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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: 6483 School Name: ODYSSEY 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%	-	-	74.24%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	64.91%	-	-	
		W	53.52%	-	-	50.19%	-	-	
		S	47.53%	-	-	52.27%	-	-	
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	30	-	-	53	-	-	
		M	49	-	-	53	-	-	
		W	43	-	-	51	-	-	
		ELP	-	-	-	52	-	-	

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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 X 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	Pamela Weyer, Principal
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	Phone	719-494-8617
	Mailing Address	6275 Bridlespur Avenue Colorado Springs, CO 80922
2	Name and Title	Rebecca Thompson, Assistant Principal
	Email	rthompson@d49.org
	Phone	719-494-8618
	Mailing Address	6275 Bridlespur Avenue Colorado Springs, CO 80922

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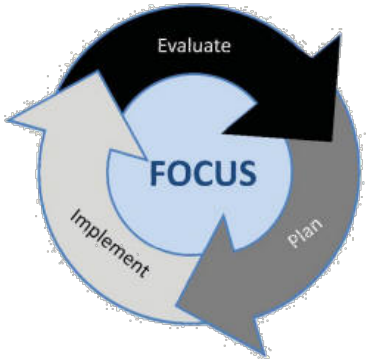
Section III: Narrative on Data Analysis and Root Cause Identification

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

<u>Description-</u> Odyssey Elementary is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K -5th grade school serving a diverse population of 550 students. We currently have a teaching staff of 40 dedicated and hardworking teachers. Students come to OES from a variety of cultural backgrounds. The school has approximately 43% of the students eligible for free/reduced lunch. OES is a Title I school.

<u>Team Involvement</u>- The Leadership team reviews data (to include SPF and Section 1 on the Unified Improvement Plan) annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. Observations are made and if programming

changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, and administration through our School Performance Frameworks. OES "meets" the state and federal expectation for academic achievement (overall), along with academic growth and growth gaps (subgroups).

Review of data sources- Using our 1 year SPF, we see that student growth is an area of celebration. Students are making adequate growth in all content areas. Even when we dig deeper, we see that the only subgroup where we are not meeting the state expectation is in the free/reduced lunch category for mathematics where we are approaching. Another celebration is that in the area of reading, the subgroup of "students needing to catch up" exceeds the state expectation. The school staff reviews the targets to see if adequate achievement and growth occurred and action steps to take if adequate measures have not been reached. We anticipate using school-wide DIBELS data more effectively in our 2014 UIP.

Data is analyzed from many sources to include TCAP, Scantron, DIBELS, and our new computerized intervention program, Lexia to see if data trends exist across multiple measures. DIBELS data has a great accessibility now with participation in the state grant received for Amplify (MClass), which allows for digital progress monitoring and accountability. This tool allows teachers and administrators to pinpoint areas of strength and growth areas easily. It also allows for viewing of progress monitoring data by all teachers who interact and support students with Reading. In all content areas, discussions around rigor are taking place to ensure students are ready for the increased expectations in regards to Colorado Standards.

While TCAP is an important measure, it is only one of the measures we use to determine whether students are continuing to grow academically. Historically, we have focused primarily on academic achievement of our students without dedicating the same focus on growth. This year, partly due to SB 191, our entire staff has increased our examining data relative to the growth of students in a variety of assessments. Teachers are individually looking at data to insure that students are making more than adequate growth to be successful. With the implementation of the READ Act, there is also more concentration to analyze DIBELS data to diagnose and intervene in wherever a child experiences a reading component deficit.

Scantron benchmark assessments give us a more frequent view of student performance over time as we analyze gains made from the beginning of the year, mid year, and end of the year. Skills are identified and interventions are applied to fill learning gaps.

Overall Achievement:

CSAP: We met the achievement targets for academic achievement and growth according to the state

- Longitudinal CSAP data-Reading (Prof. & Adv.)
  2011- 71%, 2012 – 74%, 2013- 74%
- Longitudinal CSAP data-Writing (Prof. & Adv.)
  2011-61%, 2012 – 57%, 2013-50%

- Longitudinal CSAP data- Math (Prof. & Adv.)
  2011-64%, 2012 -70%, 2013-65%
- Longitudinal CSAP data- Science (Prof. & Adv.)
  2011-57%, 2012 -59%, 2013- 52%

Assessment	2010	2011	2012	2013
3rd Grade Reading	75%	73%	80%	68%
4th Grade Reading	76%	61%	70%	79%
5th Grade Reading	79%	80%	69%	74%
3rd Grade Writing	53%	50%	47%	44%
4th Grade Writing	54%	65%	41%	51%
5th Grade Writing	72%	68%	56%	50%
3rd Grade Math	82%	60%	66%	63%
4th Grade Math	74%	67%	66%	72%
5th Grade Math	75%	66%	67%	58%

While making a consistent 3% growth each year is our goal, it is also important for us to consider how cohort groups of students are performing over the course of the year to see if they are making adequate gains. Scantron allows us to consider scores by teacher, subgroup and grade to determine which groups to target and which skills are lacking. Over the course of the next 2 years, we will continue to track the progress of all subgroups so that interventions and instructional strategies are aligned with the students with the most need.

Scantron: 2010-11 Gains

- Reading- +182
- Language Arts- +159
- Math- +142
- Science-+140

Scantron: 2011 –12 Gains

- Reading +183
- Language Arts +133
- Math +160
- Science +116
-

Scantron 2012-13 Gains

- Reading- +178
- Language Arts- +161
- Math- +131
- Science- +117

Notable Trends and Priority Challenges:

The priority challenges for our school are:

1. Academic Achievement- 3% growth in all academic areas each year
2. Academic areas of math and writing are "approaching" the state expectation in achievement (3 year) but "meet" for (1 year)
3. Students eligible for free/reduced lunch are approaching the state expectation for academic growth in math
4. Students needing to catch up in reading exceed the state expectation
5. Positive trends include an increase in student growth and growth gaps in all subject areas

Root Cause & Verification:

Because our academic growth meets the state expectation, we focused on determining a root cause for academic achievement in writing and math. Our school has a free/reduced lunch population of over 40% and the student needs are changing as this number continues to rise. The following root causes were determined by a team:

1. We need to examine and verify that our assessments in writing and math are aligned with the curriculum. Communication between support staff and regular education teachers is critical to provide a cohesive and consistent approach to the curriculum. In writing we need a school-wide alignment of both expectations by grade level, practice in evaluating written assignments and to continue our newly consistent approach to teaching writing. In math, we need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.

2. Previous teacher evaluation model did not always provide enough detailed feedback and coaching on a consistent basis to support teachers in growth.

3. In order for adequate academic achievement and maximized growth to occur, students must have their initial need met: the need for a safe, orderly and inviting learning environment.

Stakeholder Plan Development:

Our School Advisory Committee (SAC) examined our School Performance Framework to consider possible causes as well as strategies to address the areas our school did not meet the state expectation. The principal and assistant principal met with all grade level teams and support teachers to examine root causes and build an action plan to address the causes. The School Advisory Committee (SAC) reviewed the School Performance Framework to consider the data and suggestions for improvement in all areas where we did not meet the state expectation for growth gaps. Central Office administrative staff will also review the plan. Action steps are posted throughout the school to inform our school community of the steps we will take to address student achievement. Parent involvement will include an annual STEM night when families will be able to participate in activities to enhance math and science skills. Preschool parents are always invited to participate in any activities where parents are invited. We also have annual presentations to parents to explain how Title programs/interventions and schoolwide initiatives support all students but specifically students who have academic struggles in reading, writing or math.

The School Advisory Committee (SAC) is informed of the Title I budget that was created at the end of the previous year. The principal and/or Title I interventionists present the types of Title I interventions to be used throughout the year at a yearly SAC meeting. In addition, at our Back to School Night parents are informed that we receive Title I funds to support literacy and math in our school.

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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)	By the end of the 2012-2013 school year, 72% of the students will score proficient or advanced overall on math	The target was not met. Math achievement based on the average of three grade levels' performance is 65%. This is 7% below our target.	Teachers began implementing new standards and the gaps caused by the new standards have not had enough time to close. Teachers have not had enough time to create classroom assessments to meet all of the new common core standards.
Academic Growth	By the end of the 2012-2013 school year, the Median Growth Percentile for academic growth in math will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 45) (MGP of 55 if below adequate growth percentile, MGP of 50 if above adequate growth percentile)	The target was met. Our median student growth percentile in Math was 53 as measured by MGP. We needed to achieve a score of 49 for MAGP, therefore achieving it by 4 percentile.	Teachers are working hard on implementing the new standards and trying to close the gap caused by the shift from the previous standards to the new common core standards.
Academic Growth Gaps	By the end of the 2012-13 school year, the Median Growth Percentile for academic growth gaps in reading subgroups will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 50 if above adequate growth percentile	The target was not met. Our median student growth percentile in Reading (Students with Disabilities) was 44 as measured by SGP and is at the approaching level.	We are meeting or exceeding the state target in 4 of the 5 subgroups but we may not have been using the proper intervention for students with disabilities. New interventions are being implemented in the 2013-2014 school year.
	By the end of the 2012-13 school year, the Median Growth Percentile for academic growth gaps in math subgroups will meet the Median Adequate Growth Percentile as shown in	The target was not met. Our median student growth percentile in Math (Free/Reduced Lunch Eligible (42), Minority Students (50), Students with Disabilities (47), and Students needing to catch up(54) as measured by	Interventionists were used in the primary grade levels to help close these gaps in the early years of elementary school and this year we added them to the intermediate grade levels.

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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.
	the SPF (MGP of 55 if below adequate growth percentile; MGP of 50 if above adequate growth percentile	SGP and is at the approaching level.	
	By the end of the 2012-13 school year, the Median Growth Percentile for academic growth gaps in writing subgroups will meet the Median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 50 if above adequate growth percentile	This target was met in the sub groups of Free/Reduced Lunch Eligible (47), Minority Students (51), and English Learners (65) but not in the sub groups of Students with Disabilities (55) and Students needing to catch up (55) as measured by SGP and is at the approaching level.	The school began a new writing program 2 years ago to help close the gaps in writing. This year the writing program has been updated to include the common core standards and teachers are learning the changes made to the program.
	This will be judged in the areas of: Free/Reduced lunch subgroup Minority subgroup Students with Disabilities subgroup Students needing to catch up subgroup		
Postsecondary & Workforce Readiness	n/a	n/a	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading Proficient & Advanced combined for 3rd-5th grades: 2011-77%; 2012-74%; 2013-74% • Overall reading achievement continually meets the state expectation • Students needing to catch up and English learners exceed state expectations. • Students With Disabilities are Approaching the State expectation	N/A	N/A
	Math Proficient & Advanced combined for 3rd-5th grades: 2011 – 64%; 2012-70%; 2013-64% • Academic growth meets the state expectations in Math. • Math achievement is stagnant but student growth is going up.	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
	Writing Proficient & Advanced combined for 3rd-5th grades: 2011-61%; 2012-48%; 2013-49% • Writing achievement scores have decreased since the start of the new writing program.	N/A	N/A
Academic Growth	We have met the states expectations for growth in reading, math, and writing. Our median growth in each area over three years is: Reading- 51, Math 49 and Writing 49	n/a	n/a
Academic Growth Gaps	Reading: • Student with disabilities continue to be approaching the state expectation and are currently at 44 but need to grow to 76. • English Language Learners as well as students needing to catch up in reading exceed the state expecations	• Over a 3 year period, Students with Disabilities are approaching state expectations.	Students with disabilities are being better identified for specific needs and those areas are being addressed. Reading interventionists were only used in the primary grades last year. This year every grade level is utilizing an interventionist.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math: • Math is the greatest area of need in all subgroups except English Language Learners, which exceeds the state expectation • Students with disabilities subgroup had a the largest gap (33 percentile points) and are approaching the state expectation • Students needing to catch up had a gap of 21 percentile (up from 26 last year) and are approaching state expectation • English Learners are meeting the states expectation. Writing: • Over three years, all subgroups meet the state expectation for writing. • English Language Learners exceed the state expectation for writing	• Over a three year period, all subgroups are approaching the state expectation in math, except English Language Learners who meet the state expectation • We have no proiority performance challenges in writing	Schedules have not appropriately been planned to accommodate for to aligning math expectations with Common Core state standards and grade level skills and to create common formative assessments to drive their instruction at a more intentional level. Schedules must be structured and programs are needed to provide differentiated instruction to meet the learning needs of all students. Math interventions are needed to address the needs of all learners in the area of math. This is the first year we have implemented interventions through the use of a math interventionist at all grade levels.
Postsecondary & Workforce Readiness	n/a	n/a	n/a

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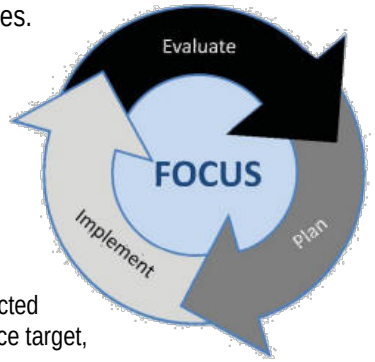
Section IV: Action Plan(s)

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 not making adequate growth in reading	By the end of the 2013-14 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved	By the end of the 2014-15 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved	Scantron benchmark assessments scale scores-administered 3 times during the year (August, December & May) in reading will meet or exceed the Scantron growth targets for all grades (3-5)	Develop and use a collaborative process that ensures that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners.
		M	Free/Reduced lunch eligible subgroup is not making adequate growth in math	By the end of the 2013-14 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met until	By the end of the 2014-15 school year, (Student Subgroups) will increase the median growth percentile (MGP) to at least 50 if adequate growth was met or 55 if adequate growth was not met	Scantron benchmark assessments scale scores-administered 3 times during the year (August, December & May) in math will meet or exceed the Scantron growth targets for all grades (3-5)	Develop and use a collaborative process that ensures that all teachers are delivering instructional units, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the

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				a rating of "Meets" is achieved	until a rating of "Meets" is achieved		needs of all learners.
		W	n/a	n/a	n/a	n/a	n/a
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a

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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, lessons and assessments that are aligned with Colorado Academic Standards, while addressing the needs of all learners.

Root Cause(s) Addressed: We need to examine and verify that our assessments in writing and math are aligned with the curriculum. Communication between support staff and regular education teachers is critical to provide a cohesive and consistent approach to the curriculum. In writing we need a school-wide alignment of both expectations by grade level, practice in evaluating written assignments and to continue our newly consistent approach to teaching writing. In math, we need to teach curriculum in a variety of ways to engage all learners and at a rigor that is aligned with standards.

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

☐ State Accreditation X 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				
Train staff to unwrap standards and use PLCs to unwrap standards and create common assessments	August – May 2013-14	August – May 2014-15	Administration All classroom & Discovery teachers	n/a	Quarterly checks of notebooks by administration at PLC meetings	In progress
Support the creation of working notebooks, by grade level, to house all standards, common assessments and rubrics.	August – May 2013-14	August – May 2014-15	Administration All classroom & Discovery teachers	n/a	Quarterly checks of notebooks by administration at PLC meetings	In progress
Students in grades preK-5 will receive supplemental instruction using the Lexia intervention program to close the learning gaps in reading	August – May 2013-14	August – May 2014-15	All classroom teachers K-5	Federal funding: Title I $ 8,030	Lexia reports of growth	In progress
Students in grades K-5 will receive supplemental instruction using the IXL	August – May	August – May	All classroom teachers K-5	Federal funding: Title I	IXL reports of growth	In progress

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intervention program to close the learning gaps in math	2013-14	2014-15		$ 2,500		
Specific students in need K-5 will be instructed through a Title I interventionist using specific intervention programs in the areas of Math and Reading.	August – May 2013-14	August – May 2014-15	Title I intervention teachers	Federal funding: Title I 3 interventionists = $54,000 Workmen's Comp = $10,260	# of students who are progress monitored each week by interventionists and # of students who exit the support programs	In progress
Interventionists will be professionally trained in research based intervention programs	August – May 2013-14	August – May 2014-15	Title I intervention teachers	Federal funding: Title I $3,703	# of students who are progress monitored each week by interventionists and # of students who exit the support programs	In progress
Increased use of technological resources to enhance targeted interventions for Tier 1, 2, and 3 students	August – May 2013-14	August – May 2014-15	All classroom teachers K-5	Federal funding: Title I $92870	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In progress
Language! will be utilized as an intervention for our most 'in need' students to address issues with Dyslexia	August – May 2013-14	August – May 2014-15	Title I intervention teachers and SLD Teachers	Federal funding: Title I $2,766	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In progress
'Parent Involvement Nights' will help educate parents in how to best help their child to succeed in reading	August – May 2013-14	August – May 2014-15	Title I intervention teachers	Federal funding: Title I $5,500	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In progress
Use of Envisions Common Core resource kits will allow teachers to teach Common Core Math Standards	August – May 2013-14	August – May 2014-15	All classroom teachers K-5	Federal funding: Title I $6,600	Increased number of students achieving 'on grade level' (no risk) scores in Math Scantron	In progress
Provide an on-line assessment and progress monitoring tool (mclass) that supports the RtI process and helps 4th and 5th grade teachers to determine gaps in their students' understandings	August – May 2013-14	August – May 2014-15	4th and 5th grade teachers	Federal funding: Title I $2,744	Increased number of students achieving 'on grade level' (no risk) scores in Dibels/Scantron	In progress
Provide substitute coverage to allow teachers to observe other teachers	August – May	August – May	All classroom teachers K-5	Federal funding: Title I $200	Increased number of students achieving 'on grade level' (no	In progress

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using differentiated instruction and interventions	2013-14	2014-15			risk) scores in Dibels/Scantron	
Consult with district CIA personnel to strategize on how to increase our identification of gifted learners in order to support them in their academic growth	August – May 2013-14	August – May 2014-15	Administration All classroom teachers G/T Teacher		Increased number of students identified as gifted	Not started
Provide professional development to each team leader in order to increase their math teaching with the Common Core and Colorado State Math Standards	April 2014		Admin and all team leaders	Title funding $6290	Quarterly checks of PLC notebooks for implementation of new learning	Not started

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

Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.
Root Cause(s) Addressed: Previous teacher evaluation model did not always provide enough detailed feedback and coaching on a consistent basis to support teachers in growth.

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

☐ State Accreditation X 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 All staff	n/a	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 at each staff meeting. This book study is also available on-line.	August – May 2013-14	August – May 2014-15	Administration All staff	n/a	Quarterly compilations of walkthroughs in the iobservation program	In progress

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Present iobservation Academy to staff and offer classes through iobservation Academy for additional learning and understanding	August – May 2013-14	August – May 2014-15	Administration All staff	n/a	Quarterly compilations of walkthroughs in the iobservation program	In progress
Ongoing communication and coaching through the use of iobservation conferences and discussions	August – May 2013-14	August – May 2014-15	Administration All staff	n/a	Quarterly compilations of conferences and discussions in the iobservation program	In progress
Train the "Lead Team" to guide their grade level PLC in using the book to support their understandings of learning scales and rubrics.	August – May 2013-14	August – May 2014-15	Principal Lead Team Members All staff	n/a	Quarterly compilations of walkthroughs in the iobservation program – use of rubrics/learning scales in Element #1	In progress

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

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Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the *Capturing Kids' Hearts* relational framework.

Root Cause(s) Addressed: In order for adequate academic achievement and maximized growth to occur, students must have their initial need met: the need for a safe, orderly and inviting learning environment.

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

☐ State Accreditation X 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	n/a	Attendance roster	Completed
Teachers will create class 'social contracts' at the beginning of each school year	August 2013	August 2014	All classroom and Discovery teachers	n/a	Observable class contracts in each classroom	Completed
Greet all students at the start of the day in some manner either physically or verbally	August – May 2013-14	August – May 2014-15	All classroom and Discovery teachers	n/a	Observation and periodical checks by administration	In progress
Principal greets students at front door and Assistant Principal greets students in the hallways before the day begins	August – May 2013-14	August – May 2014-15	Administration	n/a	Observation by students, teachers and parents	In progress
All school personnel will utilize the "4 Questions" from the Capturing Kid's Hearts program to help redirect a child who is not following the rules of the contract	August – May 2013-14	August – May 2014-15	Administration and All classroom and Discovery teachers	n/a	Observation and periodical checks by administration	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	n/a	Quarterly reports and outcomes from committee meetings	In progress

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			Representatives			

* 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)