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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 7339 School Name: RIDGEVIEW ELEMENTARY SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	77.41%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	75.75%	-	-	
		W	53.52%	-	-	64.45%	-	-	
		S	47.53%	-	-	56.88%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	31	-	-	53	-	-	
		M	44	-	-	53	-	-	
		W	39	-	-	51	-	-	
		ELP	-	-	-	31	-	-	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

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

School Contact Information (Additional contacts may be added, if needed)

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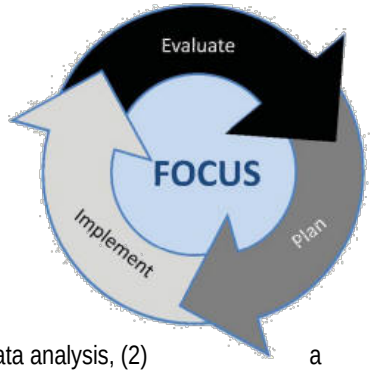
Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

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Narrative:

Data analysis at Ridgeview is an ongoing process, which takes place at grade level PLC meetings and SST/RtI meetings; Ridgeview administration participates regularly in these meetings. The administrative team also analyzes data throughout the year on an ongoing basis. For our UIP, this year we revisited last year's plan and used that as a starting point, then made appropriate adjustments as we analyzed our data and our current needs. Through this process we determined appropriate next steps for us, prioritizing our performance challenges, identifying the root causes of these challenges, and verifying root causes through discussion. Our administrative team did the bulk of the plan writing, with input from staff. Our SAC and Leadership Team reviewed the plan and gave suggestions, and then further editing was completed. The final draft was sent out to the entire staff for review and feedback.

As a part of the process, the team reviewed progress made toward last year's UIP performance targets. Some targets were achieved and others were not. Overall, we are pleased with what was achieved. Once again, we were rated "Meets" in all categories.

In addition to TCAP data this year, we are closely monitoring and analyzing our ACCESS data, district benchmark data (to include the new online mClass-DIBELS Next and Scantron), progress monitoring data, and grade level common formative assessments. Teams look at common formative assessments and progress monitoring data periodically, throughout the school year. The administrative team analyzes school-wide growth after mid-year benchmark assessments are given, comparing them to beginning-of-the-year assessments.

One of the biggest celebrations in our data is with English Language Learners. Our English Language Learners (ELL's) continue to make strong growth: ELL's score as "Exceeds" in the areas of reading and math with a "Meets" in writing for Median Growth Percentile.

Math is typically our strongest scoring content area at Ridgeview. We did score as "Meets" but 3rd and 4th grades' scores decreased slightly. Last year, we started implementing a new math curriculum, Georgia Common Core, so we were expecting a slight implementation dip. A huge celebration in math is with our 5th grade! Last year the team ability-grouped and the lowest ability group showed huge growth with two students even scoring advanced. The math interventionist, 5th grade resource teacher, and one 5the grade classroom teacher co-taught this group of kids daily.

We had the benefit of a three-year math grant from 2009-2012, which funded a full-time math coach, and this made a significant difference for Ridgeview in math. We were able to maintain our math coach again this year, through zone supported budget, and this has been imperative in the retention of our success in mathematics. Our math coach is truly the leader in our building with mathematics. She coaches and co-teaches, meets with multiple intervention groups, facilitates a math tutoring program, meets with PLC teams regularly to collaborate regarding the new curriculum, the new Colorado Academic Standards, essential math topics, provides professional development in mathematics, and more. Our math coach is imperative in our transition to the new standards, and that is our focus right now in math; this is a drastic shift in education. It will be important to maintain the math coach role at Ridgeview in order to maintain our success in mathematics.

Reading continues to be an area that we are monitoring closely and brainstorming ideas to improve student achievement. TCAP scores were down slightly for 3rd and 4th grade reading but increased significantly in 5th grade, so this is a point of celebration. This shows us that the Treasures reading program, along with smart supplementation and best

teaching practices, may be helping. We have refreshed our leveled reading library this year and encouraged use, as we know this is important in differentiation. Treasures alone does not differentiate enough to support our student needs. This school year we are implementing a research-based, school-wide intervention program called Lexia, which we are hoping will help to improve student achievement. Lexia is approved by CDE as an acceptable intervention for at-risk readers in all components of reading.

Students w/ Disabilities continue to struggle at Ridgeview in all content areas, as indicated by our data. We do see some gains in our Students w/ Disabilities, but we are far from where we want to be. We strive to meet the needs of these at-risk students, but face new challenges every school year it seems with an influx of transfer IEP students and non-identified SST students. With a high number of new IEP students each year, it is difficult to compare data year to year for this sub-group. That being said, we continually strive toward improvement. Our sped teachers have made changes this year to better meet the needs of their kids. These changes will be discussed in our Major Improvement Strategies. Again, we are hoping that Lexia will be an effective intervention program with all of our students and especially our most at-risk students.

Free/Reduced Lunch Eligible students are “Meets” in all areas for the second year in a row, which is a huge celebration.

Students Needing to Catch Up are “Approaching” in reading and writing, but “Meets” in math, which is an improvement from last year.

Minority students are “Meets” in all areas for the second year in a row, which is another celebration.

In considering what we implemented last year and what our next steps need to be, we determined the need to heavily supplement the Treasures reading program by providing more intensive researched-based intervention for our most at-risk students. We need to continue addressing math vocabulary through the Stand Out Math program, and we also need to encourage grade level teams to focus on increasing fluency and automaticity with math facts. In addition, we need to continue implementation of the National Literacy Coalition’s ECAW (Every Child a Writer) program, an explicit and common writing program across the grade levels. ECAW released an updated version, aligned to Common Core Standards, and we received training on that at the start of the school year.

Some of these priorities build on those from last year’s UIP, and some are new. In many ways, we are taking next steps in what has been in place for the previous couple of years.

Some additional priorities in the POWER Zone and at Ridgeview are: increasing use of technology, continued innovation efforts with our zone calendar and the teacher/administrator evaluation process, and a continued focus on zone values which are built around strong relationships and excellent customer service. A “Breakthrough Coach” administrative model has also been studied across the zone, and we are in the implementation phase of this at Ridgeview. Ridgeview continues with an AIMS focus—Arts, Inquiry, Mathematics, and Sciences.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	n/a		
Academic Growth	n/a		
Academic Growth Gaps	READING: By the end of the 2012-2013 school year, the Median Growth Percentile for all subgroups will meet state expectations or increase by 5 points if adequate growth was not met.	The target was met for all sub-groups with the exception of 'Students with Disabilities'. In that category, our growth data was not adequate.	Additional reading intervention time and resources are still needed for our most at-risk students.
	MATH: By the end of the 2012-2013 school year, the Median Growth Percentile for all subgroups will meet state expectations or increase by 5 points if adequate growth was not met.	The target was met for all sub-groups with the exception of 'Students Needing to Catch Up'. 'Students Needing to Catch Up' was approaching the target. 'Students with Disabilities' shows as not meeting the target. Adequate growth was not made.	In math, we are transitioning to the CAS (Colorado Academic Standards), so we expected a decrease in our scores--- given this, we are pleased with our scores overall. We anticipate a dip in scores again over the next couple of years due to this transition. Most sub-groups in Math show increases.
		The target was met for all sub-groups	We made some increases in writing,

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	WRITING: By the end of the 2012-2013 school year, the Median Growth Percentile for all subgroups will meet state expectations or increase by 5 points if adequate growth was not met.	with the exception of 'Students Needing to Catch Up'. 'Students Needing to Catch Up' was approaching the target, and we were 2 points away from meeting it. 'Students with Disabilities' show as approaching the target, and were close to the target.	perhaps due to the Every Child a Writer program having been in place for a longer period of time. Sub-groups show some increases, especially 'Students w/ Disabilities'.
Postsecondary & Workforce Readiness	n/a		

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	READING—3RD, 4TH, AND 5TH --- % OF PROFICIENT/ADVANCED (P/A) on TCAP 3rd: 2011-76%, 2012-78%, 2013-76%; 4th: 2011-65%, 2012-71%, 2013-70%; 5th: 2011-76%, 2012-77%, 2013-83%	n/a	n/a
	MATH—3RD, 4TH, AND 5TH --- % OF PROFICIENT/ADVANCED (P/A) on TCAP 3rd: 2011-77%, 2012-80%, 2013-72%; 4th: 2011-80%, 2012-80%, 2013-76%; 5th: 2011-76%, 2012-79%, 2013-79% ----------	n/a	n/a
	WRITING—3RD, 4TH, AND 5TH --- % OF PROFICIENT/ADVANCED (P/A) on TCAP 3rd: 2011-59%, 2012-61%, 2013-60%; 4th: 2011-58%, 2012-50%, 2013-63%; 5th: 2011-71%, 2012-69%, 2013-65% ----------	n/a	n/a
	SCIENCE--5TH --- % OF PROFICIENT/ADVANCED (P/A) on TCAP 5th: 2011-55%, 2012-56%, 2013-53%	n/a	n/a

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	COLORADO GROWTH MODEL: Per our SPF in Academic Growth, we are "meets" in all areas over a 3-year trend, with the exception of 'English Language Proficiency ACCESS'.	Our English Learners are not making adequate growth according to ACCESS.	• ACCESS is a new assessment; previously it was CELA-pro. We are comparing two different tests, which makes data analysis more difficult.
Academic Growth Gaps	Per our SPF (3-year) in Academic Growth Gaps our overall rating is "Meets". In Reading, Math, and Writing our overall rating in Academic Growth Gaps is "Meets". In all three content areas we "Meets" or "Exceed" for Free/Reduced Lunch Eligible, Minority Students, and English Learners. Our rating is "Approaching" with Students needing to catch up in Reading and Writing, but we are "Meets" in Math. We are "Does Not Meet" with Students with Disabilities in Reading and Math, but "Approaching" in Writing.	'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in reading. 'Students With Disabilities' are not making adequate growth in math. 'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in writing.	• Alignment with the Colorado Academic Standards (Common Core State Standards) is needed in all content areas. • Additional reading intervention time and resources are needed for our at-risk students. • Utilized math programs, resources, and assessments must be aligned with CAS, to include Stand Out Math. • Utilized writing programs, resources, and assessments must be aligned with CAS, to include: Every Child a Writer (ECAW). • Student motivation, which is highly dependent upon strong relationships, is an issue for some. • Training and support is needed regarding best practices in general, specifically around Learning Goals, Learning Scales (Rubrics), and formative assessment.
Postsecondary & Workforce	n/a		

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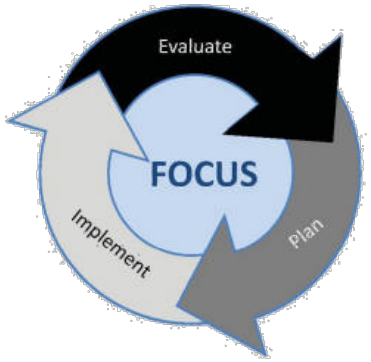
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			

Section IV: Action Plan(s)

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



School Target Setting Form

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

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	n/a	n/a	n/a	n/a	n/a
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M					
		W					
		ELP	Our English Learners are not	By the end of the 2013-14 school	By the end of the 2014-15 school	Scantron scale score; DIBELS m-Class benchmark scores;	All three of the POWER Zone improvement strategies will support

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			making adequate growth according to ACCESS.	year, English Learners will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	year, English Learners will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Fountas & Pinnell benchmark scores; End-of-Unit Treasures assessments; other grade level/classroom assessments; AIMS web and m-Class progress monitoring data	with this: 1. Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners. 2. Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. 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.
Academic Growth Gaps	Median Growth Percentile	R	'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in reading.	By the end of the 2013-14 school year, students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	By the end of the 2014-15 school year, students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Scantron scale score; DIBELS m-Class benchmark scores; Fountas & Pinnell benchmark scores; End-of-Unit Treasures assessments; other grade level/classroom assessments; AIMS web and m-Class progress monitoring data	All three of the POWER Zone improvement strategies will support with this: 1. Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners. 2. Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. 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.
		M	'Students With Disabilities' are not making adequate growth in math.	By the end of the 2013-14 school year, students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth	By the end of the 2014-15 school year, students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was	Scantron scale score; AIMS Web/Progress Monitoring data; End of unit teacher-created assessments (supplemented by Envisions);	All three of the POWER Zone improvement strategies will support with this: 1. Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

				was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	not met until a rating of "Meets" is achieved.	other grade level/classroom assessments	2. Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. 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.
		W	'Students Needing to Catch Up' and 'Students With Disabilities' are not making adequate growth in writing.	By the end of the 2013-14 school year, students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	By the end of the 2014-15 school year, students Needing to Catch Up and Students with Disabilities will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Ongoing ECAW writing assessments; Grade level/classroom assessments; AIMS web/Progress monitoring data	All three of the POWER Zone improvement strategies will support with this: 1. Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners. 2. Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. 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.

Postsecondary & Workforce Readiness	Graduation Rate	n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1:

Develop and use a collaborative process that ensures that all teachers are delivering instructional units and lessons that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

Root Cause(s) Addressed:

- Alignment with the Colorado Academic Standards (Common Core State Standards) is needed in all content areas
- Additional reading intervention time and resources are needed for our at-risk students
- Utilized math programs, resources, and assessments must be aligned with CAS, to include Stand Out Math
- Utilized writing programs, resources, and assessments must be aligned with CAS, to include: Every Child a Writer (ECAW)
- ACCESS is a new assessment; previously it was CELA-pro. We are comparing two different tests which makes data analysis more difficult

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Work with teaching staff to understand and align with Colorado Academic Standards (this work was started last year)—PD Days, PLC meetings, misc.	August – May 2013-14	August – May 2014-15	Administration; All teaching staff	n/a	Observed Learning Goals/Scales and classroom instruction will be aligned with standards and will be indicated	In progress

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meetings					in iObservation data	
READING: Provide an on-line assessment and progress monitoring tool (m-Class) that supports the RtI process and helps teachers to determine gaps in their students' understandings; provide training and practice; establish expectations and support for use; Students in grades preK-5 will receive supplemental reading instruction using the Lexia intervention program to identify and close gaps in reading, establish expectations and support for use; Approximately 5 iPads or more provided per classroom in order to support with Lexia implementation; Addition of Laptop Computer Lab to support with Lexia implementation; (iPads and Laptop Lab are also used to support in other ways, not solely for Lexia)	August – May 2013-14	August – May 2014-15	Administration; m-Class Coaches; Lexia Coach; All teaching staff (preK-5)	CDE Grant and building funds for m-Class and stipend for m-Class Coaches; Building funds – approximately $8,000 for Lexia plus a stipend for Lexia Coach; Building Funds-- Apple 4-year lease for iPads, approximately $20,000 per year	m-Class data reports; Lexia reports of growth; Observed use of iPads in classrooms	In progress
MATH: Georgia Common Core Units implemented at all grade levels (K-5) under the leadership of Math Coach—Coach provides modeling and guidance, facilitates collaboration; At-risk students in grades K-5 will receive supplemental intervention and instruction using the Eduss math program or similar program (MobyMax, IXL) to close learning gaps in math; At-risk math students receive intervention support either from Math Coach, Resource Teachers, or Classroom Teachers; Training provided on updated Common Core Stand Out Math vocabulary program;	August – May 2013-14	August – May 2014-15	Administration; Math Coach; All teaching staff	Building budget-- Training in Stand Out Math, purchase of MobyMax	Math Coach observe SOM and provide non-evaluative feedback; Administration will observe SOM during walk-through/formals/informals and data will be collected in iObservation	In progress

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support, and expectations for use provided						

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

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Major Improvement Strategy #2:
Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed:
Training and support is needed regarding best practices in general, specifically around Learning Goals, Learning Scales (Rubrics), and formative assessment.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Team of teachers and administrators trained to use and support iObservation and Marzano tools	June 2013	n/a	Administration; teacher reps	Zone initiated training and paid for by zone budget	Quarterly compilations of walkthroughs in the iObservation program	Completed June 2013
Administration teaches the Marzano elements through a book study on The Art and Science of Teaching with various formats available (online format encouraged, ERO credit given); Book revisited periodically during PD Days/PLC Meetings/Staff Meetings	August – May 2013-14	August-May 2014-15	Administration; all teaching staff	District and Zone supported online course through Schoology; purchase of Marzano books and handbooks	Successful completion of all book study assignments; quarterly (2nd-4th quarters) compilations of walkthroughs, formals, and informals in the iObservation program	In progress
Ongoing communication and coaching through the use of iObservation conferences/discussions, and face-to-face in various meetings and evaluation one-on-one meetings	August – May 2013-14	August – May 2014-15	Administration; all teaching staff	n/a	Quarterly compilations of conferences and discussions in the iObservation program; documentation of face-to-face meetings as needed and appropriate	In progress
Train Team Leaders to guide their PLC team in using the book, Using Common Core Standards to Enhance Classroom Instruction and Assessment, to support their understandings and use of learning scales and rubrics; support	January– May 2013-14	August – May 2014-15	Administration; Team Leaders; all teaching staff	n/a	Quarterly compilations of walkthroughs in the iObservation program – use of rubrics/learning scales in Element #1	In progress

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teams in using the book to create Learning Scales						
Present iObservation Academy to staff and offer optional classes through iObservation Academy for additional learning and understanding; some classes mandatory in 2014-15 school year (ERO credit given)	August – May 2013-14	August – May 2014-15	Administration; all teaching staff	n/a	Quarterly compilations of walkthroughs in the iObservation program	In progress

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

Major Improvement Strategy #3:
In order to maximize student learning potential, all 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: Student motivation, which is highly dependent upon strong relationships, is an issue for some.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Attend a 3 day *Capturing Kids' Hearts* workshop	July 2013	n/a	Administration; all staff	Zone and building funds	Attendance roster	Completed
Teachers will create class 'social contracts' and engage students in "getting to know each other" activities at the beginning of each school year	August 2013	August 2014	All classroom and Enrichment teachers	n/a	Observable class contracts in each classroom; reporting out of activities at PLC's and Team Lead Meetings	Completed
Greet all students at the start of the day in some manner; physically and	August – May	August – May	All classroom and Enrichment	n/a	Observation and periodic checks by administration	In progress

verbally; handshakes are preferred at classroom doors	2013-14	2014-15	teachers			
School Administration greets students in the front foyer at arrival; verbally and physically if possible (depends on number of kids coming through the door at once)	August – May 2013-14	August – May 2014-15	Administration	n/a	Observation by students, teachers and parents	In progress
In addition to greetings and Social Contract, all school personnel will utilize: --"Good Things" to start each day for classroom teachers and "Good Things" to start each class for Enrichment Teachers --The "Time-Out" signal (give me 5) as a school-wide quiet signal --"Check" and "Foul" student signals as appropriate --The "4 Questions" from the Capturing Kid's Hearts program to help redirect a child who is not following the rules of the contract	August – May 2013-14	August – May 2014-15	Administration; and all classroom and Enrichment teachers	n/a	Observation and periodic checks by administration; discussion at PLC's and Team Lead meetings	In progress
Zone *Capturing Kids' Hearts* committee will continue to meet quarterly to review implementation of *Capturing Kids' Hearts.*	August – May 2013-14	August – May 2014-15	Zone Leader Administration 2 School Representatives	n/a	Quarterly reports and outcomes from committee meetings	In progress

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

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)