cde

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: 2877 School Name: FALCON VIRTUAL ACADEMY 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%	73.33%	75.81%	76.15%	79.1%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	33.52%	63.93%	45.87%	25.37%	
		W	53.52%	57.77%	50.00%	49.18%	59.63%	47.76%	
		S	47.53%	48.00%	50.00%	33.33%	48.48%	47.5%	
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	38	27	11	63	52	39	
		M	55	72	90	36	46	53	
		W	43	45	47	60	62	51	
		ELP	-	-	-	-	-	-	

cde

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

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 85.7% using a 4 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Meets
	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.	3.6%	.0%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20.0	21	Meets	

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

cde

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

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: 2877 School Name: FALCON VIRTUAL ACADEMY

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

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
- ☐ Title I Focus School
- ☐ Tiered Intervention Grant (TIG)
- ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Other: _____

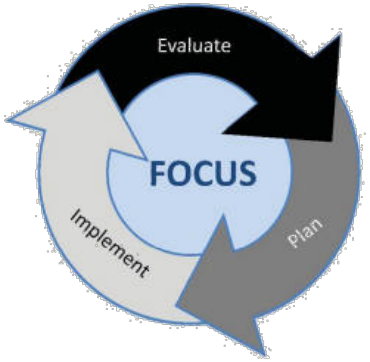
School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	David Knoche, Principal
	Email	dknoche@d49.org
	Phone	(719) 494-8906
	Mailing Address	6113 Constitution Ave, Colorado Springs, CO 80915
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

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:

Falcon Virtual Academy is in its fourth year of existence. FVA utilizes a blended-model program that includes project-based learning opportunities, face-to-face teacher contact, additional in-person tutoring sessions and social interaction with peers. The data in this report was analyzed by the teaching staff and reviewed by the School Accountability Committee (SAC). This is designed to be a working document to guide the future direction of the school.

Analysis of the information needs to be broken into two components, elementary and secondary. At the elementary level, FVA uses TCAP (3-8), Scantron (3-8) DIBELS (K-5), SMI (3-9) and K-12 progress monitoring data to provide information on each of the students. The one year report shows that FVA elementary level is approaching

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

in math, writing and science and meets in reading. At the middle school level FVA is approaching in math and meets in reading, writing, and science. At the high school level we meet in reading and are approaching in math, science and reading.

This data revealed deficits in math at the middle school level particularly in the areas of explaining and showing work. In grades kindergarten through eight, TCAP data indicates writing deficiencies center around writing topic sentences and supporting details. Also according to TCAP, reading scores excelled with FVA students outscoring the district average at nearly all grade levels.

At the high school level, FVA uses Scantron, class grades, transcripts and the Aventa progress monitoring reports to gather data information on students. The overall rating for data growth gaps is at a 3 year "approaching" level. In particular, the growth gaps in math for elementary are significantly lower than the federal and state expectations, however we have reached "approaching" at the middle and high school levels. An overall K-12 trend according to data as well as teacher observation, indicates students are not sufficiently applying their knowledge and using critical thinking skills to solve problems in mathematics and science. According to TCAP, high school reading is approaching state expectations for the 2012-2013 school year.

Our priority performance challenges were determined by where FVA had the largest gaps between our data and state and federal data expectations. Major Improvement Strategy #1: Continue revision of Response to Intervention program to emphasize data driven decision-making Root Cause(s) Addressed**:** The academic math gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth. This root cause was identified through a day long data analysis school-wide meeting through local and state testing data, classroom observations and parent/student surveys. Major Improvement Strategy #2: Expand Learning Coach University program to focus on higher level thinking skills and high return instructional practices Root Cause(s) Addressed_Insufficient learning coach training at the K-6 level resulting in low student growth rates that create gaps in standard coverage. This root cause was identified through parent and teacher input that recognized the need for additional parent support and training. Major Improvement Strategy #3: Develop a culture of academic rigor in grades 7 and 8 to help transition our current population of students to the academic rigors of high school. Root Cause(s) Addressed: K-12 curriculum, rigor and structure did not adequately prepare students for successful transition into our high school. This root cause was recognized through data analysis during the day long data conference in our school and through parent and student input that identified that a combination of students not wanting their parents to be their teachers at middle school, parents not being content experts at the middle school level and a weakness in the K-6 curriculum to prepare students for rigors of the Aventa high school curriculum.

These major improvement strategies were identified through input from the FVA teachers, administration and SAC committee members. The priority of the strategies was determined by the amount of growth necessary to meet our

achievement targets.

In the overall School Performance Framework plan assignment, FVA had a significant increase from “priority improvement” to “performance” status indicates that FVA is reaching its targets or effectively progressing towards the 2013 targets. This is due in part to targeted interventions and a specific RtI plan that includes increased student progress monitoring. These systems are designed to close achievement gaps and ensure academic growth. Additionally, the implementation of the Learning Coach University at K-6 and increased training opportunities for Learning Coaches have provided better teaching tools for our parents to utilize with their children to increase achievement. Finally, we increased in-building opportunities for students to interact on academic and social levels to avoid isolation and build a sense of community with other students and their teachers. This program is designed to increase student retention especially at transitional grade levels.

When the data team reviewed the disaggregated data, there were not significant gaps between our groups. There were a gap between males and females but it was not significant. FVA continues to have the issue of small representative samples at most of the elementary grade levels for TCAP. This results in a big impact on scores if one or two students at a grade level do not test or are not proficient. These trends were verified by the Falcon Virtual Academy staff and SAC which reviewed all student data that was collected.

cde

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

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: Elem +3% gain in Proficient/Advanced as measured by TCAP MS +3% gain in as Proficient/Advanced measured by TCAP HS +3% gain in Proficient/Advanced as measured by TCAP to move from approaching to meets on SPF Math: Achieve an increase of: Elem +5% in Proficient/Advanced as measured by TCAP MS +8% in Proficient/Advanced as measured by TCAP HS +3% in Proficient/Advanced as measured by TCAP to move from approaching to meets on SPF Writing: Achieve an increase of: Elem +12% Proficient/Advanced as measured by TCAP MS +10% in Proficient/Advanced as measured by TCAP HS +3% Proficient/Advanced as measured by TCAP to move from approaching to meets on SPF	Reading: Elem 6.11% gain. Target was met. MS 7.33% gain. Target was met. HS .021% loss. Target was not met. Math Elem 2.74% loss. Target was not met. MS. .71% increase. Target was not met. HS 7.39% loss. Target was not met. Writing: Elem 6.76% gain. Target was not met. MS 11.24% gain. Target was met. HS 12.58% loss. Target was not met.	Reading This is due to a combination of progress monitoring, Reading Plus, Barton Reading, Reading Eggs, Reading Express and face to face tutoring for the K-6 and middle school students. The high school goal was not met the curriculum emphasis is targeted toward higher-level analysis at the high school level not reading comprehension. Math K-8 goals were not met due to ineffective instructional strategies used by our Learning Coaches. At the high school level there was an implementation dip due to ineffective new teacher training of a math instructor without online experience. Writing: Not enough writing examples were provided at the K-8 level to properly progress monitor students' writing abilities.

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

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.
	Science: Achieve an increase of: MS +24% in Proficient/Advanced as measured by TCAP HS +16% in Proficient/Advanced as measured by TCAP to move from approaching to meets on SPF	Science: MS: 24.34% gain. Target was met. HS: 11.79% gain. Target was not met.	Science:At the middle school level this gain was unpredictable by data standards. No targeted strategies were used to directly account for this increase. These targets were not met at the high school. However there was a significant percentage gain that was due to increased opportunities for in building Science experiments at the high school level. Continued growth in this area is expected. Reading: The target was met at the middle school level due to increased interventions and the implementation of Learning Coach University. At the high school level, there still is an issue with reading strategies not being imbedded and analysis being stressed. Math: These gains came from our teachers reviewing the curriculum and ensuring standards were being met and extraneous curriculum was eliminated. Writing: At the middle school level, Learning Coaches were not consistent in writing expectations for their children. Not enough writing samples were collected from the teachers to adequately track writing abilities and progress. At the High school level there was a targeted writing system that was implemented across the curriculum and expectations were consistent.
Academic Growth	Reading: Achieve an increase of: MS +3% in MGP HS +9% in MGP to move from does not meet to approaching on SPF Math: Achieve an increase of: MS +10% in MGP HS +25% MGP to move from does not meet to approaching on SPF Writing: Achieve an increase of: MS +10% in MGP to move from approaching to meets on SPF	Reading: MS 8% gain. Target was met. HS 1% loss. Target was not met. Math MS 15% gain. Target was met. HS 38% gain. Target was met. Writing: MS 30% gain. Target was met. HS 1% gain. Target was not met.	
Academic Growth Gaps	Reading: Move 50% of the students identified as "catch up" to the states level of typical growth as measured by TCAP Math: Move 50% of the students identified as "catch up" to the states level of typical growth as measured by TCAP	Reading: 37% of the students identified as "catch up" to the states level of typical growth as measured by TCAP moved. Target not met. Math: 9% of the students identified as "Catch up" to the states level of typical growth as	

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

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.
	Writing: Move 50% of the students identified as "catch up" to the states level of typical growth as measured by TCAP	measure by TCAP moved. Target not met. Writing: 37% of the students identified as "catch up" to the states level of typical growth as measured by TCAP.	AGG: Reading: While we did not meet the goal, we had significant gain of 37% of our "catch up" students. This is attributed to our RtI program and targeted interventions. AGG Math: While 9% of our "catch up" kids made typical growth, we did not meet our goal of 50%. This is partially due to the transient nature of our population and the large growth gaps students come to us with. AGG Writing: While we did not meet the goal, we had significant gain of 37% of our "catch up" students. This is attributed to our RtI program and targeted interventions. PWR: FVA has not yet had a full 4 year graduating class and the graduation was impacted by increased amount of students who do not fit into the current 4 year cohort model.
Postsecondary & Workforce Readiness	88% graduation rate: 1% reduction in drop out rate	85.7% 4 year graduation rate; target not met. 4.3% decrease in the drop out rate to 0%	
	Meet the state target of 20 on the composite score on ACT	We reached a 21 composite score on the ACT. Target was met.	

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

cde

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)	ES: Status is Approaching. We are making good gains in Reading with 2% increase. Achievement is flat in math and writing with minimal or no gain.	We did not meet the state expectations in math, writing and science at the elementary level.	The academic math, writing and science gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth at the elementary levels.
	MS: Status is Approaching. We are increasing achievement across the board particularly in Reading with an average increase of 3.5% HS: Status is Meets. We are doing particularly well in Reading and Writing while approaching in math and science. The trend is a 3% decrease.	We did not meet state expectations in middle school math. H.S. we did not meet state expectations in math, writing and science at the high school level.	The academic math, writing and science gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth at the middle school and high school levels. .
Academic Growth	ES: Status is Approaching: In Writing the target is met. We are approaching in Reading and Does not meet in Math for growth gaps. We only have one year's data.	We did not meet the state expectations in elementary math.	The academic math gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth at the elementary level.. Insufficient learning coach training at the K-6 level resulting in low student growth rates that create gaps in standards instructional coverage.

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			: K-12 curriculum, rigor and structure did not adequately prepare students for successful transition into our high school
	MS: Status is Approaching: In Reading we met the goal. The trend is increasing by 47%. In writing we are approaching and the trend increasing by 12%. We did not meet the goal in Math. However, the trend is increasing by 6%. HS: Status is Approaching: In reading and writing we are approaching and the trend is flat with a minimal change. In math we did not meet the goal however the trend is increasing by 18%.	We did not meet state expectations in middle school math. We did not meet state expectations in reading and math at the high school level.	The academic math gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth at the middle school level. The academic math and reading gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth at the high school level.
Academic Growth Gaps	ES: Reading: Approaching Math: Approaching Writing: Meet Overall we are approaching. We only have one year's data. MS: Reading Approaching. The trend is increasing by 3% Writing Approaching. The trend is increasing by 18%. Math Approaching. The trend is increasing by 8%. HS: Math Approaching. The trend is increasing by 25%. We did not have numbers last year for Reading, Science and Writing.	N/A - Elementary School We did not meet state expectations in math at the middle school level. N/A – High School	N/A – Elementary The academic math haps of students were not address early enough in the academic year to place students into math interventions. N/A/ - High School

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

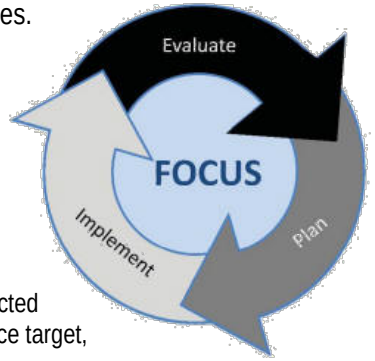
Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	Drop out rate Meets with a 1.1% increase. Counselor will ensure all students in middle and high school fill out ICAP information yearly.	N/A	N/A
	ACT scores Approaching with 2% increase.	N/A.	N/A

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

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: 2877 School Name: FALCON VIRTUAL ACADEMY

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 – Reading/Elementary. N/A – Middle School N/A-High School	Maintain a status of meets on SPF and achieve an increase of at least 2% in reading as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in reading as measured by TCAP	Utilizing the ReadingPlus reporting functions, all RP students will be progress monitored weekly and discussed at bi-monthly PLC meetings by RtI coordinator and teachers. We are implementing the Barton reading program for our lower readers and dyslexic students. Level progress and promotions will be analyzed monthly to determine student growth by the RtI coordinator.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		M	Elementary math - Learning coaches are not properly preparing students in the areas of math and writing. Middle School math – The curriculum did not prepare students for state standards. High School math – A new math instructor was hired and curriculum needs to be aligned with science	Maintain a status of meets on SPF and achieve an increase of at least 2% in math as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in math as measured by TCAP	Math teachers are increasing tutoring opportunities for all students. Teachers will also progress monitor through tutoring logs, class assessments and Scantron. Administrators, teachers and SAC committee will evaluate Aventa curriculum for middle school students.	Refine formalized Response to Intervention program to emphasize data driven decision-making.

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

			for reinforcing skills.				
		W	Writing – Elementary – Writing gaps were not identified early enough in the school year and proper progress monitoring of writing samples was not done. N/A Middle School High school writing – Student writing deficits were not identified early enough and a comprehensive writing program was not implemented.	Maintain a status of meets on SPF and achieve an increase of at least 2% in writing as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in writing as measured by TCAP	Teachers are requiring more writing samples and offering more tutoring opportunities in writing. Writing will be evaluated by teachers using the TCAP writing rubric and 6 trait +1.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		S	Elementary school science – Learning coaches were not properly trained on science standards. N/A-Middle School High school – Math and Science curriculum was not aligned to reinforce math and science skills.	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	Administration and teachers are implementing a parent education group to help support parents. FVA science teachers have realigned the Science curriculum to better suit science alignment with state standards.	Implement Learning Coach University program focusing on higher level thinking skills and high return instructional practices
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A – Elementary N/A – Middle School N/A – High School.	Increase to a status of meets on the SPF in reading as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	We have targeted the "catch up" students and are implementing explicit direct instruction.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		M	Elementary/Middle School/High School -	Increase to a status of meets on the SPF in	Maintain a status of meets on SPF and	The RtI coordinator in conjunction with teachers	Refine formalized Response to Intervention

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

			Our reading and math interventions were not fully utiilized.	math as measured by TCAP	achieve an increase of at least 2% in science as measured by TCAP	have targeted the "catch up" students and are implementing explicit direct instruction on a weekly basis.	program to emphasize data driven decision-making.
		W	N/A – Elementary N/A – Middle School N/A – High	Maintain a status of meets on SPF and achieve an increase of at least 2% in writing as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	The RtI coordinator, in conjunction with teachers have targeted "catch up" students and are implementing explicit direct instruction on a weekly basis.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	Our reading and math interventions were not fully utiilized.	Move remaining 50% of students identified as "catch up" to the states level of typical growth as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	The RtI coordinator, in conjunction with teachers has identified low growth students and is implementing explicit direct instruction on a weekly basis.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		M	Our reading and math interventions were not fully utiilized.	Move remaining 50% of students identified as "catch up" to the states level of typical growth as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	The RtI coordinator, in conjunction with teachers has identified low growth students and is implementing explicit direct instruction on a weekly basis.	Refine formalized Response to Intervention program to emphasize data driven decision-making.
		W	The middle school curriculum did not prepare students for the rigors of high school writing, reading, math and science.	Move remaining 50% of students identified as "catch up" to the states level of typical growth as measured by TCAP	Maintain a status of meets on SPF and achieve an increase of at least 2% in science as measured by TCAP	The RtI coordinator, in conjunction with teachers has identified low growth students and is implementing explicit direct instruction on a weekly basis.	Refine formalized Response to Intervention program to emphasize data driven decision-making.

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

Postsecondary & Workforce Readiness	Graduation Rate		90% graduation rate	92% graduation rate	The counselor will develop individualized graduation plans for all seniors and progress monitor weekly	Refine formalized Response to Intervention program to emphasize data driven decision-making. Increase student support to increase retention of current population of students
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A.	Additional 2% reduction in drop out rate	Additional 2% reduction in drop out rate	The administration will refine the enrollment process to track graduation cohorts and appropriately code students in the SIS prior to the start of school. Counselor will ensure all students in middle and high school fill out ICAP information yearly.	Refine formalized Response to Intervention program to emphasize data driven decision-making. Increase student support to increase retention of current population of students
	Mean CO ACT	N/A[1]	21	22	The counselor will facilitate an onsite Plan testing and ACT prep course prior to March 1st.	Refine formalized Response to Intervention program to emphasize data driven decision-making.

cde

Mandatory
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: Continue revision of Response to Intervention program to emphasize data driven decision-making Root Cause(s) Addressed: The academic math gaps of students were not addressed early enough in the academic year to adequately ensure students were demonstrating yearly growth.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Expanded use of IXL online math intervention licenses to address individualized standards-based common core skill deficits. All students utilizing program will be progress monitored on a weekly basis.	December 2012- May 2014 with weekly progress monitoring	August 2014- May 2015 with weekly progress monitoring	K-6 teachers, SPED teachers, Student Support Coach, RtI Coordinator, Admin	Renewal of IXL licenses. $10/student/80 licenses = $800.	Weekly progress monitoring utilizing reporting tools within IXL during bi-monthly PLC meetings	In progress
Supplement math curriculum with A+ lesson targeted to students not attaining mastery within formative assessments.	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoring	7-12 grade teachers, student support coaches	Included in curriculum contract costs.	Weekly progress monitoring utilizing reporting tools within A+ during bi-monthly PLC meetings	In progress
Utilize tri-mester system to remediate below grade level math students in Tri-	September 2012 – May	September 2014 –	High school	N/A	Weekly progress monitoring utilizing reporting tools within	Inprogress

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

mester to adequately prepare for Algebra I success	2014 with weekly progress monitoriing	May 2015 with weekly progress monitoring	teachers, Student Support Coaches, RtI Coordinat or		A+ during bi-monthly PLC meetings	
Create common assessments with interdisciplinary content between math and science to ensure real world connections in content areas	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014 – May 2015 with weekly progress monitoring	H.S. math and science teachers	N/A	Unit Pre and Post test comparison to measure growth.	In progress
Hire a math student support coach to address our below grade level students and support for high achieving math students	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014– May 2015 with weekly progress monitoring	Admin	Additional personnel	Unit Pre and Post test comparison to measure growth.	Completed
Increase face to face interactions in building for below grade level students	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014 – May 2015 with weekly progress monitoring	K-12 teachers, Student Support Coaches, RtI Coordinat or, Admin	N/A	Unit Pre and Post test comparison to measure growth.	Completed
Use Scholastic math inventory test for placement, testing and progress monitoring of all students.	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014 – May 2015 with weekly progress monitoring	RtI Coordinat or, Student Support Coaches, 3-10	300 licenses for 2013-2014 paid for by Title 1 funds.	Six week progress monitoring utilizing reporting tools within SMI during bi-monthly PLC meetings	In Progress

			teachers			
Create an online math facts club focusing on positive behavioral supports in grades K-6	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014 – May 2015 with weekly progress monitoriin g	K-6 teachers	N/A	Weekly progress monitoring reporting tools to measure student growth during bi-monthly PLC meetings	In progress
Counselor will ensure all students in middle and high school fill out ICAP information yearly.	September 2012 – May 2014 with weekly progress monitoriing	Septembe r 2014 – May 2015 with weekly progress monitoriin g	Counselor	N/A	Regular meetings with middle and high school students to ensure ICAP is being completed.	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.

cde

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

Major Improvement Strategy #2: Expand Learning Coach University program to focus on higher level thinking skills and high return instructional practices Root Cause(s) Addressed Insufficient learning coach training at the K-6 level resulting in low student growth rates that create gaps in standard coverage.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Refine data driven decision-making support team to identify struggling Learning Coaches as early as possible for referral to LC Boot Camp/LCU	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	K-6 teachers	N/A	Face to face training of best practices in online schooling with learning coaches	In progress
Create video library access for learning coaches in need of support resources related to online learning	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	K-6 teachers, Student Support Coach	N/A	Utilization of website to provide access to video training materials Certificates of completion Investigation of college credit for learning coaches	In progress
Expand OLS boot camp for learning coaches who need support.	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	K-6 teachers, Student Support Coach	N/A	Demonstration of content mastery by K-8 students as measured by the OLS	In progress
Mandatory professional development sessions for learning coaches to include:	January through May 2014	September 2014 – May 2015 with	K-12 teachers, Student Support	N/A	Certificates of completion and transcripts for learning coaches	In progress

School Code: 2877 School Name: FALCON VIRTUAL ACADEMY

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

Love and Logic Marzano's Classroom Instruction that Works Strategies Bloom's Taxonomy Reading, Writing and Math intervention strategies		weekly progress monitoriing	Coaches, RtI Coordinator, SPED teachers			

* 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 #3: Increase academic rigor in grades 7 and 8 to help transition our current population of students to the academic rigors of high school. Root Cause(s) Addressed: K-12 curriculum, rigor and structure did not adequately prepare students for successful transition into our high school

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Refine 9th grade student mentoring program	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	Student Mentor Program Coordinator	N/A	Student participation and feedback	In progress
Use Aventa curriculum in grades 7 and 8	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	7-8 teachers, Student Support Coaches	Included in curriculum contract	All 7th and 8th grade students will be enrolled in and utilizing the Aventa curriculum with teacher support.	In progress
Hire in-building core content support teachers	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	Admin	Additional personnel	Position is hired and personnel is actively working with students to tutor in math.	Completed
Develop high engagement iLearning course focused on affective and	September 2012 –	September 2014 –	7-8 teachers, Student	N/A	Student participation and	In progress

academic skills of 7 and 8 graders	May 2014 with weekly progress monitoriing	May 2015 with weekly progress monitoriing	Support Coach		feedback.	
Continue to refine our social opportunities to meet the wants of our MS students	September 2012 – May 2014 with weekly progress monitoriing	September 2014 – May 2015 with weekly progress monitoriing	7-8 teachers, admin	N/A	Student participation and feedback.	In progress

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

Section V: Appendices

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

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