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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: 9706 School Name: WOODMEN HILLS 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%	-	-	84.29%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	86%	-	-	
		W	53.52%	-	-	67.81%	-	-	
		S	47.53%	-	-	54.55%	-	-	
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	22	-	-	35	-	-	
		M	37	-	-	45	-	-	
		W	36	-	-	56	-	-	
		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: Approaching * 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):

☐ 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	Kelly Warren, Principal
	Email	kmwarren@d49.org
	Phone	719-492-0154
	Mailing Address	8308 Del Rio Road, Peyton, CO 80831
2	Name and Title	Mike Miller
	Email	mrmiller@d49.org
	Phone	719-495-5500
	Mailing Address	8308 Del Rio Road, Peyton, CO 80831

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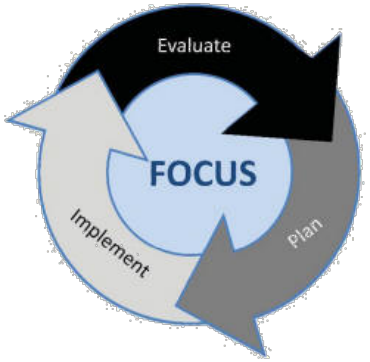
Section III: Narrative on Data Analysis and Root Cause Identification

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:

School Setting: WHES is a neighborhood school with a growing population of students with Individualized Education Plans and program classrooms. We are well known for our high levels of student achievement and our special education services.

Process for Data Analysis: We pulled data from Alpine Achievement to review the following: WHES Status and trends, School Performance Frameworks for WHES, Special Education Growth Disaggregation to understand median growth percentiles and growth categories such as Low Growth, Typical Growth, and High Growth in Reading Writing and Math. We also looked at GT data in comparison to how our state did with this population. An in-depth look at our Executive Summary Report and Longitudinal Proficiency Levels for grades 3, 4, and 5 were also considered. Non-TCAP results such as the CDE RtI Classroom Level Survey Results were also used to determine current levels of functioning and growth areas for our Building RtI System. Data Posters were presented during our staff meeting and teachers were asked to analyze each data poster, come up with strengths and challenges for each category/data poster, and then create their list of top three strengths and challenges for our school based on the data. Information was tabulated and shared at our team lead meeting. Team Leads and administration analyzed and prioritized our challenges to be related to growth in all areas with our students with disabilities, growth in reading across all TCAP grade level students to include our GT students. Team Leads continued to work

on reflecting about why some of our previous targets were not met, root causes for our priority performance challenges, defining this year's school targets and major improvement strategies, and action steps to achieve our targeted improvement. A rough draft of our UIP was then taken back to our each professional learning community team by grade level for additional feedback teams. This feedback was used to make final adjustments to our UIP. Administration then created a one-page summary of our UIP to pair the document down to include critical information for our staff to move forward with the implementation of our improvement strategies.

Review of Current Performance:

WHES Strengths:

- WHES typically performs well in terms of performance with our overall population of students.
- Although we didn't make our growth and performance goals with our students with disabilities, we are seeing growth in all areas. From 2012 to 2013 the median growth %tile in reading increased from 29 to 34. From 2012 to 2013 the median growth %tile in math increased from 31 to 38. From 2012-2013 the median growth %tile in writing increased from 25 to 46.
- WHES surpassed the state average for % students scoring advanced in 3rd Grade Reading, Writing, and Math; 4th Grade Writing and Math; and 5th Grade Math. We also met the state average for % of students scoring advanced in 4th Grade Reading.
- Unsatisfactory levels for IEP students were lower than district and state in all areas.
- Proficient levels for IEP students were higher than district and state in all areas.

WHES Challenges:

- WHES typically does not perform well in terms of student growth with students with disabilities. (Academic Growth Gaps)
- Per our School Performance Framework, we are rated "Does Not Meet" in Reading for Students with Disabilities and Students Needing to Catch Up. Our median growth percentile for students with disabilities was 33 with an adequate median growth percentile of 45. Our median growth percentile for students needing to catch up was 39 with an adequate median percentile of 53.
- Per our School Performance Framework, we are rated "Does Not Meet" in Math for Students with Disabilities.
- As compared to the rest of our district, WHES has the lowest median growth in Reading with 36%.
- WHES scored below the state average for % students scoring advanced in 5th Grade Reading, Writing, and Science.

Trend Analysis:

Trend Analysis over the last six years revealed the following:

- 4th Grade Reading was at a six-year high with 90% of our students scoring proficient and advanced.
- 4th Grade Writing was at a six-year high with 78% of our students scoring proficient and advanced.
- 4t Grade Math was at a six-year high with 90% of our students scoring proficient and advanced.
- 3rd Grade Math was at a six-year high with 92% of our students scoring proficient and advanced.
- 5th Grade Reading was at a six-year low with 76% of our students scoring proficient and advanced.
- 5th Grade Writing was at a six-year low with 62% of our students scoring proficient and advanced.
- Our 1 year SPF was better that our 3 year SPF and overall growth has increased from approaching to meets.
- 4th grade trended upwards in all subject areas.
- Overall, scored above the district and state in all assessment areas.
- 3rd and 4th grade scored above the state and district averages in reading, writing, and math.
- Students with disabilities are not making enough growth in any area.

Priority Performance Challenges: Academic Growth Gaps with students with disabilities in reading, writing, and math.

Root Cause Analysis:

- Our special education population continues to grow at WHES. Our student count related to students with disabilities taking TCAP grew significantly between 2012 and 2013 going from 33 to 51. This number doesn't include students that are serviced by our Severe Needs and Developmental Delays Classrooms.
- Our school has a wide range of programs to serve our students with disabilities to include 2 Severe Needs Classrooms, 1 Development Delays Classroom, and 2.5 teachers serving our other students with individualized education plans. We service more students with IEP's than any other elementary in our district. We may need to consider a more equitable way to serve students within our zone and district as not to overwhelm one school.
- District and then Building focus on an overwhelming amount of paperwork instead of a focus on effective interventions and service time with our students with Individualized Education Plans.
- Training for special education teachers has not been on instructional strategies that are effective for our students with Individualized Education Plans but on district paperwork and compliance.
- Lack of an effective building wide RtI plan that first focused on 5-7 power standards, assessments to evaluate progress on the power standards, and interventions developed by grade level to address challenges in mastering the power standards in reading, writing, and math.
- Lack of a systematic reading intervention program such as Burst.
- Lack of effective progress monitoring of reading instruction.
- Lack of focus in the area of reading in the last 3 years. (Math and Writing were our major focus areas)
- Lack of adequate training for teachers related reading intervention.
- Lack of cohesiveness and coordination of interventions in all areas with our regular education and special education teachers within our RtI system.
- Lack of focus on student data in Special Education PLC's
- Lack of 100% of our staff believing in "we are all responsible for each child's growth" to include our students who receive special education services

Pairing Down of Root Causes:

Lack of a complete RtI system

Lack of a research based intervention program for reading

Possible overload of special needs programs at one school

Mal-aligned special education practices with student growth philosophy

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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)			Reading intervention has not been a main focus at WHES for the last few years. We believe there has been a lack of intervention tools/training to meet student needs in the area of reading. Power standards have not been implemented in the past for reading, writing, and math. Therefore, skimming of concepts with equal priority took place instead of ensuring in depth learning occurs with prioritized essential learning. Although we are making improvements to our RtI understanding, we are still working on a complete system. Team Leaders and administration went to training on how to create an effective RtI system, so the knowledge is becoming clearer for a handful of our staff members. Improvements are needed in the structure and implementation of our RtI System as it relates to our professional learning communities. There is also a lack of complete buy-in looking at the growth of our students along with achievement. WHES has
Academic Growth	Reading: By the end of 2012-2013 school year, WHES will meet SPF growth expectations in the Reading with MGP of 60.	We did not meet the target, WHES for 2012-2013 in Reading. Our MGP was 35 in area of Reading with the state requirement of 43.	
	Math: By the end of 2012-2013 school year, WHES will meet SPF growth expectations in Math with MGP of 55. Writing: By the end of 2012-2013 school year, WHES will meet SPF growth expectations in Writing of 55.	We did not meet the target, WHES for 2012-2013 in Math. Our MGP was 45 in the area of Math with the state requirement of 45. We did meet the target, WHES for 2012-2013 in Writing. Our MGP was 56 in the area of Writing with the state requirement of 45.	
Academic Growth Gaps	Reading: By the end of the 2012-2013 school year, the school will meet SPF growth expectations for students designated as Students with Disabilities (MGP of 55 if below adequate growth percentile; MGP of 60 if above adequate percentile.	We did not meet the target, WHES for 2012-2013 school year in Reading. Our MGP was 33 in the area of Reading with the state requirement of 55.	
	Math: By the end of the 2012-2013 school year, the school will meet SPF growth expectations for students designated as Students with Disabilities (MGP of 55 if below adequate growth percentile; MGP of 62 if above the	We did not meet the target, WHES for 2012-2013 school year in Math. Our MGP was 39 in the area of Math with the state requirement of 55.	

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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.
	adequate growth percentile. Writing: By the end of the 2012-2013 school year, the school will meet SPF growth expectations for students designated as Students with Disabilities (MGP of 55 if below adequate growth percentile; MGP of 63 if above adequate growth percentile.	We did not meet the target, WHES for 2012-2013 school year. Our MGP was 48 in the area of writing with the state requirement of 55.	typically done well with achievement, but not as well with growth. WHES leadership will need to focus UIP goals and updates with staff based on growth to help with the shift in thinking. Ongoing professional development and focus is needed to sustain and build systematic automaticity with the integration of our two writing programs. (Every Child a Writer and Layers of Writing)
Postsecondary & Workforce Readiness	NA		

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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)	Academic Achievement Woodmen Hills Elementary continues to meet all state requirements for academic achievement in reading, writing, math and science. Woodmen Hills Elementary scores well above the state average in every grade level in every subject. 3rd Grade reading 83% /State 73% 4th Grade reading 90%/state 68% 5th Grade reading 76%/state70% 3rd grade writing 61%/state 51% 4th grade writing 78%/state 53% 5th grade writing 62%/state 57% 3rd grade math 92%/state 72% 4th grade math 90%/state 72% 5th grade math 74%/state 65% Over the past three years achievement scores in 4th grade have trended upwards in Reading, Writing, and Math at Woodmen Hills. However in 3rd and 5th grade, over the past three years, scores have trended downwards or remained relatively flat.	N/A	N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	Academic Growth Woodmen Hills Elementary received an overall rating of "Meets" for the academic growth indicator. Although we received a rating of "meets" in writing and math, we continue to only be "approaching " in reading. An improvement has been made from the 1 year to 3 year SPF in which Academic growth indicator shows that we moved from approaching on our 3 year SPF to meets on the 1 year SPF.	N/A	N/A
Academic Growth Gaps	Academic Growth Gaps Woodmen Hills Elementary continues to be "Approaching'" in the Academic Growth Gap Indicator. We continue to struggle to close the gaps for all subgroups in Reading. Our SPF indicates that growth gaps are widening for students needing to catch up. In Math, we continue to meet the needs of students in the free and reduced category, however we continue to have significant growth gaps for students with disabilities as the SPF shows that we continue with a rating of "does not meet" for this subgroup and by comparing the 3year SPF to the 1 year SPF, we see that growth gaps are widening for minority students as our	Students with disabilities at WHES are not making adequate growth in reading, writing, and math. In the area of reading we had 52% of students having low, 26% typical growth, and 22% high growth. In the area of writing we had 42% low growth. 23% typical	Lack of a complete RtI system Lack of a research based intervention program for reading Possible overload of special needs programs at one school Mal-aligned special education practices with student growth philosophy

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	rating fell from "meets" to "approaching". In writing Woodmen Hills Elementary continues to receive a rating of "meets" overall for writing with an improvement from meets to exceeds for students in the free and reduced lunch eligible category. However, we still continue to struggle to close the gaps for students with disabilities.	growth, and 35% high growth. Math 42% low growth, 31% typical growth, and 27% high growth. (See attached graphs)	
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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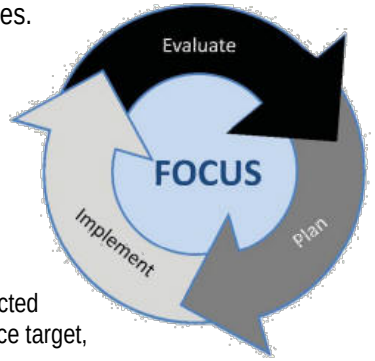
Section IV: Action Plan(s)

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					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	Students with disabilities at WHES are not making enough growth in reading, writing, and math. In the area of reading we had 52% of students having low, 26% typical growth, and 22% high growth. In the area of writing we had 42% low growth., 23% typical growth, and 35% high growth. Math 42% low growth, 31% typical growth, and 27% high growth.	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Scantron Dibels Burst Aimsweb (for which areas)	1. Continue to improve our RtI System (Completion of Power Standards, Common Assessments for power standards, Use of power standards in lesson planning, goal setting, and use of regular education common assessment in special education intervention time, planned interventions for

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							each power standard at each grade level to ensure mastery of prioritized content. 2. Implementation of a research based reading intervention program. 3. Advocate for systemic change in philosophy and paperwork with our special education teachers and leadership. Inclusion of special education teachers in regular education PLC's Increased focus on student growth data in Special Education PLC's
		M		Student subgroups will increase the median growth	Student subgroups will increase the median growth		

				percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.		
		W		Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Student subgroups will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.		

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

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Continued Implementation of a Building RtI System_ _ Root Cause(s) Addressed: ____Lack of a complete RtI System_____

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 Rti training to all teachers in the areas considered to be "Emerging" based on the CDE RtI Classroom Level Survey Results.	By April of 2014		RtI Committee Members Principal Assistant Principal Team Leads	N/A	Measures of what the adults are doing. Ex. We are going to provide training for RtI- can use sign in sheets from the training as evidence. Training is complete.	Not Begun
Grade level identification of Power Standards for Reading, Writing, and Math	By the end of 3rd Quarter		Grade Level Teacher Teams Principal Assistant Principal	N/A	1. Completion of Power Standards for Reading 2. Completion of Power Standards for Writing 3. Completion of Power Standards for Math	Not Begun Not Begun In Progress
Creation of common assessment to correlate with each of the power standards in reading, writing, and math.		By the end of 1st Quarter	Grade Level Teacher Teams	N/A	1. Completion of common assessments aligning	Not Begun

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			Principal Assistant Principal		with reading power standards. 2. Completion of common assessments aligning to writing power standards. 3. Completion of common assessments aligning with math power standards.	Not Begun In Progress
Creation of an intervention plan for students not showing mastery of the power standards/common assessments in Reading, Writing, and Math.				N/A		
Revamping and Redefining our Building RtI Intervention Team		By the end of 1st Quarter	RtI Committee Team Principal Assistant Principal	N/A	1. Defined Intervention Team. 2. Defined Schedule for RtI meetings. 3. Defined function of our RtI Intervention team with clear articulation of building thinking shifts.	Not Begun Not Begun 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 #2: Implementation of researched based reading intervention program to include participation from general education and special education teachers and paraprofessionals._____ Root Cause(s) Addressed: _____Lack of a research based reading intervention program_____

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				
Implementation of Burst, a researched based intervention program	1.By the end of 1st Quarter 2. By November, 2013 3.By the end of 1st Quarter 4. By the end of 3rd Quarter		Principal, Assistant Principal, Burst Trainers K-5 Teachers Special Education Teachers Interventionists	Burst Intervention Materials and Seats for K-5 $14,000 Purchase of iPads for all teachers using the Burst $16,000 Zone/Building/PTA Funds	1. Purchase of Burst Intervention materials for K-5 teachers and participating Special Education Teachers with 100% acquiring the materials needed to fully implement the intervention with fidelity. 2. Purchase of iPads for each participating teacher to progress monitor using Burst. 3. Full implementation of Burst intervention groups 4. Progress monitoring with fidelity with 90% of students being progress monitored on time.	1.Completed 2.Completed 3.Completed 4. In Progress
Action Research related to intervention being provided within literacy block and outside the literacy block	By May of 2014		K-5 Teachers Special Education Teachers Principal	None	An end of the year DIBELS/Burst data comparison will be completed to demonstrate which model/schedule of intervention is most effective.	Not begun

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			Assistant Principal Instructional Coach			
Create an Intervention schedule	By the end of 1st Quarter		Burst Trainers Principal Assistant Principal	none	Completed intervention schedule for BOY and MOY	In Progress
Burst Intervention Training	By the end of 1st Quarter		Burst Trainers Principal Assistant Principal	N/A	All Burst providers will attend an all day training about the program as evidenced by sign-in sheets from training.	Completed

* 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: To implement philosophy change in special education focus to optimal students growth and to continue growth in inclusion practices at WHES. _____ Root Cause(s) Addressed: _ Possible overload of special needs programs at one school and mal-aligned special education practices with student growth philosophy_____

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				
Special Education Teachers/Case Managers will provide a one page IEP Summary to classroom and specials teachers in order to increase communication and critical information dissemination.	By August 2012		Special Education Teachers Principal Assistant Principal	N/A	Special education teachers will provide and IEP Summary, using a specified template, to 100% of teachers with students with IEP's by the end of August each year as evidenced by the results of a staff survey.	Completed in August 2012.
Evaluation of special needs programs to consider building overload and alternative program placements within our zone	By May 2012		Zone Leader Principal Assistant Principal Special Education Teachers	N/A	Compare/Contrast Analysis will be completed to compare the number of students with IEP's at each building to include the number of students in our special education specialty programs.	In Progress
Special Education teachers attending at least one grade level PLC each month	By October 2012		Special Education Teachers		As evidenced by attendance log information from K-5 PLC's.	In Progress
Shifting Special Education Teacher PLC's to include 10 minutes of student growth data discussion each week.	By the end of 3rd Quarter		Special Education Teachers	PLC training for 3 team members $2,000	10 minutes of each PLC will be dedicated to growth data discussions as measured by	Not Begun

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			Team Leader for our Special Education Team Principal Assistant Principal		the weekly agenda.	
Special Education Teachers will focus on seeing their student intervention groups for 80% of the school week.	By the end of 3rd Quarter.		Special Education Directors Zone Leader Special Education Teachers Principal Assistant Principal	Permission from special education directors to serve students during 80% of Minimizing the paperwork process in special education for the benefit of student growth. Giving special education teachers at least a week's notice about reports or information needed by our district office in order for teachers to utilize their staffing day to provide needed updates.	As measured by survey results for our special education teachers	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.

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)