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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: 2906 School Name: FALCON MIDDLE SCHOOL 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	-	71.35%	-	-	77.08%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	61.98%	-	
		W	-	58.34%	-	-	66.23%	-	
		S	-	48.72%	-	-	57.93%	-	
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	-	24	-	-	49	-	
		M	-	59	-	-	48	-	
		W	-	40	-	-	50	-	
		ELP	-	-	-	-	61	-	

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

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

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Accountability Status and Requirements for Improvement Plan

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

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

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Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

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	Brian Smith, Principal
	Email	bsmith@d49.org
	Phone	(719) 495-5222
	Mailing Address	9755 Towner Ave. Falcon, CO 80831
2	Name and Title	Greg Pottorff, Assistant Principal & Athletic Director
	Email	gpottorff@d49.org
	Phone	(719) 495-5223
	Mailing Address	9755 Towner Ave. Falcon, CO 80831

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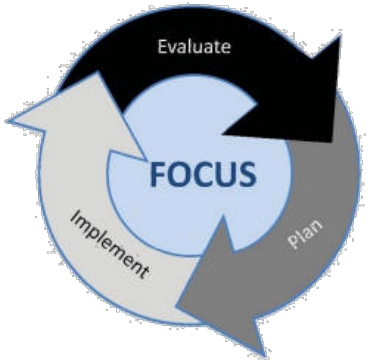
School Contact Information (Additional contacts may be added, if needed)	
Name and Title	Amanda Maranville, Assistant Principal
Email	amaranville@d49.org
Phone	(719) 495-5229
Mailing Address	9755 Towner Ave. Falcon, CO 80831
Name and Title	Susan Thomas, Dean of Students
Email	sthomas@d49.org
Phone	(719) 495-1149 x4040
Mailing Address	9755 Towner Ave. Falcon, CO 80831

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

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

Narrative:

- Falcon Middle School is located in Eastern El Paso County in Falcon School District 49. We are a public middle school servicing 6th, 7th, and 8th grades. Falcon Middle School has approximately 915 students that all take core classes in Reading, Writing, Mathematics, Science, and Social Studies. All students also have the opportunity to take two different exploratory classes each 9-week quarter.
- As part of our professional development during the 13-14 school year, all FMS staff reviewed the 1 year and 3 year school performance frameworks to begin the school improvement planning process. Staff participated in a data gallery walk where they identified positive and negative trends in our data for each grade level, compared our data to other middle schools, and also looked at disaggregated data for our different subgroups. Staff collaborated to identify the priority performance challenges from this data that lead to the development of action steps to improve our student achievement. Falcon Middle School did not meet the state performance expectation in academic growth gaps for Reading, Mathematics, or Writing. More specifically, our students with disabilities population did not meet expected growth gaps in the area of reading and was approaching in the areas of writing and mathematics. These were the specific priorities that they staff felt needed to be addressed in the 13-14 and 14-15 school years.

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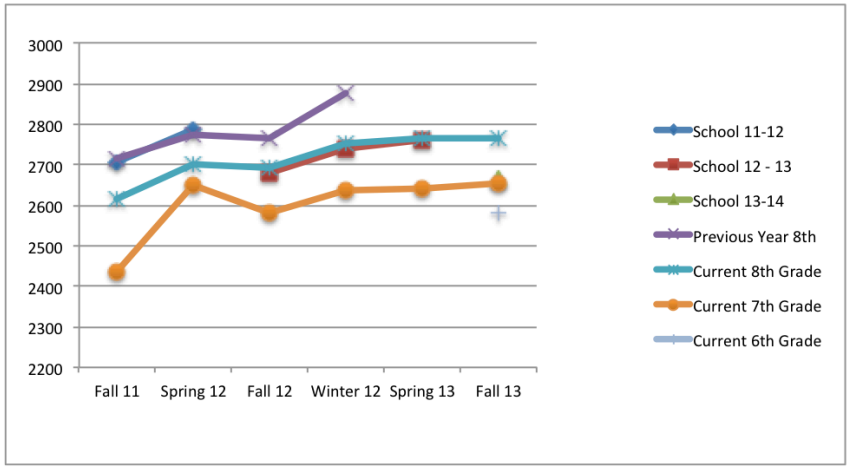
- The performance targets set for Falcon Middle School in the previous year all related to academic growth gaps. Falcon Middle School was approaching in this area for the 11-12 school year, which is why the targets were set for the 12-13 school year. Falcon Middle School worked to close these achievement gaps through the implementation of Intervention/Enrichment time and the utilization of their newly created UBD units. Falcon Middle was again approaching in the area of Academic Growth Gaps for the 12-13 school year. While many of the same gaps remained the same, there were several that showed additional growth over the past year as Falcon Middle demonstrated growth similar to the state. Falcon Middle School made gains to close the achievement gaps for the Minority Students, ELL Students, and Students needing to catch up where the median growth percentiles were closer to 50, which indicates similar growth as compared to the state. In the areas of Free and Reduced Lunch Eligible Students and Students with Disabilities, Falcon Middle School did not make as much growth toward closing these achievement gaps. These areas showed slower growth as compared to the state, which is why specific focus needs to be taken toward closing these gaps. Additional students in these categories should be scoring Partially Proficient and Proficient, versus scoring Unsatisfactory. We also noticed that many of our gifted students were close to achieving Advanced scores on TCAP, which is why there should be additional focus there to ensure these students are scoring advanced.
- To identify specific trends in our building related to Reading and Mathematics, FMS staff utilizes the Scantron tests to look at the gains students make from year to year to monitor regular student growth. The graphs below show the progress students have made in these areas based on Scantron. In looking at the graphs, our current group of 7th grade students had some decline in their reading scores from the end of last year to the beginning of this year. The other grade levels have shown steady increases in the area of reading. The mathematics scores overall show steady increases for all 3 grade levels over time as well.

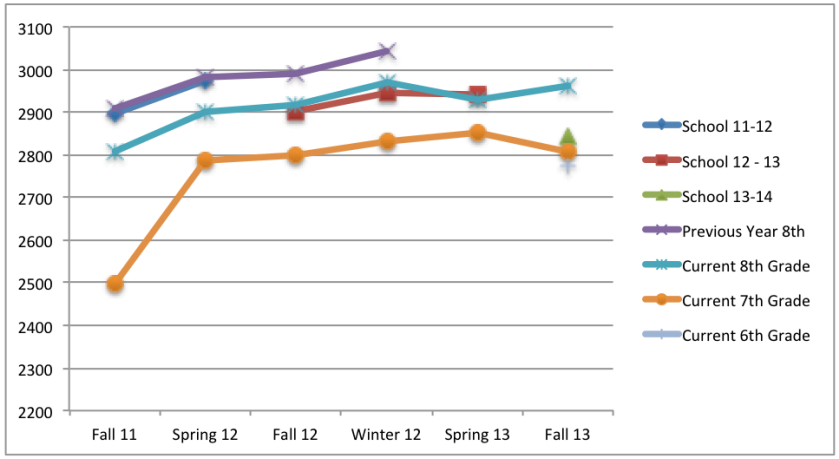
MATH	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13
School 11-12	2707	2789				
School 12 - 13			2680	2740	2762	
School 13-14						2667
Previous Year 8th	2716	2773	2768	2876		
Current 8th Grade	2614	2703	2695	2751	2766	2766
Current 7th Grade	2434	2652	2581	2637	2643	2656
Current 6th Grade						2582

READING	Fall 11	Spring 12	Fall 12	Winter 12	Spring 13	Fall 13
School 11-12	2895	2975				
School 12 - 13			2902	2945	2941	
School 13-14						2845
Previous Year 8th	2907	2982	2992	3042		
Current 8th Grade	2808	2901	2918	2971	2930	2961
Current 7th Grade	2497	2786	2800	2830	2850	2808
Current 6th Grade						2774

Scantron Math Gains



Scantron Reading Gains



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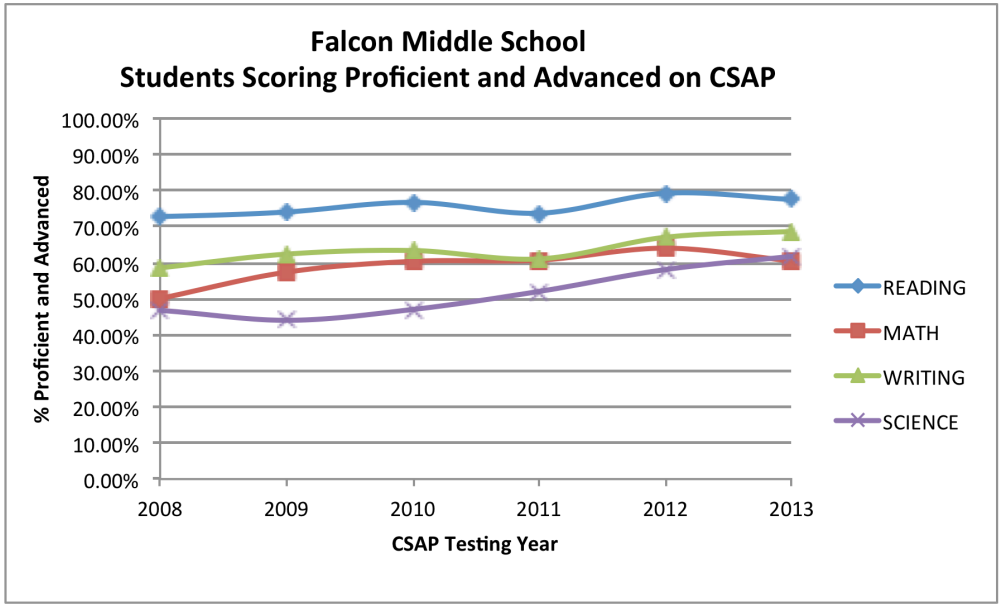
- In looking at the achievement data for Falcon Middle School (see graph below), it can be seen that the achievement is overall somewhat flat over a 6-year trend, with a slight upward trend toward the past couple of years. Falcon Middle School demonstrated an increase in achievement scores in the areas of Science and Writing for the 2012-2013 school years. There were slight declines seen in the areas of Reading and Math. Over the past two years, Falcon Middle School has undertaken the process of realigning curriculum to the Colorado Academic Standards. The Language Arts Classes were split into separate Reading and Writing classes, with a new ECAW (Every Child a Writer) program being utilized in all writing classrooms. The implementation of this curriculum indicates a positive trend in student achievement over the past 2 years. The math curriculum showed an increase 2 years ago, but declined over this past year, as did the Reading achievement. Both of these areas have begun the work to realign specifically to the common core standards and incorporated new aligned units. The Science achievement scores are on a consistent upward trending overall. Science staff have collaborated together to implement a spiraled curriculum and consistent scientific method format to allow for skill building at the mastery level from 6th-8th grade.



	2008	2009	2010	2011	2012	2013
READING	72.50%	74.00%	76.67%	73.67%	79.20%	77.47%
MATH	50.00%	57.33%	60.33%	60.67%	63.98%	60.41%
WRITING	58.50%	62.33%	63.33%	61.00%	67.01%	68.61%
SCIENCE	47.00%	44.00%	47.00%	52.00%	58.06%	61.72%

- Priority Performance Challenges: The priority performance challenges for Falcon Middle School consisted of: Students with disabilities do not meet expectations for growth or growth gaps in the area of reading according to the 3 year SPF report. Students needing to catch up are approaching in the area of reading according to the 3 year SPF report. Free/reduced lunch eligible students, minority students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of math according to the 3 year SPF report. Free/reduced lunch eligible students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of writing according to the 3 year SPF report.
- Process used to prioritize performance challenges: On September 30th, 2013 FMS staff participated in an achievement data galley walk. Staff were divided into their teams to identify strengths and also areas of focus for the 2013-2014 school year. Seven different stations presented data related to each specific grade level, a comparison to other middle schools in the area, school growth data, and data related to our special education population. After visiting each station, teachers shared the positives and areas for growth with their teams and

identified the top three for each. This information was then presented to the staff and like items were grouped together. The commonalities between all of the groups were the identified priority performance challenges. Staff determined that there were 3 specific goals that needed to be addressed to help close the gaps that existed within our priority performance challenges. These goals included: 1.closing the achievement gap for our special education population. 2. Increasing the number of students performing advanced on state assessments. 3. Ensuring our math curriculum in properly aligned to our common core standards. All of these goals indicated that there were 2 basic reasons as to why we did not achieve our desired targets in the 12-13 school year.

- Root Cause: 1. Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.
- How Root Cause was identified: Upon identifying the priority performance challenges, staff determined that all of the challenges directly related to effective differentiation. It was determined that a specific focus on our disaggregated groups in the classrooms would close the achievement gap for Falcon Middle School. Our Intervention and Enrichment blocks can also be utilized more effectively to ensure we are meeting individual learning needs.
- Stakeholder involvement: Falcon Middle School's Administrative team, Leadership team, Faculty, PTSA, and School Accountability Committee were all involved in the review of school achievement data to prioritize our performance challenges. Staff initially reviewed the achievement data and prioritized challenges through a Data walk taking place on a Professional Development Day. The summary of their findings was presented to both the PTSA and School Accountability Committee for review and input. The feedback and ideas from these parent-run committees was used to formulate the actions steps within this unified improvement plan. The plan was then presented for another review and approval to the School Accountability Committee on November 11, 2013.

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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)	N/A	N/A	All of the Targets set for FMS in 12-13 were related to Academic Growth Gaps. Falcon Middle School came very close in meeting many of the desired growth percentiles in 12-13 with respect to the different disaggregated groups. Many of the groups showed increased growth and had growth percentiles indicating similar or faster growth as compared to the state. This can be attributed to the implementation of our intervention and enrichment blocks during the 12-13 school year to help close achievement gaps. In looking at this data closely, it can be seen that the growth gaps related to our students with disabilities fell much shorter of the desired median growth percentiles. Intervention for this subgroup did not work as effectively over the past year and collaboration between special services teachers and regular education teachers did not take place effectively to promote higher student growth.
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in **Reading** of: • Free/Reduced Lunch: 50 • Minority: 50 • Students w/Disabilities: 55 • ELL: 55 • Students Needing to Catch up: 55	In the area of reading, many of our targets came close to achieving the desired median growth percentile. Our free and reduced lunch population had a percentile of 46, which indicates that we are almost demonstrating growth within this group as fast as the state. For our minority student population, we achieved a percentile of 49, which is very close to meeting the desired target. The students with disabilities group had a percentile of 38, which was further from the desired target and showed a slight decline from the previous year. For the ELL subgroup, our percentile was 52, which was very close to the desired growth percentile and our Students needing to catch up had a percentile of 49, which was also close to the stated target.	

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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.
	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in **Math** of: • Free/Reduced Lunch: 55 • Minority: 55 • Students w/Disabilities: 55 • ELL: 50 • Students Needing to Catch up: 55	In the area of Math, our free and reduced lunch subgroup had a percentile of 44. The minority student subgroup had a percentile of 49 and our students with disabilities had a growth percentile of 41. Both the ELL subgroup and the students needing to catch up subgroup demonstrated a growth percentile of 48. All of these growth percentiles were slightly below the targets for the 12-13 school year. Our minority student subgroup and students needing to catch up subgroup were closer to achieving the stated target and achieved a growth percentile indicating fairly similar levels of growth as compared to the state.	
	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile in **Writing** of: • Free/Reduced Lunch: 55 • Minority: 55 • Students w/Disabilities: 55 • ELL: 55 • Students Needing to Catch up: 55	In the area of writing, our free and reduced lunch students had a percentile of 44 and our minority students had a median growth percentile of 47. The students with disabilities subgroup had a percentile of 40 and the ELL subgroup had a percentile 52. Our students needing to catch up demonstrated a median growth percentile of 50. Our ELL and students needing to catch up populations indicated similar or faster growth as compared to the state and were close to meeting the desired targets. The others were slightly lower in achieving the stated target growth rates.	
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	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)	**Reading** – 77.47% Proficient and Advanced on TCAP (1.73% decrease from 2012; 77.08% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework. 2013 – 77.47% (Proficient and Advanced on TCAP) 2012 – 79.20% (Proficient and Advanced on TCAP) 2011 – 73.67% (Proficient and Advanced on TCAP) 2010 – 76.67% (Proficient and Advanced on TCAP) 2009 – 74.00% (Proficient and Advanced on TCAP)	N/A	N/A
	Math – 60.41% Proficient and Advanced on TCAP (3.57% decrease from 2012; 61.98% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework. 2013 – 60.41% (Proficient and Advanced on TCAP) 2012 – 63.98% (Proficient and Advanced on TCAP) 2011 – 60.67% (Proficient and Advanced on TCAP) 2010 – 60.33% (Proficient and Advanced on TCAP) 2009 – 57.33% (Proficient and Advanced on TCAP)	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 – 68.61% Proficient and Advanced on TCAP (***1.6% increase from 2012***; 66.23% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework. 2013 – 68.61% (Proficient and Advanced on TCAP) 2012 – 67.01% (Proficient and Advanced on TCAP) 2011 – 61.00% (Proficient and Advanced on TCAP) 2010 – 63.33% (Proficient and Advanced on TCAP) 2009 – 62.33% (Proficient and Advanced on TCAP)	N/A	N/A
	Science – 61.72% Proficient and Advanced on TCAP (***3.66% increase from 2012***; 57.93% average over 3 years on CSAP/TCAP) Received a rating of Meets on the School Performance Framework. 2013 – 61.72% (Proficient and Advanced on TCAP) 2012 – 58.06% (Proficient and Advanced on TCAP) 2011 – 52.00% (Proficient and Advanced on TCAP) 2010 – 47.00% (Proficient and Advanced on TCAP) 2009 – 44.00% (Proficient and Advanced on TCAP)	N/A	N/A
Academic Growth	**Reading** – According to the state data from the School Performance Framework, Falcon Middle made adequate growth in this area. The state identified the median adequate growth percentile as 23 and we showed a median growth percentile of 51. According to the School Performance Framework, we received a rating of Meets in this area.	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
	Math – According to the state data from the School Performance Framework, Falcon Middle did not make adequate growth in this area. The state identified the median adequate growth percentile as 58 and we showed a median growth percentile of 45. According to the School Performance Framework, we received a rating of Approaching in this area.	N/A	N/A
	Writing – According to the state data from the School Performance Framework, Falcon Middle made adequate growth in this area. The state identified the median adequate growth percentile as 37 and we showed a median growth percentile of 55. According to the School Performance Framework, we received a rating of Meets in this area.	N/A	N/A
Academic Growth Gaps	**Reading** – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free and reduced lunch students "meet" this area with median growth percentile of 46 where the subgroup's median adequate growth percentile was 30. Minority students "meet" this area with median growth percentile of 49 where the subgroup's median adequate growth percentile was 29.Students with Disabilities "did not meet" in this area as they needed to show an adequate growth percentile of 71 and Falcon Middle students had a growth percentile of 38. English Learners "meet" this area with median growth percentile of 52 where the subgroup's median adequate growth percentile was 47. Students needing to catch up are "approaching" in this area and needed to show an adequate growth percentile of 63 and Falcon Middle students had a growth percentile of 49.	Students with disabilities do not meet in the area of reading according to the 3 year SPF report. Students needing to catch up are approaching in the area of reading according to the 3 year SPF report.	• Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students are "approaching" in this area and needed to show an adequate growth percentile of 66 and Falcon Middle students had a growth percentile of 44. Minority students are "approaching" in this area and needed to show an adequate growth percentile of 67 and Falcon Middle students had a growth percentile of 49. Students with disabilities are "approaching" in this area and needed to show an adequate growth percentile of 95 and Falcon Middle students had a growth percentile of 41. English Learners are "approaching" in this area and needed to show an adequate growth percentile of 80 and Falcon Middle students had a growth percentile of 48. Students needing to catch up are "approaching" in this area and needed to show an adequate growth percentile of 87 and Falcon Middle students had a growth percentile of 48.	Free/reduced lunch eligible students, minority students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of math according to the 3 year SPF report.	• Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.
	Writing – According to the state data from the 3 Year School Performance Framework, Falcon Middle is Approaching in this area. Free/reduced Lunch Eligible students are "approaching" in this area and needed to show an adequate growth percentile of 50 and Falcon Middle students had a growth percentile of 44. Minority students "meet" this area with median growth percentile of 47 where the subgroup's median adequate growth percentile was 46.Students with disabilities are "approaching" in this area and needed to show an adequate growth percentile of 81 and Falcon Middle students had a growth percentile of 40. English Learners are "approaching" in this area and needed to	Free/reduced lunch eligible students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of writing according to the 3 year SPF report.	• Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	show an adequate growth percentile of 63 and Falcon Middle students had a growth percentile of 52. Students needing to catch up are “approaching” in this area and needed to show an adequate growth percentile of 73 and Falcon Middle students had a growth percentile of 50.		
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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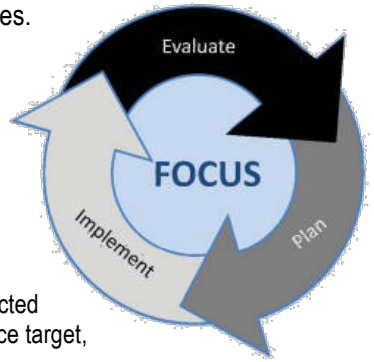
Section IV: Action Plan(s)

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



School Target Setting Form

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

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

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
		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 with disabilities do not meet in the area of reading according to the 3 year SPF report. Students needing to catch up are approaching in the area of reading according to the 3 year SPF report.	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Students w/Disabilities: 55 • Students Needing to Catch up: 55	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Students w/Disabilities: 55 • Students Needing to Catch up: 55	Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)	Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.
		M	Free/reduced lunch eligible students, minority students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of math according to the 3 year SPF report.	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Free/reduced lunch: 55 • Minority students: 55	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Free/reduced lunch: 55 • Minority students: 55	Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year)	Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.

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				• Students with disabilities: 55 • English language learners: 55 • Students Needing to Catch up: 55	• Students with disabilities: 55 • English language learners: 55 • Students Needing to Catch up: 55		
		W	Free/reduced lunch eligible students, students with disabilities, English learners, and students needing to catch up are all approaching in the area of writing according to the 3 year SPF report.	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Free/reduced lunch: 55 • Students with disabilities: 55 • English language learners: 55 • Students Needing to Catch up: 55	We will at least "Meet" state expectations for the Median Growth percentile of all groups or achieve Median Growth Percentile of: • Free/reduced lunch: 55 • Students with disabilities: 55 • English language learners: 55 • Students Needing to Catch up: 55	Scantron Testing using the scale score for Scantron (3 times during the year: Fall, Winter, and Spring) Common Formative and Summative Assessments administered quarterly in the core classes(4 times during the year) ECAW (Every Child a Writer) Cold Prompts administered 2 times during the year based on the PVP (Proficiency Validation Plan) for the ECAW Program.	Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.
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: Falcon Middle School will implement best instructional practices to effectively differentiate instruction for all learners in the classroom.
Root Cause(s) Addressed: Instructional differentiation taking place in the classroom is not intensively targeted to meet individual student needs.

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				
Establish SMART Goals at the beginning of the year to target the specific achievement goals for each core area and small team	Sept. 2013	Sept. 2014	Admin, Team Leaders, FMS Staff	Time at the August or September Professional Development Days	FMS Staff will submit Team and Core SMART Goals on the established template so that they can be posted in the Team Room for monitoring of progress.	2013 SMART Goals are posted and the progress checks are in progress.
Update and Revise the current UBD Unit Plans for the established curriculum to focus on student Mastery of the Power Standards and Essential Learnings.	May 2014	May 2015	Admin, FMS Staff, Falcon Zone Curriculum Administrator	Time on Professional Development Days and Weekly Core Meetings to assess unit plans and make necessary revisions	FMS Staff will submit revised UBD Plans to their core administrator as revisions are made so that they can be added to the curriculum binders in the team room	In Progress – This is a continual work in progress to ensure the learning objectives of each group of students are targeted for the school year.
Attend PLC Training provided by White River School District Administrators (PLC School District to Watch)	August 2013	N/A	All FMS Staff	Professional Development Day on August 1st and Zone Budget Money to pay consultants	FMS Staff will attend the workshop and implement practices to utilizing PLC into their weekly PLC Meetings. Core and Grade Level Admin will also attend to monitor progress.	The training is complete and staff have begun utilizing these practices.

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Develop, Revise, and Utilize common formative and summative assessments in regular instruction to determine student mastery of the standards.	May 2014	May 2015	All FMS Staff	Time on Professional Development Days and Weekly Core Meetings to review assessments and make necessary revisions	Staff will meet weekly with their core administrator during weekly PLC Meetings and on professional development days and provide updated copies of assessments to core administrator.	In Progress – Staff are analyzing their 1st Quarter Assessment Data to see what instructional modifications needs to take place for the upcoming quarter.
Professional Development Training on the PLC Data Teams Process so that data can be used to drive instruction and effective differentiate for all learners	August 2013	N/A	Admin, FMS Staff, Falcon Zone Curriculum Administrator	Time on Professional Development Day in August to receive presentation from the Falcon Zone Curriculum Administrator and to work through an assessment on the process.	FMS Staff will submit common quarterly pre assessment and post assessment data at the end of each quarter along with the Data Sheet showing what instructional goals need to be set along with steps needed to achieve these goals.	Training is Complete. Staff utilization of the Data Teams process in In Progress.
Professional Development Training on Effective Classroom Strategies for Gifted Students and Implementation/Development of ALP's	Sept. 2013	N/A	All FMS Staff, CIA Administrator for District 49, and Falcon Zone GT Coordinator	Time on our Professional Development Day in September to receive training on the ALP process and utilizing Scantron for determining effective goals and strategies for our Gifted Learners.	FMS Staff will submit ALP Goals and Conduct Parent Conferences by October 15, 2013 and submit required paperwork to the Falcon Zone GT Coordinator. FMS Staff will collaborate weekly with their grade level admin and counselor in the RTI Process to continually assess progress of our gifted learners.	Training is Complete. Staff utilization of the instructional strategies and progress monitoring through RTI Meetings is In Progress.
Collaborate with the Falcon Zone GT Coordinator monthly in Team PLC Meetings to analyze data of our gifted students and strategize on enhancing rigor in the classroom for these students.	May 2014	May 2015	All FMS Staff and Falcon Zone GT Coordinator	Time Monthly in Team PLC Meetings to look at GT Student Data.	FMS Staff will keep their PLC Minutes showing what decisions have been made to enhance the rigor utilized for our GT Student population.	In Progress
Assign SLD Teachers to specific core areas instead of grade levels to enhance the co-teaching process and allow for better collaboration with the	August 2013	N/A	FMS Special Education Team and Core	Time in Weekly PLC Core Meetings.	The Special Education Teachers will collaborate with the Core Teams every Wednesday and provide input	Schedule Transition is complete. Weekly PLC Meetings are In Progress

core area teachers.			Teachers		on how to differentiate instruction in the co-taught classrooms. Core Administrators will be in attendance to ensure the process is implemented with fidelity.	
Professional Development training on effective Differentiation in the classroom, effective strategies for Special Education Students, and utilization of co-teachers provided by Christy Kasa.	January 2014 for training. Ongoing site visits through 2014	Ongoing site visits through May of 2015	Christy Kasa, FMS Admin, Special Education Department, All FMS Staff	Time on Professional Development Day in January. Additional Budget Money from FMS and Falcon Zone to utilize the consultant on a regular basis.	Monthly observations by consultant, FMS Admin, and Falcon Zone Special Education Lead Teacher to monitor implementation of strategies and provide feedback on implementation.	In Progress
Sustain the utilization of ICAP and College in Colorado to enhance the student exploration of college and career opportunities and enhance the information provided to parents on this process.	April 2014	April 2015	FMS Counselors	Schedule times in April after TCAP Testing to complete grade level requirements for ICAP.	FMS Counselors will schedule times with classes for students to complete the ICAP Requirements. Parents will receive information through the autodialer and website on what these requirements are and how they can assist their students in this exploration.	Not Yet Begun
Conduct Parent Information Nights on ICAP, Common Core Standards, and other Parent Involvement Opportunities to enhance involvement in the Educational Process	January 2014 – May 2014	August 2015 – May 2015	PTSA, SAC, and FMS Admin	Schedule times once per quarter to provide workshops for parents on essential topics. PTSA will budget for refreshments and speakers if needed.	FMS PTSA and Admin will schedule quarterly presentations for Parents to engage them in various opportunities of their child's education. PTSA will assess the effectiveness of these opportunities through surveys and their monthly meeting minutes.	In Process – FMS PTSA recently conducted a survey to parents and has begun the planning process for the first parent night.
Align Math Curriculum to Common Core Standards and transition courses to the new CPM Common Core Textbooks	May 2014	N/A	FMS Math Department	Time on Weekly Core PLC Meetings and FMS Budget Money to purchase growth	FMS Math Team will submit revised UBD Plans showing transition to the Colorado	Textbook purchase is Complete. FMS Math team is still working to correctly

				textbooks for the common core curriculum (Approximately $7000)	Academic Standards. We will also show money purchased in the FMS Budget for the allocation of these textbooks.	transition to the new curriculum.
Incorporate Intervention and Enrichment Time into the Homeroom period to prevent students from being pulled out of exploratory classes and also provide more intensive 5-week intervention blocks for targeted intervention and enrichment of our students	August 2014	Maintain through the 2014-2015 school year.	All FMS Staff	N/A	FMS Staff will modify the bell schedule to incorporate the intervention/enrichment time (IE Time) into homeroom and schedule meetings every month to coordinate the new intervention blocks	The schedule has been developed for this modification. The staff utilization of the 5-week rotations is 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.

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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)