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

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

Organization Code: 1110 District Name: FALCON 49 School Code: 7463 School Name: ROCKY MOUNTAIN CLASSICAL ACADEMY SPF Year: 3 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	72.05%	71.35%	-	77.53%	77.72%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.63%	-	81.35%	58.67%	-	
		W	54.84%	58.34%	-	57.26%	70.92%	-	
		S	45.36%	48.72%	-	49.73%	50.62%	-	
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	26	26	-	41	54	-	
		M	37	62	-	45	42	-	
		W	37	39	-	45	65	-	
		ELP	-	-	-	-	-	-	

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

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

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Accountability Status and Requirements for Improvement Plan

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

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

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Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

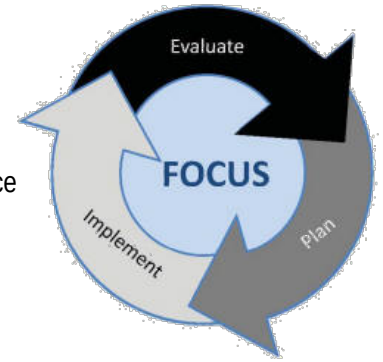
- ☑ State Accreditation
- ☐ Title I Focus School
- ☐ Tiered Intervention Grant (TIG)
- ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Other: _____

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

1	Name and Title	Christianna Fogler, Chief Administrative Officer
	Email	cfogler@rmcacs.org
	Phone	(719) 622-8000
	Mailing Address	1710 Priors Drive, Colorado Springs, CO 80915
2	Name and Title	Vladislav Izboinikov, Principal
	Email	izzy@rmcacs.org
	Phone	(719) 550-5407
	Mailing Address	3850 Pony Tracks, Colorado Springs, CO 80922

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 is 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:

Description of School Setting:

Rocky Mountain Classical Academy is a K-8 school, with Core Knowledge curriculum and the emphasis on Classical Education. RMCA, which serves about 850 students, is located on two campuses; K-4 building is located at 1710 Priors Drive and the 5-8 grades building is located at 3850 Pony Tracks of Colorado Springs.

Rocky Mountain Classical Academy exists to support parents in developing citizens of integrity and character who are equipped with a strong knowledge base and academic skills. The basis of this development is rooted in an academically rigorous, content-rich, classical educational program with Core Knowledge emphasis.

RMCA embraces a classical approach to education, seeking to inspire excellence by holding forth examples in each subject field, which have stood the test of time and have been widely recognized as the very best. It is a philosophy in which students are taught time-tested, high quality literature, art, and music, as well as science, mathematics, geography and history. In addition, students learn

the best in modern thought on these subjects. The key pillars of "a passion for learning, analytical thinking, and virtuous character" are based on a solid foundation of knowledge.

Process for Data Analysis:

The School Performance Frameworks was reviewed by administrative team. The school Principal attended a district sponsored training to learn more about UIP process. The School Performance Frameworks was presented and reviewed by school leadership UIP team (grade level and subject area leads, counselor/interventionist, and school administrators). After initial work by administrative team, the UIP team began looking at data to identify trends and Priority Performance Challenges. The School Performance Framework was then presented to the Rocky Mountain Classical Academy to School Accountability Committee and then the School Board. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the UIP team & SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

Review of Current Performance:

RMCA continues to meet all state requirements for academic achievement in reading, writing, math and science at all levels (elementary and middle). Over the past three years achievement scores on the state assessment have remained relatively consistent with slight increases and decreases at various grade levels and content areas. We continue to generally perform above district and state averages in most content areas.

RMCA Academic Achievement Chart – TCAP (% of P/A)

ELEMENTARY SCHOOL READING				
Grade/Year	2010	2011	2012	2013
3	79	90	82	75
4	70	71	80	81
5	80	65	68	86

MIDDLE SCHOOL READING				
Grade/Year	2010	2011	2012	2013
6	82	85	75	77
7	80	68	84	73
8	69	70	84	77

ELEMENTARY SCHOOL MATH				
Grade/Year	2010	2011	2012	2013
3	81	86	81	89
4	69	80	88	77
5	75	68	78	74

MIDDLE SCHOOL MATH				
Grade/Year	2010	2011	2012	2013
6	76	66	59	69
7	63	59	61	48
8	26	54	51	52

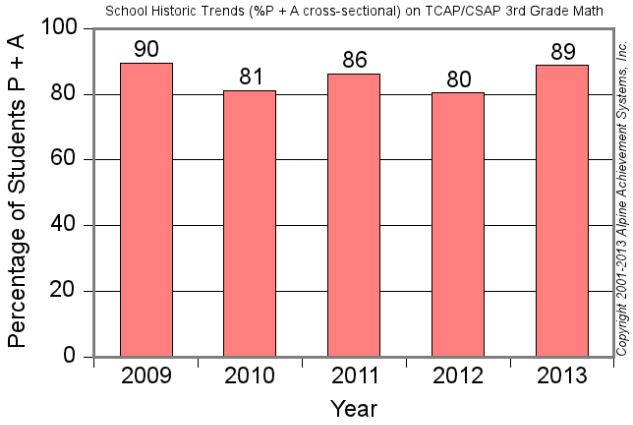
ELEMENTARY SCHOOL WRITING				
Grade/Year	2010	2011	2012	2013
3	49	66	55	55
4	39	55	48	63
5	59	56	52	63

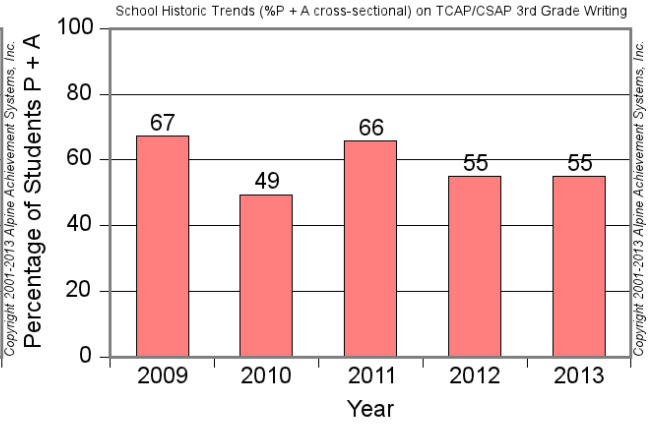
MIDDLE SCHOOL WRITING				
Grade/Year	2010	2011	2012	2013
6	58	78	65	74
7	74	67	81	57
8	49	67	78	67

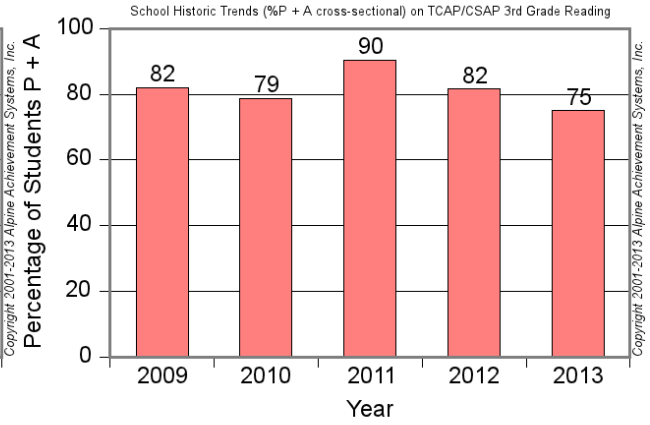
ELEMENTARY SCHOOL SCIENCE				
Grade/Year	2010	2011	2012	2013
5	49	44	46	61

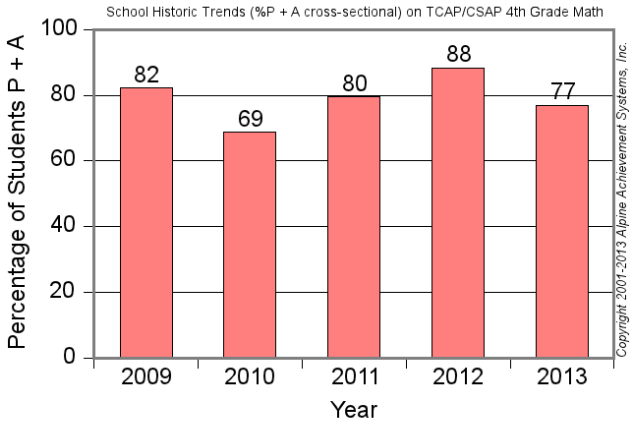
MIDDLE SCHOOL SCIENCE				
Grade/Year	2010	2011	2012	2013
8	33	59	35	55

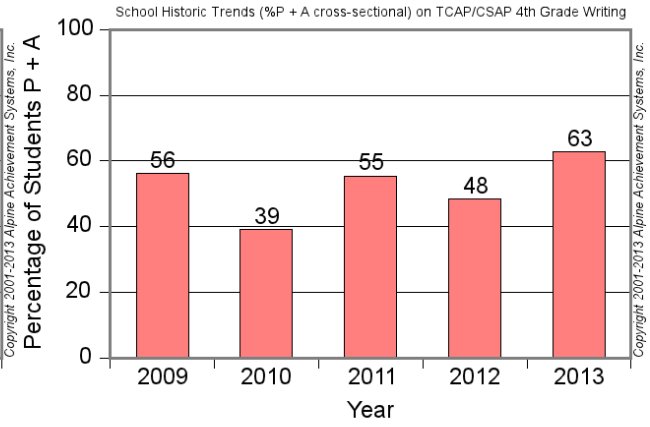
Trend Analysis:

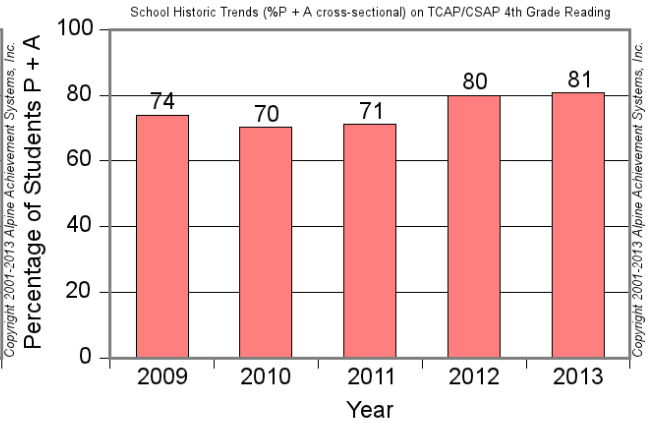












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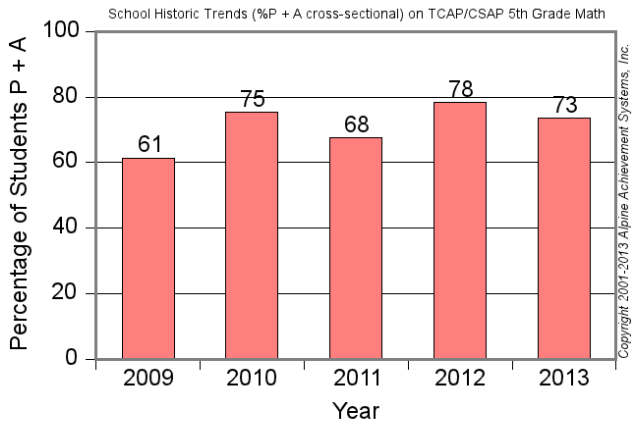

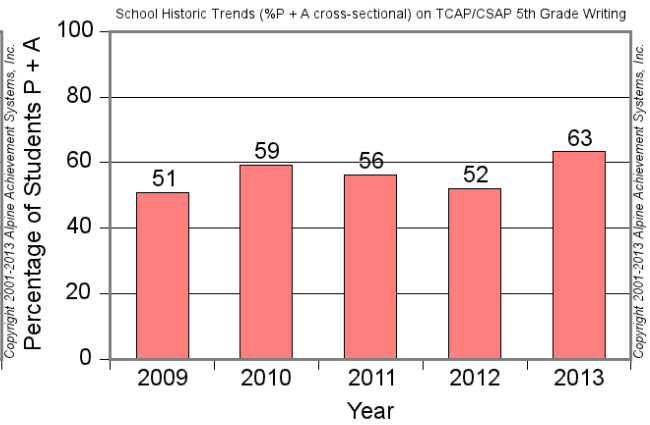

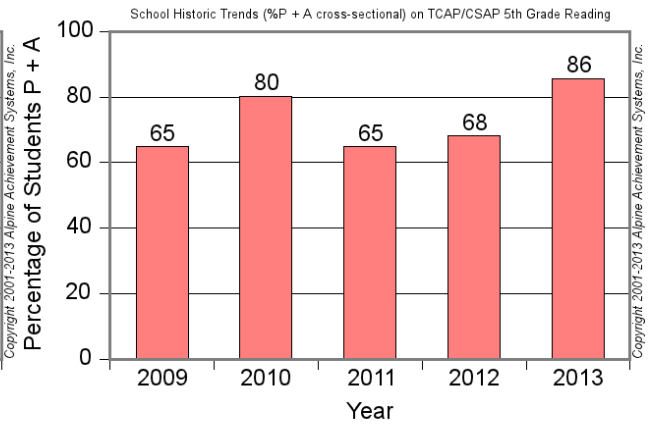

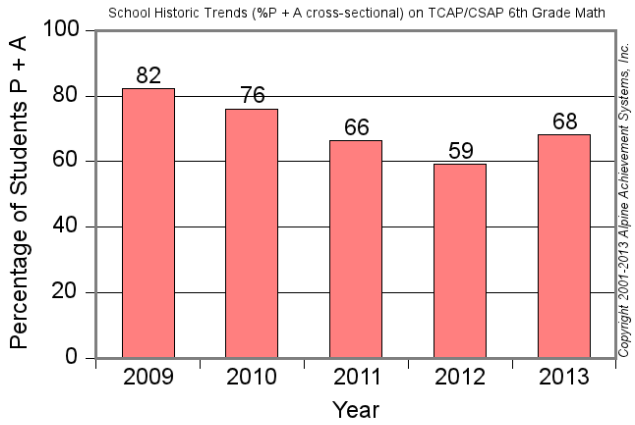

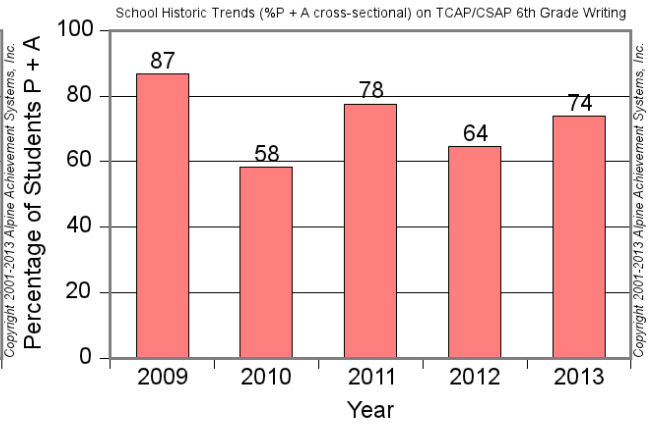

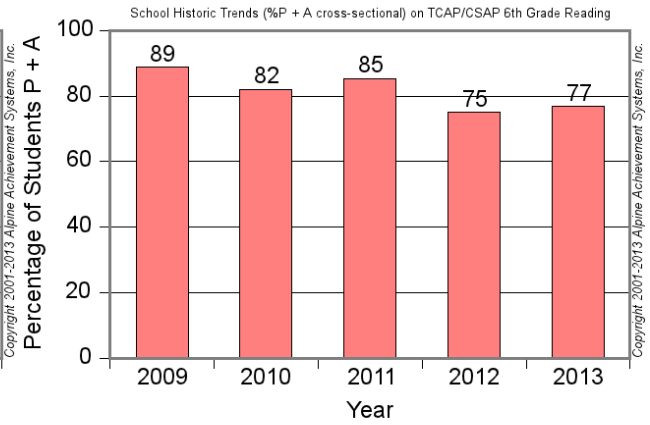

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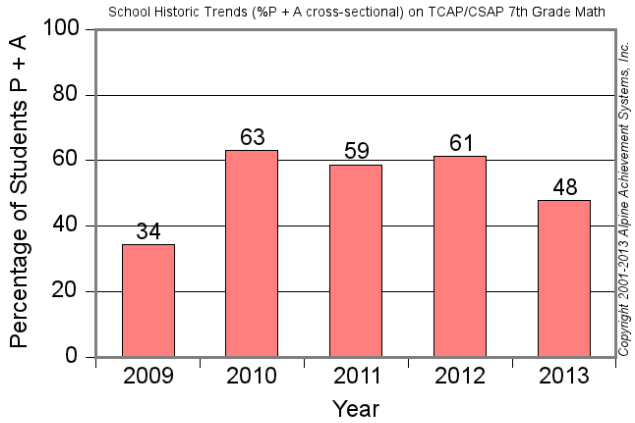

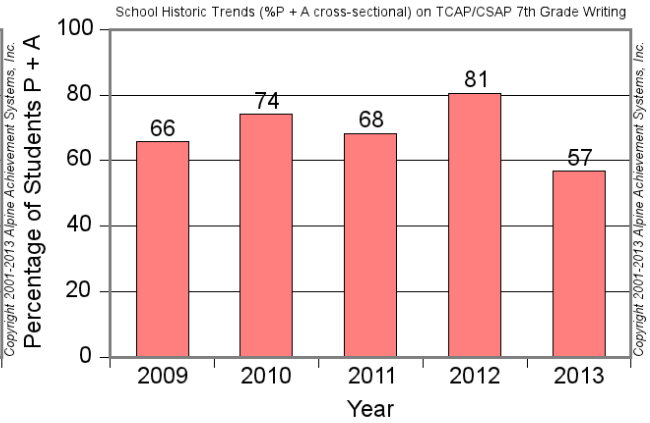

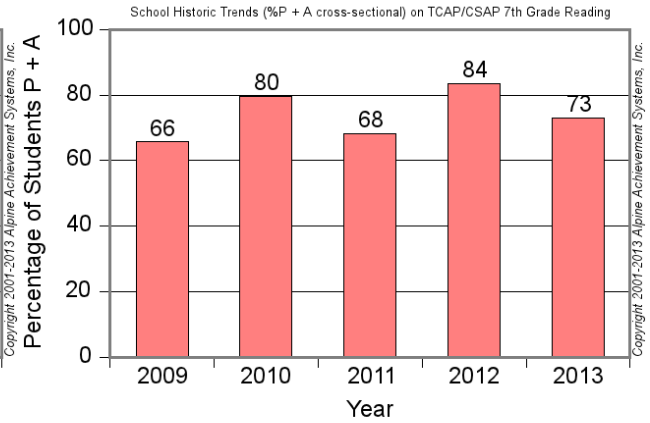

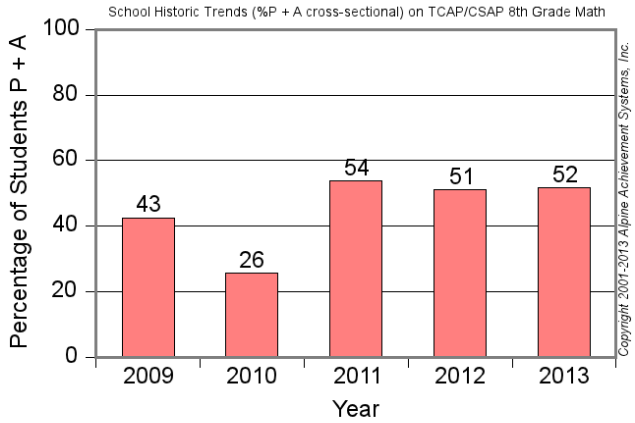

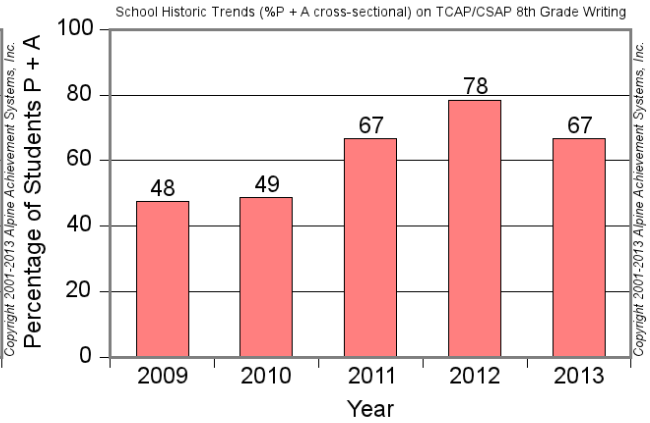

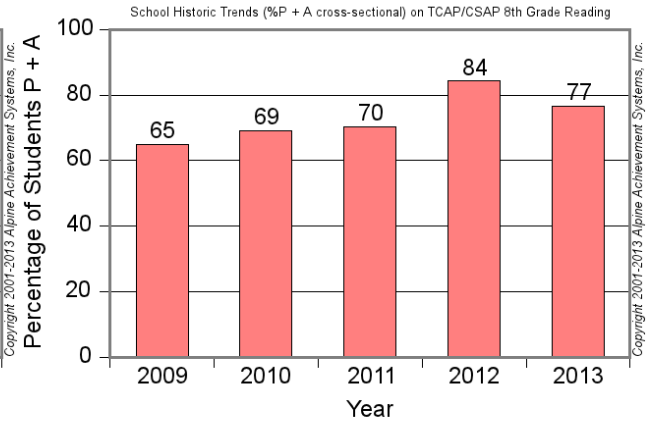

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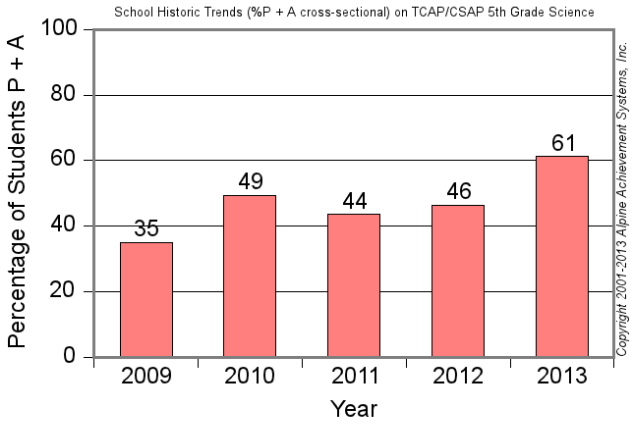

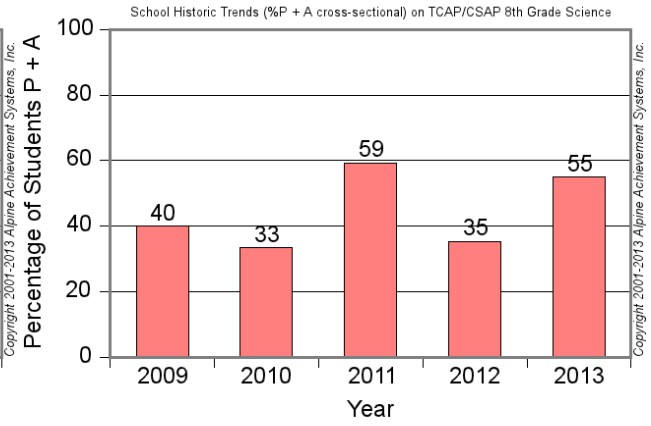

RMCA received an overall rating of "Meets" state expectations on the student growth indicator. In a 3 year report we have made adequate growth in all indicators with exception of middle school math. We excel in writing in middle school and have Approaching ratings in math at middle school and reading at elementary level.

RMCA dropped to "Approaching" in the Academic Growth Gap Indicator.

Our 3-year SPF continues to indicate growth gaps in writing and reading at elementary levels and in math in middle school level. Students with disabilities have the largest gaps over three year's time. At the elementary level, 3 year data indicates growth in math. At the middle school level, 3 years of growth data indicate we are meeting growth expectations in reading and writing. Exceeds marks earned in middle school writing growth gaps for students on free/reduced lunch and minority students.

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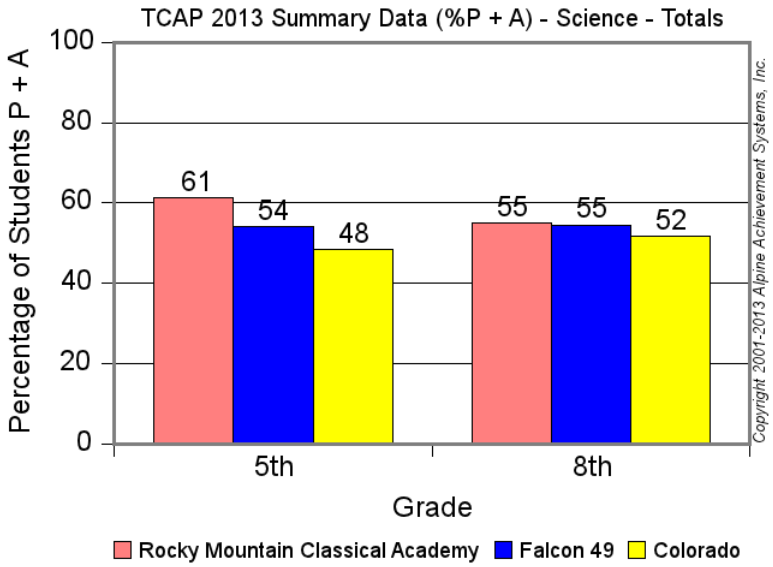

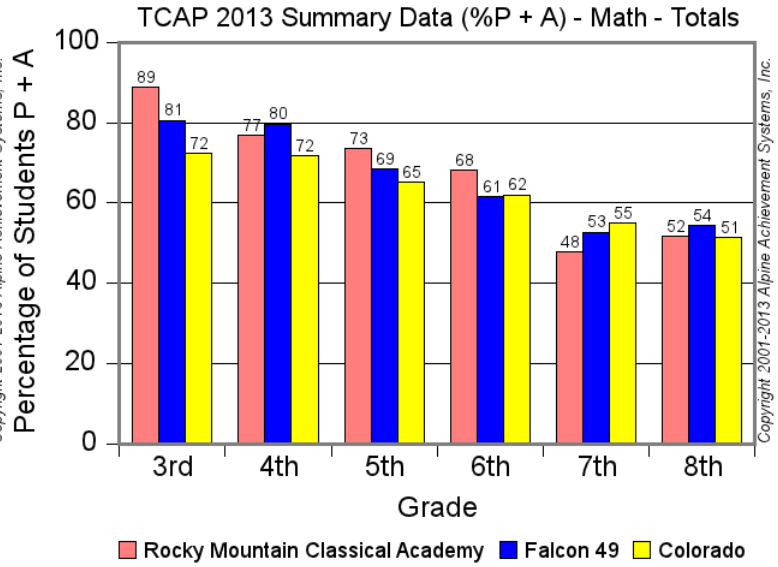

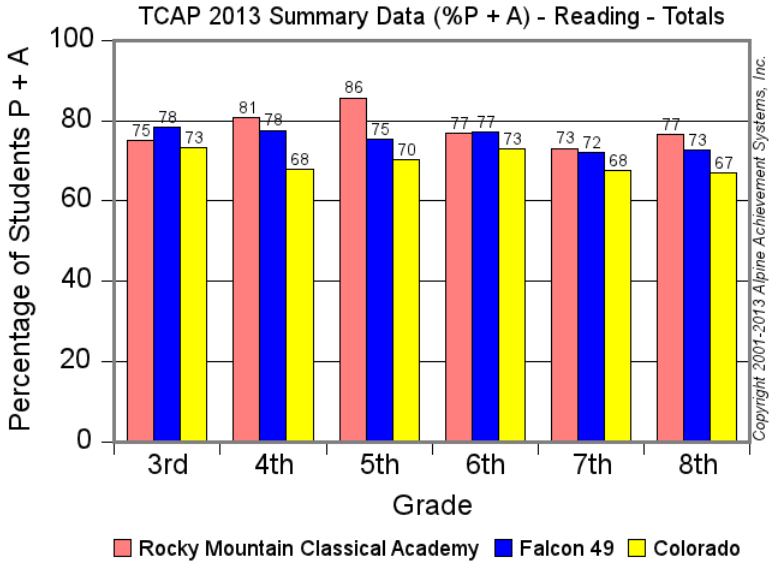

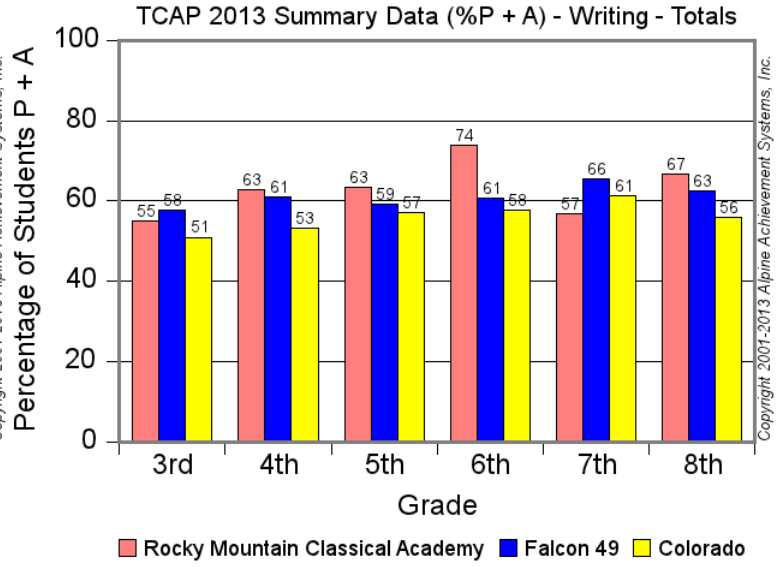

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Priority Performance Challenges:

At elementary and middle school level students with disabilities and students needing to catch up have not made adequate growth in the area of reading, math, and writing.

At elementary level students eligible for free/reduced lunch have not made adequate growth in the area of writing.

At middle school level minority students and students on free/reduced lunch have not made adequate growth in the area of math.

Root Cause Analysis:

Analysis of data was considered by a group of teachers, administrators and parents as indicated on the signature page of this document. A variety of data sources including TCAP, SPF and Scantron were considered to identify the following root causes which were verified through the campus leadership team, the Chief Administrative Officer of Rocky Mountain Classical Academy, the Rocky Mountain Classical Academy School Accountability Committee and the Rocky Mountain Classical Academy Board of Education. The following Root Causes were identified:

- A lack of professional development in the area of differentiated instruction and unclear expectations set by administration.
- Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success.
- Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math, reading, and writing.
- A lack of unified grading system caused the inaccurate assumptions about students' proficiency levels at the middle school.
- Challenges with alignment of Core Knowledge and State standards.
- Lack of high level individualized instruction strategies prohibits growth for U/PP learners, minority students, and students with disabilities.
- A need to create flexible ability groups across all content areas and grade levels.
- Undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math.
- A need to implement wider variety of progress monitoring tools to better track students' improvement.
- Lack of quality grammar and writing curriculum school wide.
- A need to divide literature and composition into separate classes to fully meet Core Knowledge and State standards at the middle school level.

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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)	Academic Achievement Rating was: Meets W: Elementary - 55% P/A on TCAP S: Elementary – 50% P/A Middle – 40% P/A	Academic Achievement Rating is: Meets Target met – increased from 52.2% to 59.51% Target not met – increased from 47.06% to 61.22% Target met – increased from 34% to 55%	Many of the targets that had been set in the area of Academic Growth Gaps were unable to be monitored due to the fact that student subgroups in multiple areas fell below a population size of 20. While not all targets were met in the Academic Growth Gaps area, we expect that we will continue to see progress towards attaining performance targets with implementation of a new strategic plan. <u>Elementary School</u> A continued need for further systems development and support for the RTI process and interventions for students who have academic skill deficits. A lack of resources to support and provide targeted interventions has provided ongoing challenges. A need for additional staff training to help them clearly understand and follow the RTI system and how to analyze student data to know if they are responding appropriately to the interventions. Teachers were only in the first year of adequate RTI supports and a system for accessing/documenting interventions. Professional development for instructional skills in all academic areas, and differentiation is needed for elementary teachers.
Academic Growth	Academic Growth Rating was: Meets W: Elementary 38% MGP M: Middle – 53% MGP	Academic Growth Rating is: Meets Target met – increased from 33% to 53% Target not met – decreased from 50% to 34%	
Academic Growth Gaps	Academic Growth Rating was: Meets R: Elementary – 33% MGP for Students Needing to Catch Up M: Middle - 55% MGP for Minorities and Students with Disabilities	Academic Growth Gaps Rating is: Approaching Target met – increased to 40% (3 year SPF) Target not met – Minorities at 32%, Students with Disabilities N/A	
Postsecondary & Workforce Readiness	N/A N/A	N/A N/A	

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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.
			<u>Middle School</u> In middle school, RTI processes focus on remediation versus acceleration. Intervention practices are in place; however no clear expectations for instructional validity exist. At the middle school level, there is a lack of instructional decision-making. Strong systems (intervention resources, interim measures) to intervene are not present when students are not making adequate growth. A lack of alignment in curriculum is recognized as students transition from elementary to middle school. Middle school transition to the new Colorado Academic Standards and Common Core has been slower due to miss alignment with Core Knowledge standards. For teachers not trained in delivering writing and math instruction, writing and math can be an intimidating skill to teach. Writing and math is less embedded and expected across curricular content areas as students' progress into middle school. Additional professional development in writing and math instruction is needed for middle school teachers.

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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)	RMCA continues to meet all state requirements for academic achievement in reading, writing, math and science at all levels (elementary and middle). Over the past three years achievement scores on the state assessment have remained relatively consistent with slight increases and decreases at various grade levels and content areas. We continue to generally perform above district and state averages in most content areas.	N/A	N/A
Academic Growth	RMCA received an overall rating of "Meets" state expectations on the student growth indicator. In a 3 year report we have made adequate growth in all indicators with exception of middle school math. We excel in writing in middle school and have Approaching ratings in math at middle school and reading at elementary level.	N/A	N/A
Academic Growth Gaps	RMCA dropped to "Approaching" in the Academic Growth Gap Indicator. Our 3-year SPF continues to indicate growth gaps in writing and reading at elementary levels and in math in middle school level. Students with disabilities have the largest gaps over three year's	*At elementary and middle school level* students with disabilities and students needing to catch up have not made adequate growth	A lack of professional development in the area of differentiated instruction and unclear expectations set by administration. Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	time. At the elementary level, 3 year data indicates growth in math. At the middle school level, 3 years of growth data indicate we are meeting growth expectations in reading and writing. Exceeds marks earned in middle school writing growth gaps for students on free/reduced lunch and minority students.	in the area of reading, math, and writing. *At elementary level* students eligible for free/reduced lunch have not made adequate growth in the area of writing. *At middle school level* minority students and students on free/reduced lunch have not made adequate growth in area of math.	Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math, reading, and writing. A lack of unified grading system caused the inaccurate assumptions about students' proficiency levels at the middle school. Challenges with alignment of Core Knowledge and State standards. Lack of high level individualized instruction strategies prohibits growth for U/PP learners, minority students, and students with disabilities. A need to create flexible ability groups across all content areas and grade levels. Undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math. A need to implement wider variety of progress monitoring tools to better track students' improvement. Lack of quality grammar and writing curriculum school wide. A need to divide literature and composition into separate classes to fully meet Core Knowledge and State standards at the middle school level.
Postsecondary & Workforce Readiness	N/A	N/A	

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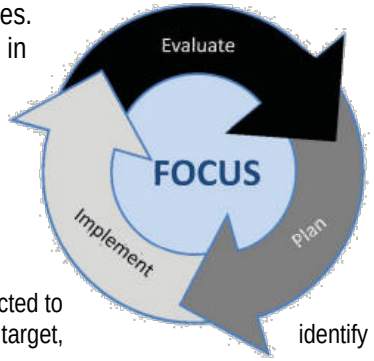
Section IV: Action Plan(s)

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



School Target Setting Form

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

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

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				
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A				
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	*At elementary and middle school level* students with disabilities and	ES: Increase median growth percentiles for student subgroups in reading, writing and	ES: Increase median growth percentiles for student subgroups in reading, writing and	DIBELS Next, Scantron, Classroom Based Assessments, STAR, ITBS,	Re-evaluate current RTI program. Implementation of

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		M W	students needing to catch up have not made adequate growth in the area of reading, math, and writing. *At elementary level* students eligible for free/reduced lunch have not made adequate growth in the area of writing. *At middle school level* minority students and students on free/reduced lunch have not made adequate growth in the area of math.	math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved. MS: Increase median growth percentiles for student subgroups in reading, writing and math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved. MS: Increase median growth percentiles for student subgroups in reading, writing and math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	and SRA.	Language Arts curriculum K-5 and Evaluation of current English Language Arts curriculum in 6-8.
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Re-evaluate current RTI program

Root Cause(s) Addressed: A lack of professional development in the area of differentiated instruction and unclear expectations set by administration. Differentiation of instruction has been implemented with a wide variance of success. Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math, reading, and writing. Lack of high level individualized instruction strategies prohibits growth for U/PP learners, minority students, and students with disabilities. Undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math. Need to implement wider variety of progress monitoring tools to better track students' improvement.

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				
Development of the Unified grading system at the middle school	Aug. 2013	Aug. 2014 Revise	Principal	No additional resource	Scale for grading system and grading policies	Completed
Provide training for implementation of cross curriculum math strategies	Oct. 2013	Oct. 2014 Re-eval.	Lead Math Teachers	Local Funds	Training agenda, hand out with implementation strategies Ongoing training as determined through observations	Begun second quarter
5th grade teachers will design a new schedule for reading intervention based on flexible ability groups	Aug. 2013	Oct. 2013	Principal, Elem. teachers	Local Funds	Schedule, reading groups list	Completed October 1st
Continue leveling of math classes in grade 3-8 in order to provide appropriate group instruction	Aug. 2013	Aug. 2014	Principal, RTI coord., Math teachers	No additional resource	Master schedule, math levels grouping	Completed August 1st

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Administrative RTI model	Sept. 2013	June 2014 Re-eval.	Principal, Counselor, RTI coordinator, Lead teachers	Local Funds	Staff in-service, RTI Tier 1 folders, staff collaboration sessions	In progress
Professional development in the area of differentiation of instruction	Oct. 2013	Aug. 2014	Principal, Lead Teacher	Local Funds	Agenda for professional development	In progress
Implement a differentiated curriculum and instructions in the area of Language Arts, Math and Science to support instruction and learning at an individual level	Oct. 2013 – May 2014	Aug. 2014 – May 2015	Instructional staff	Local Funds	RTI folders, individual student work. Progress monitoring and evaluation will be continuous throughout the school year. Adjustments made as needed	In progress
Train instructional staff on analysis strategies and implementation of differentiated instruction with use of the Scantron	Sept. 2013	Aug. 2014 over view	Principal, RTI coordinator	No additional resource	Print outs of test scores and SLOs	Completed September 30th
Progress monitor using quarterly common assessments, daily formative assessments, and standardized progress monitoring tools	Aug. 2013 - May 2014	Aug. 2014- May 2015	Principal, RTI coordinator, Instructional staff	Local Funds	Scantron test, DIBELS Next, AmsWeb, and CBA	In progress
Provide intervention, collect and document data, consistently meet to analyze data and move students, adjust interventions and instruction as needed	Sept. 2013 – May 2014	Sept. 2014 – May 2015	Lead Teachers, Principal, Counselor, Resource Teacher	Local Funds	Quarterly meetings minutes and RTI Tier 1 folders	In progress
Create Language Art remediation class for struggling students at the middle school	Aug. 2013	June 2014 Re-eval.	Principal, Counselor, LA teachers	Local Funds	Master schedule, class list. Progress monitoring and evaluation will be continuous throughout the school year. Adjustments made as needed	Completed August 1st

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

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Major Improvement Strategy #2: Implementation of "Being A Writer" Language Arts curriculum K-5 and Evaluation of current English Language Arts curriculum in 6-8.

Root Cause(s) Addressed: A need to implement wider variety of progress monitoring tools to better track students' improvement.
Lack of quality grammar and writing curriculum school wide. A need to divide literature and composition into separate classes to fully meet Core Knowledge and State standards at the middle school level.

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				
Create Literacy committee to guide work for vertical alignment	Jan. 2013	Aug. 2014 Re-eval.	Lead teacher, grade level teachers	No additional resource	List of committee members, alignment req. by grade levels	Not begun
Provide training for implementation of cross curriculum language arts writing strategies in grades 4 through 8	Oct. 2013	May 2014	LA Lead teacher	No additional resource	Training agenda, hand out with implementation strategies Ongoing training as determined through observations.	Begun second quarter
Progress monitor using quarterly common assessments, daily formative assessments, and standardized progress monitoring tools in K-8	Aug. 2013 May 2014	Aug. 2014-May 2015	Principal, RTI coordinator, Instructional staff	Local Funds	Scantron test, DIBELS Next, AmsWeb, and CBA	In progress
Vertically alignment of English Language Arts curriculum for K-8	Jan. 2014	Aug. 2014	Literacy committee, LA Teachers, Principal	No additional resource	Schedule of grade level meetings. Agenda and meetings, alignment rubric	Begun
Implementation of "Being a writer" curriculum at the elementary level with fidelity for a full year	Aug. 2013	Aug. 2014 Re-eval.	Principal, Lead teachers at the grade levels	Board approved dollars for curriculum purchase.	Schedule of observation. Curriculum based bench marks. Progress monitoring and	Begun

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					evaluation will be continuous throughout the school year. Adjustments made as needed	
Evaluate new state and common core standards that will be assessed on 2014 PARCC.	Jan. 2014	Aug. 2014	Literacy committee, LA teachers, Principal, resource specialist	Local Funds	Rubric of standard	Not begun
Evaluate and identify available 6 through 8 grade English Language Arts curriculum for future implementation	Jan. 2014	Aug. 2014	Literacy committee, LA Teachers, Principal	Research on possible grants Local funds	Samples of materials, resources from other schools, top three choices. Notes of observations from programs in use.	Not begun

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

Section V: Appendices

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

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