professional Development participation</p> <p><b>Key Personnel:</b></p> <p>Instructional Coach</p> <p>Administration (Principal and Assistant Principal)</p> <p>ELD Coach/teacher</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2014 - May. 2015</p>	<p><b>MIS #2 Action Step #3</b></p> <p><b>Description:</b></p> <p>Support Staff Development to increase capacity for Instructional Best Practice based on Marzano strategies</p> <p><b>Implementation Benchmarks:</b></p> <p>2014-2015 (Completed):</p> <p>Attendance sheets (ERO)</p> <p>Work samples</p> <p>Evaluation Tool documentation from: On-line Studies (iAcademy), Independent Study, Vocabulary Study, Instructional Rounds PLC</p>

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL



Peer Observation system  
Teacher Growth Plans  
Teacher Feedback (through Observations)  
Emphasis on Target Elements #6, #1, SLO

2015-2016 (In Progress):  
Evaluation Tool documentation from: Instructional Rounds PLC, Arts and Sciences book studies  
Peer Observation system  
Teacher Growth Plans  
Teacher Feedback (through Observations)  
Emphasis on Target Elements #6, #1, SLO

**Resources:**  
Zone FTE support of Coach  
School-Based Budget  
Zone-Based Budget  
Administrative oversight and planning

**Key Personnel:**  
TEAM Coach  
Administration  
Teachers  
Zone Leadership

**Status:**  
Complete

**Major Improvement Strategy:** 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:**

Reading Plus

**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    ☐ Other:

**Action Steps**

Aug. 2014 - May. 2016

**MIS #3 Action Step #1**

**Description:**

Maintain Capturing Kids Hearts program with dedication to class Contracts, Greetings, and 4-Questions. Train support staff and untrained teachers.

**Implementation Benchmarks:**

2014-2015 (Completed):

All Staff members trained by May of 2015

Evaluation Tool documentation based on several Elements from Domain 1 and 4.

EXCELL model used at all staff meetings, Leadership meetings, PLC meetings

Provide consistent time slot for staff members to share out during staff meetings.

Participation of pivotal teacher leaders and administrators through the Process Champions

2015-2016 (In Progress):

All new staff members trained by May of 2016

Evaluation Tool documentation based on several Elements from Domain 1 and 4.

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School Name: SKYVIEW MIDDLE SCHOOL

	<p>EXCELL model used at all staff meetings, Leadership meetings, PLC meetings          Provide consistent time slot for Leadership team to share concerns during Leadership meetings.          Commitment to High Reliability Schools - level 1 template for gaining staff input          Participation of pivotal teacher leaders and administrators through Process Champions          Implementation of Teen Leadership class in 7th and 8th grade          Support and encourage Anti-bully committee activities that bring training and awareness to our community</p> <p><b>Resources:</b>          School-Based Budget          CKH support personnel          Zone-Based Budget</p> <p><b>Key Personnel:</b>          All Teachers          Administration          Zone Leadership</p> <p><b>Status:</b>          In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #2</b></p> <p><b>Description:</b>          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.</p> <p><b>Implementation Benchmarks:</b>          2014-2015 (Completed):          Notes from WSWCWC meetings          Student numbers from Breakfast</p>

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

	<p>School Calendar of Activities</p> <p>2nd annual Health Fair completed by April, 2015</p> <p>Complete the 2014-2015 School Health Improvement Plan</p> <p>2015-2016 (In Progress):</p> <p>Notes from WSWCWC meetings</p> <p>Student numbers from Breakfast</p> <p>School Calendar of Activities</p> <p>3rd annual Health Fair completed by April, 2016</p> <p>Complete the 2015-2016 School Health Improvement Plan</p> <p>Participation in Fuel Up to Play 60 - club and member support</p> <p>Teacher Health week participation</p> <p><b>Resources:</b></p> <p>School-Based Budget</p> <p>Healthy Schools Grant</p> <p><b>Key Personnel:</b></p> <p>WSWCWC School Team</p> <p>Nutrition Services</p> <p>Administration</p> <p>Teachers</p> <p><b>Status:</b></p> <p>In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #3</b></p> <p><b>Description:</b></p> <p>Anti-Bullying Work Group to analyze student/parent surveys, create school policy, and lead Anti-Bully efforts.</p>

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

Anti-Bullying/Character Based lessons delivered to 6th-8th grade.

**Implementation Benchmarks:**

2014-2015 (Completed):

Continuation of Anti-Bully Committee

Student/Parent Climate surveys

Anti-Bully Policy completed by May 2014

Counselor class presentations

Counselor conflict resolution

2015-2016 (In Progress):

Continuation of Anti-Bully Committee (student awareness, lessons, all school anti-bully activities)

Student/Parent Climate surveys

Anti-Bully Policy re-evaluated and updated by May 2016

Counselor class presentations

Discipline process to model Restorative Practices - Discipline data review, mediation practices

Minimum of 3 Anti-bully lessons/grade level completed by May 2016

**Resources:**

School-Based Budget

Community Resources

On-line Resources

**Key Personnel:**

Anti-bully Committee

All Teachers

Administration

SRO

Counselors

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

	<p>Parents</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>MIS #3 Action Step #4</b></p> <p><b>Description:</b> Provide Professional Development on cultural awareness of Subgroups</p> <p><b>Implementation Benchmarks:</b>          2014-2015 (Completed):          Cultural Awareness Training through on-line studies, workshops and Staff Development speakers.          Participation of administration and teachers at the Educating Children of Color Conference</p> <p>2015-2016 (In Progress):          Provide training on Under-resourced learners, learners in poverty by May 2016 to all staff.          Cultural Awareness Training through on-line studies, workshops and Staff Development speakers.          Participation of administration and teachers at the Educating Children of Color Conference.          All grade levels to participate in a minimum of 3 Teaching Tolerance lessons, through Social Studies or REACH          DOJ feedback from November visit</p> <p><b>Resources:</b>          School-Based budget          Zone-Based budget          District Specialists Time</p> <p><b>Key Personnel:</b>          Administration          Teachers</p>

School Code: 7960

School Name: SKYVIEW MIDDLE SCHOOL

	<p>District Cultural Capacity trainers</p> <p><b>Status:</b> In Progress</p>
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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)



School SPES

Accreditation Rating \_\_\_\_\_

[illegible]

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **3-Year**

District Name: **FALCON 49**

School Code: **8010** School Name: **SPRINGS RANCH ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Significant Reading Deficiency:** 9% of our students have been identified with a Significant Reading Deficiency
- **Math Adequate Growth:** Adequate growth was not made in academic growth gaps in mathematics, except for English Learners

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Professional Development:** The focus has not been specifically on primary literacy, math instruction, and increased rigor.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Professional Learning Communities:** Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.
- **Instructional Rigor:** Focus on a higher level of rigor during instruction across all subject areas.
- **Primary Literacy:** Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions.
- **School Culture:** Build and strengthen a safe and positive culture through school, student, parent, family and community programs.

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

School Code: **8010**

School Name: **SPRINGS RANCH ELEMENTARY SCHOOL**

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

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Mailing Address	4350 Centerville Drive Colorado Springs, CO 80922

## 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

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

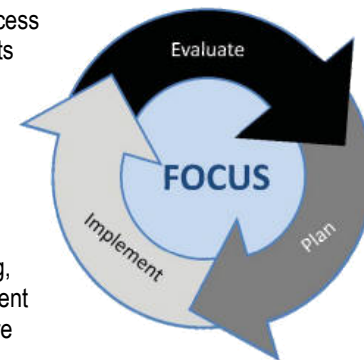
External Evaluator

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

### 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

Springs Ranch Elementary School is a comprehensive neighborhood school, located in Falcon School District 49, in eastern El Paso County, in Colorado Springs. Springs Ranch Elementary strives to provide students with a strong foundation in academic skills, preparing students to be productive citizens in a global society.

Demographics for 2015-16 school year: White 57%, Hispanic 20%, Black 7%, Asian 4%, American Indian 1%, Other Pacific Islander 1%, Unidentified 1%, Mixed 13%, Military 23%, SpEd 14%, ELD 9%, Free and Reduced Lunch 27%.

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 prior data from School Performance Framework, TCAP results, Scantron results, DIBELS data, CMAS, PARCC and Beacon, 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 2015-16 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.

Our previous plan type assignment was Performance, based on 2013-14 School Performance Framework. We will continue with our current improvement strategies.

#### 2. Prior Year Targets

Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.

#### Academic Achievement (Status)

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Prior Year Target:**  
**Performance on Target:**  
**Prior Year Target:**  
**Performance on Target:**

### Academic Growth

**Prior Year Target:**  
**Performance on Target:**  
**Prior Year Target:**  
**Performance on Target:**

### Academic Growth Gaps

**Prior Year Target:**  
**Performance on Target:**

**Prior Year Target:** The percentile ranking as compared to other schools in Colorado 2015 will increase by 5 percentile points to the 70th percentile or above in Reading.

The percentile ranking as compared to other schools in Colorado 2015 will increase by 7 percentile points to the 73rd percentile or above in Math.

The percentile ranking as compared to other schools in Colorado 2015 will increase by 7 percentile points to the 73rd percentile or above in Writing.

**Performance on Target:** This data is not available.

For Reading, in reviewing the Percentile Rank Report, our percentile rank increased from 47 in 2014 TCAP Reading, to 61 in 2015 PARCC English Language Arts (ELA).

For Math, in reviewing the Percentile Rank Report, our percentile rank increased from 57 in 2014 TCAP Math, to 74 in 2015 PARCC Math.

For Writing, in reviewing the Percentile Rank Report, our percentile rank slightly increased from 59 in 2014 TCAP Writing, to 61 in 2015 PARCC English Language Arts (ELA).

### Postsecondary & Workforce Readiness

**Prior Year Target:**  
**Performance on Target:**

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

##### Review of current performance:

#### Data from DIBELS, CMAS, and PARCC - 2014-15

The three assessment measures that we analyzed for academic achievement and growth included DIBELS composite scores, Colorado Measures of Academic Success for Science and Social Studies, and PARCC (Partnership for Assessment of Readiness for College and Careers) for Mathematics and English Language Arts.

Our DIBELS data includes grade levels Kindergarten through 5<sup>th</sup> grade composite scores. Our 2014-15 overall achievements of students attaining the End of Year Benchmark were 87%. Overall growth during the 2014-2015 school year, showed a 12% increase from beginning to end of the year.

In comparing school year 2014-15 to 2013-14, we attained the same percentage of increased benchmark scores, showing a 12% increase two consecutive years in a row.

In reference to students who were performing "well below" benchmark in their DIBELS composite scores, school year 2014-15 shows a decrease in percentage from 16% of students to 8% of students performing in the "well below" benchmark category. We decreased our group by moving 50% of this student group out of the "well below" benchmark category by the end of the 14-15 school year. In comparison to the previous school year, 2013-14, our "well below" percentage changed from 16% to 9% by end of year. We moved 44% of that population out of the "well below" benchmark category, to close their trajectory gap for grade level benchmark.

After receiving two consecutive years of CMAS Science and Social Studies results, our scores reflected growth in the both content tests. The spring of 2015 scores increased 24% from 12% of Strong and Distinguished categories from 2014 scores. The Science "strong and distinguished" results of spring 2015 were 37%, which is an increase from 34% in the spring of 2014. Both content areas assessed in CMAS scored above and/or equal to the district and state level averages.

The PARCC Performance Based and End of Year assessment results arrived at the school level in early December of 2015. Our 3<sup>rd</sup> 4<sup>th</sup>, and 5<sup>th</sup> graders scored comparable to the district and state level averages in both content areas. According to the scaled cut scores, students who fell in the "met" or "exceed" categories scored in the 88<sup>th</sup> percentile and above.

In conclusion, the data at Springs Ranch Elementary shows positive progress in Dibels and CMAS. The baseline data for PARCC gives our instructional staff information regarding next steps and areas of strength for future instructional strategies.

#### Percentile Ranking 2014-15

For Reading, in reviewing the Percentile Rank Report, our percentile rank increased from 47 in 2014 TCAP Reading, to 61 in 2015 PARCC English Language Arts (ELA). For Math, in reviewing the Percentile Rank Report, our percentile rank increased from 57 in 2014 TCAP Math, to 74 in 2015 PARCC Math. For Writing, in reviewing the Percentile Rank Report, our percentile rank slightly increased from 59 in 2014 TCAP Writing, to 61 in 2015 PARCC English Language Arts (ELA).

We will continue to monitor our growth in these areas. Our teachers provide instruction based on Colorado State Standards, and are taught the expectations of the assessments throughout the school year. They practice on computers, using the technology that is used with the actual assessments, so that this is not a surprise, and so they can move throughout the assessment with ease within the actual technology. This way, they can focus on the content and their knowledge.

#### Participation Percent 2014-15

Our participation percent for all students was 94.5% in PARCC ELA. This showed a drop from the previous year with 2014 TCAP Reading and Writing, with a participation rate of 99.4% and 99.0% respectively. Reviewing rates by subgroups, we had several groups that did not make the participation percent in PARCC ELA.

However, the overall participation percent in math was met in all subgroups and in all grade levels, with an overall percent of 97.3% in PARCC Math. This showed a decrease from 2014 TCAP Math, with 99.4%.



We feel the decrease in participation was due to the change in the test, and the public and parents being made aware of the testing changes. We will address this by sending letters out again, explaining the PARCC tests, and will communicate one-on-one with parents who choose to opt their children out of the test.

#### **School Performance Framework (SPF) from 2013-14**

**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".

**Student Academic Achievement/TCAP trends from 2013-14 - 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.

**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) from 2013-14, the identified Priority Performance Challenges for Springs Ranch Elementary were: (based on the 1 year SPF):

1. Adequate growth was not made in academic growth gaps in mathematics, except for English Learners
2. 12% of our students have been identified with a Significant Reading Deficiency

#### **4. Trend Analysis**

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### **Academic Growth Gaps**

- Reading in 2014 overall, the rating is "Meets". Students with Disabilities were the only subgroup that did not make adequate growth, but increased with an MGP of 41, up from 38 in 2013, and is now "Approaching". Additionally, Students Needing to Catch Up, grew from 53 to 60, and now rates as "Exceeds", and English Learners rated as "Exceeds".
- 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 not make adequate growth, a decrease from 40 to 35, the only area on the SPF that “Does Not Meet”.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

Priority Performance Challenge	→	Root Cause
Significant Reading Deficiency: 9% of our students have been identified with a Significant Reading Deficiency	→	Professional Development: The focus has not been specifically on primary literacy, math instruction, and increased rigor.
Math Adequate Growth: Adequate growth was not made in academic growth gaps in mathematics, except for English Learners	→	Professional Development: The focus has not been specifically on primary literacy, math instruction, and increased rigor.

### Reflection on Priority Performance Challenges

Significant Reading Deficiency (SRD) has been selected for the district focus of Primary Literacy. We want to continue to focus on this and decrease the amount of students who are identified with an SRD. This year we have implemented the Sunday reading intervention system, and have focused more on literacy with changes

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

in the Master Schedule, with a specific reading intervention time for all grade levels, K-5. We have also implemented tutoring outside of school hours for students who are on a READ Plan.

We continue to work on Math growth, and are in the 2nd year (1st; including baseline year of 2014-15). We want to ensure that **all** of our students are making growth in mathematics. Teachers will continue to receive professional development with Engage NY Math and Eureka Math, to gain better understanding of best instructional practices. We believe that each year will improve, as teachers will understand the curriculum better, and students will continue to become more familiar with the expectations and way of learning and thinking, as will our parents.

### Reflection on Root Cause

Our district is focusing on primary literacy. We have taken additional steps this year to provide more targeted intervention in all grade levels. The Master Schedule reflects a literacy intervention time for K-5. We are able to provide intervention using classroom teachers and support staff. Our grade levels meet weekly to talk about their students' growth and needs, and meet with administration monthly. At these Professional Learning Community meetings, we go through data for each classroom, and teachers are able to speak to each of their students. They reflect on the interventions they are receiving, the growth they've made, if they are or need to go to the Rtl process, how parent support is, and what the next steps are. We want to ensure that all of our students are proficient in literacy. This focus is connected with increased rigor; taking literacy to the next steps of integration of subject areas, reading and writing within the subject areas, becoming research experts, asking higher-level questions, and having deeper discussions. Our zone has provided professional development in these areas.

Math instruction has changed in the past two years. We began using a curriculum called Engage NY. This curriculum brings a new way of providing instruction and of learning. It is a higher-level of thinking and learning for both the students and the teachers. We have a committee at our school comprised of representatives from each grade level, and they meet to discuss needs, concerns, and celebrations. Our zone has provided professional development with Engage NY, and our zone instructional coach has provided support for teachers. We are seeing an improvement in math thinking and will continue to refine the way we teach. A parent night was held in the fall to support parents in their understanding. As in literacy, increased rigor goes along with this new curriculum, just in the way it is taught and how students respond.

## 1. Summary/Conclusion

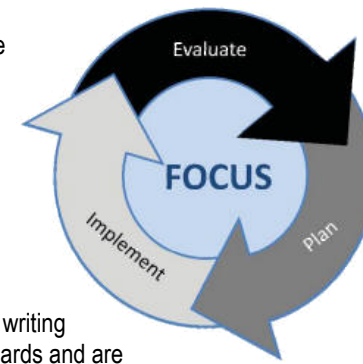
School Code: 8010

School Name: SPRINGS RANCH 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Significant Reading Deficiency
Annual Performance Targets	2015-2016	We will decrease the number of students scoring below benchmark as measured by DIBELS Next by 10%, from 19% to 9%.
	2016-2017	
Interim Measures		DIBELS Benchmark Assessment, BURST

Subject		R
Priority Performance Challenge		Significant Reading Deficiency
Annual Performance Targets	2015-2016	Increase school percentile ranking in ELA to the 71st percentile.
	2016-2017	
Interim Measures		Beacon Assessments, DIBELS, Progress Monitoring

Subject		M
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School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

Priority Performance Challenge		Math Adequate Growth
Annual Performance Targets	2015-2016	Increase our mean scale score to 750.
	2016-2017	
Interim Measures		Beacon, Engage NY unit tests

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Professional Learning Communities

Instructional teams will meet as a Professional Learning Community (PLC), focusing on data analysis and interventions.

**Root Cause(s) Addressed:**

Professional Development

**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    ☐ Other:

Action Steps	
Aug. 2015 - May. 2016	<p><b>Monthly PLCs</b></p> <p><b>Description:</b> Monthly grade level PLC meetings with Administrators</p> <p><b>Implementation Benchmarks:</b> Scheduling</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b></p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p>Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Early Release Calendar</b></p> <p><b>Description:</b> Bi-monthly Early Release Calendar to allow for more PLC and Professional Development time</p> <p><b>Implementation Benchmarks:</b> Calendar</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, professional development personnel</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Monitor progress of students through data collection and analysis of Beacon, DIBELS, READ Plans, BURST, and Engage NY data, to determine areas of strength and weakness</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, evaluation of growth</p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL



	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>PLC effectiveness</b></p> <p><b>Description:</b> Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact students achievement and growth, to include supporting leadership team in PLC practices for a better understanding of their role in leading their team.</p> <p><b>Implementation Benchmarks:</b> Progress monitoring and evaluation of growth</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, leadership team</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Utilize all resources</b></p> <p><b>Description:</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p>Utilize and include in PLC meetings - instructional coach, specialists, counselor, SOAR, ELL, Rtl team, and SpEd, to provide support and interventions based on students' needs</p> <p><b>Implementation Benchmarks:</b> Progress monitoring and evaluation of growth</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, instructional coach, support staff</p> <p><b>Status:</b> In Progress</p>
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**Major Improvement Strategy:** Instructional Rigor  
Focus on a higher level of rigor during instruction across all subject areas.

**Root Cause(s) Addressed:**  
Professional Development

**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    ☐ Other:

### Action Steps

Aug. 2015 - May. 2016

#### Professional Development

##### Description:

Bi-monthly early release calendar to include professional development relative to rigor, differentiation, critical and higher order questioning, Kagan structures, modeling/chunking/scaffolding , checks for understanding/feedback, literacy, technology, and other areas as needed.

##### Implementation Benchmarks:

Calendar and scheduling

##### Resources:

Local funding

##### Key Personnel:

Grade level teams, support staff, administrators, professional development personnel

##### Status:

In Progress

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Standards</b></p> <p><b>Description:</b> Continue to utilize Colorado Academic Standards and Common Core State Standards</p> <p><b>Implementation Benchmarks:</b> Instruction and assessment</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Assessment preparation</b></p> <p><b>Description:</b> CMAS and PARCC preparation, including academic and technology preparation</p> <p><b>Implementation Benchmarks:</b> Scheduling, use of technology labs and carts, understanding of assessments</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b></p>

	<p>Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Observation feedback</b></p> <p><b>Description:</b> Regular classroom observations and feedback meetings with administrators and teachers</p> <p><b>Implementation Benchmarks:</b> Scheduling, use of Bloomboard</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b> Licensed teachers, administrators</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Instructional Coach Support</b></p> <p><b>Description:</b> Sand Creek Zone instructional coach support meeting with and observing teachers, to support achievement in math and higher instructional rigor.</p> <p><b>Implementation Benchmarks:</b> Scheduling, meetings, observations</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Resources:**

Local Funding

**Key Personnel:**

Grade level teams, support staff, administrators, instructional coach

**Status:**

In Progress

**Major Improvement Strategy:** Primary Literacy

Increase focus on Primary Literacy to ensure students are reading grade level material throughout instruction and learning, and ensure that students with a Significant Reading Deficiency (SRD) are supported through instruction and interventions.

**Root Cause(s) Addressed:**

Professional Development

**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    ☐ Other:

**Action Steps**

Aug. 2015 - May. 2016

**Parent Partnership**

**Description:**

Partnership and communication with parents, to include parent/teacher conferences, home resources

**Implementation Benchmarks:**

Back-to-School Night, communication via website, teacher pages, planners, phone calls, scheduled conferences

**Resources:**

Local Funding

**Key Personnel:**

Grade level teams, support staff, administrators, parents

**Status:**

In Progress

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Progress Monitoring</b></p> <p><b>Description:</b> Progress Monitoring in DIBELS, BURST, Sonday, Beacon, grade level unit and subject area tests</p> <p><b>Implementation Benchmarks:</b> Progress monitoring schedule</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Interventions</b></p> <p><b>Description:</b> Interventions, to include Sonday, BURST, small groups, support staff grouping, tutoring for READ Plan students</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, data analysis, scheduling</p> <p><b>Resources:</b> Local Funding</p> <p><b>Key Personnel:</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL



	<p>Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Identify student needs</b></p> <p><b>Description:</b> Identification of specific needs, through Response to Intervention (RtI) process, data analysis, progress monitoring</p> <p><b>Implementation Benchmarks:</b> Progress monitoring, data analysis</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Professional Development</b></p> <p><b>Description:</b> Use of bi-monthly early release calendar, that includes professional development to better equip teachers in instruction that is relative to literacy and intervention</p> <p><b>Implementation Benchmarks:</b> Scheduled training and professional development</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, administration, support staff, zone instructional coach</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Literacy integration</b></p> <p><b>Description:</b> Integration of reading and writing across subject areas</p> <p><b>Implementation Benchmarks:</b> Lesson planning</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Library and technology utilization</b></p> <p><b>Description:</b> Certified librarian and technology teacher - utilization of library and technology labs for instruction and support of literacy, to include collaboration with grade level teachers for projects, assessment preparation, that focus on literacy skills</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Implementation Benchmarks:</b> Collaboration and lesson planning</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, librarian, technology teacher</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>READ Plans</b></p> <p><b>Description:</b> READ Plans implemented, utilized, and updated; communication with parents</p> <p><b>Implementation Benchmarks:</b> Creation of READ Plans, progress monitoring</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff</p> <p><b>Status:</b> In Progress</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Master schedule</b></p> <p><b>Description:</b> Master schedule for instruction and intervention, to include support staff</p> <p><b>Implementation Benchmarks:</b> Creation and use of schedule</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, administration</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Bookmobile</b></p> <p><b>Description:</b> Monthly bookmobile for ELL students, through Pikes Peak Library</p> <p><b>Implementation Benchmarks:</b> Community contact and scheduling</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p>Librarian, ELL team</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Literacy support</b></p> <p><b>Description:</b> Reading Counts tests in library, for reading motivation and awards and myON online reading program, for school and home support</p> <p><b>Implementation Benchmarks:</b> Training students, monitoring of progress, communication to parents</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Librarian, classroom teachers</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Guided Reading</b></p> <p><b>Description:</b> Guided Reading expectations in all classrooms, to include lessons and classroom library</p> <p><b>Implementation Benchmarks:</b> Communication of expectations, training</p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Resources:**

Local funding

**Key Personnel:**

Grade level teams, administrators

**Status:**

In Progress

**Major Improvement Strategy:** School Culture

Build and strengthen a safe and positive culture through school, student, parent, family and community programs.

**Root Cause(s) Addressed:**

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

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

Action Steps	
Aug. 2015 - May. 2016	<p><b>School volunteers</b></p> <p><b>Description:</b> Continue Watch D.O.G.S. (Dads of Great Students) and school/classroom volunteer program</p> <p><b>Implementation Benchmarks:</b> Scheduled training evenings for dads, classroom volunteer/calendar scheduling, and volunteer fingerprinting</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators, counselor, human resources</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Capturing Kids Hearts and Positive Behavior School</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Description:</b> Continuation of Capturing Kids Hearts, a program that focuses on culture and how we all treat each other, through staff training and classroom structures. Continuation of Positive Behavior School components to include Respect, Responsibility and Safety.</p> <p><b>Implementation Benchmarks:</b> Establishing key elements of programs with students and staff in classrooms and throughout school, committee meetings</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Grade level teams, support staff, administrators</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Counselor</b></p> <p><b>Description:</b> Continue with counseling program, to include classroom lessons, small group support, and individual support</p> <p><b>Implementation Benchmarks:</b> Scheduling with classroom teachers, small groups, individuals</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Counselor, grade level teams, administrators</p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL



	<p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Student Service</b></p> <p><b>Description:</b> BIONIC (Believe It Or Not I Care), (lunchroom, recess, and care support provided by older students), Bobcat Ambassadors (classroom student representatives), Community Service Projects</p> <p><b>Implementation Benchmarks:</b> Scheduling, selection of students in groups, training and meetings for students</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> Counselor, grade level teams</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Family Events</b></p> <p><b>Description:</b> Welcoming families into school through events, to include Dads and Donuts, Moms and Minions, Volunteer Breakfast, PTO events, award assemblies, parent/ teacher conferences, Math Nights, Skate City Nights, Healthy School Events, Kid Power</p> <p><b>Implementation Benchmarks:</b> Scheduling and communication of events</p>

School Code: 8010

School Name: SPRINGS RANCH ELEMENTARY SCHOOL

	<p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> PTO, grade level teams, administrators, support staff</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - May. 2016	<p><b>Communication</b></p> <p><b>Description:</b> 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</p> <p><b>Implementation Benchmarks:</b> Modes of communication set in place and updated often</p> <p><b>Resources:</b> Local funding</p> <p><b>Key Personnel:</b> PTO, grade level teams, administrators, support staff, office staff</p> <p><b>Status:</b> In Progress</p>
Aug. 2015 - May. 2016	<p><b>Parent and community organizations and partnerships</b></p>

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School Name: SPRINGS RANCH ELEMENTARY SCHOOL

**Description:**

Welcome parents to join and participate in Parent Teacher Organization, Sand Creek Zone Partners, School Accountability Committee and District Accountability Committee. Build community partnerships with organizations such as Sam's, Axa Retirement, Grand Canyon University, Dions, Smashburger, Cinemark, after-school classes, basketball, Lee's Tees, Hot on Yoga, and Samsung.

**Implementation Benchmarks:**

Communication and scheduling of meetings and events

**Resources:**

Local funding

**Key Personnel:**

Administration, parents, community members, staff members

**Status:**

In Progress

## Section V: Appendices


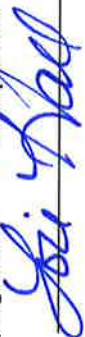
Some schools will need to provide additional forms to document accountability or grant requirements:

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

## Accreditation Rating Performance

<b><u>Unified Improvement Planning Team:</u></b> Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		
Name	Position	
David Knoche	Principal	
Jodi Fletcher	Assistant Principal	
Lori Hall	Co-Chair	
Jill Pellegrini	Teacher	
Jenny Olson	Teacher	
Christina Hagedorn	Community member	
Jake and Mikaela Hatfield	Students	

<b><u>School Accountability Committee:</u></b>	
<b>1) Date the Plan was presented to SAC for review:</b>	January 11, 2016 and February 22, 2016
<b>2) Signature of Principal:</b>	
<b>3) Signature of SAC Chairperson:</b>	
<b>4) Additional SAC members who reviewed the plan:</b>	
	Linda Hagedorn
	Kris and Kendra Rickert
	Jennifer Hatfield

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **2877** School Name: **SPRINGS STUDIO FOR ACADEMIC EXCELLENCE**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **3rd Grade Reading Scores:** Our third grade reading scores were well below state and district averages
- **Math Scores still at approaching:** 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 appropriate growth.
- **Writing Deficiencies at Elem:** 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.
- **DOK 3 and 4 Rigor:** Students were not able to answer DOK 2 and 3 level math questions on TCAP
- **Evaluate Writing Samples across school:** Writing deficiencies were not specifically and strategically addressed during weekly PLC meetings for middle school students.
- **ACT Composite Scores below state average:** SSAE students consistently come to our school with learning gaps that are reflected on the ACT test scores.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Early Identification of Growth Gaps:** Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.
- **Lack of Rigor in instructional practice- DOK 3 and 4 Instruction:** Teachers are not consistently using high yield instructional strategies at the DOK 3 and 4 level; resulting in reduced rigorous academic expectations to complete DOK 2 and 3 questions at grades 3rd-10th, 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.
- **Small Sample Size:** Numbers are skewed due to small statistically insignificant sample sizes

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **MTSS Interventions must be aligned to standards to ensure fidelity:** Refine MTSS the Response to Intervention process for focused intentional data driven decision-making with stricter alignment to standards.
- **Implementation of Project-Based Learning model emphasizing higher order thinking:** Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.
- **Development and maintenance of personalized post secondary plans for all 6-12:** Support students in the development and maintenance of personalized post

School Code: **2877**

School Name: **SPRINGS STUDIO FOR ACADEMIC EXCELLENCE**

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

- **3rd Grade Reading Proficiency:** Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade.

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

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	David Knoche, Principal
Email	dknoche@d49.org
Phone	(719) 494-8940
Mailing Address	6113 Constitution Ave Colorado Spgs, Colorado 80915-4397

## 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

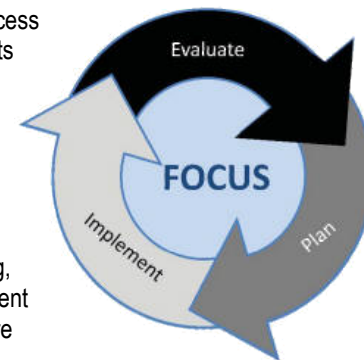
School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE



### 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description:

Springs Studio for Academic Excellence (formerly Falcon Virtual Academy) is in its sixth year of existence. SSAE (formerly FVA) utilizes a blended-model program that includes project-based learning opportunities, face-to-face teacher contact, 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

#### 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

#### Academic Achievement (Status)

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

**Prior Year Target:** Reading – Reduce the number of students scoring red and yellow on DIBELS by 50 %

**Performance on Target:** We achieved this goal related to students who have had more than two years of continuous enrollment

**Prior Year Target:** Math MS- 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.

**Performance on Target:** Due to changes in state testing we have discontinued SMI testing and moved to ACT Aspire

**Prior Year Target:** Writing K-5- Move elementary school ranking from the 36th percentile to the 43rd percentile

**Performance on Target:** This data is not available, however we have had a decrease according to our percentile rank report.

**Prior Year Target:** Writing MS- Move middle school from 43rd percentile to 49th percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

### Academic Growth

**Prior Year Target:** Math K-5- Move from 37th percentile to 44th percentile

**Performance on Target:** This data is not available, however we have had a decrease in percentile rank according to our percentile rank report.

**Prior Year Target:**

**Performance on Target:**

**Prior Year Target:** Math MS- Move from 35th percentile to 41st percentile

**Performance on Target:** This data is not available, however we have had a slight decrease in percentile rank according to our percentile rank report.

**Prior Year Target:** Math HS- Move from 38th percentile to 46th percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

**Prior Year Target:** Writing: MS- Move from 46th percentile to 52nd percentile

**Performance on Target:** This data is not available, however we have had an increase in percentile rank according to our percentile rank report.

### Postsecondary & Workforce Readiness

**Prior Year Target:** 92% graduation rate

**Performance on Target:** We have achieved this target!

**Prior Year Target:** Composite score of 22 on ACT

**Performance on Target:** We did not achieve this and will continue to work toward this goal with the addition of ACT Aspire interim and summative assessments.

**Prior Year Target:** Additional 2% reduction in drop out rate

**Performance on Target:** We have achieved this target!

**Prior Year Target:** From the graduating class of 2014, approximately 60% of graduates went directly onto post secondary institutions

**Performance on Target:** We achieved our goal with 78% of our students going directly to postsecondary institutions.

2 year school 35%; 4 year school-37%; vocational-6%

#### **Academic Achievement Reflection**

DIBELS is the only solid piece of data we have due to changes with the state level assessment model.

#### **Academic Growth Reflection**

All of our Academic Growth target data is based on 13-14 TCAP data. With the change to CMAS/PARCC testing, we will use that data to determine new growth targets.

#### **Postsecondary Workforce Readiness Reflection**

We have made significant progress toward graduation requirements and will continue to focus on systems needed to achieve the increase in ACT and postsecondary enrollments

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

At Springs Studio for Academic Excellence (SSAE) the analysis of all data needs to be broken into three components: elementary, middle and high school. At the elementary level, we used previous years TCAP (3-5), DIBELS Next (K-5), PARCC (3-5), CMAS (4-5) ACT Aspire and K-12 curriculum progress monitoring data to provide information on each of the students. For student in grades 6-12, SSAE uses previous years TCAP (6-10), CMAS (7-8), PARCC (6-11), ACT Aspire (3-10), class grades (6-12), transcripts and FuelEd progress monitoring tools for student evaluation. The 2013-14 one-year executive summary report showed that SSAE elementary level is approaching in math and writing and meets in reading. At the middle school level SSAE was approaching in math and writing and met in reading. At the high school level SSAE met in reading and writing and was approaching in math. 2014 CMAS results indicated Springs Studio for Academic Excellence students were at or just below state levels in Science and Social Studies at 4,5,7 and 8th grades. 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. 2015 CMAS data indicated we fell below both the district and state for Science and Social Studies. For 15-16 we will utilize PARCC growth percentile once it is released to compare previous and current performance.

#### 2015 PARCC ELA/MATH DATA

**3-5:** The Met/Exceeds (M/E) data reveals that SSAE outperforms the state (S) and consortium (C) in ELA but scored below D49 (D) averages. Students in grades 4-5 fell below S, C and D in ELA. For the math PARCC test, all 3-5 grades fell below S, C, and D. Early Literacy has been and remains a priority improvement challenge for the upcoming years and based on current data, we need to look at ways to improve our math scores.

**6-8:** SSAE 6th and 7th graders outperformed S, C and D in ELA and 6th graders outperformed all others in math, while 7th grade fell below all in math. 8th grade fell below all in ELA and fell below D & C in math but tied the state average.

**9-11:** In grades 9-11, SSAE outperformed the district and state at all three levels in ELA; however, we fell below in 9th grade at the consortium level. For Algebra 1 and Algebra 2 we were below S, C and D in both courses; however, we outperformed the district in Geometry but fell short of meeting the average of S & C.

**CMAS 4 & 7 Social Studies:** At 4th grade, 20% scored limited, 68% moderate while 0% were strong and 4% were distinguished for 2014.

For 2015 4th graders 67% limited, 19% moderate, 5% strong and 0% distinguished.  
At 7th grade, 41% scored limited, 46% moderate and 5 % strong and 5% distinguished for 2014.  
For 2015 7th graders were 30% limited, 55% moderate, 9% strong and 0% distinguished.

**CMAS 5 & 8 Science:**

In 2014, SSAE 5th graders scored 23% limited, 37% moderate, 37% strong and 0% distinguished.  
For 2015, 14% limited, 57% moderate, 14% strong and 4% distinguished.

In 2014, 8th grade, 36% scored limited, 38% scored moderate and 16% scored strong and 0% distinguished.  
For 2015, 47% limited, 31% moderate, 19% and 0% distinguished.

As a whole, we need to decrease the number of students scoring in the limited and moderate level and increase the number of students scoring strong and distinguished in Social Studies and Science.

**2015 DIBELS Testing**

SSAE DIBELS tests all K-5 students. Data from 14/15 EOY through MOY 15/16 is below:

	EOY 2015	BOY 2015	MOY 2015
Green	69%	61%	70%
Yellow	21%	15%	10%

With the implementation of Burst and increased accountability for Barton students, we are seeing our % of red and yellow students decrease. Our goal is to reduce our red composite students to less than 15% by EOY 15/16.

#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Elem– 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.
- 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.

#### Academic Growth

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

- 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.
- MS – 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.
- 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.

### 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

### Postsecondary & Workforce Readiness

- Graduation rates are increasing and drop out rates declining.

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: 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.

### Priority Performance Challenge



### Root Cause

3rd Grade Reading Scores: Our third grade reading scores were well below state and district averages



Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

Math Scores still at approaching: 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 appropriate growth.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

Writing Deficiencies at Elem: 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.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

DOK 3 and 4 Rigor: Students were not able to answer DOK 2 and 3 level math questions on TCAP

→ Lack of Rigor in instructional practice- DOK 3 and 4 Instruction: Teachers are not consistently using high yield instructional strategies at the DOK 3 and 4 level; resulting in reduced rigorous academic expectations to complete DOK 2 and 3 questions at grades 3rd-10th, 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.

Evaluate Writing Samples across school: Writing deficiencies were not specifically and strategically addressed during weekly PLC meetings for middle school students.

→ Early Identification of Growth Gaps: Teachers did not have access to student data necessary to address academic gaps and adequately prepare to transition students from high school required skills to college readiness skills.

ACT Composite Scores below state average: SSAE students consistently come to our school with learning gaps that are reflected on the ACT test scores.

→

## Reflection on Priority Performance Challenges

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

In alignment with District 49 goals and initiatives we are focused heavily on early literacy and post secondary readiness targets. Our resources and energies are being focused on the process and procedure aspect of working with students. With such a mixed population of new and returning students our focus continues to be to emphasize best practices and research based models related to those processes and procedures

### Reflection on Root Cause

These root causes were selected based on strategic planning for District 49 with a heavy emphasis on early literacy and post secondary readiness. Additionally, we disaggregated previous state data to help determine the greatest areas of need and growth for our school.



## 1. Summary/Conclusion

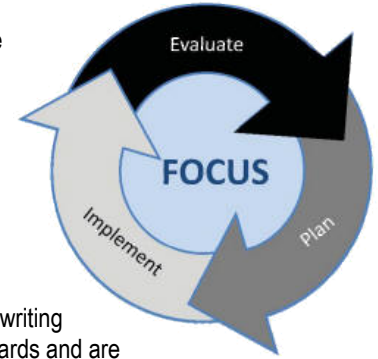
School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		3rd Grade Reading Scores
Annual Performance Targets	2015-2016	In grades K-5 the goal will be to have 70% of all students reading at benchmark on EOY assessment.
	2016-2017	Our goals for elementary PARCC Reading scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		As a K-5 team, we have implemented the BURST reading intervention for all below and fragile benchmark students. Burst is delivered face to face twice per week with an online review session.  For students identified with Dyslexia, we have continued the Barton Reading and Spelling program but have increased the learning coach accountability and in building teacher support.
Subject		M
Priority Performance Challenge		Math Scores still at approaching
Annual	2015-2016	In grades 6-8 we will have 70% of our students demonstrating proficiency according to ACT ASPIRE

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

Performance Targets	2016-2017	Our goals for elementary PARCC Math scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		Due to the change in state and district assessments, we no longer are using SMI and Scantron tests. We have implemented ACT Aspire testing for all students in grades 3-10. The implementation of PARCC and the correlation of ACT Aspire to post secondary readiness should provide us with beneficial data to drive instruction.
Subject	W	
Priority Performance Challenge		
Annual Performance Targets	2015-2016	In grades 3-5 the goal will be to have 70% of all students writing at benchmark as measured by ACT ASPIRE
	2016-2017	Our goals for elementary PARCC Math scores will be to achieve a schoolwide mean scale score of 750 or higher to meet or exceed expectations
Interim Measures		Due to the level of rigor of our writing curriculum in K12, learning coaches struggle to know what quality writing looks like. Teachers have selected composition units to do during face to face and online sessions to increase the accountability and quality of writing. Additionally, at home student writing samples are required to be evaluated quarterly. ACT ASPIRE will provide benchmark testing data.

### Postsecondary & Workforce Readiness

Subject	Mean CO ACT	
Priority Performance Challenge	ACT Composite Scores below state average	
Annual Performance Targets	2015-2016	Since FVA did not meet the goal of 22 for 13-14, we are keeping the 15-16 goal at 22.
	2016-2017	Our goal is to meet or exceed a state composite score of 22
Interim Measures	Implementation of ACT Aspire at grades 3-10 to prepare students for rigor and format of ACT exam. ACT prep classes for high school students	

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** MTSS Interventions must be aligned to standards to ensure fidelity

Refine MTSS the Response to Intervention process for focused intentional data driven decision-making with stricter alignment to standards.

**Root Cause(s) Addressed:**

Early Identification of Growth Gaps

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

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

#### Action Steps

Sep. 2014 - May. 2016

#### Increased face to face time

#### Description:

Increase face-to-face interactions in building for below grade level students with additional personnel and by increasing days available to each level of schooling. HS, MS< K-5

#### Implementation Benchmarks:

Increase in student achievement in class grades and standardized assessments

Delivery more mandatory face to face direct instruction in Math 3-10

Mandatory Data Meetings with all staff on a monthly basis

#### Resources:

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Key Personnel:</b> All teachers Support Coaches</p> <p><b>Status:</b> In Progress</p>
Mar. 2015 - May. 2016	<p><b>Learning Coach Accountability</b></p> <p><b>Description:</b> Increase Learning Coach accountability of completing curriculum and the assigned interventions at the K-5 level.</p> <p><b>Implementation Benchmarks:</b> Schedule one on one data meetings with these families and explain the reason for the interventions. Development of family support classes geared toward families who have struggles with reading instruction Mandatory interventions for all students below benchmark. Delivered face to face! Utilize Schoology as platform for parent training and development as high yield learning coaches. Clearly define on campus iLearning work versus lessons to be done at home.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> K-5 Teachers Admin</p> <p><b>Status:</b> In Progress</p>
Sep. 2014 - May. 2016	<p><b>Online Math Interventions</b></p>

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

**Description:**

Increase participation in the online math facts club focusing on positive behavioral supports in grades K-5  
Implement LearnBop for K-5 students needing math remediation.

**Implementation Benchmarks:**

Participation  
Weekly progress monitoring reporting tools to measure student growth during weekly PLC meetings

**Resources:**

FuelEd Curriculum

**Key Personnel:**

K-5 Teachers

**Status:**

In Progress

**Major Improvement Strategy:** Implementation of Project-Based Learning model emphasizing higher order thinking  
Implementation of Project-Based Learning model emphasizing the application of higher level thinking skills and high return instructional practices.

**Root Cause(s) Addressed:**  
Lack of Rigor in instructional practice- DOK 3 and 4 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Jul. 2014 -

#### PBL Training

##### Description:

All FVA teachers participated in a 3-day project based learning training by the Buck Institute.

##### Implementation Benchmarks:

Quality of the projects created and the level of engagement of students one per course taught. Critical Friends review of all projects

Implement standards aligned ACT Aspire classroom assessments to compliment online curriculum and ensure competency

##### Resources:

\$8,900 investment for training

\$21 per student for ACT aspire

##### Key Personnel:

All teachers

Admin

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Status:</b> In Progress</p>
Aug. 2014 -	<p><b>Project Creation</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Students are able to think more critically and successfully answer DOK 2 and DOK 3 questions on standardized assessments and other evaluation tools.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> Teachers</p> <p><b>Status:</b> In Progress</p>
Apr. 2015 - Aug. 2015	<p><b>Alignment of DOK w/ curriculum</b></p> <p><b>Description:</b> Use C3 process to evaluate/align DOK levels within Fueled Curriculum</p> <p><b>Implementation Benchmarks:</b> All core content courses will be aligned with Colorado Standards, placing emphasis on increased DOK levels</p> <p><b>Resources:</b></p>

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE



	<p><b>Key Personnel:</b> 6-12 Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 -</p>	<p><b>Community Involvement</b></p> <p><b>Description:</b> Inclusion of community stakeholders and critical friends in the presentation, feedback and evaluation portion of the projects.</p> <p><b>Implementation Benchmarks:</b> Number of community stakeholders participating in this partnership</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> K-12 teachers Admin Community Members</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Development and maintenance of personalized post secondary plans for all 6-12

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:**

Early Identification of Growth Gaps

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

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

### Action Steps

Nov. 2014 - May. 2016

#### ACT Prep

#### Description:

FVA will implement an ACT Prep program for all juniors prior to the spring testing window.

#### Implementation Benchmarks:

Student participation in ACT,  
Feedback, and increased test scores

#### Resources:

#### Key Personnel:

Counselor  
Advanced Learning Facilitator  
Rti Facilitator  
Admin  
HS Teacher

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Status:</b> Complete</p>
Sep. 2014 -	<p><b>ICAP Training</b></p> <p><b>Description:</b> The FVA Counselor will attend the ICAP Summit and facilitate ICAP training and development with designated staff members.</p> <p><b>Implementation Benchmarks:</b> 100% of students completing initial ICAP</p> <p><b>Resources:</b> College in Colorado ICAP Summit- Building funds</p> <p><b>Key Personnel:</b> Counselor Advanced Learning Facilitator Rti Facilitator Admin HS Teachers</p> <p><b>Status:</b> In Progress</p>
Sep. 2014 - May. 2016	<p><b>Parent Training</b></p> <p><b>Description:</b> Counselor will host parent information meetings to provide information about D49 Pathways, scholarships, college visits,</p>

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	<p>financial aid info, career fairs and other post secondary opportunities.</p> <p><b>Implementation Benchmarks:</b>  Attendance Sheets  Student Participation  Quantity of college applications  Number of Scholarships/grants</p> <p><b>Resources:</b>  Schoology  Assigned Staff member</p> <p><b>Key Personnel:</b>  Counselor  Advanced Learning Facilitator  Rtl  Coordinator</p> <p><b>Status:</b>  In Progress</p>
<p>Apr. 2015 -</p>	<p><b>ICAP Completion</b></p> <p><b>Description:</b>  Students will develop highly effective ICAP portfolios in preparation for changes in graduation requirements and demonstration of post secondary readiness</p> <p><b>Implementation Benchmarks:</b>  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 9th grade during April and May of 2015.</p>

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p>-Full implementation of ICAP course will begin August 2015 – May 2016 in conjunction with college and career advisement sessions.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>
<p>Apr. 2015 -</p>	<p><b>Schoology Course for ICAP</b></p> <p><b>Description:</b> 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</p> <p><b>Implementation Benchmarks:</b> Introduce course April 2015 and implement course 2015-2016 school year</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All Staff</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** 3rd Grade Reading Proficiency

Success in reading is essential for continued growth in all other content areas. For this reason we aim for all students to be proficient in reading by third grade so they can read to learn rather than be learning to read. FVA will provide an intentional focus on primary literacy instruction to increase reading proficiency by 3rd grade.

**Root Cause(s) Addressed:**

**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   ☐ Other:

**Action Steps**

Sep. 2014 -

**Crucial Conversations**

**Description:**

Increase consistent schooling using the K12.com online school by expediting crucial conversations with struggling learning coaches. K-5 teachers have been trained and empowered to do this.

**Implementation Benchmarks:**

Weekly progress benchmark percentages in K-12 online school.

**Resources:**

**Key Personnel:**

K-5 Teachers  
Learning Coaches  
Admin

**Status:**

In Progress

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

<p>Aug. 2015 - May. 2016</p>	<p><b>Mandatory Interventions</b></p> <p><b>Description:</b> Targeted interventions implemented with fidelity by learning coaches by eliminating the invitational approach.</p> <p><b>Implementation Benchmarks:</b> Weekly progress and usage in assigned interventions</p> <p><b>Resources:</b> \$3,000 for interventions</p> <p><b>Key Personnel:</b> K-5 Teachers Learning Coaches Admin</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Increased in building interventions</b></p> <p><b>Description:</b> Increase in building learning opportunities focused on the needs of specific reading groups during K-6 only school days</p> <p><b>Implementation Benchmarks:</b> Attendance</p> <p><b>Resources:</b></p>

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School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE

	<p><b>Key Personnel:</b> All k-5 Teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2014 - May. 2016</p>	<p><b>Celebrate Success</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Attendance and participation by families in the celebration ceremonies.</p> <p><b>Resources:</b> \$400</p> <p><b>Key Personnel:</b> K-5 Teachers Rtl Facilitator Advanced Learning Facilitator Learning Coaches Students Admin</p> <p><b>Status:</b> In Progress</p>

School Code: 2877

School Name: SPRINGS STUDIO FOR ACADEMIC EXCELLENCE



## Section V: Appendices

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

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

**School Name\_ Vista Ridge High School**

Improvement Plan Type \_\_\_\_\_ UIP \_\_\_\_\_

School Improvement Planning Team: Names of people who were involved in the preparation of the plan.		School Accountability Committee:
Name	Position	
Wayne Sprenger	Wayne Sprenger	1) Date the Plan was presented to SAAC for review:
Jay Sprenger	Jay Sprenger	2) Signature of Principal:
DAVID JISSELL	DAVID JISSELL	3) Signature of SAAC Chairperson:
MARGARET JUREK	SCIENCE DEPT CHAIR	4) Signature of DAAC representative:
Soma Hack	Parent	
HEATHER HARVEY	Teacher	
Nathan Truex	Parent	
Jennifer Maze	Teacher	
AND MURIEL JONES	Parent	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1110  
Official 2014 SPF: 1-Year

District Name: FALCON 49

School Code: 8791 School Name: VISTA RIDGE HIGH SCHOOL

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Alignment with Colorado Content Standards:** Develop and use collaborative process that ensures all teachers are delivering instructional units and lessons aligned with the Colorado Content Standards while addressing all learners.
- **Major Improvement Strategy: Improving Quality Instruction:** 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.
- **Major Improvement Strategy: Capturing Kids Hearts:** In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts.

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

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

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Phone	(719) 494-8805
Mailing Address	6888 Black Forrest Rd. Colorado Springs, CO 80923

Name, Title	Elaine Schoen, Assistant Principal
Email	eschoen@d49.org
Phone	(719) 494-8806
Mailing Address	6888 Black Forrest Rd Colorado Springs, CO 80923

## 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

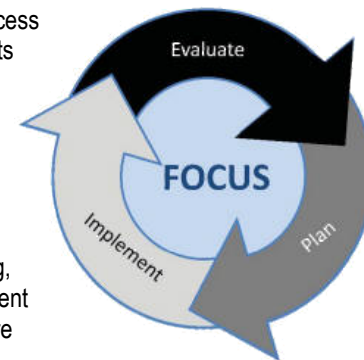
School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

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
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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description: Team Members:** The Vista Ridge High School Improvement Team consists of Campus Administration, Dr. Margeret Jacobs, Mrs. Monica Tupper, Mr. Nathan Truex, Mrs. Julie Attias, 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 school administration) on October 27, 2015 and formally presented to the Vista Ridge School Accountability Committee on November 4, 2015. Department chairs and building representatives are expected to disseminate the information to the remainder of the staff.

**Demographics:** Vista Ridge High School is located in Eastern Colorado Springs, in Falcon School District 49. According to CDE, in the 2014-2015 school year, the total student population was 1338. The ethnic breakdown was: Caucasian 57%, Hispanic 22%, Asian .03%, African American 14%, two or more races .07%, Pacific Islander .05% and Native American .04%.

**Graduation Rates:** Total 12th grade students: 242, Total Graduated: 223, Total percentage graduated: 92.1%.

**Relevant Data Analysis:**

**Data Used:** PLAN data from 2013 and the same cohort data from ACT from 2014, CDE Accountability Website, Alpine Achievement and ACT profile report.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** 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 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

English Learners: 60

Students Needing to Catch Up: 50

In Writing, all student groups will achieve at least a Median Growth percentile of 55.

Writing:

Free and Reduced Lunch: 50

Minority: 50

Students with Disabilities: 55

English Learners: 50

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

Students Needing to Catch Up: 50

**Performance on Target:** 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 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 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.

### Academic Growth Gaps Reflection

Overall, Vista Ridge came close to achieving our desired median growth percentile in Reading. To build on that momentum, Vista Ridge is moving forward with a new reading program to help our students continue to grow in literacy. After one semester, after two benchmark assessments, 90% of the students showed remarkable growth in the Literacy class. The program is continuing to move forward and next year we will have both 9th and 10th grade students in the class instead of just 9th.

In Math, the growth did not reach the desired median growth. The department began the intense work of developing the math curriculum and alignment across the department.

In February 2016, Vista will have interim Aspire data that we will be able to analyze and compare growth at all grade levels in Math, Reading and Science.

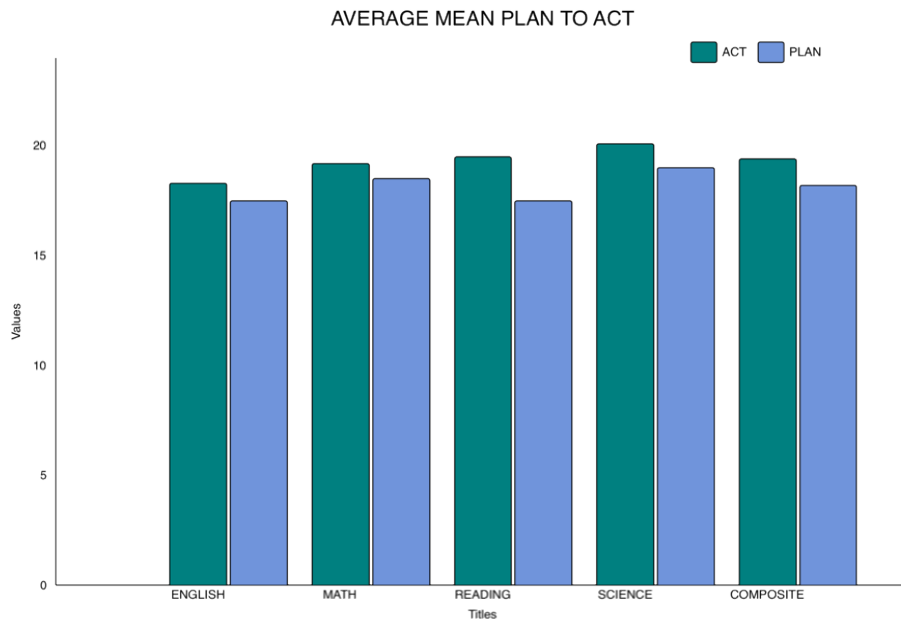


### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

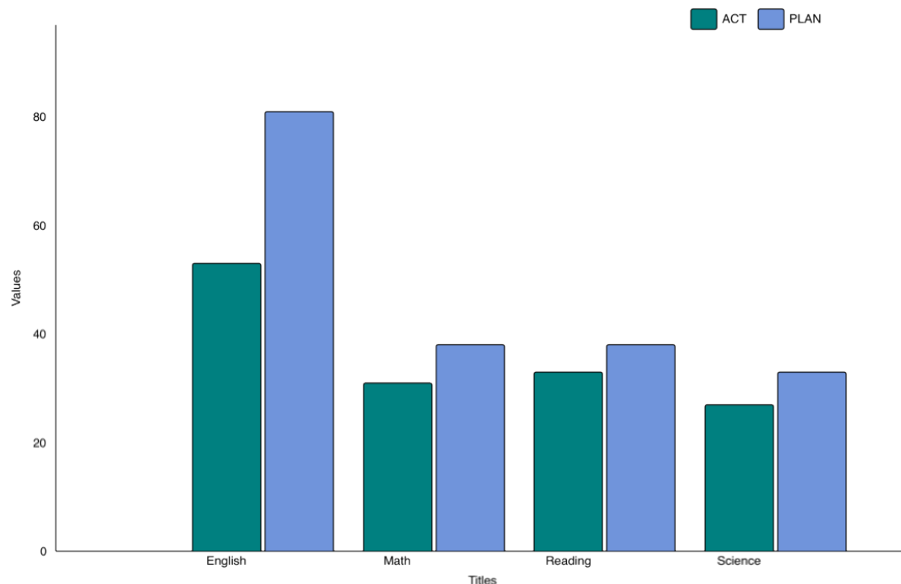
#### Reflection

Average Mean PLAN to ACT: Across the board, including the Composite showed growth from the PLC to the ACT.



College Readiness: This shows accross the tests that students showed more college readiness with PLAN vs ACT.

### COLLEGE READINESS



#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- In 2011-2012, Vista Ridge High School was rated Approaching on the % Proficient/Advanced with the following proficiencies: Reading 65.48%, Math 33.08% and Science 45.64%.
- 
- 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%.

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

- 
- In 2013-2014, Vista Ridge High School achieved a Meets rating in Approaching rating in Reading and a Meets rating in both Math and Writing with the following proficiencies: Reading 72.38%, Math 37.42% and Writing 55.41%.

### Academic Growth

- Reading:
- According to the 1 year Performance Framework, the overall rating in Reading for Vista Ridge High School in 2014 was a Meets rating with a median growth percentile of 51. In 2014, Vista Ridge achieved a median growth percentile of 47.
- 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.

### 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.
- 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 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.
- 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 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.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

### Priority Performance Challenge



### Root Cause

### Reflection on Priority Performance Challenges

The following have been picked as challenges because Vista Ridge would like to raise to a "meets" level in both Reading and Math.

In Reading, Vista Ridge has placed a higher priority on reading. A new literacy program was instituted at the 9th, 11th and 12th grade level. Also, the senior English curriculum was split into semester long focuses: one semester of reading and literature and a second semester focused on composition and writing.

In Math, Vista Ridge has placed a high priority on developing a more cohesive math curriculum and a focus on student engagement. They continue to analyze data and identifying the root causes for their scores. It is evident that the Math Department needs to continue to work with the curriculum. The teachers in the Math Department will use PLC time to analyze student data, common assessments, and collaborat towards building and refining the math curriculum.

### Reflection on Root Cause

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

As a school, it is important for all stakeholders to understand the root causes for the lack of performance in the areas of reading and math. Cohesively, the following root causes have been identified in the areas of reading and math.

In Reading, our school lacks consistency across curriculums that monitor academic growth, appropriate differentiated instruction, and planning questioning to promote higher depths of knowledge and comprehension capabilities.

In addition, our school lacks systemic implementation of the instructional framework, core curriculum, and direct instruction that promotes content mastery in the area of math.

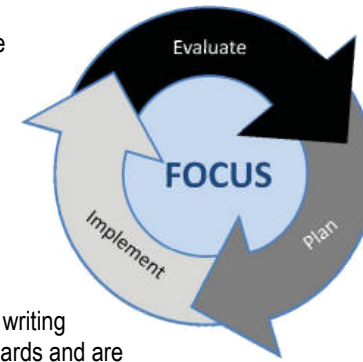
## 1. Summary/Conclusion

Not one of our groups met the 95% threshold in CMAS and PARCC percent participation. We plan to increase te communication with parents about the importance of testing.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Improving the average composite ACT score 2 points to match the state average.
	2016-2017	Improving the average composite ACT score 3 points to exceed the state average.
Interim Measures		

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Alignment with Colorado Content Standards

Develop and use 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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

Action Steps	
Sep. 2015 - Dec. 2015	<p><b>Vertical Alignment</b></p> <p><b>Description:</b> Vista Ridge will vertically align all departments and across the curriculum through Evidence Outcomes training with Sherry Kyle.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit vertical alignment through all departments.</p> <p><b>Resources:</b> PLC worktime</p> <p><b>Key Personnel:</b></p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL



	<p>All certified Sherry Kyle VR Administrative Team</p> <p><b>Status:</b> Complete</p>
Aug. 2015 - May. 2016	<p><b>Common Assessments</b></p> <p><b>Description:</b> Departments will create common assessments and learning goals and scales per subject area or grade level.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms utilizing common assessments and scales through all departments.</p> <p><b>Resources:</b> PLC Worktime</p> <p><b>Key Personnel:</b> All certified VR Administrative Team</p> <p><b>Status:</b></p>
Nov. 2015 - Mar. 2016	<p><b>Peer Evaluation and Lesson Studies</b></p> <p><b>Description:</b> School wide implementation of peer observations and lesson studies.</p> <p><b>Implementation Benchmarks:</b></p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

Walkthrough Observations will indicate 100% of classrooms exhibit vertical alignment through all departments.

**Resources:**

Plan time and PLC time.

**Key Personnel:**

All certified

**Status:**

In Progress

**Major Improvement Strategy:** Major Improvement Strategy: Improving Quality Instruction

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)    ☐ Colorado Graduation Pathways Program    ☐ Other:

### Action Steps

Dec. 2015 - Dec. 2015

#### The Art of Coaching

##### Description:

All new staff will complete an online training PD called The Art of Coaching through Schoology.

##### Implementation Benchmarks:

Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.

##### Resources:

The resource will be a book study through Schoology.

##### Key Personnel:

Newly hired teachers

Teresa Ritz

##### Status:

Complete

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

<p>Jul. 2015 - Jul. 2015</p>	<p><b>Marzano Tool PD</b></p> <p><b>Description:</b> A PD on the Marzano Tool in order to become comfortable with it and build best practices.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> iObservation</p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> Complete</p>
<p>Oct. 2015 - May. 2016</p>	<p><b>Reflection Logs</b></p> <p><b>Description:</b> Each teacher will complete reflection logs in the Marzano Tool at least once per quarter to reflect on their best practice.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> I Observation</p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

	<p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Marzano Tool</b></p> <p><b>Description:</b> Continued implementation of the Marzano Tool to evaluate and measure teacher effectiveness and growth.</p> <p><b>Implementation Benchmarks:</b> Walkthrough Observations will indicate 100% of classrooms exhibit improved classroom instruction through all departments.</p> <p><b>Resources:</b> 1 Observation</p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Major Improvement Strategy: Capturing Kids Hearts

In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based on Capturing Kids Hearts.

**Root Cause(s) Addressed:**

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

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

**Action Steps**

Aug. 2015 - Aug. 2015

**Capturing Kids Hearts PD**

**Description:**

A three day PD on Capturing Kids Hearts for all new staff.

**Implementation Benchmarks:**

Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.

**Resources:**

Zone funds

**Key Personnel:**

All certified

**Status:**

Complete

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

<p>Aug. 2015 - May. 2016</p>	<p><b>Social Contract</b></p> <p><b>Description:</b> 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.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - May. 2016</p>	<p><b>Student Greeting</b></p> <p><b>Description:</b> Utilizing Capturing Kids Hearts, greeting students at the door in order to build relationships.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b></p>

School Code: 8791

School Name: VISTA RIDGE HIGH SCHOOL

	<p>All certified</p> <p><b>Status:</b> In Progress</p>
Oct. 2015 - May. 2016	<p><b>Survey</b></p> <p><b>Description:</b> Teacher will complete a survey of their classes in order to adjust Social Contracts, if needed, and ascertain if CKH is effective in their classroom.</p> <p><b>Implementation Benchmarks:</b> Walkthrough observations will indicate 100% of classroom teachers exhibit relational capacity with students and a drop in behavior issues within the school day.</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> All certified</p> <p><b>Status:</b> In Progress</p>



## Section V: Appendices



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

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

# School Accountability Committee UIP Signature Page

School: Woodmen Hills Elementary

Accreditation: Rating Performance

Unified Improvement Planning Team: Names of people who were involved in the preparation of the plan. Parents must be included. Please type name and role.		School Accountability Committee:
Name	Position	
Kathy Pickering	Principal	1) Date the Plan was presented to SAC for review: February 9th, 2016
Mike Miller	Assistant Principal	2) Signature of Principal: 
Cheryl Curry	Dean of Students	3) Signature of SAC Chairperson: 
Michelle Fothergill	Teacher/Parent	4) Additional SAC members who reviewed the plan: Scott Richardson
Mary Becker	Teacher	Angie Sanders
Wendy Murphy	Teacher/Parent	
JoAnne Gebhardt	Teacher	
Kelly Bawn	Teacher/Parent	
Melissa Riggs	Teacher	
Kim Olson	Teacher	
Marissa McCullach	Teacher	

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: **1110**  
Official 2014 SPF: **1-Year**

District Name: **FALCON 49**

School Code: **9706** School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

### Executive Summary

#### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic growth in math:** Students have not made adequate growth in mathematics.
- **Growth gap in reading:** Students with disabilities did not achieve adequate growth in reading.
- **Growth gap in writing:** Students with disabilities and students needing to catch up did not achieve adequate growth in writing.
- **Growth gap in math:** Students with disabilities, minority students, and students needing to catch up did not achieve adequate growth in mathematics.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Math Alignment:** Lack of curricular resources tightly aligned to Common Core State Standards in Math.
- **Math Intervention:** Lack of research based targeted intervention program, progress monitoring tools, and scheduled intervention block in math.
- **Math PD:** Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.
- **Differentiation:** Lack of professional development in supporting specific individual student needs.
- **Home/school connection:** Lack of home/school connection in area of math
- **ELA Alignment:** Lack of curricular resources tightly aligned to Common Core State Standards in ELA.
- **ELA Intervention:** Lack of research-based targeted intervention program in ELA
- **ELA PD:** Lack of professional development in ELA shifts and supporting specific individual student needs.
- **Writing Alignment:** Lack of consistent expectations for writing across the curriculum and vertically across grade levels.

#### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Curricular Alignment:** Ensure alignment of curricular resources to Common Core State Standards.
- **Interventions:** Provide research-based targeted interventions and professional development in supporting individual student needs to increase the number of students at benchmark and decrease the number of students with a significant reading deficiency.
- **Professional Development:** Increase knowledge of Common Core shifts and implementation of research-based instructional strategies.

School Code: **9706**

School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

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

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School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

Name, Title	Katarzyna Pickering, Principal
Email	kpickering@d49.org
Phone	(719) 495-5500
Mailing Address	8308 Del Rio Rd. Peyton, Colorado 80831

Name, Title	Michael Miller, Assistant Principal
Email	mrmiller@d49.org
Phone	(719) 495-5500
Mailing Address	8308 Del Rio Rd. Peyton, Colorado 80831

## 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?	

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

External Evaluator

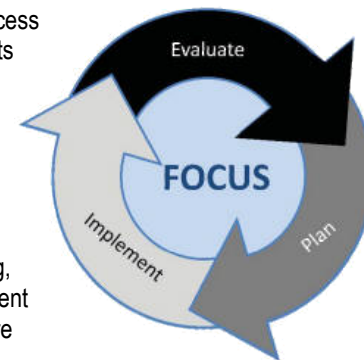
Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis.



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#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Woodmen Hills Elementary school is located in Eastern El Paso County in Falcon School District 49. We are a public elementary school servicing approximately 700 students in grades PreK-5. As a Healthy School Champion, WHES has a commitment to educating the whole student. We embraced our communities values and expanded efforts to develop healthy and productive children. Parent and community partnerships are integral to our success.

Woodmen Hills Elementary school exists to ensure an elevated level of student learning in a nurturing and academically rigorous environment. Our school community provides students with a strong foundation to create academically engaged, self-directed, reflective learners who master their content through effective instruction, interventions, and multidisciplinary education. Through positive relationships, presumed competence, and setting high expectations for all, we believe that our students will become an integral part of the 21st century.

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. Our school improvement team looked at 3 years of performance data as we evaluated trends. These trends were then validated using local data. Once we received PARCC data, our team analyzed and validated those results. While a 2015 SPF is not available, the percentile rank for all students in ELA was 84 and the percentile rank for math was 86.

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Growth Gaps

**Prior Year Target:** The DIBELS NEXT annual performance target would be a composite EOY score of 76% of students to be at or above benchmark.

**Performance on Target:** This target has been met- the DIBELS composite EOY score was 83% for 14-15.

**Prior Year Target:** Increase school percentile ranking in reading as measured by CMAS/PARCC by 5% from 70th percentile to the 75th percentile.

**Performance on Target:** This target has been met. We increased our percentile ranking to 84.

**Prior Year Target:** Increase school percentile ranking in math as measured by CMAS/PARCC by 6%tiles from the 69th%tile to 75th%tile.

**Performance on Target:** This target has been met. We increased our percentile rank to 86.

**Prior Year Target:** Increase school percentile ranking in writing as measured by CMAS/PARCC by 7%tiles from the 63rd%tile to 70th%tile.

**Performance on Target:** This target has been met. We increased our percentile ranking to 84.

### Academic Growth Gaps Reflection

The 2014 one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, do not meet academic growth gaps in math, and are approaching academic growth gaps in writing.

▮ Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing.

▮ Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

Released data including percentile rank does not provide adequate information to determine growth in academic growth gaps for disaggregated groups.



### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

#### Academic Achievement Summary

Based on the 2014 one-year SPF, Woodmen Hills Elementary School meets state expectations in reading, writing and mathematics.

The tables below display TCAP results by grade level for reading, writing, and math.

#### Reading

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	6	9	5	4	4	5	8	5
% Partially Proficient	7	11	19	15	6	12	18	15	15
% Proficient	79	73	66	74	86	78	71	72	76
% Advanced	12	11	6	6	5	6	6	4	4

#### Writing

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	2	5	3	2	4	3	2	1
% Partially Proficient	38	37	39	34	20	31	33	35	40
% Proficient	58	50	39	53	66	56	54	55	49
% Advanced	3	11	16	10	12	9	10	7	10

#### 2014-2015 PARCC

PARCC scores for 2014-15 SY show 71% of WHES' 3<sup>rd</sup> grade students "met" or "exceeded" ELA performance levels – compared to 44% of district students and 39% of state students.

PARCC scores for 2014-15 SY show 58% of WHES' 4<sup>th</sup> grade students "met" or "exceeded" ELA performance levels – compared to 44% of district students and 42% of state students.

PARCC scores for 2014-15 SY show 44% of WHES' 5<sup>th</sup> grade students "met" or "exceeded" ELA performance levels – compared to 39% of district students and 40% of state students.

#### PARCC 2014-2015 Met or Exceeded

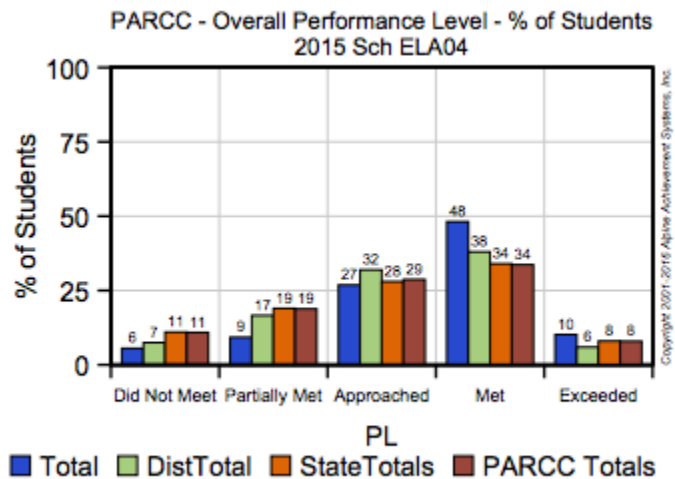
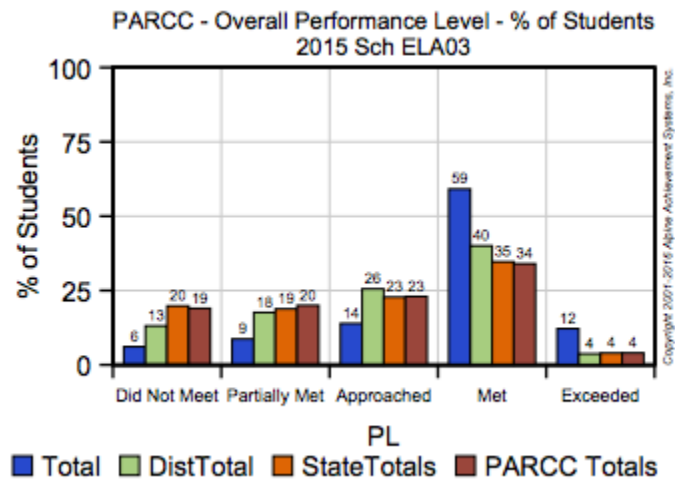
WHES    D49    State

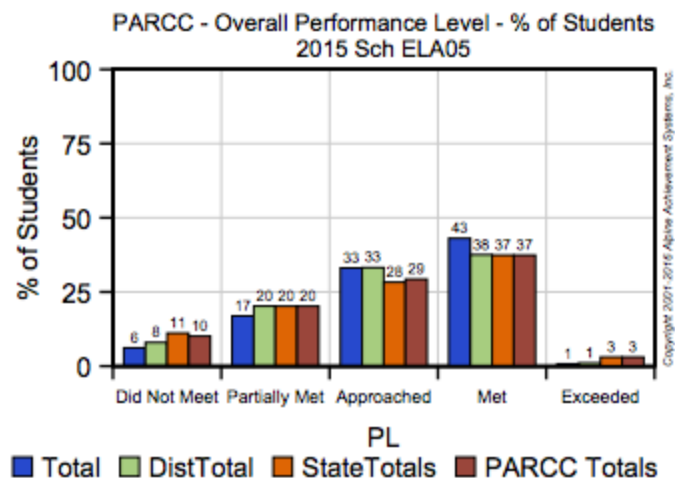
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3ELA	71%	44%	39%
4ELA	58%	44%	42%
5ELA	44%	39%	40%





## 2015-2016 Local Data

### Beacon

According to BOY Beacon data, 25% of WHES' 2<sup>nd</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 33% of WHES' 3<sup>rd</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 24% of WHES' 4<sup>th</sup> grade students are approaching or have met ELA standards.  
 According to BOY Beacon data, 27% of WHES' 5<sup>th</sup> grade students are approaching or have met ELA standards.  
 These scores are to be expected given that students are being assessed for EOY ELA data at the beginning of the year.

### DIBELS

According to MOY DIBELS data, 84% of WHES' kindergarten students have met benchmark (green).  
 According to MOY DIBELS data, 67% of WHES' 1<sup>st</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 79% of WHES' 2<sup>nd</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 86% of WHES' 3<sup>rd</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 85% of WHES' 4<sup>th</sup> grade students have met benchmark (green).  
 According to MOY DIBELS data, 72% of WHES' 5<sup>th</sup> grade students have met benchmark (green).

### Math

TCAP Results	3rd Grade	4th Grade	5th Grade						
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Unsatisfactory	2	2	4	2	2	4	4	6	3

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% Partially Proficient	6	7	14	10	8	12	23	21	25
% Proficient	49	43	36	49	46	42	46	40	42
% Advanced	42	48	46	39	44	43	27	33	30

### 2014-2015 PARCC

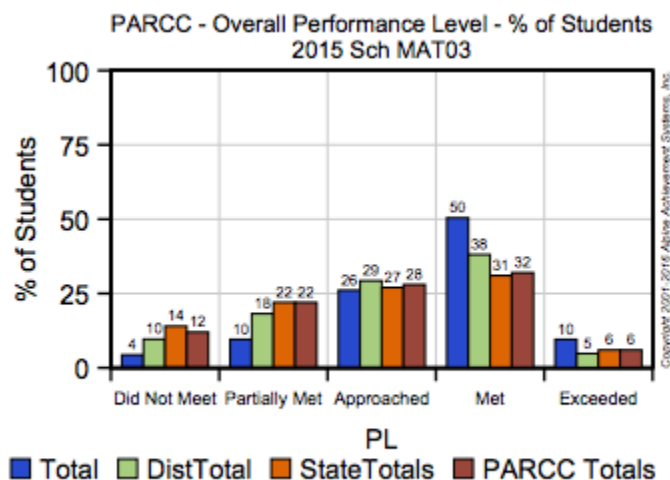
PARCC scores for 2014-15 SY show 60% of WHES' 3<sup>rd</sup> grade students "met" or "exceeded" Math performance levels – compared to 43% of district students and 37% of state students.

PARCC scores for 2014-15 SY show 53% of WHES' 4<sup>th</sup> grade students "met" or "exceeded" Math performance levels – compared to 34% of district students and 30% of state students.

PARCC scores for 2014-15 SY show 45% of WHES' 5<sup>th</sup> grade students "met" or "exceeded" Math performance levels – compared to 30% of district students and 30% of state students.

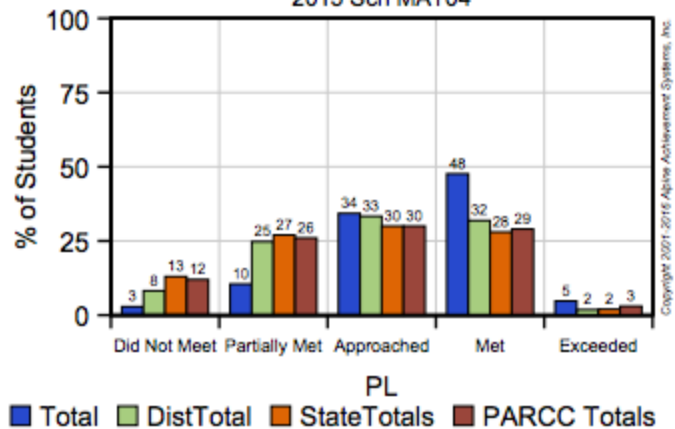
### PARCC 2015-2016 Met or Exceeded

	WHES	D49	State
3MATH	60%	43%	37%
4MATH	53%	34%	30%
5MATH	45%	30%	30%

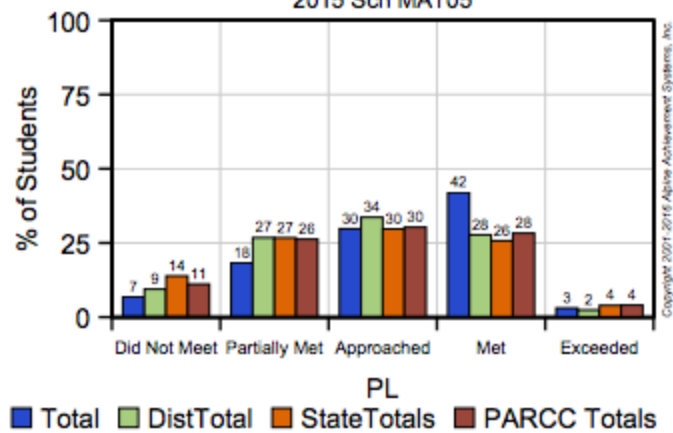




PARCC - Overall Performance Level - % of Students  
2015 Sch MAT04



PARCC - Overall Performance Level - % of Students  
2015 Sch MAT05



## 2015-2016 Local Data

### Beacon

According to BOY Beacon data, 1% of WHES' 2<sup>nd</sup> grade students are approaching or have met Math standards.

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According to BOY Beacon data, 1% of WHES' 3<sup>rd</sup> grade students are approaching or have met Math standards.  
 According to BOY Beacon data, 2% of WHES' 4<sup>th</sup> grade students are approaching or have met Math standards.  
 According to BOY Beacon data, 8% of WHES' 5<sup>th</sup> grade students are approaching or have met Math standards.  
 These scores are to be expected given that students are being assessed for EOY Math data at the beginning of the year.

### **Academic Growth Summary**

The 2014 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations. State expectations for academic growth are met in reading and writing and approaching in mathematics.

We are rated as "approaching" in academic growth in mathematics on the 1-year SPF. The median growth percentile in 2014 was 39 with an adequate median growth percentile of 37. While we made adequate growth, this continues to be an area of concern as the median growth percentile is not at least 45.

### **Academic Growth Gaps Summary**

The one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, does not meet academic growth gaps in math, and approaching academic growth gaps in writing.

- ▣ Expectations for academic growth gaps exceed for students needing to catch up in reading.
- ▣ Expectations for academic growth gaps are met for minority students in reading and writing.
- ▣ Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing.
- ▣ Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

We are rated as "meets" in academic growth gaps in reading. Minority students and students needing to catch up have made adequate growth in reading. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "approaching" with adequate growth of 47 and observed score of 46.

### **Subgroup Performance (% P/A) - TCAP Reading**

Year	All	IEP	White	Hispanic	Male	Female													
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	
2012	91	80	77	X	25	X	92	78	84	X	X	50	89	74	79	94	85	94	
2013	83	90	76	41	X	27	87	89	79	X	X	X	82	88	73	86	93	79	
2014	72	84	80	42	44	X	73	89	80	75	75	X	64	82	75	79	87	87	

We are rated as "approaching" in academic growth gaps in writing. Minority students have made adequate growth in writing. Students needing to catch up are "approaching" with adequate growth of 58 and observed growth of 47. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "does not meet" with adequate growth of 63 and observed growth of 39.

### **Subgroup Performance (% P/A) - TCAP Writing**

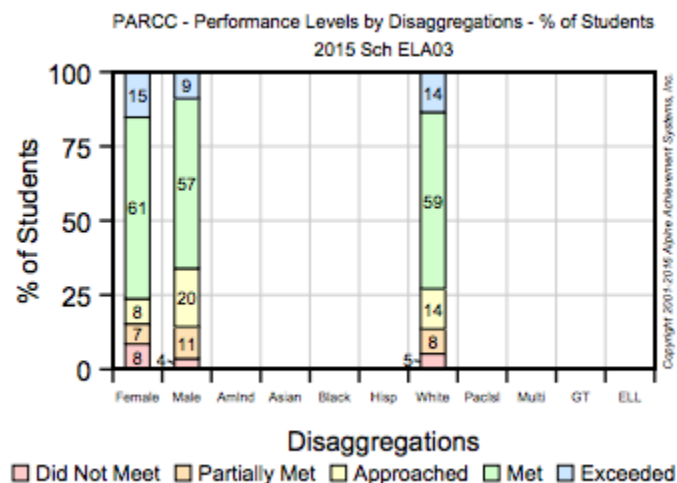
Year	All	IEP	White	Hispanic	Male	Female													
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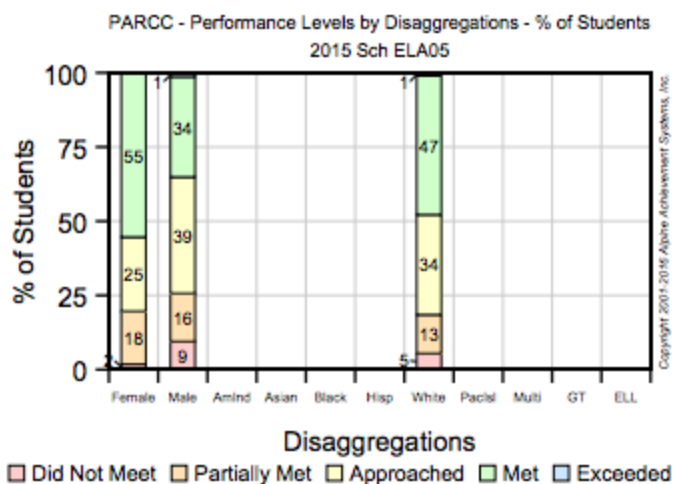
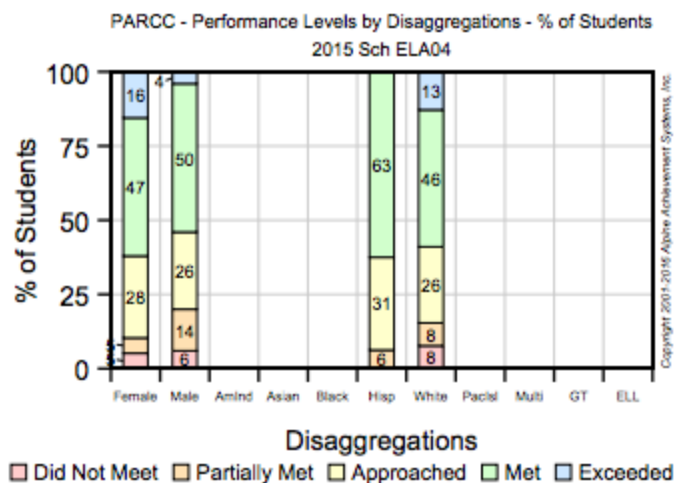
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
2012	61	63	64	X	19	X	61	62	72	X	X	35	54	56	59	71	69	70
2013	61	78	62	18	X	23	64	76	62	X	X	X	52	73	52	72	85	74
2014	54	65	59	24	13	X	56	66	57	50	63	X	40	52	48	67	78	74

## 2015 PARCC Subgroup Performance



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We are rated as "does not meet" in academic growth gaps in mathematics. Minority students are "approaching" with adequate growth of 36 and observed growth of 40. While adequate growth was made, this continues to be an area of concern as the median growth was below 45. Students with disabilities and students needing to catch up did not make adequate growth. Based on the 1-year plan, the rating for students with disabilities was "does not meet" with adequate growth of 55 and observed growth of 21. Based on the 1-year plan, the rating for students needing to catch up was "does not meet" with adequate growth of 77 and observed growth of 34.

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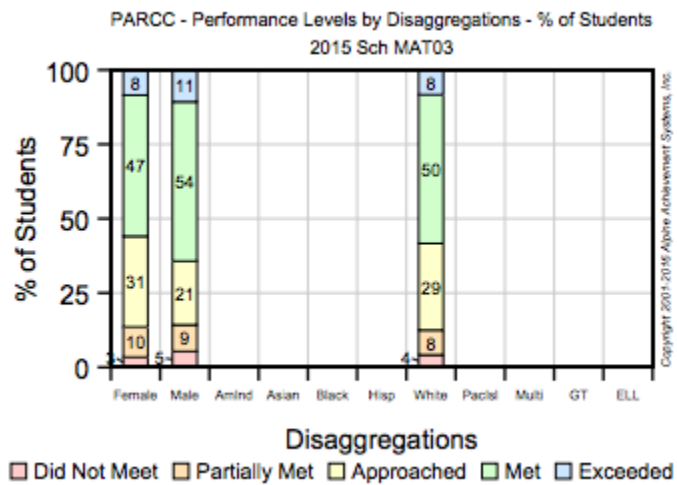
School Name: WOODMEN HILLS ELEMENTARY SCHOOL



### Subgroup Performance (% P/A) - TCAP Math

Year	All	IEP	White	Hispanic	Male	Female															
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th			
2012	91	88	73	X	69	X	94	89	80	X	X	50	91	89	70	92	87	77			
2013	92	90	74	63	X	45	97	89	74	X	X	X	92	90	73	91	90	74			
2014	82	84	72	48	44	X	82	89	72	85	69	X	85	85	70	80	83	75			

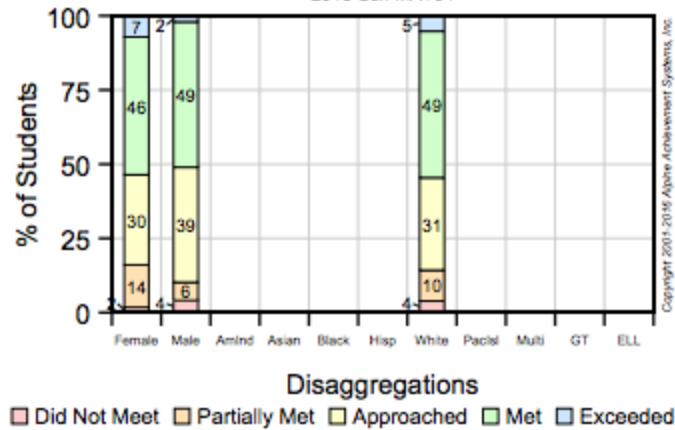
### 2015 PARCC Subgroup Performance



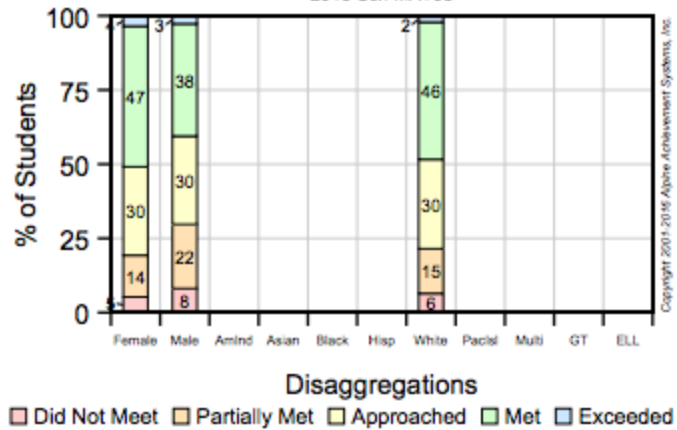
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PARCC - Performance Levels by Disaggregations - % of Students  
2015 Sch MAT04



PARCC - Performance Levels by Disaggregations - % of Students  
2015 Sch MAT05



#### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

##### Academic Growth

- Academic growth in math shows an increase then decrease over a three-year period – Increased from 2012 (38 MGP) to 2013 (45 MGP) and decreased in 2014 (39 MGP).

##### Academic Growth Gaps

- Academic growth gaps in reading show a decrease then increase over a three-year period – Decreased from 2012 (43.8%) to 2013 (37.5%) and increased in 2014 (75%).
- Academic growth gaps in writing shows an increase then decrease in a three-year period – Increased from 2012 (31.3%) to 2013 (75%) and decreased in 2014 (50%).
- Academic growth gaps in math show an overall decrease over a three-year period – Decreased from 2012 (56.3%) to 2013 (50%) and decreased in 2014 (33.3%).

#### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

#### Priority Performance Challenge



#### Root Cause

Academic growth in math: Students have not made adequate growth in mathematics.



Math Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in Math.

Math Intervention: Lack of research based targeted intervention program, progress

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monitoring tools, and scheduled intervention block in math.

Math PD: Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.

Home/school connection: Lack of home/school connection in area of math

Growth gap in reading: Students with disabilities did not achieve adequate growth in reading.



ELA Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in ELA.

ELA Intervention: Lack of research-based targeted intervention program in ELA

ELA PD: Lack of professional development in ELA shifts and supporting specific individual student needs.

Growth gap in writing: Students with disabilities and students needing to catch up did not achieve adequate growth in writing.



Writing Alignment: Lack of consistent expectations for writing across the curriculum and vertically across grade levels.

Growth gap in math: Students with disabilities, minority students, and students needing to catch up did not achieve adequate growth in mathematics.



Math Alignment: Lack of curricular resources tightly aligned to Common Core State Standards in Math.

Math Intervention: Lack of research based targeted intervention program, progress monitoring tools, and scheduled intervention block in math.

Math PD: Lack of professional development in mathematical practices, math shifts, and supporting individual student needs.

## Reflection on Priority Performance Challenges

### Academic Growth in Math

The 2014 one-year SPF indicates that Woodmen Hills Elementary meets overall academic growth expectations. State expectations for academic growth are met in reading and writing and approaching in mathematics. We are rated as "approaching" in academic growth in mathematics on the 1-year SPF. The median growth percentile in 2014 was 39 with an adequate median growth percentile of 37. While we made adequate growth, this continues to be an area of concern as the median growth percentile is not at least 45.

### Academic Growth Gaps

The 2014 one-year SPF shows that students at Woodmen Hills Elementary meet state expectations for academic growth gaps in reading, does not meet academic growth gaps in math, and approaching academic growth gaps in writing. Expectations for academic growth gaps are approaching for students with disabilities in reading, minority students in math, and students needing to catch up in writing. Expectations for academic growth gaps are not met in mathematics for students with disabilities, students needing to catch up in the area of math, and students with disabilities in writing.

In reading, we are rated as "meets" in academic growth gaps. Minority students and students needing to catch up have made adequate growth in reading. However, adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "approaching" with adequate growth of 47 and observed score of 46.

In writing, we are rated as "approaching" in academic growth gaps. Minority students have made adequate growth in writing. Students needing to catch up are "approaching" with adequate growth of 58 and observed growth of 47. Adequate growth for students with disabilities continues to be an area of concern. On the 1-year plan, the rating for this group was "does not meet" with adequate growth of 63 and observed growth of 39.

In Mathematics, we are rated as "does not meet" in academic growth gaps. Minority students are "approaching" with adequate growth of 36 and observed growth of 40. While adequate growth was made, this continues to be an area of concern as the median growth was below 45. Students with disabilities and students needing to catch up did not make adequate growth. Based on the 1-year plan, the rating for students with disabilities was "does not meet" with adequate growth of 55 and observed growth of 21. Based on the 1-year plan, the rating for students needing to catch up was "does not meet" with adequate growth of 77 and observed growth of 34.

While a 2015 SPF is not available, 2015 PARCC data continued to validate these results. Minority students, free/reduced lunch eligible, and students with disabilities underperformed all students.

## Reflection on Root Cause

Once priority performance challenges were established near the beginning of the 2015-2016 school year, the leadership team brainstormed explanations for performance challenges. A circle map was used to determine all possible causes of each performance challenge and ideas were sorted into natural themes. In the area of reading, there was a lack of professional development in ELA Common Core shifts and lack of resource alignment to standards. While our students benefit from Burst intervention, the lack of a research based computer adaptive intervention program to further personalize instruction was identified as a root cause. In the

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area of writing, there is a lack of consistent expectations for writing across the curriculum and vertically across grade levels. In mathematics, a lack of professional development in mathematical shifts and practices were identified as a root cause. Further, curricular resources were not tightly aligned to standards and there is a lack of targeted intervention support in mathematics. With the adoption of a new math curriculum, there is also a lack of home school connection to promote student success. With the release of PARCC scores, these root causes were validated and continue to be areas of focus. Further verification of root cause will come from the results of implemented changes and adjustment to instruction and evaluation in all content areas.

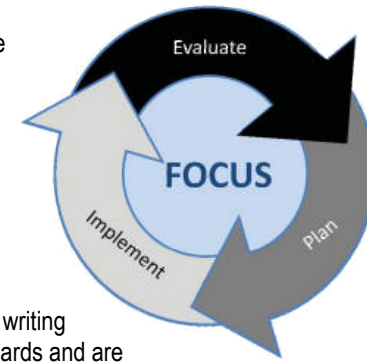
## 1. Summary/Conclusion

According to the 1-year 2014 SPF, Woodmen Hills Elementary is approaching or does not meet expectations in academic growth in math, growth gaps in writing, and growth gaps in math. While a 2015 SPF is not available, 2015 PARCC data continued to validate these results. Minority students, free/reduced lunch eligible, and students with disabilities underperformed all students. This was also validated using local data. Once priority performance challenges were established near the beginning of the 2015-2016 school year, the leadership team established root cause. Root causes included a lack of professional development, lack of intervention, lack of home school connection in mathematics, and lack of alignment to standards. With the release of PARCC scores, these root causes were validated and continue to be areas of focus.

## 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*.

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



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Growth Gaps

Subject		R
Priority Performance Challenge		Growth gap in reading
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in reading for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in reading for the 2016-2017 school year.
Interim Measures		DIBELS, common assessments, Beacon

Subject		M
Priority Performance Challenge		Growth gap in math
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in math for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in math for the 2016-2017 school year.
Interim Measures		Common assessments, Beacon

Subject		W
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Priority Performance Challenge		Growth gap in writing
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score to 750 in writing for our sub groups bringing them into the meets/exceeds expectations category for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score by an additional 5% for our subgroups in writing for the 2016-2017 school year.
Interim Measures		Common assessments

## Academic Growth

Subject		M
Priority Performance Challenge		Academic growth in math
Annual Performance Targets	2015-2016	Our goal is to increase our mean scale score in mathematics by 10% to 825 for all students for the 2015-2016 school year.
	2016-2017	Our goal is to increase our mean scale score in mathematics by 10% to 907 for all students for the 2016-2017 school year.
Interim Measures		Common assessments, Beacon

### Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** Curricular Alignment

Ensure alignment of curricular resources to Common Core State Standards.

**Root Cause(s) Addressed:**

Math Alignment

ELA Alignment

Writing Alignment

**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    ☐ Other:

#### Action Steps

Jul. 2015 - Apr. 2016

**PD- CC Shifts**

**Description:**

Provide professional development in Common Core shifts and mathematical practices.

**Implementation Benchmarks:**

100% of classroom teachers will engage in professional development regarding the shifts in ELA common core by October 2015

100% of classroom teachers will engage in professional development in mathematical practices and shifts in mathematics through PLCs by April 2016

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School Name: WOODMEN HILLS ELEMENTARY SCHOOL

	<p><b>Resources:</b> no cost</p> <p><b>Key Personnel:</b> Administration, Instructional Coach, Mathematics Consultant, Instructional Coach, Administration, Team Lead, Teachers, Interventionist</p> <p><b>Status:</b> In Progress</p>
<p>Dec. 2015 - May. 2016</p>	<p><b>ELA Curricular Materials</b></p> <p><b>Description:</b> Review and pilot ELA curriculum to select a primary ELA resource.</p> <p><b>Implementation Benchmarks:</b> 100% of staff will be trained in the shifts in Common Core and reflect on the instructional changes that need to take place by October 2015. Establishment of critical criteria and development a curriculum review tool by the ELA committee by November 2015 CDE recommended ELA programs will be reviewed using curriculum review tool by November 2015 All teachers will engage in vendor presentations and will submit their input by December 2015 ELA committee site visits and observation reflections will be shared with teams by December 2015 Two programs will be piloted and a determination will be made by admin with pilot teacher input by May 2016</p> <p><b>Resources:</b> ELA pilot programs (Benchmark and Wonders), \$10,000</p> <p><b>Key Personnel:</b> Administration, Zone CIA, Instructional Coach, Classroom Teachers</p>

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

	<p><b>Status:</b> In Progress</p>
<p>Jul. 2015 - May. 2016</p>	<p><b>Curriculum Mapping Math</b></p> <p><b>Description:</b> Engage in the curriculum mapping process in mathematics to ensure alignment of primary resource to CC standards and mathematical practices.</p> <p><b>Implementation Benchmarks:</b> 100% of teachers will engage in professional development regarding the curriculum mapping process by September 2015</p> <p>Completion of math curriculum map aligned to district instructional calendar</p> <p>Classroom observations indicate 100% fidelity to math curriculum maps on an ongoing basis</p> <p><b>Resources:</b> Dr. Nikki curricular support/maps- \$2000</p> <p><b>Key Personnel:</b> Administration Instructional Coach Classroom Teachers Team Leaders</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy: Interventions**

Provide research-based targeted interventions and professional development in supporting individual student needs to increase the number of students at benchmark and decrease the number of students with a significant reading deficiency.

**Root Cause(s) Addressed:**

ELA Intervention  
Math Intervention  
Math PD  
ELA PD

**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    ☐ Other:

**Action Steps**

Jul. 2015 - May. 2016

**ELA Intervention**

**Description:**

Implement research-based literacy intervention (Sonday) program in special education and intervention classes.

**Implementation Benchmarks:**

100% of intervention and SPED staff trained in Sonday program July 2015

Classroom observations and walkthroughs indicate 100% fidelity of implementation of Sonday/ Let's Play Learn during the 15-16 school year

**Resources:**

Sonday and Let's Play Learn intervention program- supported by SPED department

**Key Personnel:**

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School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

	<p>Interventionist, SPED staff, Administrators</p> <p><b>Status:</b> In Progress</p>
Mar. 2015 - Mar. 2016	<p><b>Computer Adaptive Intervention Programs</b></p> <p><b>Description:</b> Implementation of computer-adaptive intervention programs and technology to enhance student differentiation and personalize learning.</p> <p><b>Implementation Benchmarks:</b> All teachers are trained in the MobyMax program and reporting prior to the beginning of the school year. Classroom observations demonstrate that available classroom technology is used to differentiate student learning.</p> <p><b>Resources:</b> Subscription \$699</p> <p><b>Key Personnel:</b> Administrators, Instructional coaches, classroom teachers</p> <p><b>Status:</b> In Progress</p>
Jul. 2015 - Mar. 2016	<p><b>PD- Literacy and Intervention</b></p> <p><b>Description:</b> Provide in-depth reading instruction training and dyslexia training for general education teachers.</p> <p><b>Implementation Benchmarks:</b> 80% of new teachers will take CDE Reading Foundations course.</p>

School Code: 9706

School Name: WOODMEN HILLS ELEMENTARY SCHOOL

	<p>One teacher per grade level (K-3) will engage in a Dyslexia professional development opportunity on November 6th at DU.</p> <p><b>Resources:</b> Dyslexia training at DU- \$100 per teacher (\$600) Reading Foundations Training CDE- \$0</p> <p><b>Key Personnel:</b> Administrators, Instructional coach, classroom teachers</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p><b>Parent Partnerships in Math</b></p> <p><b>Description:</b> Increase parent and family partnership opportunities to leverage parent participation/support in mathematics. This will be accomplished through a family math night and the development of a math parent resource support website. Parent letters providing additional information/supports will be sent to parents at the beginning of each module.</p> <p><b>Implementation Benchmarks:</b> Completion of family math night/ parent feedback regarding family math night Eureka parent letters sent home at the beginning of each module to inform parents of upcoming content and provide strategies and additional support. Completion of math resource web-page to provide parents with supports, resources, links, and relevant activities. Increased parent involvement/partnerships in the application of real-world mathematics concepts through the design and development of the school/community garden.</p> <p><b>Resources:</b> Eureka Math Parent support pages Dr. Nikki blog and curriculum maps for supplemental activities and websites</p>

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School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

**Key Personnel:**

Administration, Instructional coach, classroom teachers, technology teacher

**Status:**

In Progress



**Major Improvement Strategy:** Professional Development

Increase knowledge of Common Core shifts and implementation of research-based instructional strategies.

**Root Cause(s) Addressed:**

ELA PD

Math PD

**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    ☐ Other:

**Action Steps**

Jul. 2015 - Apr. 2016

**PD- CC Shifts**

**Description:**

Provide professional development in Common Core shifts and mathematical practices.

**Implementation Benchmarks:**

100% of classroom teachers will engage in professional development regarding the shifts in ELA common core by October 2015

100% of classroom teachers will engage in professional development in mathematical practices and shifts in mathematics through PLCs by April 2016

**Resources:**

no cost

**Key Personnel:**

Administrators, Instructional coach, classroom teachers, ELA committee

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School Name: **WOODMEN HILLS ELEMENTARY SCHOOL**

	<p><b>Status:</b> In Progress</p>
<p>Sep. 2015 - May. 2016</p>	<p><b>PD Instructional Strategies</b></p> <p><b>Description:</b> Increase the use of high yield teaching strategies to strengthen the effectiveness of core instruction.</p> <p><b>Implementation Benchmarks:</b> All teachers will engage in 3 day Classroom Instruction that Works professional development through McREL. Follow-up professional development provided by instructional coach.</p> <p><b>Resources:</b> Classroom Instruction that Works- McREL- \$12,000</p> <p><b>Key Personnel:</b> Administrators, Instructional coach, classroom teachers, CIA administrator</p> <p><b>Status:</b> In Progress</p>

## 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)