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

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2013-14

Organization Code: 1110 District Name: FALCON 49 School Code: 3475 School Name: GOAL 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. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. 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?
Academic Achievement (Status)	State Required Measure TCAP/CSAP, CoAlt/ CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60th percentile for AECs.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Achievement: Meets * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	-	-	35.4%	[%]	[%]	41.3%	
		M	-	-	4.4%	[%]	[%]	5.4%	
		W	-	-	14.6%	[%]	[%]	21.5%	
		S	-	-	16.4%	[%]	[%]	16.7%	
	Supplemental Measure: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA2]	[%]	[%]	[%]	[%]	[%]	[%]	
	Expectation: [Expectation of measure]	[CA3]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA4]	[%]	[%]	[%]	[%]	[%]	[%]	

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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	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60th percentile for AECs.		Elem	MS	HS	Elem	MS	HS	Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	-	-	46.8	[#]	[#]	41	
		M	-	-	42.0	[#]	[#]	29	
		W	-	-	43.4	[#]	[#]	40	
	Supplemental Measure 1: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
	Expectation: [Expectation of measure]	[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	
	Supplemental Measure 2: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
	Expectation: [Expectation of measure]	[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	

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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?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60th percentile of all AECs.	86.2%	87.1%	Overall AEC Rating for Student Engagement: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60th percentile of all AECs.	7.7%	11.9%	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	

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Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%	42.8	Does Not Meet	Overall AEC Rating for Postsecondary & Workforce Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60th percentile of all AECs.	11.4%	24.9	Does Not Meet	
	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60th percentile of all AECs.	15.5	16.3	Meets	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	

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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.
	December 2013	Once the AEC SPF is issued, this report will be re-populated in December 2013.
	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 (See customized directions below). 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, student engagement, and postsecondary and workforce readiness).	Improvement	Alternative Education Campus Schools will receive a re-populated UIP report with the AEC Framework data (including AEC plan type assignments) in December 2013. Note that AECs with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
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.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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?	Targeted EARSS (Expelled At Risk Student Service Grant) awarded 2011-2012. We are in our second year of this grant that is designed to assist GOAL Academy in identifying improvement areas such as truancy.
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	Not as of this time, however GOAL Academy is participating in the initial stages of an accreditation review with Advanced Ed North Central Accreditation.
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.	GOAL Academy has participated in two independent reviews. During the 2010-2011 school year, GOAL Academy participated in a CSSI (Charter School Support Initiative) comprehensive evaluation. Additionally in 2012-2013, GOAL Academy commissioned an independent comprehensive review led by Dr. Ken Seeley and Denise Mund of the National Center for School Engagement. Each review provided insight on several strengths and areas of continuous improvement.

Improvement Plan Information

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

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

☐ Other: _____

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

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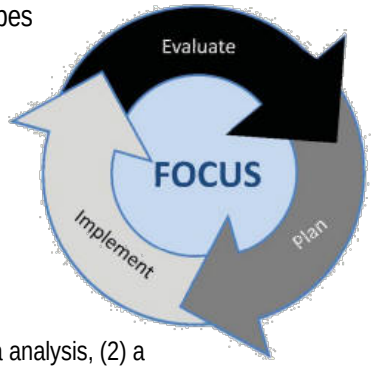
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in 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 AEC 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 3-4 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:

GOAL Academy is an online Alternative Educational Campus (AEC) with 97% of students qualifying as at-risk (July 2013 – AEC renewal application) Such "at risk" factors include: teen pregnancy, previous student incarceration, parent incarceration, 10 day or more suspension, previous school expulsion and overage and under-credited. The 2012-13 TCAP data capture the academic results for 19.3% of GOAL's student population (full population =2567). GOAL Academy operated 12 drop-in sites throughout the state in 2011-2012, and has expanded to 21 sites and 2567 students during the 2012-13 school year. Representatives from various regions and departments worked as a committee to write the UIP. Participants included the Director of Accountability of Compliance, the Assistant Executive director, one Associate Academic Officer, one Academic Director, one coach, the math and reading interventionists. A rough draft of the plan was then sent to Senior leadership and the 7 regional Associate Academic Officers. The Plan was reviewed and approved by the SAC and the Board of Directors.

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In addition to our online curriculum, GOAL Academy has 22 MOU's (Memorandum Of Understanding) with a variety of community colleges and tech schools throughout the state of Colorado providing concurrent enrollment opportunities, workforce development courses, and experiential education intended to support the education of our diverse population. GOAL Academy also partners with judicial districts to support resolution of student truancy issues following a comprehensive intervention plan implemented by GOAL Academy staff members. Additionally GOAL Academy utilizes a robust student intervention program designed to support student success. The EOTS (Every Opportunity to Succeed) student intervention process includes in-house support services as well as partnerships with external agencies collaborating to support student challenges such as homelessness, economic hardships, teen parents, and student/family mental health issues. GOAL Academy recognizes that working with mental health agencies, the department of probation, housing agencies, food banks, homeless shelters, and other community agencies in which GOAL Drop In Centers and GOAL students are located is essential to student success. GOAL's collaborative community approach is a core value in serving a diverse population such as GOAL's.

Review Current Performance:

Academic Status and Growth

Reading:

Reading Status Target - 45% of students will be proficient in the TCAP Reading Assessment. Target was not met – 41.3%. There was a 1.03 % decrease from 2012 (42.37% P and A) to 2013 (41.3% P and A)

Reading: Growth Target – MGP – 43 Target was not met. Scores remained constant at a MGP of 41 for both 2012 and 2013.

GOAL Academy made a concentrated effort to engage students in our remedial reading program and saw growth within the program. However, GOAL remains focused on improving student reading levels as this has a direct impact on success in multiple subjects and curricula.

Math:

Math Status Target - 6% of students will be proficient in the TCAP. Target was not met – 5.4%. There was a 3% increase from 2012 (2.4% P and A) to 2013 (5.4% P and A)

Math: Growth Target - MGP – 34 Target was not met. There was an increase of 1 MGP with a MGP of 28 in 2012 and a MGP of 29 in 2013. With a focus on the students' need for reading skill development, many students were not able to complete their prescriptive math program. (Less than 50% of 9th and 10th graders completed their math program). Seventy two percent of the students who come to GOAL Academy are significantly below grade level in math and thus require several levels of math remediation to attain an appropriately targeted grade level.

Writing:

Writing Status Target - 23% of students will be proficient in the TCAP Writing Assessment. Target was not met – 21.5%. Scores remained static from 2012 (21.56% P and A) to 2013 (21.5% P and A)

Writing: Growth Target – MGP – 42 Target was not met. Scores remained constant at a MGP of 40 for both 2012 and 2013.

In order to meet the needs of our population, the language arts classes increased the emphasis on reading instruction. As a result of our low reading score data, it was concluded that GOAL students would be better served academically if an emphasis on reading instruction and targeted reading interventions was implemented. With the intentional focus on reading, our Write To Learn program was not implemented as thoroughly as we would have liked, thus resulting in static writing scores. Although writing activities where embedded throughout multiple courses, the static data set in writing has made it clear that an increase in the fidelity of our writing program is needed.

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Post-Secondary Readiness – Target: Continue to score "meets". Target was met. Mean ACT increased from 16.1 in 2012 to 16.3 in 2013. Further GOAL Academy's Board of Directors has committed to policy that all GOAL students graduate with either concurrent enrolment college credits and/or Workforce Certification.

Trend Analysis:

Academic Status:

	2011 %PA N=243	2012 %PA N=443	2013 % PA N= 495
Reading	39.4%	42.8%	41.8%
Writing	23.1%	20.9%	22.2%
Math	6.0%	2.4%	5.4%
Science	17%	18%	15% N=340

Reading

School-wide Reading CSAP/TCAP Scores have essentially been stable.
2011 (N=216)- 39.4% P and A.
2012 (N=448) - 42.8% P and A
2013 (N=1085) – 41.3% P and A

Writing

School-wide Writing CSAP/TCAP Scores have remained stable since 2010:
2011 N= 216 - 23.1% P and A.
2012 N= 448 - 20.9% P and A
2013 N=1086 – 21.5% P and A

Math

School-wide Writing CSAP/TCAP Scores have declined since 2010.
2011 (N=136) 6.0% P and A;
2012 (N =454) 2.4% P and A;
2013 (N = 1095) 5.4% P and A

Science

School-wide Science CSAP/TCAP scores have essentially remained stable since 2011.

Academic Growth

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	2011 MGP N=243	2012 MGP N=443	2013 MGP N=836
Reading	30	41	41
Writing	41	40	40
Math	21	28	29

GOAL Academy's reading MGP has shown a recent increase from 2011 (30) and 2012 (41), and has remained stable for the past two years (41). .

The writing MGP has remained stable over the past three years 2013 (40), 2012 (40), 2011 (41).

The MGP for math shows a positive 3-year trend from 2011 (21) to 2012 (28) to 2013 (29). The opportunity to improve from the 22nd %tile to the approaching cut point of the 40th %tile remains a school focus.

Post-secondary / Workforce Readiness

ACT: GOAL Academy ACT composite score has shown a slight increase over the past 3 years.

2011 - 15.6 2012 – 16.1 2013 – 16.3

This is a "meets" rating and is extremely close to the "exceeds" rating, only missing it by (0.3%).

Completion Rate:

2011- 24.85 % 2012 - 31.3% 2013 – 42.8%

GOAL Academy's completion rate has shown an increase from 2011 (24.85), to 2013 (42.8%). A completion rate of 42.8 is 2% from the AEC cut point for "approaching".

Dropout rate:

2011- 17.3 2012 – 10.2 2013 – 24.9

It was discovered that there was an adjustment in how dropout coding was done on the EOY report. Students who dropout over the summer, were previously not included in the school rate. Prior to this correction our rate was 11.5, which is a slight decrease in performance from 2012 when the dropout rate was 10.2 (not adjusted). The corrected rate for 2013 is 24.9. We will consider this a new baseline and write our plan to improve from this rate.

Student Engagement - Not reported prior to the 2013 SPF. GOAL Academy did not have an attendance reporting method that aligned with the state's attendance/truancy calculations until the start of the 2012 school year. Attendance – 2012-13 was a baseline year for attendance and the school achieved an attendance rate of 87.1, which is a "Meets" rating. Truancy - 2012-13 was a baseline year for truancy and the school achieved a truancy rate of 11.9, which is an "Approaching" rating.

Priority Improvement Challenges:

As a Title I Focus school, we address the low achievement of identified disaggregated groups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities and English Learners). While the performance of the sub groups is slightly lower than our whole population It should be noted that in some cases, these groups are performing better than the whole. We do find that our English Learners have a lower MGP in reading and a lower graduation rate than the rest of the disaggregated groups. This is the first year that

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we've had the reading data, as in previous years, the N was < 20. We find the opportunity to increase all student groups to adequate levels, thus we have identified priority opportunities that apply to all student groups, and aren't isolated to the identified disaggregated groups.

Reading	Median Growth Percentile
Whole population	41
Free/Reduced Lunch	41
Minority Students	41
Students with Disabilities	37
English Learners	33

Writing	Median Growth Percentile
Whole population	40
Free/Reduced Lunch	39
Minority Students	39
Students with Disabilities	39
English Learners	38

Math	Median Growth Percentile
Whole population	29
Free/Reduced Lunch	29
Minority Students	28
Students with Disabilities	30
English Learners	28

Graduation Rate	Rate
Whole population	42.8
Free/Reduced Lunch	33.9%
Minority Students	31%
Students with Disabilities	43.2%
English Learners	29.3%

The following areas were identified as priority improvement (challenges) opportunities, as GOAL Academy's progress in these areas are not meeting AEC standards and improving the school's performance in these areas are essential to the previously identified school-wide goals. While we will continue to work diligently towards ensuring every student shows at least one year's growth in one year's time in reading and math, recent national research indicates that High-Risk students will need substantially longer time frames to achieve one year of academic growth. We will also remain focused on the pursuit of 100% graduation rate.

1. Lack of academic growth:
   Although GOAL Academy made a concentrated effort on remediating in the area of reading over the last two years, the growth achieved in other internal assessments has not been reflected in the current measures for AEC norms.

   GOAL Academy was able to remain stable for the past 2 years in writing MGP along with over a 100% increase in the N of assessment each of the last three years. The opportunity remains to increase the MGP to the meets category for AEC norms. GOAL Academy showed improvement in the math MGP over the last three years, and will continue the pursuit of the AEC meets category.
2. The baseline truancy rating of 11.9% is short of AEC norms of 7.69 %.
3. GOAL Academy showed a significant increase in completion rate over the last three years, (4.85% in 2011 to 42.8% in 2013) and will continue to work towards the AEC norm of 55.8%. All disaggregated groups (Free/Reduced Lunch, Minority Students, Students with Disabilities and English Learners) received a Does Not Meet, so all strategies identified in the action plan to increase the completion rate will be implemented with these groups.
4. GOAL Academy's (Adjusted) dropout rate of 24.9% is significantly higher than the AEC norm of 11.3%

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Root Cause Analysis.

As a Title I Focus school, we are required to address specifically the low achievement of identified disaggregated groups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities and English Learners). While the performance of these groups is at a level that does not meet state AEC expectations, an analysis of the data shows that the performance of these groups is not lower than other groups. We find that all student groups are not performing at adequate levels, and as a result have identified root causes that apply to all student groups, and aren't isolated to the identified disaggregated groups.

Root Causes:
1) GOAL Academy's prior curriculum platform was written at a higher reading level that that of the majority of our students and thus made accessing the curriculum difficult for the majority of our students.
2) Our current scheduling and pacing structure was designed to support prior data collection systems. Moving forward, we will progress toward a student specific and customized pacing structure.
3) Clear, specific measurable expectations and structured data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading – 45% PA Math – 6% PA	Target was not met – 41.3%. There was a 1.03 % decrease from 2012 (42.37% P and A) to 2013 (41.3% P and A) Target was not met – 5.4%. There was a 3 % increase from 2012 (2.4% P and A) to 2013 (5.4% P and A)	GOAL Academy made a concentrated effort to engage students in the remedial reading program and saw growth within that program. Students reading below grade level continue to be a priority challenge, which affects achievement in all subject areas. With a focus on the students' need for reading skill development, many students were not able to complete their math program. (Less than 50% of 9th and 10th graders completed a math class, earning any math credit, with fewer completed the full year course.) 72% of students come to GOAL Academy significantly below math grade level and need several levels of remedial math to attain appropriate grade levels. Implementation of a new remedial math program was begun last year, but was only 50% implemented by TCAP testing, and 83% implemented by the end of the school year. Writing interventions were targeted on general basis, the language arts classes increased emphasis on reading instruction, to meet the needs of our students. (Less than 50% of the 9th and 10th graders completed a course that included specific writing instruction, due to the
	Writing – 23% PA Science – 19% PA	Target was not met – 21.5%. Scores remained static from 2012 (21.56% P and A) to 2013 (21.5% P and A) Target was not met – 16.7%. There was a .31% decrease from 2012 (17.01% P and A) to 2013 (16.7% P and A)	
Academic Growth	Reading – MGP = 43 Math – MGP = 34	Target was not met. Scores remained constant at a MGP of 41 for both 2012 and 2013. Target was not met. There was an increase of 1 MGP with a MGP of 28 in 2012 and a MGP of 29 in 2013.	
	Writing – MGP = 42	Target was not met. Scores remained constant at a MGP of 40 for both 2012 and 2013.	

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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.
	Optional Supplemental Goal - Reading 60% of students scheduled in the program Reading Plus intervention program will make at least 1 year's growth.		focus on the skill attainment, through the Reading Plus program.)
Student Engagement	Attendance – 86.46%	**Target was met.** Attendance was 87.1%	2012-13 was the first year GOAL Academy implemented a method of capturing attendance that aligned with the state requirements, so this was a baseline year. The truancy rate continues to be a challenge with our online, at-risk population.
	Truancy – 7.69%	**Target was not met.** Truancy was 11.9%	
Postsecondary & Workforce Readiness	Completion Rate – 45% Dropout Rate– 11.3%	**Target was not met** – 42.8%. There was an 11.5% increase from 2012 (31.3%) to 201 (42.8%) It was discovered that an error in how dropout coding was done on previous EOY reports. Students who dropout over the summer, were previously not included in our rate. Prior to this correction our rate was 11.5, which is a slight decrease in performance from 2012 when the dropout rate was 10.2 (uncorrected). The corrected rate for 2013 is 24.9. We will consider this a new baseline and write our plan to improve from this rate.	
	ACT – 15.5 – 16.5 (Meets range)	**Target was met** - 16.3. There was a slight increase in the ACT composite score from 16.1 in 2012 to 16.3 in 2013.	GOAL implemented an ACT prep course in 2011 continues to expand that course, increasing the percentage of 11th grade students who complete the course.

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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.

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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 are recommended (no more than 3-4); 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** School-wide Reading CSAP/TCAP Scores have essentially been stable. 2010 (N=123)– 42.5% P and A; 2011 (N=216) - 39.4% P and A. 2012 (N=448) - 42.8% P and A 2013 (N=1085) – 41.3% P and A SPF Rating - "Meets." **Writing** School-wide Writing CSAP/TCAP Scores have remained stable since 2010: 2010 N=123 – 17.9% P and A; 2011 N= 216 - 23.1% P and A. 2012 N=448 - 20.9% P and A 2013 N=1086 – 21.5% P and A SPF Ratings: - "Meets."		
	Math 2010 (N=83)– 8.5% P and A; 2011 (N=136) 6.0% P and A; 2012 (N =454) 2.4% P and A; 2013 (N = 1095) 5.4% P and A		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Scores have declined since 2010. SPF Rating: - "Meets" **Science** School-wide Science CSAP/TCAP Scores show a slight increase since 2010, but have essentially remained stable for the last 3 years: 2010 N=83 – 13% P and A; 2011 N=136- 17% P and A; 2012 N=277 – 18% P and A; 2013 N= 720 – 16.7% P and A SPF Ratings: -"Meets"		
Academic Growth		Although GOAL Academy made a concentrated effort on remediating Reading over the last two years, we are still not meeting AEC norms. GOAL Academy remained stable in writing MGP over the last two years; we are still not meeting AEC norms.	1) GOAL Academy's previous curriculum platform was at higher reading level than that of the majority of our students and thus made accessing the curriculum difficult. 2) Our current scheduling and pacing structure was designed to support older data collection systems. Moving forward, we will progress toward a student specific and customized pacing structure. 3) Clear, specific measurable expectations and structured data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.

	2011 MGP N=243	2012 MGP N=443	2013 MGP N=836
Reading	30	41	41
Writing	41	40	40
Math	21	28	29

GOAL Academy's **reading** MGP has shown a recent increase from 2011 (30) to 2012 (41), and has remained stable for the past two years (41). A MGP equals 39th % tile and a score of 40th % tile are needed to obtain an "approaching" rating.

The **writing** MGP has remained stable over the past three years 2013 (40), 2012 (40), 2011 (41) The MGP achieves an "approaching" rating.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The MGP for math shows a positive 3-year trend from 2011 (21) to 2012 (28) to 2013 (29). However, this score is in the 22nd %tile and is still significantly below the "approaching" cut point of 40th % tile.	Although GOAL Academy showed improvement in the math MGP over the last three years, we are still not meeting AEC norms.	
Student Engagement	Attendance – 2012-13 was a baseline year for attendance and the school achieved an attendance rate of 87.1%, which is a "meets" rating.		
	Truancy - 2012-13 was a baseline year for truancy and the school achieved a truancy rate of 11.9%, which is an "approaching" rating.	The baseline truancy rating does not meet AEC norms.	3) Clear, specific measurable expectations and structured data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.
Postsecondary & Workforce Readiness	ACT: GOAL Academy ACT composite score has shown a slight increase over the past 3 years. 2011 - 15.6 2012 – 16.1 2013 – 16.3 This is a "meets" rating, and .3 below the "exceeds" rating.		
	Completion: 2011- 24.85 % 2012 - 31.3% 2013 – 42.8% GOAL Academy's completion rate has shown an increase from 2011 (24.85), to 2013	Although GOAL Academy showed a significant increase in completion rate over the last three years, we are still not meeting AEC norms.	2) Our current scheduling and pacing structure was designed to support older data collection systems. Moving forward, we will progress toward a student specific and customized pacing structure. 3) Clear, specific measurable expectations and structured

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	(42.8%). A completion rate of 42.8 is 2% from the AEC cut point for "approaching". Dropout rate: 2011- 17.3 2012 – 10.2 2013 – 24.9 It was discovered that an error in how dropout coding was done on the previous years' EOY report. Students who dropout over the summer, were previously not included in the school rate. Prior to this correction our rate was 11.5, which is a slight decrease in performance from 2012 when the dropout rate was 10.2 (uncorrected). The corrected rate for 2013 is 24.9. We will consider this a new baseline and write our plan to improve from this rate.	GOAL Academy's (corrected) dropout rate of 24.9% is significantly higher than the AEC norm of 11.3%	data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.

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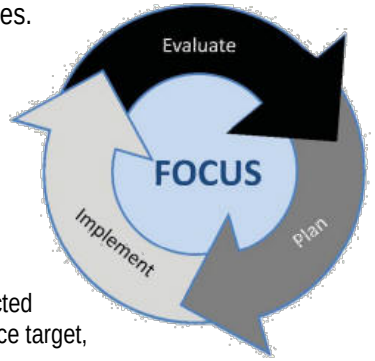
Section IV: Action Plan(s)

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, CoAlt, Lectura, Escritura	R	N/A				
		M	N/A				
		W	N/A				
		S	N/A				
	Supplemental Measure(s)	R					
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP))	R	Although GOAL Academy made a concentrated effort on remediating Reading over the last two years, we are still not meeting AEC norms.	Current MGP = 41 Target MGP = 45	Target MGP = 47	- Progress Monitoring By Literacy Specialists for students below 3rd grade reading level -Reading Plus Guided reading scores for students above 3rd grade reading level -Scantron assessments	Identify and implement a curriculum that more closely aligns to the reading level of our students.
		M	Although GOAL Academy showed improvement in the math MGP over the last three years, we are still not meeting AEC norms.	Current MGP = 29 Target MGP - 45	Target MGP = 47	Progress monitoring of Think Through Math Program, to include percentage of students engaged within program, and number of lessons passed. -Scantron Assessment	Identify and implement a curriculum that more closely aligns to the reading level of our students.
		W	GOAL Academy remained stable in writing MGP over the last two years; we are still not meeting AEC norms.	Current MGP = 40 Target MGP - 45	Target MGP = 47	Pre-Post Lesson assessments and Pre-Post writing assessments in MyGoal 3 class	Identify and implement a curriculum that more closely aligns to the reading level of our students.

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	Supplemental Measure(s)	R					
		M					
		W					
		ELP					
Student Engagement	Attendance Rate						
	Truancy Rate		The baseline truancy rating does not meet AEC norms.	Current -11.9% Target - <7.69%	Target - < 7.69%	Review weekly, and end-of-block attendance reports	Identify and implement a system that will efficiently collect store and retrieve engagement data.
	Supplemental Measure(s)						
Postsecondary & Workforce Readiness	Completion Rate		Although GOAL Academy showed a significant increase in completion rate over the last three years, we are still not meeting AEC norms.	Current – 42.8% Target - 45% - (Approaching).	Target 55.8% (Meets)	Target 55.8% (Meets)	Identify and implement a curriculum that more closely aligns to the reading level of our students. Refine Implementation of Block Pacing System to Increase Course completion. Align accountability metrics of staff to support student success. Identify and implement a system that will efficiently collect store and retrieve engagement data.
	Dropout Rate		GOAL Academy's (corrected) dropout rate of 24.9% is significantly higher than the AEC	Current – 24.9% Target – 17.6% (Approaching)	Target – 11.3% (Meets)	Review all exit requests, to ensure every intervention to keep student engage has been utilized	Identify and implement a system that will efficiently collect store and retrieve engagement data.

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		norm of 11.3%				
	Mean CO ACT					
	Supplemental Measure(s)					

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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: Identify and implement a curriculum that more closely aligns to the reading level of our students. Root Cause(s) Addressed: GOAL Academy's previous curriculum platform was at higher reading level than that of the majority of our students and thus made accessing the curriculum difficult.

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

X☐ School Plan under State Accountability x☐ Title I School wide or Targeted Assistance plan requirements X☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2013-14 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Project 1: Implementation of newly adopted core curriculum, Advanced Academics	2013-2014 initial year				
1) Implement training plan	Aug- Dec 2013, continuous	Professional development team	$20,000	Introductory webinar, follow up in person regional training	In process
2) Student integration	August , 2013- January, 2014, continuous	All site based staff	PD team, AAO's, AD's, Academic Coaches	Engagement as measured by credit completion	In Process
3) Continuous alignment to assessed standards in lessons, assignments and assessments	Jan-July 2015	Academic Coordinators, Academic Specialists	Colorado Academic Standards, TCAP released items, PARCC released items	Depth of Knowledge alignment at the lesson level	Not begun
Project 2: Continue Implementation of Remedial Math Program, Think Through Math Training and professional development will be offered to all staff at GOAL University, and on-going	2013 – 2014 School Year	Director of Math Intervention & Assessment and Math Specialist Team	Salary and Benefits – Title 1 funds $62,000 Math Director and Title 1 Math Interventionist salary and	All staff will be trained by January 2014. Tutorials and FAQ's will	Complete/and Ongoing as new staff is hired

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throughout the school year.			benefits- $48,873 7 stipends for site staff to continue training/progress monitoring $14,000 Title 1 1. Internal trainings can be provided free of cost via Webex video conferencing 2. External webinars from Think Through Math are also available free of cost.	be easily accessible to all staff through the *myGOAL, myWorld* student orientation coursework, e-mail distribution, Think Through Math system resources, and Google Documents.- Completed Recording of prior trainings or on-demand webinars available by request.	
Enroll students in Think Through Math program as needed demonstrated by Accuplacer math assessment scores, unsatisfactory or partially proficient math TCAP scores, or ICAP Specialist recommendation.	May – November 2013	Director of Math Intervention & Assessment and ICAP team	Approximately $18.20 per license, 1500 total licenses ($27,312) plus training fee to cover PD for 12 months ($3,595) for a total of $30,907 state funds	Administer Accuplacer for placement scheduling by October 25, 2013. Enroll all students by November 29, 2013.	In Progress
Monitor the implementation, usage, and engagement in the program through weekly and biweekly coach, site and school reports. This information will be shared with Associate Academic Officers and Academic Directors to identify needs in regards to student engagement and success.	November 2013 – June 2014	Director of Math Intervention & Assessment and Math Specialist Team	N/A	November 20, 2013- 39% of students started program statewide GOALS: December 15, 2013- 100% of students will have started program through completion of TTM placement test. January 15, 2014- 100% of students will have an average of 2 lessons	In progress

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				passed each week in program January 31, 2013- 100% of students will have an average of 3 -5 lessons passed each week in program	
Growth will be measured by math Scantron assessments, Accuplacer, completion of TTM pathway and/or proficiency in Foundations of Integrated Algebra I A or higher	2013 – 2014 School Year	Director of Math Intervention & Assessment, ICAP Specialists, and Scantron Site Managers	N/A	Students will take Scantron after the successful completion of a pathway at a target lesson pass rate of 70% or better. Students will take the Accuplacer in the Spring of 2014. Students may take as many remediation pathways as needed to gain grade level readiness or until they have completed the Think Through Math Algebra Readiness pathway	In Progress
After completion of a pathway below Algebra Readiness students will be enrolled into next appropriate pathway to encourage growth towards grade level math.	2013-2014 School Year	Director of Math Intervention & Assessment, ICAP Specialists, and Math Specialist Team	Title 1 funding Math Interventionist $51,572	Students may take as many remediation pathways as needed to gain grade level readiness or until they have completed the Think Through Math Algebra	In progress

				Readiness pathway. Following completion of the Algebra Readiness pathway students will be placed into Foundations of Integrated Algebra I A or higher. If a pathway is completed at a target pass rate of 70% or higher, student will receive 0.5 credit and be enrolled into next pathway, two grade levels above pathway completed, or the Algebra Readiness pathway. If a pathway is completed below a 70% target lesson pass rate, a custom pathway will be built for student to address individual needs.	
Project 3: Continue Implementation of Remedial Reading program, Reading Plus. Train all staff on importance of literacy to a "whole" student	Ongoing	Literacy Coordinator	Title 1 funds for salary and benefits - $62,000 Director, Interventionist-$48,873 and stipends for training of SW staff- $14,000	All Associate Academic Officers, Academic Directors, Academic Specialists and Academic Coaches will be trained by January 2013 and continuing throughout the school year as new staff members are hired.	Complete as of November, 2013.
Train all staff on Reading Plus	Ongoing	Literacy Coordinator	Title I funds- Stipend of employees to implement	100% of Associate Academic Officers,	Complete as of November, 2013

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			interventions- $14,000 SW staff	Academic Directors, Academic Specialists and Academic Coaches will be trained by January 2013 and continuing throughout the school year as new staff members are hired.	
Create Academic Intervention team	2011-2012	Literacy Coordinator/Math Coordinator	Literacy Coordinator with benefits- $62,000 Math Coordinator with benefits $62,000 total of $124,000 Title One funds.	Three Academic Interventionists have been hired (August, 2012); one position should be advertised soon; expansion in future	Complete as of November, 2013. Still waiting for one interventionist to be hired.
Create AIP form	2012-2013	Literacy Coordinator/Math Coordinator	None	Form updated by December, 2013 and stored in ImageSilo for easy access by all staff	Combining form should be complete by December 10, 2013
Identify ILP students	2012-2014	Literacy Coordinator Reading Interventionists	None	Students complete Accuplacer upon enrollment to GOAL Academy. Students complete InSight assessment based upon Accuplacer scores. Results are used to identify students in need of an ILP.	Complete through 11/20/13. Ongoing as new students enroll
Student monitoring: Literacy Coordinator will monitor the implementation and engagement in the program through weekly and biweekly coach, site and school reports. This information will be shared with Associate Academic Officer and Academic Directors to identify needs in regards to student engagement and success.	September 2012 – May 2014	Literacy Coordinator and Reading Interventionists	None	Students will be evaluated using their SeeReader levels in Reading Plus, as well as the Scantron, at the suggestion of the Academic Coach or Academic Interventionist.	All information has been shared through November 15, 2013

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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Major Improvement Strategy #2: Refine Implementation of Block Pacing System to Increase Course completion
Root Cause(s) Addressed: Our current scheduling and pacing structure was designed to support prior data collection systems. Moving forward, we will progress toward a student specific and customized pacing structure.

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

X☐ School Plan under State Accountability x☐ Title I schoolwide or Targeted Assistance Plan requirements X☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2013-14 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Utilize the current Block Structure for Standard Periodic Progress status	End of each Block: 2013-2014	All Personnel	None	Use Block schedules to track general progress of caseloads, sites and school.	Blocks 1 & 2 complete In Progress
Provide Additional resources and support to areas with lagging results	At beginning of subsequent blocks: 2014	All Personnel	None	Provide additional training and support to individuals and sites in need	In Progress
Develop and Identify Individualized pacing tools	Aug – Nov 2013	Academic Team	AAI Calendar, Course Syllabi, etc.	Pacing for students should be adjusted by coaches to fit students' needs	In Progress
Train Coaches on pacing tools	Dec 2013 – Jan 2014	PD Team, Site Leadership	PD Tools	Varied Instruction delivery options	In Progress
Develop Pacing Plans for Students based on Individual progress and Student Needs	In place by Feb 2014	Coaches	AAI Calendar, Course Syllabi, etc.	Clear expectation to coaches and follow up by Site Leadership.	In Progress
Utilize the current Block Structure for Standard Periodic Progress status	End of each Block: 2013-2014	All Personnel	None	Use Block schedules to track general progress of caseloads, sites and school.	In Progress
Provide Additional resources and support to areas with lagging results	At beginning of subsequent blocks: 2014	All Personnel	None	Provide additional training and support to individuals and sites in need	In Progress

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Continue to implement ICAPs for each student	In place and continue through June 2015	ICAP Specialists	College in Colorado accounts	Verification by ICAP specialists that every graduate has an ICAP in place	In Progress

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Major Improvement Strategy #3: Align accountability metrics of staff to support student success.
Root Cause(s) Addressed: Clear, specific measurable expectations and structured data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.

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

X School Plan under State Accountability x Title I Schoolwide or Targeted Assistance plan requirements X Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Refine regional associate academic officers'(AAO's) roles and expectations. Provide necessary training.	November 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	None	Refine expectations, realign leadership and support teams, identify and conduct trainings	In progress
Continue to revise and update GOAL job descriptions and checklists to reflect new structures and include specific responsibilities.	July 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	None	Refine checklists and job descriptions new authorizer review and approval	In progress
Advanced ed systems improvement, alignment, and integration	September 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	PD funding allocation ($20,000 state funds)	Systems checklists, Ad. Ed. surveys	In progress
Train, implement, and ensure consistency in using a staff remediation and discipline process and procedures policy (i.e., FRISK).	July 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	None	Policy alignment, implementation, training.	In progress
Train, implement, and ensure consistency in using personnel evaluation tools and processes to reflect SB 191 and strategic compensation metrics (i.e., GREAT). Note: SB 191 is waivable by charters.	August 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	None	Policy alignment, implementation, training.	In progress
Ensure consistency of professional development and training of all GOAL staff through effective professional development policies, processes, and	September 2013 – June 2015	PD, HR, Senior Leadership, Department Heads,	Funding for facility, staff, and PD resources ($100,000 state funds)	Refine training sites and tools, establish training priorities and calendar,	In progress

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procedures.		AAO's		provide PD.	
Implement GOAL mentor program.	January 2014 – December 2014	PD, HR, Senior Leadership, Department Heads, AAO's	Funding for compensating mentors ($10,000)	Implement mentor program, establish qualifications and application process, develop implementation plan.	In progress
Refine data and reporting systems and provide training to ensure consistent and effective use to support positive student outcomes (i.e., GOAL dashboards).	July 2013 – June 2015	IT, PD, HR, Senior Leadership, Department Heads, AAO's	None	Training, implementation	In progress
Revise and ensure consistent application of Every Opportunity to Succeed (EOTS) Process.	July 2013 – January 2014	PD, HR, Senior Leadership, Department Heads, AAO's	None	Revise process, training, data collection and evaluation	In progress
Refine regional associate academic officers' (AAO's) roles and expectations. Provide necessary training.	November 2013 – December 2014	Senior Leadership, HR, Department Heads, AAO's, PD	None	Refine expectations, realign leadership and support teams, identify and conduct trainings	In progress

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Major Improvement Strategy #4: Identify and implement a system that will efficiently collect store and retrieve engagement data.
Root Cause(s) Addressed: Clear, specific measurable expectations and structured data feedback loops, that are designed to support student success and the implementation of continuous improvement strategies, are in their infancy. They are not fully matured systems.

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

X School Plan under State Accountability x Title I Schoolwide or Targeted Assistance plan requirements X Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Project 1. Continue build out of Student Information System to tie the curriculum pieces together	December 2013	Director of Innovations and Platforms Specialist	None	Ability to generate Data Pipeline reports from SIS	October and December count report complete, other reports are In Progress
1. Development of Internal Reports in Maestro	August 2012 – June 2014	Director of Innovations and Platforms Specialist	None	Availability of Internal Reports for requested needs	Ongoing
2. Development of Intelligence Dashboards to address areas not covered by internal reports.	August 2012 – June 2014	Director of Innovations and Platforms Specialist	None	Requests for data views not possible through Maestro reporter used	Ongoing
Integration of SIS and more LMS (multiple curriculum platforms are in use)	Feb. 2012June 2014	Director of Innovations and Platforms Specialist	$40,000 – state funds	API builds	In progress
Movement to a Microsoft Sharepoint build to further increase both access for staff and security for data	January 2013– January 2015	Director of Innovations and Platforms Specialists	Additional server(s) and licensing	Build of server environment and workflows	In progress

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Project 2: Develop a system to monitor and troubleshoot connectivity issues.					
Establish a procedure to recognize pervasive technical problems more quickly.	Dec 2013	Technology Team, All Staff	Fusion Ticket System, Other	Implement procedure through support ticket system to gather, classify and disseminate information more rapidly as to technical problems.	In Progress
Improve the communication of solutions to sitewide and schoolwide technical problems.	March 2014	Technology Team, All Staff	Fusion ticket System, Google Apps, Other	Integrate identification of pervasive problems with solution communication.	In Progress

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)