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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: 5779 School Name: MERIDIAN RANCH INTERNATIONAL 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?
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		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		R	71.65%	-	-	78.22%	-	-	
		M	70.89%	-	-	75.66%	-	-	
		W	53.52%	-	-	60.2%	-	-	
		S	47.53%	-	-	62.38%	-	-	
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	25	-	-	56	-	-	
		M	42	-	-	52	-	-	
		W	40	-	-	59	-	-	
		ELP	-	-	-	-	-	-	

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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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

X 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)

1	Name and Title	Kim Leon-Principal
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	Phone	719-494-2902
	Mailing Address	10480 Rainbow Bridge Dr. Peyton, CO 80831
2	Name and Title	Aimee Crespin-Assistant Principal
	Email	acrespin@d49.org
	Phone	719-494-2903
	Mailing Address	10480 Rainbow Bridge Dr. Peyton, CO 80831

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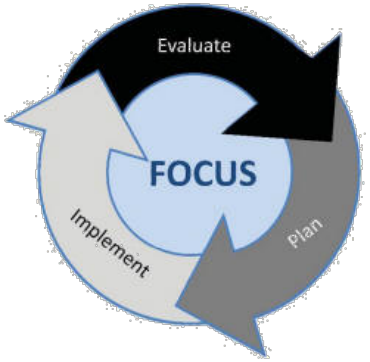
Section III: Narrative on Data Analysis and Root Cause Identification

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

Narrative:

Meridian Ranch International School has been open for 10 years. Females comprise 48.9% of the student population, and males makeup 51.1% of the student population. Meridian Ranch International School is home to students of American Indian or Alaska Native heritage (less than 1%), Asian heritage (2%), Black heritage (3.8%), Hispanic heritage (11.6%), heritage from another Pacific Island (less than 1%), white heritage (74.5%), and about 6% of students are of two or more races. Approximately 8% of female students are currently on an Individualized Education Plan (IEP), and approximately 17% of male students receive services from an IEP. Currently, 9% of students receive Free lunch, and 3% of the students receive Reduced lunch prices. The school offers many extracurricular opportunities including: choir, band, Landsharks Running Club, Girls on the Run, Young Rembrandts, Student Council, and Science Matters. The PTA is very involved in the school and offers teacher grants, which provides teachers with direct funds to purchase classroom materials. WatchDOGS Dads is a school program that consists of students' male figures who volunteer to patrol the halls, support classrooms, and encourage students. We utilize Professional Learning Communities. Within the PLC cycle, grade level teams and administration analyze pre-assessment data to identify students' specific learning needs prior to beginning instruction, formative assessment data to provide interventions and extensions throughout instruction, and post-assessment data to evaluate overall student proficiency and develop intervention groups as necessary. Additionally, during PLC meetings teams interpret standards jointly, create common

assessments, share instructional strategies, and problem-solve cyclically. Bulldog Talk is an extension to the PLC cycle. During these meetings, grade level teams, administration, Special Education Teachers, Interventionists, and the school Counselor meet to discuss students in the first, second, and third tiers of Response to Intervention (RtI). These meetings demonstrate the collective responsibility of all students and are intended to ensure that no students fall through the cracks. Special Education and General Education share data, instructional strategies and problem solve with the intent to provide appropriate instruction and close skill deficits. Contrarily, when students are not making progress, the team discusses what to do next. Bulldog Talk is a two-fold PLC where we not only address our students needing interventions, but we also create action steps to ensure high growth within our gifted and talented (GT) population.

Reading:

District leadership attended our Data Leadership Team meeting to review and explain the 1 and 3 year School Performance Framework. The data team then analyzed the Frameworks and developed a data analysis summary. The Building Leadership and Data Leadership team met together to review the data analysis summary. The teams worked together to analyze current deficits and root causes in order make data driven decisions. Using a whole body of evidence, including TCAP, Scantron, and DIBELS Next, the building leadership team met to develop major improvement strategies and action steps. The data and leadership team presented the information to the school staff and the School Accountability Council for feedback.

Academic Achievement in Reading (Grades 3-5 TCAP):

Overall (grades 3-5), our reading scores have increased from 76.4% in 2011 to 90.5% in 2013. The percentage of students scoring advanced jumped significantly from 5.6% in 2011 to 17.4% in 2013.

Academic Year	Subject	N Count Unsat	% Unsat	N Count PP	% PP	N Count P	% P	N Count Adv	% Adv	N Count Not Scored	% Not Scored	N Count Total
2011	Reading	23	7.5%	47	15.4%	216	70.8%	17	5.6%	2	0.7%	305
2012	Reading	19	6.4%	40	13.4%	214	71.6%	24	8%	2	0.7%	299
2013	Reading	24	7.3%	47	14.4%	239	73.1%	57	17.4%	0	0%	327

Reading TCAP: Achievement for 5th grade reading is above 80% and there has been a steady increase in reading achievement at the 4th grade level. MRIS is below the district average for 4th grade in reading.

Reading Academic Growth Gaps:

According to the School Performance Framework, students needing to catch up exceed expectations for meeting growth gaps. Students with disabilities are still approaching in meeting growth gaps.

Academic Achievement in Math (Grades 3-5 TCAP): Our TCAP math scores have remained steady over 3 years. Overall (grades 3-5) 78.4% students scoring proficient/advanced in 2011, 77% of our students scored P/A in 2012 and 75.8% scored P/A in 2013.

Academic Year	Subject	N Count Unsat	% Unsat	N Count PP	% PP	N Count P	% P	N Count Adv	% Adv	N Count Not Scored	% Not Scored	N Count Total
2011	Math	7	2.3%	58	19%	135	44.1%	105	34.3%	1	0.3%	306
2012	Math	8	2.7%	59	19.7%	130	43.3%	101	33.7%	2	0.7%	300
2013	Math	12	3.7%	67	20.1%	147	45.1%	100	30.1%	0	0%	326

Math TCAP: All grades are above state averages, and 4th and 5th are also above district averages. MRIS is below the state average in 3rd grade math. As a building, we have had a downward trend over 6 years in both 3rd and 5th grade on math CSAP/TCAP.

Math Academic Growth Gaps:

According to the School Performance Framework, growth gaps for students needing to catch up and students with disabilities have increased. On both the 1 year and the 3 year SPF's overall math is "approaching".

Academic Achievement in Writing (Grades 3-5 TCAP): Our TCAP writing scores have had a slight decline overall for 3 years. Overall (grades 3-5), 63.4% of our students scored proficient/advanced on writing TCAP in 2011, 59% of our students scored P/A in 2012 and 58.8% scored P/A in 2013.

Academic Year	Subject	N Count Unsat	% Unsat	N Count PP	% PP	N Count P	% P	N Count Adv	% Adv	N Count Not Scored	% Not Scored	N Count Total
2011	Writing	12	3.9%	99	32.4%	149	48.7%	45	14.7%	1	0.3%	306
2012	Writing	16	5.3%	105	35%	146	48.7%	31	10.3%	2	0.7%	300
2013	Writing	14	4.3%	121	36.9%	171	52.1%	22	6.7%	0	0%	328

Writing TCAP: MRIS has had a downward trend over 6 years in 3rd and 5th grade writing results. We are below the district average and approaching (by one point) the state average.

Writing Academic Growth Gaps:

According to the School Performance Framework, MRIS exceeds state expectations for overall writing growth for subgroups specifically minority students and students needing to catch up. Our 1 year SPF shows we are heading in the right direction in regards to writing Academic Growth Gaps, particularly writing for students with disabilities.

Reading, Writing, and Math: The Data Leadership Team (DLT) presented "Painting a Data Picture of MRIS" to the staff in September 2013. This slide depicts our CSAP/TCAP results from 2008-2013.

MRIS Through the Years

Reading

	2008	2009	2010	2011	2012	2013
Grade 3	74	78	72	70	80	78
Grade 4	85	69	71	74	75	76
Grade 5	87	82	79	85	84	81

Writing

	2008	2009	2010	2011	2012	2013
Grade 3	59	63	61	47	52	52
Grade 4	70	52	61	69	59	60
Grade 5	74	69	65	72	66	65

Math

	2008	2009	2010	2011	2012	2013
Grade 3	70	80	82	73	76	74
Grade 4	80	74	85	83	86	82
Grade 5	80	67	70	78	70	72

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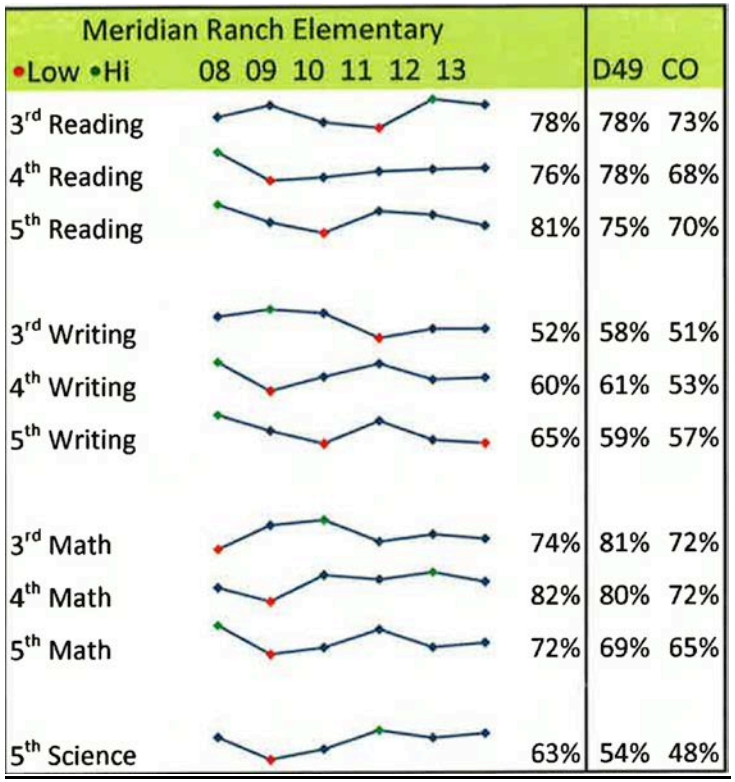

Meridian Ranch Elementary •Low •Hi 08 09 10 11 12 13		D49	CO
3rd Reading	78%	78%	73%
4th Reading	76%	78%	68%
5th Reading	81%	75%	70%
3rd Writing	52%	58%	51%
4th Writing	60%	61%	53%
5th Writing	65%	59%	57%
3rd Math	74%	81%	72%
4th Math	82%	80%	72%
5th Math	72%	69%	65%
5th Science	63%	54%	48%

Overall Academic Growth Gaps:

On the 1 year SPF compared to the 3 year SPF growth gaps are closing for all sub-groups and overall growth and growth gaps are at "meets" expectations. Our 3 year plan demonstrates that, over the course of time, we generally do well addressing Academic Growth Gaps for reading, writing, and math.

Root Cause and Verification:

The Data Leadership Team analyzed TCAP, Scantron, and DIBELS Next data from the 2012-2013 school year as well as previous years to identify achievement gaps and groups of students showing stagnant growth. The data revealed growth gaps in reading and math for students with disabilities as well as growth gaps in math for students needing to catch up. The Data and Building Leadership Teams convened to review the SPF and current deficits, and then discussed root causes and strategies to promote growth for students with disabilities and students needing to catch up. After evaluating causes and strategies from the meeting, the Building Leadership developed major improvement strategies to ensure growth from the identified disaggregated groups.

The first major improvement strategy insists that the school continues to implement a consistent approach to Response to Intervention in the reading content area to ensure supports are in place for all students. This addresses the following root causes:

- There is a lack of data driven decisions based on progress monitoring data.
- There is a lack of exposure to grade-level content with an appropriate level of rigor and expectations for students performing below grade level.

The second major improvement strategy describes the need for a systematic approach to Response to Intervention in the math content area. This addresses the following root causes:

- Lack of a systematic system to identify and address specific students needs in math.
- Lack of exposure to grade-level math content with an appropriate level of rigor and expectations for students performing below grade-level.
- Lack of effective and explicit direct interventions in math for students at risk of low performance and/or growth.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 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	N/A	Targets were met and exceeded expectations in some sub groups. Professional development was provided during the 2012-13 school year for all staff on a systematic and explicit approach to interventions. Binders were created for all licensed staff that outlined the appropriate steps to take as we collected and analyzed data. These binders are used during our "Bulldog Talk" PLC discussions and focus on our at-risk population. Systematic intervention goals are discussed and documented along with discussion on data collected through progress monitoring. There has been an increase in the awareness of how important data-driven decisions are in closing growth gaps as well as the importance of exposure to first instruction followed-up with researched-based interventions. We are now utilizing BURST Diagnostic Reading to address reading deficiencies and how we respond when students are not making growth. As a building we are focusing on implementing a math intervention program that will mirror the same process we have begun in reading.
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	Reading, Writing, Math: By the end of the 2012-13 school year, the school will continue to meet or exceed in reading, math, and writing for all sub-groups.	According to the 3 year SPF, we met our goal in reading for all sub-groups except students with disabilities. In math our students eligible for free/reduced lunch and students with disabilities are "approaching". In writing our students eligible for free/reduced lunch and students with disabilities did not rate "meets".	
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading Achievement has fluctuated for the last four years (but higher than state average all four years) with overall steady improvement being noted. • 2010-74%P/A • 2011-75% P/A • 2012-80% P/A • 2013-78% P/A Writing Achievement has trended upward for the last four years (but higher than state average all four years) with a slight decrease in 2012. • 2010- 62% P/A • 2011- 64% P/A • 2012- 59% P/A • 2013- 60% P/A	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
	Math Achievement has been fairly consistent for the last four years. • 2010-79% P/A • 2011-77% P/A • 2012-78% P/A • 2013-76% P/A		
Academic Growth	According to the 1 year SPF, MRIS met the targets for academic growth. According to the 3 year SPF, MRIS met the targets for academic growth.	N/A	N/A
Academic Growth Gaps	Per our 1 Year SPF… Reading 2012: Students in all subgroups met the median growth percentile for reading except with students with disabilities. In reading students with disabilities will increase the median growth percentile (MGP) to at least 55 until a rating of "meets" is achieved.	Our 1 year SPF indicates growth gaps in reading and math for students with disabilities. There are also growth gaps in math for students needing to catch up.	In Reading: • There is a lack of data driven decisions made based on progress monitoring data. • There is a lack of exposure to grade-level content with an appropriate level of rigor and expectations for students performing below grade level.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math 2012: Students with disabilities and students needing to catch up did not meet the median growth percentile for math. In math students with disabilities will increase the median growth percentile (MGP) to at least 45 until a rating of “meets” is achieved. In math students needing to catch up will increase the median growth percentile (MGP) to at least 55 until a rating of “meets” is achieved. Writing 2012: Students in all subgroups met the median growth percentile for writing.		In Math: • Lack of a systematic system to identify and address specific students needs in math. • Lack of exposure to grade-level math content with an appropriate level of rigor and expectations for students performing below grade-level. • Lack of effective and explicit direct interventions in math for students at risk of low performance and/or growth.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	According to the 3 year SPF, MRIS met the targets for academic growth. Reading: Students in all subgroups met the median growth percentile for reading except students with disabilities. Students needing to catch up exceeded the median growth percentile. In reading students with disabilities will increase the median growth percentile (MGP) to at least 50 until a rating of “meets” is achieved. Math: Students classified as Free/Reduced Lunch Eligible and students with disabilities did not meet the median growth percentile for math. Minority students and students needing to catch up met the median growth percentile. In math students eligible for Free/Reduced Lunch will increase the median growth percentile (MGP) to at least 50 until a rating of “meets” is achieved. In math students with disabilities will increase the median growth percentile (MGP) to at least 55 until a rating of “meets” is achieved.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Writing: Minority students and students needing to catch up exceeded the median growth percentile. Students eligible for Free/Reduced Lunch and students with disabilities did not meet the median growth percentile. In writing students eligible for Free/Reduced Lunch will increase the median growth percentile (MGP) to at least 50 until a rating of "meets" is achieved. In writing students with disabilities will increase the median growth percentile (MGP) to at least 55 until a rating of "meets" is achieved. *Celebrations:* When comparing the 1 year SPF and the 3 year SPF, minority students moved from "meets expectations" to "exceeds expectations" in reading. Students with disabilities moved from "approaching" to "meets expectations" in writing.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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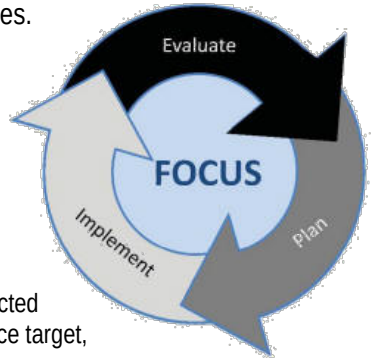
Section IV: Action Plan(s)

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



School Target Setting Form

Directions: Complete the worksheet below. 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/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	Students with disabilities are experiencing growth gaps in reading.	Subgroups will improve the MGP (median growth percentile) by 5% or to 52 if adequate growth was not met until a rating of "Meets" is achieved.	Subgroups will improve the MGP (median growth percentile) by 5% or to 52 if adequate growth was not met until a rating of "Meets" is achieved.	Scantron Growth Scores will be used beginning, middle and end of the year. AIMSWeb progress monitoring will be used weekly to progress monitor.	Continue to implement a consistent approach to Response to Intervention in reading to ensure supports are in place for all students.
		M	Students with disabilities and students needing to catch up are experiencing growth gaps in math.	Subgroups will improve the MGP (median growth percentile) by 5% or to 50 if adequate growth was not met until a rating of "Meets" is achieved.	Subgroups will improve the MGP (median growth percentile) by 5% or to 50 if adequate growth was not met until a rating of "Meets" is achieved.	Scantron Growth Scores will be used beginning, middle and end of the year. AIMSWeb progress monitoring will be used to progress monitor students with disabilities and "Bulldog Talk" students.	Implement a systematic approach to RtI specifically in the math content area to ensure supports are in place for all students.
		W	N/A	N/A	N/A	N/A	N/A

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

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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: Continue to implement a consistent approach to Response to Intervention in reading to ensure supports are in place for all students.
Root Cause(s) Addressed:

- There is a lack of data driven decisions made based on progress monitoring data.
- There is a lack of exposure to grade-level content with an appropriate level of rigor and expectations for students performing below grade level.

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				
Provide additional training in the PLC cycle with the Building Leadership Team (BLT) to support data driven decisions	Dec. thru May	Aug. thru May	Administration, Building Leadership Team	N/A	Building Leadership Team Agenda and Sign-in sheet	In progress
Implement "Bulldog Talk" during team PLC meetings to ensure supports are in place for struggling students. This ensures that Special Education and General Education teachers have time to collaborate every 3 weeks to monitor instruction and explicit interventions	Aug. thru May	Aug. thru May	Administration, Classroom teachers, Special Education Teachers	N/A	Administrative observations and "Bulldog Talk" agendas every three weeks during the school year.	In progress

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Utilize BURST Reading as an explicit, systematic reading intervention. In addition, provide additional PD with specific intervention strategies.	Aug. thru May	Aug. thru May		Local Funding/READ Act funding	Progress monitoring reports from Amplify. Staff development agenda/sign-in sheet	In progress
Create a master schedule that supports the inclusion model to provide students with disabilities and students needing to catch-up the opportunities to first instruction with support within the classroom as needed.	Aug. thru May	Review in May 2014- Update if necessary June. 2014	Administration, Building Leadership Team	N/A	Master calendar provided to all staff members	Completed- will continue to update/modify when necessary

* 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: Systematic approach to RtI specifically in the math content area to ensure supports are in place for all students. Root Cause(s) Addressed:

- Lack of a systematic system to identify and address specific students needs in math.
- Lack of exposure to grade-level math content with an appropriate level of rigor and expectations for students performing below grade-level.
- Lack of effective and explicit direct interventions in math for students at risk of low performance and/or growth.

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				
Provide additional professional development on specific math interventions to eliminate skill deficits.	Jan. thru May	Aug. thru May	All licensed staff members and administration	Local Funding	Staff development agendas, teacher observations, training videos	Not begun
Develop a system that allows us to collect data, analyze, and then determine appropriate interventions.	December 2013	Review in Aug. 2014	All licensed staff members and administration	Local Funding	Monitoring of assessments and growth through online forum	Not begun
Implement "Bulldog Talk" during team PLC meetings to ensure supports are in place for struggling students. This ensures that Special Education and General Education teachers have time to collaborate every 3 weeks to monitor instruction and explicit interventions	Aug. thru May	Aug. thru May	All licensed staff members, administration, and counselor	N/A	Administrative observations and "Bulldog Talk" agendas every three weeks during the school year.	In progress
Create a master calendar schedule that supports an inclusion model to provide students with disabilities and students needing to catch-up the opportunities to first instruction with support within the classroom as needed.	Aug. thru May	Review in May 2014- Update if necessary June. 2014	Administration, Building Leadership Team	N/A	Master calendar provided to all staff members	Completed- will continue to update/modify when necessary

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• Implement a consistent use of formative/summative assessments in math and answering the question "What are we going to do if they don't get it".	Jan. thru May	Aug. thru May	All licensed staff members and administration	Local Funding	Solution Tree training resources	Not begun

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

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Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

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

☐ 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				

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

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