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

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 6810 School Name: PATRIOT LEARNING CENTER SPF Year: 3 Year

Section I: Summary Information about the School

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations				2012-13 School Results			Meets Expectations?
Academic Achievement (Status)	State Required Measure TCAP/CSAP, CoAlt/ CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60th percentile for AECs.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: [AEC Performance] • MS R/M/S = Meets • MS W = Exceeds • HS R/S = Meets • HS M/W = Approaching
		R	-	21.4%	35.4%	-	[42.7%]	[45.8%]	
		M	-	10.0%	4.4%	-	[29.9%]	[4.2%]	
		W	-	16.7%	14.6%	-	[32.2%]	[12.5%]	
		S	-	12.1%	16.4%	-	[29.5%]	[17.3%]	
	Supplemental Measure: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA2]	[%]	[%]	[%]	[%]	[%]	[%]	
	Expectation: [Expectation of measure]	[CA3]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA4]	[%]	[%]	[%]	[%]	[%]	[%]	

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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	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60th percentile for AECs.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: [AEC Performance] • MS R = Approaching • MS M/W = Meets • HS R/M/W = Meets
		R	-	43.2%	46.8%	-	[39%]	[50%]	
		M	-	31.8%	42.0%	-	[48%]	[44%]	
		W	-	35.8%	43.4%	-	[39%]	[44%]	
	Supplemental Measure 1: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure] Expectation: [Expectation of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	
	Supplemental Measure 2: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure] Expectation: [Expectation of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	

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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?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60th percentile of all AECs.	86.2%	[92.7%]	Overall AEC Rating for Student Engagement: [AEC Performance] • Attendance/Truancy = Meets
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60th percentile of all AECs.	7.7%	[2.7%]	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	

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Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%	[80.4%]	[AEC Perfor-mance]	Overall AEC Rating for Postsecondary & Workforce Readiness: [AEC Performance] * Completion Rate = Exceeds * Dropout / ACT = Meets
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60th percentile of all AECs.	11.4%	[4.6%]	[AEC Perfor-mance]	
	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60th percentile of all AECs.	15.5	[15.9]	[AEC Perfor-mance]	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	

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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.
	December 2013	Once the AEC SPF is issued, this report will be re-populated in December 2013.
	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 (See customized directions below). 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, student engagement, postsecondary and workforce readiness).	Approved AEC SPF	Alternative Education Campus Schools will receive a re-populated UIP report with the AEC Framework data (including AEC plan type assignments) in December 2013. Note that AECs with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
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?	1. $1000: Women's Studies Falcon Education Foundation Grant 2. $1000: Fish and Veggies Falcon Education Foundation Grant
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

Improvement Plan Information

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
X Other: Title 1a – Targeted Assistance

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Tom Wilke, Principal
	Email	twilke@d49.org
	Phone	719-495-5508
	Mailing Address	Patriot Learning Center / 11990 Swingline Road / Falcon, CO 80831
2	Name and Title	Nicole Paxton, Assistant Principal
	Email	npaxton@d49.org
	Phone	719-495-5507
	Mailing Address	Patriot Learning Center / 11990 Swingline Road / Falcon, CO 80831

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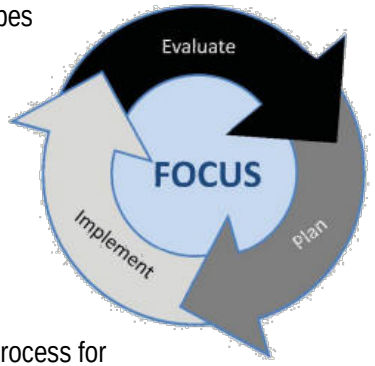
Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the AEC SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

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Description of School Setting and Process for Data Analysis:

The D49 Patriot Learning Center is an Alternative Education Campus (AEC), a school of choice and is highly recommended for students who are not experiencing success in a traditional classroom setting. We serve the following populations: (1) 6th - 8th Grade Middle School, (2) 9th - 12th Grade Day High School, (3) 10th - 12th Night High School, (4) Adult GED Prep Program (17 years and older) and (5) GED Testing Center. At Patriot Learning Center we believe in the ability of every student to learn, and we realize that all students learn in different ways. Most of our population consist of at-risk youth, who have qualified to attend our school for the following factors: (1) Prior Dropout, (2) Adjudication, (3) Expulsion, (4) Chronic Suspensions, (5) Pregnant / Parenting, (6) Drug / Alcohol Abuse, (7) Gang Involvement, (8) Adjudicated Parent, (9) Domestic Violence in Family, (10) Victim of Abuse / Neglect, (11) Migrant, (12) Homeless, (12) Severe Psychiatric or Behavioral Disorders, (13) Over-aged, (14) Individualized Education Plan or (15) Credit Recovery.

Patriot Learning Center has been operating as an alternative education campus for both middle and high school students for almost 6 years. Although, we have only applied as an AEC for 3 years, our trends have been inconsistent. There are only 3 years worth of data as an alternative education campus to be able to track any trends that might be present. Patriot Learning Center has shown tremendous success in trends that track attendance, credit recovery, and in dropout and graduation rates. This is largely due to the implementation of alternative methods that have already been put in place, including: smaller class sizes, online classes, blended learning work study credits, independent studies, focus on attendance, focus on transition to the college/workforce, credit recovery, job placement, counseling services, community service, and the culture that has been created even without a set curriculum for an affective education. In HS we started using a point card system, it is currently in its second year at the HS level and in its first year at the MS level. This system allows for students and their families to track progress daily of a students academics, attendance and behavior. This is also the third year we have administered a school wide affective education model and hope to see significant improvements in social/emotional/behavioral concerns. By expanding on these strategies, we are truly meeting the needs of an alternative student population. Patriot will continue to grow in a variety of ways to ensure student achievement.

Our process for Data Analysis consisted of Professional Learning Community meetings with staff and between administration, a review of the AEC School Performance Framework, discussion groups for low academic achievement with HS writing and math, discussion groups for low academic growth with MS reading, a review panel of district-wide administrators for each school's UIP, data analysis of content area testing benchmarks, research of data in Alpine Achievement and lastly, through the administration and results review of other local, state and national tests.

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Review Current Performance:

In High School, for the 2013-2014 school year, we have more 9th graders (25) than in the past and we are dividing them into two groups so we are able to concentrate on small classroom sizes and 10th graders (32) who will be taking the TCAP. There were more students taking TCAPs at Patriot in 2012-2013 (44) than in our first year 08-09 (20), and there should be more students every year, as the student population grows. In 2010-2011 there were only three 9th grade students that took TCAP; however, eleven 9th graders took it in 11-12. There was a decrease from 31 students in 2010, to 19 students in 2011 who took the 10th Grade TCAP test. This is primarily because more 11th and 12th grade students need credit recovery, thus we have admitted more in those grades. We are paying attention to 9th and 10th grade students who have already fallen behind in credits and are developing enrichment classes in Reading, Writing and Math. Because of this, there was an increase in the %age of student's scoring proficient or advanced in10th Grade, Reading and Writing. There was significant growth in our participation rate and a significant decline in the amount of no scores from the first year to the third. There were zero no scores for the 2010-2011 school years with 100% participation and this has continued in the 2011-2012 school years. There was a slight decrease on the composite scores of students taking the ACT from 15.7 in 2010 to 15.0 in 2011; however, we have steadily increased our scores moving to a 15.8 in 2011-2012 and up again in 2012-2013 to 15.9%. We did show significant growth in both attendance and graduation rates. We attribute this because these are the areas that have been a focus for the high school population. Our test participation, on the school performance framework, was shown as "does not meet" over the first two years as a school. Our school has dedicated a significant amount of energy towards addressing this issue. We are happy to report that our participation rate went from 14% of No Scores in 2008-2009 to 0% no scores in 2010-2012. Our middle school TCAP scores were at or above district and state averages in most subject areas fort the first student class of 2008-2009. The trends at PLC, under the AEC framework, will continue to remain at the AEC: PERFORMANCE level and meet Academic Achievement, Academic Growth, Student Engagement and Postsecondary and Workforce Readiness. In HS, we need to improve our academic achievement in writing and math.

In Middle School, for the 2012-2013 school year, we had (8) sixth graders, (19) seventh graders, and (32) eight graders, who are divided into 2 groups. For the third year consecutively, MS students have met or exceed student achievement on TCAP assessments. In 6th grade reading, 63% of students scored at proficient levels. In sixth grade writing, 64% of students scored at partially proficient levels, and in 6th grade math 20% scored advanced, 10% proficient, and 50% partially proficient. In 7th grade reading 35% scored proficient and 41% scored partially proficient, in 7th grade writing 25% scored proficient and 65% scored partially proficient, in 7th grade math 36% scored at proficient levels while 30% scored partially proficient. In 8th grade reading 49% scored at proficient levels and 42% scored partially proficient, in 8th grade writing 21% scored proficient and 74% scored partially proficient, in 8th grade math 11% of student were proficient while 70% scored partially proficient. Under TCAP MS Academic Growth, we scored at the approaching level for the third consecutive year and under review we need to continue to concentrate on academic growth in reading.

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Trends Chart:

Three Years of Trends at PLC

Approaches Goal	Meets Goal	Exceeds Goal

TCAP MS Academic Achievement AEC SPF*

	#	Reading	Writing	Science	Math	
Goal		21.4	16.7	12.1	10	
2010-2011	xx	48.7	44	45	40.7	
2011-2012	xx	42.5	39.7	39.3	34.3	
2012-2013	xx	42.7	32.2	29.5	29.9	

TCAP HS Academic Achievement AEC SPF*

	#	Reading	Writing	Science	Math	
Goal		35.4	14.6	16.4	4.4	
2010-2011	xx	34.7	14.3	12.2	6	
2011-2012	xx	41	14.8	16.7	4.9	
2012-2013	xx	45.8	12.5	17.3	4.2	

TCAP MS Academic Growth AEC SPF*

	#	Reading	Writing	Science	Math	
Goal		43.2	35.8	xx	31.8	
2010-2011	xx	36	39	xx	63	
2011-2012	xx	41	43	xx	64	
2012-2013	xx	39	39	xx	48	

TCAP HS Academic Growth AEC SPF*

	#	Reading	Writing	Science	Math	
Goal		46.8	43.4	xx	42	
2010-2011	xx	47	39	xx	35	
2011-2012	xx	48	39	xx	35	
2012-2013	xx	50	44	xx	44	

TCAP HS Student Engagement / Postsecondary & Workforce Readiness AEC SPF*

	#	Daily Attend.	Truancy	Completion Rat	Dropout Rate	ACT Composite
Goal		86.2% or more	7.7% or less	55.4% or more	11.4% or less	15.5
2010-2011	xx	91	3.3	72.4	6.9	15.3
2011-2012	xx	90.38	3.77	91.7	5.2	15.4
2012-2013	xx	92.7	2.7	80.4	4.6	15.9

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Post-Secondary Readiness Data:

In 2009-2010 the graduation rate was initially reported out at 50%, which did not allow us to make AYP in that category. This was appealed to the state and the graduation rate came back at 62.5%, thus making AYP in that category. In 2010-2011 we had a 72.4% graduation rate putting us in the 90th %ile and in 2011-2012 our graduation rate was set at 91.7% and 2012-2013 we scored 80.4% graduation rate. We scored 0.4% above the state AEC expectation by scoring 15.9% for our ACT exams and it has steadily increased the last three years.

Priority Needs:

A review of the data by a team consisting of teachers, building and district administration, and the School Accountability Committee (SAC) identified the following priority needs. Everyone involved has viewed these needs as being equally important in the improvement of the school; therefore we have chosen to address all identified priority needs. The order that they are put in does not necessarily correlate to their importance. They can all be achieved and they support each other. Through better data analysis and the use of that data, by the entire staff, we know that TCAP scores can improve, even in an alternative setting where student achievement as measured by TCAP is only a small part of the school's success. We also know that this is how our school is currently being scored, and it is the primary reason that we received a turnaround status on our initial evaluation. Since then, being listed as an alternative campus, we can continue to give our attention to another main problem of achievement, which has to do with post-secondary readiness (ACT scores) and Patriot's dropout and graduation rate. We are already well on our way to solving our goals surrounding these priorities and are confident that the steps that are being put in place will help our students in these areas.

We are experiencing consistently low performance in the following areas:
1. In 2011-2012 we scored 33% P/A in 6th grade writing; unfortunately, we declined in the 2012-2013 school year by scoring 0% P/A.
2. In 2011-2012 we scored 60% P/A in 7th grade writing; unfortunately, we declined in the 2012-2013 school year by scoring 25% P/A.
3. In 2011-2012 we scored 29% P/A in 8th grade math; unfortunately, we declined in the 2012-2013 school year by scoring11% P/A.
4. In 2011-2012 we scored 27% P/A in 10th grade science; unfortunately, we declined in the 2012-2013 school year by scoring 6% P/A.

We are experiencing consistently high performance in the following areas:
1. In 2011-2012 we scored 50% P/A in 6th grade reading; however, we improved in the 2012-2013 school year by scoring 63% P/A.
2. In 2011-2012 we scored 29% P/A in 8th grade reading; however, we improved in the 2012-2013 school year by scoring 49% P/A.
3. In 2011-2012 we scored 25% P/A in 6th grade math; however, we improved in the 2012-2013 school year by scoring 30% P/A.
4. In 2011-2012 we scored 23% P/A in 10th grade writing; however, we improved in the 2012-2013 school year by scoring 24% P/A.

School Wide Priority Needs:
1. MS Academic Growth in Reading.
2. HS Academic Achievement in Writing and Math.

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Root Cause Analysis:

Students come to Patriot at various times of the year; often with little or no credits towards graduation. Many upper classmen, freshmen and sophomore student's enter their high school classes, having failed necessary 9th and 10th grade classes or having never taken them because they have not been attending school on a regular basis. This is a trend with many Patriot students; however, after further questions and concerns being asked and answered, this is not the root cause, because these are things that are out of our control as a school. We will not turn students away because they might lack any of the skills necessary to perform proficiently on a standardized test. The root cause is that we have not efficiently and in a timely manner, tested students to determine baseline data upon their entry into our program and we are continuing to improve on this. This data then needs to be used to accurately identify the student's grade level in each respective academic discipline and where their respective weaknesses lie. Students have not been properly identified upon entering Patriot on where they are academically and what specific remediation they will need for specific standards in content areas. Past data has not been utilized. There has been a lack of interim testing measures to help and track the growth of student achievement. Specific sub groups were not identified within the small population of Patriot to see if there are specific growth gap trends within the student population. The subgroups are so small (3-5 students) that it is very difficult to identify any specific trends. We have now secured the resources necessary to test all students upon their enrollment, and to continue to test them on interim measures of academic achievement. These initial assessment tools will be AIMS Web and SCANTRON. Teachers, on the high school staff, have been trained to effectively administer these assessments. Class offerings, academic strategies and master schedule needs to be adapted to meet individual student needs. Depending on when students enter the program, they can be assessed on SCANTRON three times during the year (Fall, Winter and Spring). AIMS Web testing is being used on high school students who are significantly below grade level in academic areas. At this point, it has not been used as a measure of achievement throughout the year, but as a beginning baseline that will tell the school approximately what grade level the student is functioning at upon entering Patriot. Patriot has achieved AEC status for the third year. We feel that our students have not performed adequately by initiating the following "ROOT CAUSES" for low performance.

For MS reading, in order to improve academic growth, we need to offer independent silent sustained reading time daily, possibly considering a full-time reading class, with age appropriate materials, as independent reading contributes to vocabulary growth. We would like to create a formal library facility or regular access to a great variety of books at the school. Lastly, we need to focus more on individual growth needs to continue to advance their abilities beyond grade level.

For HS writing, in order to improve academic achievement, our focus shall be on writing in every content area, while giving choices of topics based on student interest. Furthermore, PLC plans to continue to focus on reading at the HS level, but we must continue to prioritize writing. Lastly, teachers can improve aligning classroom practice with writing standards related to assessment.

For HS Math, in order to improve academic achievement, (even though almost all of our 9th and 10th graders are on Tier 2 in math skills with RtI or Scantron) we must offer these students math interventions such as: team-teaching, small class sizes and individualized attention to help them improve in their math scores. Regardless of students' foundational deficiencies, teachers have to develop students' background knowledge.

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

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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)	Goal: Meet/Exceed State and Federal Expectations.	HS Math = Goal Not Met by 0.2% HS Writing = Goal Not Met by 2.1%	Academic Achievement: 1. Students have not participated in upper level math classes at the HS level. 2. Most students do not have a solid math foundation at the HS level. 3. More of an incentive has been placed on reading achievement at the HS level. Academic Growth: 1. As a Title 1a – Targeted Assistance school, we were only able to hire a reading interventionist for MS during the 2nd semester last year.
Academic Growth	Goal: Meet/Exceed State and Federal Expectations.	MS Reading = Goal Not Met by 4.2%	
Student Engagement	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	
Postsecondary & Workforce Readiness	Goal: Meet/Exceed State and Federal Expectations.	All goals met.	

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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 3-4); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Overall, MS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/M/W/S Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/S	N/A	N/A
	Students are not making academic achievement in high school math and writing.	Persistent low performance in academic achievement HS math and writing.	HS MATH 1. Almost all of our 9th and 10th graders are on Tier 2 in math skills with RtI or Scantron; therefore, we must offer these students math interventions such as: team teaching, small class sizes and individualized attention to help them improve in their math scores. 2. Due to foundational deficiencies, teachers need to develop students' background knowledge. 3. Need/Lack of Math Interventionist HS WRITING 1. Focus on writing in every content area, while teachers offer

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			choices of topics based on student interest. 2. PLC's focus this year was on reading, we must continue to prioritize writing. 3. Teachers can improve aligning classroom practice with academic standards related to assessment. 4. We made huge gains in growth, but didn't meet the achievement requirements. Our focus was on the individual.
Academic Growth	Overall, MS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: M/W Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: R/M/W	N/A	N/A
	Students are not making academic growth in middle school reading.	Persistent low performance in academic growth for MS reading.	MS READING 1.We need to offer independent silent sustained reading time daily, possibly considering a full-time reading class, with age appropriate materials. 2.Independent reading contributes to vocabulary growth. 3. Create a formal library facility or regular access to a great variety of books, at the school. 4. We need to focus more on individual growth needs to continue to advance their abilities beyond grade level.
Student Engagement	Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: Daily Attendance and Truancy	N/A	N/A

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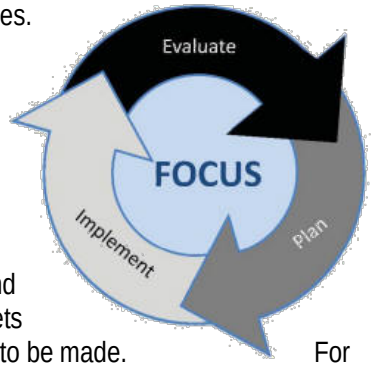
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	Overall, HS meets or exceeds the AEC State Required State and Federal Measures on the SPF in the following areas: Completion Rate, Dropout Rate and ACT Composite Score	N/A	N/A

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.

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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, CoAlt, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	Students are not making academic achievement in high school math.	Meet/Exceed State and Federal Expectations for Academic Achievement.	Meet/Exceed State and Federal Expectations for Academic Achievement.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Math Classes -Hire Math Interventionist	Focus on the students' individual achievement and growth.
		W	Students are not making academic achievement in high school writing.	Meet/Exceed State and Federal Expectations for Academic Achievement.	Meet/Exceed State and Federal Expectations for Academic Achievement.	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards -Co-Taught Writing Classes -Every Child a Writer Program	Focus on the students' individual achievement and growth.
		S	N/A	N/A	N/A	N/A	N/A
	Supplemental Measure(s)	R					
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP)	R	Students are not making academic growth in middle school reading.	MS reading scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate	MS reading scores will increase the median growth percentile (MGP) to at least 45, if adequate growth was met; or 55, if adequate	-Analysis of Scantron (Fall/Spring) -AIMS (Fall/Spring) -Align with Common Core Standards	Focus on the students' individual achievement and growth.

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				growth was not met – until a rating of "Meets" is achieved.	growth was not met – until a rating of "Meets" is achieved.	-Co-Taught Reading Class -Utilize Reading Interventionist -Continue Reading Plus Program	
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
	Supplemental Measure(s)	R					
		M					
		W					
		ELP					
Student Engagement	Attendance Rate		N/A	N/A	N/A	N/A	N/A
	Truancy Rate		N/A	N/A	N/A	N/A	N/A
	Supplemental Measure(s)						
Postsecondary & Workforce Readiness	Completion Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A
	Supplemental Measure(s)						

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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:
Focus on the HS & MS students' individual achievement and growth in math.

Root Cause(s) Addressed:
1. Almost all of our 9th and 10th graders are on Tier 2 in math skills with RtI or Scantron; therefore, we must offer these students math interventions such as: team teaching, small class sizes and individualized attention to help them improve in their math scores.
2. Due to foundational deficiencies, teachers need to develop students' background knowledge.
3. Need/Lack of Math Interventionist

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

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

X Other: Title 1a – Targeted Assistance

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Acquire supplies for Math Interventionist	Second quarter through the end of the year	Beginning of each year	Jenn Ross - Math Interventionist	12-13 $0.00 13-14 $1000.00 14-15 appx. $1,000.00	Ordered supplies/materials for this year.	Completed
Provide Parent Nights for Title 1 Students	Once a semester	Once a semester	Math Interventionist Administration	12-13 $0.00 13-14 $500.00 14-15 appx. $500.00	Had a Title 1 Parent night 1st semester and are planning our 2nd semester meeting.	In Progress
Hire a Math Interventionist	Beginning of each	Beginning of each school	Principal	12-13 $0.00	Person Hired	Completed

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	school year	year		13-14 $9,000.00 14-15 appx. $9,000.00		
Provide professional development for staff	Monthly	Monthly	Staff Administration	None	Monthly Staff Development Trainings	In Progress
Develop the following: Co-Taught Math Classes	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration Teachers, Interventionists and SPED	None	Identify students who need to make improvement in math. Purchase instructor materials and ensure staff development for teaching delivery methods.	In Progress
Analyze SCANTRON Test And AIMS Web Brain Pop	Fall/Winter/ Spring	Fall/Winter/Spring	Jenny Olson and Roberta Comfort – Testing Coordinators Robin Schawe – Counselor	None	Review results with students in classes in September 2013, January 2014 and April 2014.	In Progress
Departments will align curriculum to meet Common Core Standards	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration	None	Courses will be aligned to benchmarks and standards by January 2014.	In Progress
Ensure all students take the TCAP	Spring 2014	Spring 2015	Robin Schawe – Counselor TCAP Prep Teachers	None	Advance notification of test dates. Creating incentives for students who made significant gains on the TCAP.	In Progress
Creation of a Algebra A and Algebra B course, a slower paced math class for struggling students	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration	School budget	Cost analysis Course comparison Standards alignment	In Progress

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Pilot the identified curriculum with a small student set. Goal: Enroll students into next appropriate pathway after course completion.	n/a	Spring 2014	Staff Administration	None	Quarterly course completion checks and competency level tracking of students.	In Progress

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

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Major Improvement Strategy #2:
Focus on the HS & MS students' individual achievement and growth in reading and writing.

Root Cause(s) Addressed:

READING
1.We need to offer independent silent sustained reading time daily, possibly considering a full-time reading class, with age appropriate materials.
2.Independent reading contributes to vocabulary growth.
3. Create a formal library facility or regular access to a great variety of books, at the school.
4. We need to focus more on individual growth needs to continue to advance their abilities beyond grade level.

WRITING
1. Focus on writing in every content area, while teachers offer choices of topics based on student interest.
2. PLC's focus this year was on reading, we must continue to prioritize writing.
3. Teachers can improve aligning classroom practice with academic standards related to assessment.
4. We made huge gains in growth, but didn't meet the achievement requirements.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
X Other: Title 1a – Targeted Assistance

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Acquire supplies for Reading Interventionist	Second quarter through the end of the year	Beginning of each year	Joyce Wernsman – Reading Interventionist	12-13 $0.00 13-14 $1,000.00 14-15 appx. $2,000.00	Ordered supplies/materials for this year.	Completed
Provide Parent Nights for Title 1 Students	Once a semester	Once a semester	Reading Interventionist Administration	12-13 $2,000.00 13-14 $0.00 14-15 appx. $500.00	Had a Title 1 Parent night 1st semester and are planning our 2nd semester meeting.	In Progress
Maintain Reading Interventionist Position	Beginning of each school year	Beginning of each school year	Principal	12-13 $13,300.00 13-14 $10,800.00	Person Hired	Completed

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				14-15 $10,800.00		
Provide professional development for staff	Monthly	Monthly	Staff Administration	None	Monthly Staff Development Trainings	In Progress
Develop the following: Co-Taught Reading/Writing Classes	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration Teachers, Interventionists and SPED	None	Identify students who need to make improvement in reading/writing. Purchase instructor materials and ensure staff development for teaching delivery methods.	In Progress
Analyze SCANTRON Test And AIMS Web	Fall/Winter/Spring	Fall/Winter/Spring	Jenny Olson and Roberta Comfort – Testing Coordinators Robin Schawe – Counselor	None	Review results with students in classes in September 2013, January 2014 and April 2014.	In Progress
Departments will align curriculum to meet Common Core standards	Beginning 1st Quarter	Beginning 1st Quarter	Staff Administration	None	Courses will be aligned to benchmarks and standards by January 2014.	In Progress
Ensure all students take the TCAP	Spring 2014	Spring 2015	Robin Schawe – Counselor TCAP Prep Teachers	None	Advance notification of test dates. Creating incentives for students who made significant gains on the TCAP.	In Progress
Identify a curriculum/resources that aligns with the reading level of our students.	n/a	Spring 2014	Staff Administration	School budget	Cost analysis Course comparison Standards alignment	In Progress

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Pilot the identified curriculum with a small student set. Goal: Enroll students into next appropriate pathway after course completion.	n/a	Spring 2014	Staff Administration	None	Quarterly course completion checks and competency level tracking of students.	In Progress

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

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)