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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: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING 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%	71.43%	-	76.13%	85.11%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	77.27%	62.77%	-	
		W	53.52%	57.77%	-	62.34%	64.89%	-	
		S	47.53%	48.00%	-	54.72%	52.17%	-	
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	27	22	-	51	61	-	
		M	43	65	-	52	63	-	
		W	39	41	-	50	55	-	
		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.	-	-	-	

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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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.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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?	The school received corporate donation in 2012-2013 for a classroom set of iPads used in a math class.
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	The school has not participated in these reviews.
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.	The school received a two day site visit review from the Colorado League of Charter Schools in the 2012-2013 school year.

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: _____

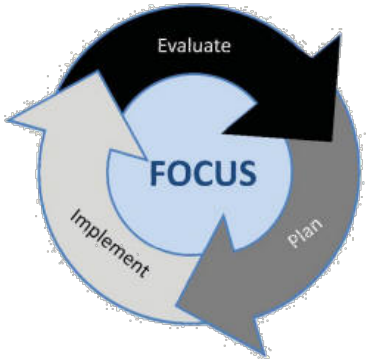
School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Don Knapp, Principal
	Email	don.knapp@ppsel.org
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831
2	Name and Title	Dean Jaeger, Teacher
	Email	dean.jaeger@ppsel.org
	Phone	719-522-2580
	Mailing Address	11925 Antler's Ridge Dr Falcon, CO 80831

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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:

Process:

The School Accountability Committee (SAC) of Pikes Peak School of Expeditionary Learning (PPSEL) consists of members representing various departments and stakeholders. Parents, teachers, and administration contribute to the development of this plan. This plan will be presented to the District Accountability Advisory Committee and the Falcon D49 School Board.

Celebrations:

Pikes Peak School of Expeditionary Learning has seen significant improvement over the last three years. The school has moved from an Improvement rating to a Performance rating, and maintaining that Performance rating for the 2nd year in a row, which means the school hit its target.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

PPSEL felt especially successful in their use of data and implementing SMART goals based on this data. Each teacher held more ownership of their data and made instructional choices based on this data.

PPSEL's Middle School, in particular, found many areas of success in TCAP, with several areas not only meeting standards, but exceeding standards. In particular, PPSEL's 8th grade reading students performed in the top 1% of the state in terms of achievement.

Areas that the school found success in where as follows:

- Student engagement at Pikes Peak School for Expeditionary Learning is exceptionally high. This was an area of significant focus for the school over the last few years and staff's efforts were very apparent to an outside team of observers.
- Pikes Peak School for Expeditionary Learning has a very positive, healthy climate. This is reflected in the physical space, the work on the walls in classrooms and hallways, interactions among students and teachers, and the comments of parents and board members. Everyone with whom the team spoke feels safe and supported in this environment.
- The school has been intentional and successful in developing a culture that reflects the school's mission. The culture is tangible and can be easily observed in the character traits that are seen everywhere and are referenced in teachers' lessons, student demonstrations of work throughout the building, and programs like "Families" and "Buddies" that serve to connect students across classrooms and grade levels.
- The term "open door policy" is frequently used by all constituents to describe one aspect of the school's culture. Leadership team's willingness to provide documentation, be transparent, and answer endless questions, as well as in the teachers' willingness to open up their classrooms to outside observers.
- Constituents general indicate a strong commitment to the school and its mission. There's no question that students and families at PPSEL are highly invested.
- The use of learning targets is pervasive – they are reflected in each teacher's daily objective, students understand the purpose of learning targets, they are displayed with student work, and they are integrated into expedition plans.
- Parents seem content with communication from the school. The administrator has spent effort creating systems of communication. The teacher pages on the website and the student planners, in particular, were identified as effective tools for engaging and connecting parents with the work happening in the school.
- The PPSEL Work Plan, developed in conjunction with Expeditionary Learning, has helped the school with a focus on Lesson Design and the Core Practice Benchmarks of Expeditionary learning.
- PPSEL has a strong team of teachers who are dedicated and committed to the school and its students. They are open to feedback from the leadership team and appreciate the opportunity to reflect on their practice.
- The school's administrative leadership maintains a persistent focus on improvement.
- The leadership team is willing to acknowledge challenges or deficiencies and make changes based on student needs (e.g. adding a full-time instructional coach last year, focusing on data analysis this year). Teacher committees have demonstrated the ability to do great work and further the school's mission. Committees like Response to Intervention work toward increasing student success.
- PPSEL has a strong commitment to professional development through structures such as early release on Friday to allow time for PD, common planning time among grade level teachers, and the development of faculty learning targets in the annual work plan. Teachers also indicated that PD is thoughtfully developed in response to teacher needs.
- The Leadership Team at the school, including the Principal, Instructional Coach, Lead Middle School Teacher, and Office Manager, is very strong. Teachers indicated that they feel well supported by the administration.
- The school's financial position, financial management, and financial procedures and systems are all excellent.
- The school's success is evident through its growing enrollment, high re-enrollment rate each year, and ongoing wait list.
- There is a positive, responsive, and effective work relationship with the Falcon School District.

- PPSEL's Board of Directors is committed to the school. They have an open and positive working relationship with the school's leader and with each other, their commitment to speaking with one voice, their understanding of their role as the governing body and provider of financial oversight, and their work in securing a beautiful, functional permanent facility for the school.

Data Analysis:

Three years of data from numerous sources including: TCAP, NWEA MAP, AYP, the School Performance Framework, and local data were analyzed in order to determine trends and priority needs within the School. Local data included the PPSEL Writing Assessment, which is administered at all grade levels three times a year, Dibels tests, Adams 50 reading comprehension assessments, as well as progress monitoring data, Saxon math assessments, and other sources of classroom data as applicable. Data from the Colorado Growth Model was also considered in the process of data analysis. The data were analyzed over several meetings of the School Accountability Committee. Needs of the school were prioritized and analyzed using the data.

Academic Achievement:

A review of data was conducted by looking at all aspects of assessment data, as well as all subgroups of students at PPSEL. The SAC evaluated the data as a team and identified significant data and trends in both the previous school year, and the previous three years. Students in both Elementary and Middle School met or exceeding both the academic achievement and academic growth expectations for all subject areas (Reading, Writing, Math, and Science).

A review of TCAP reading data reveals that both elementary and middle school students have met the achievement criteria for the state of Colorado for the third year in a row. The students also exceeded state testing averages. Reading scores ranged from 77% proficient for elementary students in the 2012-2013 academic year to 86.67% for middle school achievement. NWEA MAP scores show similar achievement. Both Elementary and Middle School students met the goals for reading achievement in 2010-2012 as well, so the trend is that PPSEL students will meet reading achievement goals. Both Elementary and Middle School students had their highest achievement percentage in 2012-2013 of the three years, which further indicates continued success.

Writing TCAP data reveals that PPSEL students at both the elementary and middle school levels are meeting the required academic achievement in writing. Writing scores ranged from 62% proficient for elementary students in the 2012-2013 academic year to 64.67% for the data in middle school achievement. NWEA MAP scores also reflect a similar picture for the 2012-2013 academic year. In 2010-2011, both the Elementary and Middle School students met the achievement standard, so the trend is that PPSEL students will meet writing achievement goals. The concern is that there was a very marked difference between the percentage of females who were proficient and advanced versus males at the elementary level. This discrepancy is an area that requires strategies to improve.

Math data showed that middle school students at PPSEL are meeting the statewide academic achievement criteria for mathematics. Elementary students were approaching the required academic achievement in the area of mathematics. Math scores ranged from 77.33% proficient for elementary students in the 2010-2011 academic year to 64% for the data in middle school achievement. NWEA MAP data, as well as other local data sources, are being used to track elementary student achievement in the area of mathematics. During 2010-2012, both Elementary and Middle School students met the achievement goals. The trend shows that Middle School students will meet achievement goals in math. Elementary students made up over 9 percentage points from the previous year, showing a trend toward meeting the achievement standard.

Academic Growth

In the area of academic growth, PPSEL has met or exceeded the state requirements for the SPF for Middle School students and Elementary School students in all subjects tested

When evaluating growth and areas that need to improve, the team believes that they see a trend in two areas that need addressing: 1) Students need to learn their basic math facts more thoroughly in order to demonstrate their abilities in Math better and 2) Teachers need education in the instruction of boys and their writing because of the difference in how our female writers and male writers performed. This is the second year the SAC has seen the discrepancy from female to male.

Academic Growth Gaps

Academic growth gaps are a challenge for PPSEL due to the small sample size. PPSEL's numbers of students who have academic growth gaps are not high enough to evaluate true trends. Students were "approaching" the for growth gaps requirement in Elementary Math. All other growth gap requirements were met in Elementary and Middle School.

Teacher Qualifications

100% of the classroom teachers at PPSEL are highly qualified as identified by the state of Colorado.

Root Cause Analysis:

In addition to the examination of state assessment data, we have considered other sources of data. The school has used other formal assessment data (NWEA MAP), progress monitoring data (such as Dibels and Adams 50 tests), common school-wide assessments, classroom indicators, teacher reports, teacher surveys, and other data to identify root causes. The team looked closely at assessment data in relation to classroom practices.

PPSEL students need more work with Math Standard 3 "Data Analysis, Statistics, and Probability." Teachers need to incorporate more and more varied examples for work in this area.

Looking closely at the growth, and sometimes, lack thereof, the team found that teachers used data to make decisions, but the decisions that were based on data were not specific enough and not tied closely enough to a timeframe. So another root cause is:

Writing instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

Verification of Root Cause:

Root causes were presented to the instructional staff and board members at Pikes Peak School of Expeditionary Learning. After investigation and analysis, it was agreed that the

root causes were identified correctly.

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Mandatory
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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)	Increase students scoring PA in Writing by 5 percentage points as measured by CSAP and the School Performance Framework. ES 58%	Yes, the target was met for Writing.	The school implemented a systematic approach to student data using SMART Goals, student involvement in data, and progress monitoring.
Academic Growth	Increase the median growth percentile of elementary school students in mathematics by 10 percentage points to 51 as measured by CSAP and the School Performance Framework.	Yes, the target was met for Mathematics.	The school implemented a systematic approach to student data using SMART Goals, student involvement in data, and progress monitoring.
	Increase the median growth percentile of elementary school students in writing by 10 percentage points to 51 as measured by TCAP and the School Performance Framework.	Yes, the target was met for Writing.	The school implemented a systematic approach to student data using SMART Goals, student involvement in data, and progress monitoring.
Academic Growth Gaps	Reading: Increase the median growth percentile by 10 percentage points each year until subgroup median adequate growth percentile meets or exceeds requirements as reported by the 2012	Yes, the target was met for Reading	The school implemented a systematic approach to student data using SMART Goals, student involvement in data, and progress monitoring.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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.
	School Performance Framework. ES students needing to catch up to 39%		
	Math: Increase the median growth percentile by 10 percentage points each year until subgroup median adequate growth percentile meets or exceeds requirements as reported by the 2012 School Performance Framework. ES students needing to catch up to 39%	Yes, the target was met for Math	The school implemented a systematic approach to student data using SMART Goals, student involvement in data, and progress monitoring.
	Writing: Increase the median growth percentile by 10 percentage points each year until subgroup median adequate growth percentile meets or exceeds requirements as reported by the 2012 School Performance Framework. ES students needing to catch up to 52% MS students needing to catch up to 59%	The target was partially met for Elementary Students in Writing and was completely met for Middle School students in Writing.	Although the school's Growth Gaps in Writing did improve, the goal was only partially made in writing. The discrepancy between scores of boys and girls was the largest reason and needs even more attention.
Postsecondary & Workforce Readiness	n/a		

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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

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)	Upon consideration of 3 years of data, overall PPSEL students have met the standards for achievement as a whole. Achievements scores are generally trending the same or higher for the 3 years in all subject areas, although male students achieve lower, especially in writing, when compared to their female counterparts. NWEA MAP testing, common writing assessments, Dibels testing, Adams-50 are all types of data that PPSEL uses to inform staff in addition to TCAP. NWEA Map testing, in particular, is used as a compass for TCAP results. 2012-2013 results demonstrated similar academic trends, and the school had a verification of this analysis through a independent research study. At the Pre-K through 2nd grade levels, students are demonstrating the skills necessary to make these same academic achievement standards possible for the future as demonstrated by the standard based assessments used in conjunction with PPSEL's skill mapping.	At the elementary level, male students were significantly below female students in writing.	Writing instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	PPSEL has made AYP since being part of the district in 2004.		
Academic Growth	Upon consideration of 3 years of data, PPSEL students have shown the most growth during 2012-2013. The school had a "meets" or "exceeds" rating in all subject areas on the School Performance Framework. When considering 1 year trends on the School Performance Framework, students at both the elementary and middle school were making adequate growth. When considering a 3 year trajectory, though, students were not projected to make adequate growth in mathematics in either the Elementary or Middle school. They were still projected to make growth at a 3 year trajectory for the other subjects, at all levels.	3 year growth trajectory have both Elementary and Middle school students not making growth in Math.	PPSEL students need more work with Math Standard 3 "Data Analysis, Statistics, and Probability." Teachers need to incorporate more instruction and more varied examples for work in this area.
Academic Growth Gaps	Trends for Academic Growth Gaps show that Elementary Students exceed growth in Reading, Meet Growth for Writing, but are "Approaching" for Mathematics. Trends for Academic Growth Gaps show that Middle School Students meet growth in all areas.	Academic Growth Gap data shows Elementary Students "Approaching" in Math rather than meeting the standard. Students who fell into the "Free/Reduced Lunch"	PPSEL students need more work with Math Standard 3 "Data Analysis, Statistics, and Probability." Teachers need to incorporate more instruction and more varied examples for work in this area.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		category did not meet Growth.	
Postsecondary & Workforce Readiness	N/A	N/A	N/A
	N/A	N/A	N/A

Mandatory
FORM # OFP-135
EDAC APPROVED
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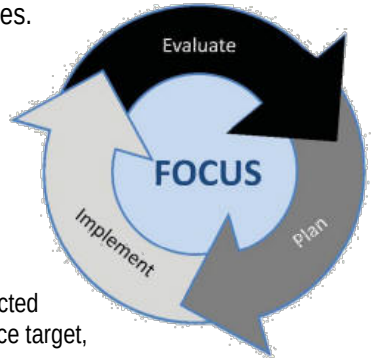
Section IV: Action Plan(s)

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.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

cde

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

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	At the Elementary and Middle School levels, male students were significantly below female students in writing.	Increase male students scoring PA at each content area at each level by 5 percentage points as measured by CSAP and the School Performance Framework. ES Males 63% MS Males 59%	Increase male students scoring PA at each content area at each level by 5 percentage points as measured by CSAP and the School Performance Framework. ES Males 68% MS Males 64%	NWEA MAP administered 2 times annually in grades 2-8. Building quarterly assessments.	Research best practices in instructing males in writing and implement effective research-based strategies.
		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	3 year growth trajectory have both Elementary and Middle school students not making growth in Math.	Elementary and Middle School Students 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.	Elementary and Middle School Students 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.	NWEA MAP administered 2 times annually in grades 2-8. Data and Assessment techniques including item analysis and student involvement in data. Daily Standards –Based quizzes to test standards. Saxon Curriculum	Institute a systematic, school-wide approach to teaching Math Standard 3 more thoroughly.

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

						assessments (weekly) Building quarterly assessments.	
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	Academic Growth Gap data shows Elementary Students "Approaching" in Math rather than meeting the standard. Students who fell into the "Free/Reduced Lunch" category did not meet Growth.	"Students needing to catch up" and students eligible for Free/Reduced Lunch 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.	"Students needing to catch up" and students eligible for Free/Reduced Lunch 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.	NWEA MAP administered 2 times annually in grades 2-8. Data and Assessment techniques including item analysis and student involvement in data. Daily Standards –Based quizzes to test standards. Saxon Curriculum assessments (weekly) Building quarterly assessments.	Institute a systematic, school-wide approach to teaching Math Standard 3 more thoroughly.
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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FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

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: Institute a systematic, school-wide approach to teaching Math Standard 3 more thoroughly.

Root Cause(s) Addressed: PPSEL students need more work with Math Standard 3 "Data Analysis, Statistics, and Probability." Teachers need to incorporate more instruction and more varied examples for work in this area.

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				
Implement long-term professional development on the workshop model 2.0, with a focus on Math.	Aug-May 2013	Aug-May 2014	Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning $25,000/year. Professional Development Time.	• Professional development on Grapple step and create criteria. Match current Math standards to workshop • Professional development on Discuss and Focus steps and create criteria. Match current Math standards to workshop • Professional development on Apply and create criteria. Match current Math standards to	In Progress

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

					workshop • Professional development on Synthesis step and create criteria. Match current Math standards to workshop	
Book Study: Common Core Unit by Unit	Fall 2013	Spring 2014	Math Teachers	Copies of book for staff	Order Books October 2013	Complete for 2013-2014
Vertical Skill Alignment in Math	2013-2014 School Year	N/A	Leadership Committee; Instructional Coach	Common Core Standards; Models from other districts; Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning $25,000/year.	• Gather and organize models by October 2013 • Alignment draft to staff by February 2014	In Progress
Rubric Creation by Standards for Math Instruction	2013-2014 School Year	N/A	Data Committee	Common Core Standards	Staff Training for Math Rubrics in Fall 2014	In Progress
Implementation of Common Core Math Modules from Expeditionary Learning	Winter 2013-2014	2014-2015 School Year	Instructional Coach; Principal; Expeditionary Learning School Designer	Access to Expeditionary Learning Commons Professional Development Time.	Professional Development days scheduled for Expeditionary Learning School Designer.	In Progress
Focused research staff study on Math Standard 3: Data Analysis, Statistics, and Probability.	Winter – Spring 2013-2014	2014-2015 School Year	Instructional Coach; Principal; Expeditionary	Professional Development Time.	Professional Development days scheduled for Expeditionary Learning School Designer.	Beginning Dec 2013

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

			Learning School Designer			

* 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.

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

Major Improvement Strategy #2: Research best practices in instructing males in writing and implement effective research-based strategies. Root Cause(s) Addressed: Writing instruction was focused on the ways that females learn and did not account for instructional methods needed for males to find success.
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				
TCAP Data Analysis focused on disaggregated writing data	Fall Institute 2013	Fall Institute 2014	Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources	Gather and organize data from Alpine August 2013 Create Notecatcher Steps created for "next steps" in classrooms.	Complete for 2013-2014
Book Study: Boy Writers by Ralph Fletcher	1st quarter 2013	N/A	Committee Leaders and new staff	Copies of book – Local Sources	Order Books Summer 2013	Complete for 2013-2014
Implement long-term professional development on the workshop model 2.0, with a focus on writing.	Aug-May 2013	Aug-May 2014	Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources; Contract with Expeditionary Learning $25,000/year. Professional Development Time.	• Professional development on Grapple step and create criteria. Match current writing standards to workshop • Professional development on Discuss and Focus steps and create criteria. Match current writing	In Progress

School Code: 6935 School Name: PIKES PEAK SCHOOL EXPEDITIONARY LEARNING

					standards to workshop • Professional development on Apply and create criteria. Match current writing standards to workshop • Professional development on Synthesis stepand create criteria. Match current writing standards to workshop	
Peer Critique of filmed lessons using workshop model implementing research on male writers.	Aug-Dec 2013	Fall 2014	Writing Teachers; Instructional Coach; Principal; Expeditionary Learning School Designer	Tier 1 Salary for Instruction Coach – Local Sources Professional Development Time.	Familiarize Coach with equipment Set up filming schedules	In Progress
Book Study: Common Core Unit by Unit	Fall 2013	Spring 2014	Writing Teachers	Copies of book for staff	Order Books October 2013	Complete for 2013-2014
PLCs: Successes and obstacles with male writers	Fall 2013	Fall 2014	All Staff	Professional Development Time.	Set norms and expectations Aug 2013	In Progress
Research/Scholarly articles about male writing discussion groups	Spring 2014	Spring 2015	Instructional Coach; Principal;	Professional Development Time.	Gather research articles	In Progress

			Expeditionary Learning School Designer			

* 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)