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

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Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 2902 School Name: FALCON ELEMENTARY SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	70.95%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	73.47%	-	-	
		W	53.52%	-	-	46.62%	-	-	
		S	47.53%	-	-	52%	-	-	
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	33	-	-	50	-	-	
		M	46	-	-	62	-	-	
		W	46	-	-	49	-	-	
		ELP	-	-	-	-	-	-	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Postsecondary & Workforce Readiness: -
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	Dropout Rate Expectation: At or below state average overall.	-	-	-	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NO

Improvement Plan Information

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

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

☐ Other: _____

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

1	Name and Title	Malinda M. Keck, Principal
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	Mailing Address	12050 Falcon Highway; Peyton, CO. 80831
2	Name and Title	Edward Kulbacki, Assistant Principal
	Email	ekulbacki@d49.org
	Phone	719-495-5272
	Mailing Address	12050 Falcon Highway; Peyton, CO. 80831

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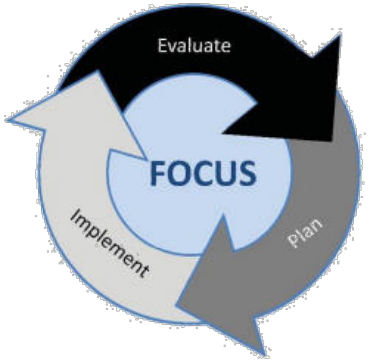
Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Process:

Falcon Elementary School of Technology is a Title 1 school located in Falcon, Colorado. We have been open since 1984 and currently have an enrollment of 314 students. We have two teachers in each grade level with the exception of three Kindergarten classrooms. A few of the programs our school provides includes a full time interventionist for reading support and an Affective Needs program for students who are on an IEP for emotional and behavioral concerns. We also offer prospective classes in Technology, Music, PE and Art for all students. As a school of Technology, we have 1:1 iPads for students in grades 3-5 and 1:3 iPads for students in grade K-2. Technology is utilized in all classrooms via iPads, Smartboards, and document cameras.

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Our Advisory team analyzed data to determine root causes and to develop action steps. The team includes classroom teachers from all grade levels, special education teachers, specials teachers, an interventionist, parents, and administration. In our analysis, we considered the performance summary provided in the School Performance Framework report, TCAP, Scantron, DIBELS Next, and Burst Progress Monitoring Data. In addition to analyzing this data, our classroom teachers also analyzed TCAP data for Reading, Writing, Math, and Science during weekly PLC meetings. As an Advisory team, we found that the trends were consistent across all measures. Other data that helped us identify root causes included common formative assessments and our teaching practices. Based on the analysis, we determined priority needs and root causes. Each grade level team reviewed the plan and feedback was incorporated into the final plan. Student attendance was also reviewed. The average daily attendance at Falcon Elementary in 2010-2011 was 94.5%, in 2011-2012 it was 94.3% and in 2012-2013 it was 95%.

Trends and Priority Needs:

State Targets were met in 3rd, 4th, and 5th grade Math, and 4th grade Reading; however, district targets were only met in 4th grade Math. Writing was slightly below the state target. We continue to have difficulty moving students from partially proficient-to-proficient in all core subjects, especially in writing.

Percent of Students Scoring Partially Proficient on TCAP			
Year	Reading	Math	Writing
2010-11	16%	23%	41%
2011-12	17%	20%	39%
2012-13	18%	17%	44%

Reading

Academic Achievement in Reading

The student population for subgroups is too small to identify in Students with Disabilities and English Learners. TCAP scores in reading indicate that reading has had a slight decrease in the last three years: (2011-78%; 2012-76.5%; 2013-71.3%). Due to the decline and a rating of “approaching” on the SPF, we have identified this area as a priority performance challenge.

Students perform equally well in all standards, maintaining about 68% proficiency. We have experienced a steady increase in students scoring proficient and advanced in 3rd grade over the past 3 years and decrease in 4th and 5th grade over the last year.

75% of our Third grade students scored proficient and advanced in vocabulary and 63% of our Fourth and Fifth graders scored proficient and advanced in vocabulary.

Academic Growth in Reading

As a whole, our students meet the state median growth percentile in reading, with median percentiles of 47 in 2011, 46 in 2012 and 50 in 2013.

Academic Growth Gaps in Reading

We do not have a significant number of students with disabilities, but those who are identified perform below proficient in reading and are not making adequate growth. Median growth percentile for students with disabilities over the past three years is 31, which does not meet state expectations. Students needing to catch up have low growth in reading and writing. Median growth percentile for students needing to catch up over the past three years is 47, which is also approaching state expectations. Interim assessments and frequent progress monitoring indicate that our students with disabilities make significant growth during the school year, but because they are significantly below grade level, the growth is not sufficient to close the achievement gap.

Root Cause and Verification

There is a lack of a clearly defined scope and sequence of essential developmental reading skills within and across grade levels.

Our Treasures program provides a scope and sequence; however, since we have used it for only 3 years, we need to see consistency and continuity of its use in all grade levels over time. In addition, diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. We have found that 64% of our incoming kindergarten students lacked necessary literacy skills.

As we reflect on our instructional practices, we agree that we lack a consistent approach for teaching children how to read across grade levels. In past years, we believe the lack of a clearly defined scope and sequence and focused instruction have contributed to the lack of adequate growth in reading achievement. The new common core standards will address this with the higher rigor expectations and mastery across grade levels. Upon reflection and discussion, we identified that teachers moving to new grade levels over the years and the addition of new staff members has contributed to not all teachers having a strong background in balanced literacy for the grade level they are teaching.

Current interventions have not been sufficient in closing the gap in reading, writing, and math for our students needing to catch up.

Interim assessments and frequent progress monitoring indicate that our students with disabilities make significant growth during the school year, but it is not enough growth to close the achievement gap. Intervention support did not always include a comprehensive program. The staff also identified that intervention support was available for reading but lacking for math and writing. Intervention blocks provide for scheduled interventions but we are understaffed in specialized departments to provide additional pullout/push in support.

Math:

Academic Achievement in Math:

TCAP scores have consistently been above the state average and meet the expected achievement performance level for the state. Math achievement has increased over the last two years with a slight decrease from 2012-2013 (2011-75%; 2012-76%; 2013-75.3%). We continue to see a slight increase in the number of students scoring advanced (25.3%% in 2011; 29.1% in 2012; 29.3% in 2013).

Scores in 3rd, 4th, and 5th grade exceeded or met the state for students who scored proficient and advanced. Only 4th grade was above the district's score by 8% in 2013, 5th grade scored below the district by 4%.

Academic Growth in Math:

Our average median growth percentile over the past year is 62, which exceeds state expected performance.

Academic Growth Gaps in Math:

Though we do not have a significant number of Students with Disabilities, English Learners, or Students Needing to Catch up, we have met state expected performance for Free/Reduced Lunch Eligible students and exceed state expectation for Minority students according to the 1-year SPF. With this information, Math will not be included as a priority performance challenge.

Writing:

Academic Achievement in Writing:

Writing continues to be an area of concern, with only about 52.6% of our students demonstrating proficiency on TCAP the past three years (2011-57%;2012-53.4%; 2013-47.6%). Academic achievement in writing has remained stagnant with minimal gains. Performance in the areas of paragraph writing and grammar and usage were lower than other areas. Based on this information, we prioritized this as a priority performance challenge to increase student achievement in writing.

Academic Growth in Writing:

Our average median growth percentile over the past three years was 47.

Academic Growth Gaps in Writing:

Identified sub groups according to the 1-year SPF, indicates that we are approaching state expectations with our Free/Reduced Lunch Eligible students along with our Students Needing to Catch up. In addition, we are not meeting expectations for our Minority Students. Based on this information, we identified Writing as a priority performance challenge to increase student achievement in writing

Root Cause and Verification:

There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels.

We have lacked a consistent approach to writing instruction in our school over the past 3 years. Teachers have not been provided with adequate materials or professional development to meet the needs of our diverse learners. Lack of vertical alignment and interdisciplinary writing across curriculum, use of different terminology, and inconsistent expectations at the various grade levels has resulted in inadequate writing performance. With the implementation of Every Child a Writer program last year, we believe that we are addressing this issue; however, use of the program with fidelity, continuity and consistency will be key over time. We have also identified that the scope and sequence of ECAW does not align to the common core and lacks style and expression.

Professional development in “Best Practices in Writing Instruction” has been lacking as well as an emphasis on Grammar.

Many of our students struggle with writing. While writing instruction is very individualized in the regular classrooms with ECAW, a program itself is not the “be all-end all”. Teachers feel that they need staff development in best practices for writing instruction so that they have the tools needed to support the program and provide explicit instruction in writing and grammar.

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Science

Academic Achievement in Science

Science achievement showed a slight decrease from 2012-2013. Scores have consistently been above the state's average, meeting the expected achievement performance level. 2012 TCAP results showed that 15% of our Fifth graders scored Advanced and 35% of our students scored Proficient. We have found Science and Reading to have a strong correlation and we continue to focus on vocabulary and comprehension to support us in all areas.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 79.3% of students will score proficient or advanced as measured by TCAP. Math: 78.8% of students will score proficient or advanced as measured by TCAP. Writing: 56.4% of students will score proficient or advanced as measured by TCAP. Science: 66.7% of students will score proficient or advanced as measured by TCAP.	Reading: Reading was at 71.3% and the target was not met by 8% Math: Math was at 75.3% and the target was not met by 3.5% Writing: Writing was at 47.6% and the target was not met by 8%. Science: Science was at 50%. Target was not met by 16.7%	Reading: While the Treasures reading program along with a strong Balanced Literacy Approach has been effective, it has also been inconsistent. With teachers changing grade levels, in addition to adding new teachers has contributed to not all teachers having a strong background in balanced literacy for the current grade level they are teaching. Math: Teachers have a strong foundation in "how" to teach math with previous math coaching support, which has contributed to our strengths in this content area. Writing: With a new writing program in place, we have found that a foundation of how to teacher writing with a strong emphasis on grammar is lacking. Science: Science achievement has stayed consistent over the past three years. We have found Science and Reading to have a strong correlation and we continue to focus on vocabulary/comprehension.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
			Reading: N/A Writing: N/A Math: N/A
Academic Growth	Reading: N/A Writing: N/A Math: N/A	Reading: N/A Writing: N/A Math: N/A	
Academic Growth Gaps	Reading: By the end of the 2012-2013 school year, the Median Growth Percentile for Students with Disabilities and Students Needing to Catch Up will meet the median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 50 if above adequate growth percentile). Math: By the end of the 2012-2013 school year, the Median Growth Percentile for Students with Disabilities and Students Needing to Catch Up will meet the median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth	Reading: According the SPF, the subgroup for Students with Disabilities was N<20. For Students Needing to Catch Up, the target was not met by 1%. Math: The subgroup for Students with Disabilities and for students needing to catch up was N<20. However, our Minority Students exceeded and the subgroup Free/Reduced Lunch Eligible met expectations.	Reading: We did not have a targeted intervention last year to provide push-in/pullout support. Math: Math is an area that our students are doing well on due to afterschool homework support and previous support with a math instructional coach.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	percentile; MGP of 50 if above adequate growth percentile). Writing: By the end of the 2012-2013 school year, the Median Growth Percentile for Students with Disabilities and Students Needing to Catch Up will meet the median Adequate Growth Percentile as shown in the SPF (MGP of 55 if below adequate growth percentile; MGP of 50 if above adequate growth percentile).	Writing: The subgroup of Students with Disabilities as N<20. Target was not met for Students Needing to Catch Up by 12%.	Writing: With the implementation of a new program, teachers are providing small group leveled instruction. There is a need for professional development in what "good writing" looks like to include an emphasis on grammar.
Postsecondary & Workforce Readiness	N/A		

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	TCAP scores in reading indicate that reading has had a slight decrease in the last three years: (2011-78%; 2012-76.5%; 2013-71.3%) Students perform equally well in all standards, maintaining about 68% proficiency. We have experienced a steady increase in students scoring proficient and advanced in 3rd grade over the past 3 years and decreased in 4th and 5th grade over the last year. 75% of our Third grade students scored proficient and advanced in vocabulary and 63% of our Fourth and Fifth graders scored proficient and advanced in vocabulary. Our school did not meet the local School Board expectation of a 5-point gain in the percentage of students scoring proficient/advanced in reading consistently over the past three years.	According to the SPF, Students' scoring proficient and advanced in reading for 1 year is 70.95%; which indicates that students are not performing at an adequate proficiency level.	There is a lack of a clearly defined scope and sequence of essential developmental reading skills within and across grade levels. Current interventions have not been sufficient in closing the gap in reading, writing, and math for our students needing to catch up.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	TCAP scores in Math have consistently been above the state average and meet the expected achievement performance level for the state. Math achievement has increased over the last two years with a slight decrease from 2012-2013 (2011-75%; 2012-76%; 2013-75.3%). We continue to see a slight increase in the number of students scoring advanced (25.3%% in 2011; 29.1% in 2012; 29.3% in 2013). Scores in 3rd, 4th, and 5th grade exceeded or met the state for students who scored proficient and advanced. Only 4th grade was above the district's score by 8% in 2013, 5th grade scored below the district by 4%.	N/A	N/A

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Writing continues to be an area of concern, with only about 52.6% of our students demonstrating proficiency on TCAP the past three years (2011-57%;2012-53.4%; 2013-47.6%). Academic achievement in writing has remained stagnant with minimal gains. Performance in the areas of paragraph writing and grammar and usage were lower than other areas. Scores in grades 3-5 fell below the district and state for students scoring proficient and advanced.	Students' scoring proficient and advanced in writing is 52.6% (3 year average); which indicates that students are not performing at an adequate proficiency level.	There is a lack of a clearly defined scope and sequence of essential writing skills and inconsistent expectations within and across grade levels. Professional development in "Best Practices in Writing Instruction" has been lacking as well as an emphasis on Grammar.

Academic Growth	Over the last three years, students have achieved adequate growth in the areas of reading and writing. Students have exceeded expectations in math.	N/A	N/A
Academic Growth Gaps	Free/Reduced Lunch Eligible and Minority students did not make adequate growth in Writing. Free/Reduced Lunch Eligible: Writing - Median Growth Percentile= 43 Median Adequate Growth= 52 Minority Students: Writing – Median Growth Percentile= 39 Median Adequate Growth= 49	Free/Reduced Lunch Eligible and Minority Students have consistently low growth writing.	Professional development is needed in best practices in writing instruction with an emphasis on grammar.
	Students needing to catch up have not made adequate growth in the areas of Reading and Writing: Reading: Median Growth Percentile: 47 Median Adequate Growth: 58 Writing: Median Growth Percentile: 49 Median Adequate Growth: 59	Students needing to catch up have low growth in reading and writing.	Current interventions have not been sufficient in closing the gap in reading and writing for students needing to catch up.
Postsecondary & Workforce Readiness	N/A		

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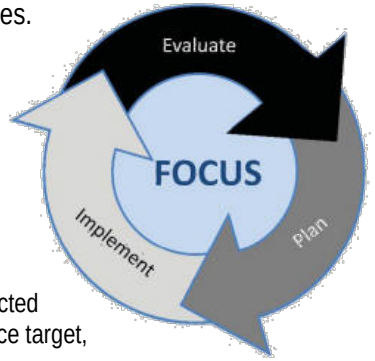
Section IV: Action Plan(s)

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



School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Students' scoring proficient or advanced in reading is 75.2% (3 yr. average).	By the end of the 2013-2014 school year, 74.3% of the students will score proficient or advanced overall in TCAP reading.	By the end of the 2014-15 school year, 77.3% of the students will score proficient or advanced overall in TCAP reading.	Provide professional development in Mosaic of Thought in order to effectively combine the 7 Comprehension Strategies with the Treasures reading program. Provide book studies or staff development to increase understanding of Balanced Literacy and how to incorporate these strategies within our reading program. Utilize technology resources and iPads to support reading instruction.	#1. Implement a clearly defined scope and sequence of essential developmental reading and writing skills to provide consistent expectations across grade levels.
		M	N/A	N/A	N/A	N/A	N/A
		W	Students' scoring proficient or advanced in writing is 52.6% (3 yr. average). Academic achievement in writing has remained stagnant with minimal gains	By the end of the 2013-2014 school year, 50.6% of the students will score proficient or advanced overall on writing TCAP	By the end of the 2014-2015 school year, 53.6% of the students will score proficient or advanced overall on writing TCAP.	Utilize Every Child a Writer Benchmark Assessments in grades K-5 (administered in Aug., Dec., and May) using a common rubric at the beginning of the year. Utilize NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills (quick assessment at end of mode). Provide opportunities for	#1. Implement a clearly defined scope and sequence of essential developmental reading and writing skills to provide consistent expectations across grade levels.

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						vertical alignment, which would provide for consistency in the use of terminology, and expectations at the various grade levels. Provide professional development/book studies in the area of best practices in writing instruction with an emphasis on grammar. Utilize technology resources and iPads to support writing instruction	
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile	R	Students Needing to Catch up have low growth in reading.	By the end of the 2013-2014 school year, the Median Growth Percentile for Students Needing to Catch Up 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.	By the end of the 2014-2015 school year, the Median Growth Percentile Students Needing to Catch Up will increase the median growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Scantron Reading Assessment in grades 2-5 (administered in Aug., Dec., and May) using Scale Scores and Growth Scores. DIBELS & AIMS Web Progress Monitoring weekly or bi-monthly using benchmark scores. Utilize technology resources and iPads to support reading instruction.	#2. Develop and Implement effective, timely intervention strategies.
		M	N/A	N/A	N/A	N/A	N/A

		W	Free/Reduced Lunch Eligible, Minority students and Students needing to catch up have persistently low growth in writing.	By the end of the 2013-2014 school year, the Median Growth Percentile for Free/Reduced Lunch Eligible, Minority Students and Students needing to catch up 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.	By the end of the 2014-2015 school year, the Median Growth Percentile Free/Reduced Lunch Eligible, Minority Students and Students needing to catch up 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.	Utilize Every Child a Writer k Placement Assessment in grades K-5 (administered in Aug., Dec., and May) using a common rubric. Utilize NLC Writing Proficiency Validation Plans to monitor student placement and mastery of essential skills (quick assessment at the end of each unit. Utilize technology resources and iPads to support writing instruction.	#1. Implement a clearly defined scope and sequence of essential developmental reading and writing skills to provide consistent expectations across grade levels. #2. Develop and Implement effective, timely intervention strategies.
Postsecondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate		N/A	N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A	N/A
	Mean CO ACT		N/A	N/A	N/A	N/A	N/A

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Implement a clearly defined scope and sequence of essential developmental reading and writing skills to provide consistent expectations across grade levels.

Root Cause(s) Addressed: 1) There is a lack of a clearly defined scope and sequence of essential developmental reading skills within and across grade levels. In addition, diagnostic assessments given to struggling readers have consistently identified gaps in the areas of phonemic awareness and phonics skills. 2) There is a lack of professional development in Mosaic of Thought in order to bridge Balanced Literacy with our Treasures Reading Program. 3) There is a lack of Professional development in best practices in writing instruction with an emphasis on grammar.

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				
Continue with consistent implementation of Treasures Reading Program in grades K-3 with continuity/consistency with a minimum of 90 minutes allotted for the reading block along with the Colorado State Standards.	Aug 20123-May 2014, on a daily basis	Aug. 2014 – May 2015, on a daily basis	Classroom teachers, Special Ed. Teachers, English Language Developmen t Teachers, Title 1 Intervention Specialist,	Treasures Reading Program K-3 iPads – extension APPS that focus on blends, sight words, books they can read/follow	100% key personnel will utilize appropriate components of the Treasures Reading Program by September 2013.	In progress

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Develop and utilize common formative assessments,	Aug. 2013-May 2014	Aug. 2014-2015	Principal, Assistant Principal, Classroom teachers, Special Education teachers	Standards; Scope and Sequence	Develop common formative assessment in PLC meetings in all content areas in weekly PLC meetings. Utilize the results of the assessments to determine areas of strength as well as areas of needed growth. This analysis of data will identify students that need enrichment, interventions and also support teacher improvement and growth.	In progress
Revisit Mosaic of Thought in order to create a bridge between balanced literacy and the Treasures Reading Program.	Jan. 2014-May 2014	Aug. 2014-May 2015	Principal, Assistant Principal, Classroom teachers, SPED teachers	Mosaic of Thought Standards	Meet with staff to incorporate videos, webinars, or books studies to provide support with Mosaic of Thought. Enlist support of staff members with strengths and knowledge in this area to provide PD for staff.	Not yet begun
Incorporate vocabulary instruction with Treasures/Burst program across grade levels. Use higher-level vocabulary instruction and teach students how to use context clues to identify meaning of unknown vocabulary.	Aug. 2013-May 2014	Aug. 2014-May 2015	Classroom teachers, SPED teachers, ELD teachers, Title 1 interventionist	Treasures Reading Program BURST Vocabulary Apps for iPads	Use vocabulary instruction from Treasures program; include in lesson plans; observed in evaluations	In progress

4th-5th Grade teachers will use Treasures Scope & Sequence and relevant materials to ensure all essential skills are addressed in reading instruction while structuring instruction around effective comprehension strategies and integrating reading instruction through all content areas along with standards.	Aug. 2013-May 2014	Aug. 2014-May 2015	4th and 5th grade teachers	Treasures Reading Scope and Sequence	Monthly literacy planning will reflect skills from Treasures Scope and Sequence Aug. 2013-May 2014.	In progress
Utilize Every Child a Writer NLC continuum and checklist across grade levels to guide instruction. Incorporate staff development/book studies on good reading/writing instruction with an emphasis on grammar.	Aug. 2013-May 2014	Augt. 2014-May 2015	Classroom teachers, SPED teachers, Title 1 Interventionist	ECAW across grade levels Use iPad Apps to support sentence building	From August to May, use continuum and checklist to guide instruction; Implement staff development/book studies on best writing practices with emphasis on grammar in Jan. 2014	In progress Not yet begun
Assess students at the end of each mode with PVP in writing using a "cold prompt."	Aug. 2013-May 2014	Aug. 2014-2015	K-5 classroom teachers	Every Child a Writer NLC training	Students must meet with 85% accuracy in order to move to next level. Writing data shared at PLC meetings.	In progress
Include student goal-setting and progress monitoring in small writing group instruction.	At least monthly through-out the school year	At least monthly through-out the school year.	Classroom teachers, Special Ed. Teachers, Title 1 Intervention Specialist	Seven Strategies of Assessment for Learning, Chappuis	Goal setting documents in students' reading/writing journals.	In progress
Provide and share effective strategies of writing instruction with teams and other grade levels through PLC's; staff meetings; and vertical alignments .	Through out the school year.	Classroom teachers, support from Falcon Zone Elementary Schools	Every Child a Writer NLC program	ECAW	Staff development and staff meetings focused on sharing writing strategies	Not yet begun

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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.

Hire substitute teachers to allow teachers to observe effective best instructional practices.	Through-out the school year.	Through-Out the school year	Classroom teachers, support from Elementary Schools in and out of district.	$1000 Title 1 Funds	Implementation of ideas from training and observations during informal evaluations and walkthrough in classroom.	In progress .
Utilize iPads and technology in all content areas to support achievement and engagement reading, writing, and math. .	Aug. 2013-May 2014	Aug. 2014-May 2015	Classroom teachers	Title 1 funds to support technology updates and resources	iPads, standards, scope and sequence	In progress

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Major Improvement Strategy #2: Develop and Implement effective, timely intervention strategies.

Root Cause(s) Addressed: 1) Current interventions have not been sufficient in closing the gap in reading, writing, and math for our students with disabilities. Interim assessments and frequent progress monitoring indicate that our students with disabilities make significant growth during the school year, but it is not enough growth to close the achievement gap. The staff identified that in-class interventions and focused small group interventions were currently insufficient and not consistently provided.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Provide training on effective interventions and progress monitoring: • PLC • Co-teaching strategies • Mosaic of Thought • Best practices for writing instruction • iPad and Technology Training • READ Plans	Aug. - May Share strategies during staff meetings	Aug. – May Share strategies during staff meetings	Principal, Assistant Principal, Title 1 Interventionist, Classroom Teachers	$1500 Title 1 funds	Building trainers provide ongoing training to staff during PLC, staff meetings, and staff development days	In progress
Continue to utilize time into daily reading classroom instructional blocks for targeted interventions/enrichments (BURST)	Aug. 2013-May 2014	Aug. 2014-May 2015	Teachers, SPED, Specials Specialists, Title 1Interventionist Paraprofessionals; Library Para; Specials Teachers	N/A	Teachers' lesson plans reflect scheduled intervention times and co-teaching times beginning in Aug. 2013	In progress

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Provide kindergarten screening for students entering kindergarten in Fall of 2014. Share this result of screening with parents and provide them with materials to practice over the summer in order to support their child for the upcoming school year.	Aug. 2013-May 2014	Aug. 2014-May 2015	Kindergarten teachers, Kindergarten parents, Principal, Assistant Principal	N/A	Use beginning of year assessment to help with grouping/placement.	In progress
Provide after school homework club and tutoring for students' grades 2-5.	Oct. 2013-May 2014	Oct. 2014-May-2015	Staff members as tutors	$20 per hour through Title 1 Funds Student attendance tracked and progress will be monitored Oct.-May	Student attendance tracked and progress will be monitored Oct.-May	In progress
Discuss RtI students and effectiveness of intervention strategies at focused PLC meetings once every three weeks. Use RtI process to identify students needing Tier 2 and Tier 3 interventions. Discuss GT and Advanced students and specific enrichment support.	August 2013-May 2014	August. 2014-May-2015	Principal, Assistant Principal, Classroom teachers, Sped teachers, Title 1 Interventionist; GT Teacher	N/A	Share data, intervention strategies, and next steps.	In progress
Provide specific reading interventions in small groups and individual settings that have been identified through the RtI process using BURST, Reading Mastery, F & P Leveled Intervention Library, Susan Barton, Assistive Technology	Aug. 2013-May 2014	Aug. 2014-May 2015	Title 1 Interventionist, SPED teachers, Classroom teachers, Specials Teachers	Intervention Specialist Salary: $61,473 Title I Funds	Interventions will be documented in RtI forms and teachers' lesson plans. Student progress will be monitored and tracked on a weekly basis using DIBELS progress monitoring tools, BURST and AimsWeb	In progress
Implement Healthy School Wellness policy to include various initiatives such as walking club, family breakfast events, Fuel up to Play 60. These activities and interventions will increase attendance and support academic achievement.	Aug. 2013-May 2014	Aug. 2014-May 2015	PE teacher, Specials and classroom teachers, Principal, Assistant Principal	Fuel up to Play 60 grant	Activities will be scheduled and announced to families through the website, flyers, and all-calls. Data will be collected in terms of attendance and participation.	In progress

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Pre-test students on benchmark assessments such as DAZE, DIBELS Next, Burst Diagnostic, and F&P when needed.	Aug. 2013-May 2014	Aug. 2014-May 2015	Title 1 Interventionist, SPED teachers, Classroom teachers, Specials Teachers	DIBELS Next, DAZE, Burst, F & P	New students will be assessed on their first week of attendance.	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)

Title I Accountability Provision #1: Parent Involvement/Communication

☒ School Plan under State Accountability. ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant.
☒ Title I school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold School Advisory Council Meeting to explain our school-wide Title I program and review the Title I Compact.	Aug. 2013	Principal, SAC members, Parents	N/A	Meeting will be held no later than November 30. Parents will have access to the Title I Compact upon request.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	October, 2013 February 2014	Classroom teachers	Translator as needed (staff member)	At least 90% parent attendance at Fall conference - October 2013.
Host parent involvement activities during the school year: • Back to School Night • School Carnival • Doughnuts for Dads/Muffins for Moms • Family Night/Student Showcase Nights • WatchDOGS Program • iPad Family Nights	August, 2013 Spring 2014 Fall, 2013 Dec.2013-May2014 Oct. 2013 Nov.2013-May 2014	Principal, Assistant Principal, Teachers	$1000 Title 1 Funds	Evaluations and feedback from parents.
Kindergarten teachers will include home activities that support literacy and math skills in weekly newsletters.	Aug. 2013-May 2014	Kindergarten-Second grade teachers	N/A	Activity results will be returned to school with feedback from parents on a weekly basis.
The school's Unified Improvement Plan will be discussed at the December SAC meeting and key points will be communicated in the school newsletter. The plan will be available for review by all parents upon request.	2013-14 school year	Principal	N/A	All parents will be informed of and will have access to the school's Unified Plan by April, 2014.

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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

X School Plan under State Accountability. ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant.
☒ Title I school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I Intervention Specialist and paraprofessionals will be monitored to ensure that they are highly qualified.	Summer 2013; ongoing as necessary	Principal	N/A	The Intervention Specialist and paraprofessionals are highly qualified.
Maintain a staff of highly qualified, high-quality teachers. We will only hire highly qualified teachers and have a low staff turnover.	Summer 2013, ongoing as necessary	Principal	N/A	100% teaching staff is highly qualified.

Title I Accountability Provision #3: Transition from Early Childhood Programs

☒ School Plan under State Accountability. ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant.
☒ Title I school-wide or targeted assistance requirement. ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The Principal, kindergarten teachers, and Head Start teacher will meet at end of each semester. a. Discuss curriculum expectations with a strong focus on preschool literacy skills. b. Identify and resolve curricular issues.	Dec. 2013; and May 2014	Principal Kindergarten Teachers Head Start Teacher	N/A	Developed document of readiness skills by May 2014 that will be supported by Head Start staff.
The kindergarten teachers will meet with the Head Start teacher each spring and discuss the academic strengths and weaknesses of students moving into kindergarten.	May 2014	Kindergarten teachers Head Start teacher	N/A	Kindergarten teachers will report that they have a good understanding of the academic strengths and weaknesses of students moving into kindergarten and will use that information as they plan instruction for the 2014 school year.

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