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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: 8010 School Name: SPRINGS RANCH ELEMENTARY SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	81.25%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	80.56%	-	-	
		W	53.52%	-	-	65.83%	-	-	
		S	47.53%	-	-	61.47%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	26	-	-	56	-	-	
		M	38	-	-	38	-	-	
		W	38	-	-	58	-	-	
		ELP	-	-	-	57	-	-	

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

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

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Accountability Status and Requirements for Improvement Plan

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

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

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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.

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?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	N/A
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.	N/A

Improvement Plan Information

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

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

☐ Other: _____

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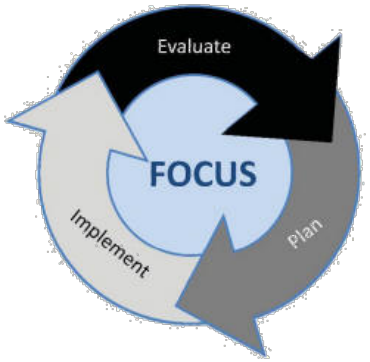
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kimberly A. Mariotti, Principal
	Email	kmariotti@d49.org
	Phone	719-494-8602
	Mailing Address	4350 Centerville Drive, Colorado Springs, CO 80922
2	Name and Title	Jennifer Landon, Assistant Principal
	Email	jlandon@d49.org
	Phone	719-494-8601
	Mailing Address	4350 Centerville Drive, Colorado Springs, CO 80922

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections 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.

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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.

Description of school: Springs Ranch Elementary School is a comprehensive neighborhood school, located in Falcon School District 49, in eastern El Paso Country. Springs Ranch Elementary strives to give students a strong foundation in academic skills, preparing students to be productive citizens in a global society. Demographics for 2013-14 school year: 59% White, 19% Hispanic, 5% Asian, 8% Black, 10% mixed race; Free and Reduced lunch 28%; SPED 13.75%; ELD 8.45%; children of military members 22%; mobility 31%.

Developing the UIP: A team consisting of staff members, leadership team members, School Accountability Committee and PTO members, and administrators continually analyze data sources related to academic performance trends. These data sources include the School Performance Framework, TCAP results, Scantron results, DIBELS data, and progress monitoring data used in classrooms. Based on this data, Priority Performance Challenges, Major Improvement Strategies and Action Steps, and Root Causes were identified for the 2013-14 school year.

Our teacher leadership team, grade level teams, and parent groups, including our School Accountability Committee and PTO, continually meet to review and give input regarding our assessment results and plans for improvement, as a part of the continuous improvement cycle.

Plan type assignment: Performance

Review of current performance: School Performance Framework (SPF) – In the area of Student Academic Achievement, the past three years SPFs show that we have remained stable in Reading, Math, and Writing. Science increases and decreases each year. Student Academic Growth – we have made adequate growth in all subject areas over the past three years. However, in the area of mathematics, we dropped from 49 to 38 in our median growth percentile this from 2012 to 2013, putting us in "Approaching" for math. Academic Growth Gaps – Although we are currently at "Exceeds" in reading and writing, we did not make adequate growth for students needing to catch up in writing. The area of concern is in mathematics, where we are at "Does Not Meet", specifically in Free/Reduced Lunch and Students Needing to Catch Up, with Minority Students at "Approaching". This overall area has been a concern for the past three years. We improved slightly in 2012, but decreased again this year.

Trend Analysis – Student Academic Achievement/TCAP trends - Reading achievement has remained stable over the past three years and meets state expectations. Math achievement has remained stable over the past three years, with a slight increase this past year, and meets state expectations. Writing achievement has remained stable the past three years, and meets state expectations. Science Achievement seems to alternately increase and decrease each year and meets state expectations. See appendix for data charts. Student Academic Growth - Reading academic growth "meets" the adequate growth percentile with a median growth percentile of 56 in 2013. This is a decrease from 62 in 2012 and an increase from 46 in 2011. Writing academic growth "meets" the adequate growth percentile with a median growth percentile of 58 in 2013. This is an increase from 56 in 2012 and an increase from 41 in 2011. This shows a three-year increase in growth in writing. English Language Proficiency (ACCESS) "meets" the adequate growth percentile with a median growth percentile of 57 in 2013, which was 56 in 2012, so this has remained stable. Math academic growth is "approaching" the adequate growth percentile with a median growth percentile of 38 in 2013. This is a drop from 49 in 2012 and from 41 in 2011. Academic Growth Gaps – Reading in 2013 showed minority students (62) and students needing to catch up (64). These were both at "Exceeds" with their subgroup median growth percentile. Free/Reduced Lunch students (45) were at "Meets" with their subgroup median growth percentile. The three-year trends for these groups have shown an increase in Minority students and

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Students needing to catch up, with a slight decrease in Free/Reduced Lunch students. Overall, for 2013, subgroups were at "Exceeds". Writing in 2013 showed Free/Reduced Lunch students (55) were at "Meets", with Free/Reduced Lunch and Minority students at "Exceeds". The three-year trend for these groups has shown an increase, with a slight decrease in Students Needing to Catch Up in 2013. Students Needing to Catch Up did not meet adequate growth in writing for 2013, and this has been the case for the past three years. In Writing overall, the rating was "Exceeds". Math is the area of concern; as overall, the rating was "Does Not Meet". For Free/Reduced Lunch students (39) and Students Needing to Catch Up (36), adequate growth was not made. This was also the case in 2011 and 2012 for these two areas. In 2013, there was a decrease in their growth percentile: Free/Reduced from 44 to 39, and Students Needing to Catch Up from 51 to 36. For Minority students in 2013, adequate growth was made, and the three-year trend has remained stable at 43, 43, and 44. Overall for Academic Growth Gaps, Springs Ranch was rated as "Meets", but this is due to the "Exceeds" for reading and writing. We clearly need to work on adequate growth in math, and focus on the growth gaps. Advanced Students – Our advanced students were above the state average in 5th grade Reading, 3rd and 5th Writing, 3rd and 4th Math, and 5th Science.

Priority Performance Challenges: Based on data analysis and feedback from the Colorado Department of Education (School Performance Framework for Academic Achievement, Academic Growth and Academic Growth Gaps), the identified Priority Performance Challenges are:

1. Math Growth Gaps, with a focus on Free/Reduced Lunch students, Minority students and Students Needing to Catch Up
2. Math Growth for all students

Root Cause Analysis: Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math. The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.

Major Improvement Strategies include: 1) Grade level teams will meet with zone instructional coach and administrators to align Colorado Academic Standards (CAS) with math instruction. 2) Each grade level team will have a team goal that is focused on math growth for their students, and will develop objectives to increase math growth. 3) Instructional teams will continue to refine Professional Learning Community (PLC) practices, with a focus on Mathematics data collection and analysis, for effective intervention and instruction.

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		

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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.
Academic Growth	N/A		The targets for math growth in subgroups of F/R, minority and students needing to catch up, were not met. Math instructional time, global understanding of math, not enough focus on writing in math or in problem solving, connection to real-life math problems, and not providing enough interventions could be causes.
Academic Growth Gaps	Math The median growth percentile for F/R lunch students will increase to 54 as measured by the CDE School Performance Framework. The median growth for minority students will increase to 50 as measured by the CDE School Performance Framework. The median growth for students needing to catch up will increase to 74 as measured by the CDE School Performance Framework.	Math The median growth percentile for F/R was 39. The target was not met, and was 15 points below the target. The median growth percentile for minority students was 44. The target was not met, and was 6 points below the target. The median growth for students needing to catch up in math was 36. The target was not met, and was 38 points below the target.	
Postsecondary & Workforce Readiness	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 Achievement 2011 = 78%, 2012 = 78%, 2013 = 80% *Reading achievement has remained stable and meets state expectations. Math Achievement 2011 = 76%, 2012 = 74%, 2013 = 80% *Math achievement has remained stable, with a slight increase, and meets state expectations.	N/A	N/A
	Writing Achievement 2011 = 65%, 2012 = 60%, 2013 = 64% *Writing achievement has remained stable over three years, and meets state expectations.	N/A	N/A
	Science Achievement 2011 = 57%, 2012 = 48%, 2013 = 60% *Science Achievement seems to alternately	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
	increase and decrease each year and meets state expectations.		
Academic Growth	Reading academic growth "meets" the adequate growth percentile with a median growth percentile of 56 in 2013. This is a drop from 62 in 2012. Writing academic growth "meets" the adequate growth percentile with a median growth percentile of 58 in 2013. This is an increase from 56 in 2012. English Language Proficiency (ACCESS) "meets" the adequate growth percentile with a median growth percentile of 57 in 2013. This is an increase from 56 in 2012.	N/A	N/A
	Math academic growth is "approaching" the adequate growth percentile with a median growth percentile of 38 in 2013. This is a drop from 49 in 2012.	For academic growth in Math, median growth percentiles declined from 49 to 38 from 2012 to 2013, and were "Approaching".	Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math. The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.
Academic Growth Gaps	Reading – 2013 Minority students (62) and students needing to catch up (64), were at "Exceeds" with their	N/A	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	subgroup median growth percentile. Free/Reduced Lunch students (45) were at "Meets" with their subgroup median growth percentile. Overall, subgroups were at "Exceeds". Writing - 2013 Free/Reduced lunch students (64) and minority students (68) were at "Exceeds" with their subgroup median growth percentile. Students needing to catch up (55) were at "Meets" with their subgroup median growth percentile. Overall, subgroups were at "Exceeds".		
	Math - 2013 Fee/Reduced lunch students (39) and students needing to catch up (36) were at "Does Not Meet" with their subgroup median growth percentile. Minority students (44) were at "Approaching" with their subgroup median growth percentile. Overall, subgroups were at "Does Not Meet".	In the area of Mathematics, Academic Growth Gaps "Does Not Meet" state expectations, for Free/Reduced Lunch Students and Students Needing to Catch Up.	Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math. The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.
Postsecondary & Workforce Readiness	N/A	N/A	N/A

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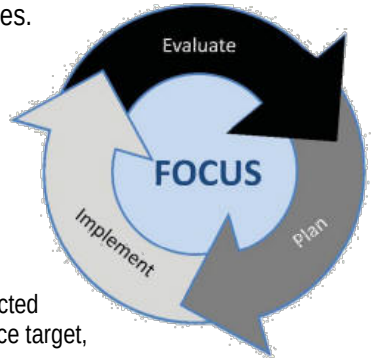
Section IV: Action Plan(s)

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.

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	For academic growth in Math, median growth percentiles declined from 49 to 38 from 2012 to 2013,	Mathematics will increase the median growth percentile (MGP) to at least 45 if adequate growth was	Mathematics will increase the median growth percentile (MGP) to at least 45 if adequate growth was	Scantron Assessment three times a year	Major Improvement Strategy #1: Grade level teams will meet with zone instructional coach and administrators to align

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			and were "Approaching".	met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	met or 55 if adequate growth was not met until a rating of "Meets" is achieved.		Colorado Academic Standards (CAS) with math instruction. Major Improvement Strategy #2: Each grade level team will have a team goal that is focused on math growth for their students, and will develop objectives to increase math growth. Major Improvement Strategy #3: Instructional teams will continue to improve Professional Learning Community (PLC) practices, with a focus on Mathematics data collection and analysis, for effective intervention and instruction.
		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	N/A	N/A	N/A	N/A	N/A
		M	In the area of Mathematics, Academic Growth Gaps "Does Not Meet" state expectations, for Free/Reduced Lunch	In the area of Mathematics, Free/Reduced Lunch and Students Needing to Catch Up, will increase the median	In the area Mathematics, Free/Reduced Lunch and Students Needing to Catch Up, will increase the median	Scantron Assessment three times a year	Major Improvement Strategy #1: Grade level teams will meet with zone instructional coach and administrators to align Colorado Academic

			Students and Students Needing to Catch Up.	growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	growth percentile (MGP) to at least 45 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.		Standards (CAS) with math instruction. Major Improvement Strategy #2: Each grade level team will have a team goal that is focused on math growth for their students, and will develop objectives to increase math growth. Major Improvement Strategy #3: Instructional teams will continue to improve Professional Learning Community (PLC) practices, with a focus on Mathematics data collection and analysis, for effective intervention and instruction.
		W	N/A	N/A	N/A	N/A	N/A
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

Action Planning Form for 2013-14 and 2014-15

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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: Grade level teams will meet with zone instructional coach and administrators to align Colorado Academic Standards (CAS) with math instruction.

Root Cause Addressed: Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math.

The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.

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				
Review current alignment of units in enVisionMath related to Colorado Academic Standards	August 2013-June 2014	Review in August 2014-June 2015	Teachers, instructional coach, administrators	Local funding	Timeline and calendar of grade level units	In progress
Create units of instruction aligned to Colorado Academic Standards and Common Core State Standards	August 2013-June 2014	Review in August 2014-June 2015	Teachers, instructional coach, administrators	Local funding	Sequence of topics and concepts	In progress
Align and utilize assessments to	August	Review	Teachers,	Local funding	Connection of sequence of	In progress

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Colorado Academic Standards and Common Core State Standards	2013-June 2014	in August 2014-June 2015	instructional coach, administrators		topics and concepts to assessments	
Review topics of instruction in relation to current report card	August 2013-June 2014	August 2014-June 2015	Teachers, instructional coach, administrators	Local funding	Report card expectations match CAS and CCSS	In progress
Meet with Instructional Coach weekly/monthly to review progress.	August 2013-June 2014	August 2014-June 2015	Teachers, instructional coach, administrators	Local funding	Continual evaluation of expected outcomes	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.

Major Improvement Strategy #2: Each grade level team will have a team goal that is focused on math growth for their students, and will develop objectives to increase math growth.

Root Cause Addressed: Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math.

The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.

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: _____

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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				
Grade level teams will create goal together and brainstorm ways to support goal	August 2013-November 2013	August 2014	Grade level teams, administrators	Local funding	Create and evaluate goals in BloomBoard	Completed for 2013-14
Identify and monitor growth gap students, students needing to catch up, and advanced students	August 2013-June 2014	August 2014-June 2015	Administrators, district assessment personnel	Local funding	Alpine and Colorado Growth Roster	In progress
Teachers will target interventions for struggling students through small group instruction, one-on-one conferring and strategy groups based on data collected.	August 2013-June 2014	August 2014-June 2015	Grade level teams, instructional coach, support staff	Local funding	Progress monitoring	In progress
Use current and create new assessments that are aligned with CAS and CCSS, to monitor math growth, to include TCAP math, Scantron, grade-level assessments, Kagan strategies, and topic tests	August 2013-June 2014	August 2014-June 2015	Grade level teams, instructional coach	Local funding	Progress monitoring	In progress
Integrate math into content areas, to include writing about math thinking and homework math journals	August 2013-June 2014	August 2014-June 2015	Grade level teams, support staff	Local funding	Writing assessments	In progress
Begin to implement/pilot Do the Math to provide math interventions in classroom	August 2013-June 2014	August 2014-June 2015	Grade level teams, instructional coach, support	Local funding	Understanding of intervention	In progress

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			staff			
Explore integrating a longer math block during daily schedule to increase math instructional time	August 2013-June 2014	August 2014-June 2015	Leadership team, grade level teams, administrators	Local funding	Creation of schedule	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.

Major Improvement Strategy #3: Instructional teams will continue to improve Professional Learning Community (PLC) practices, with a focus on Mathematics data collection and analysis, for effective intervention and instruction.

Root Cause Addressed: Springs Ranch has participated in math staff development and teachers have obtained additional tools to use for math instruction, due to feeling there were gaps in the math curriculum that is used. These include sessions with Kim Sutton, Dr. Nikki Newton, Georgia Math Units, and Kagan. There has been a focus on filling in these gaps, as well as using these innovative ideas to heighten students' interest in math.

The focus has not been specifically on math intervention, growth gap students, advanced students, or on students needing to catch up.

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				
Monitor progress of students through data collection and analysis, to determine areas of strength and weakness	August 2013-June 2014	August 2014-June 2015	Grade level teams, support staff, administrators	Local funding	Progress monitoring	In progress
Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact students achievement and growth	August 2013-June 2014	August 2014-June 2015	Grade level teams, administrators	Local funding	Progress monitoring and evaluation of growth	In progress

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Identify and monitor growth gap students, students needing to catch up, and advanced students	August 2013-June 2014	August 2014-June 2015	Administrators, district assessment personnel	Local funding	Alpine and Colorado Growth Roster	In progress
Utilize instructional coach, SOAR, ELL, RtI team, and SpEd, to provide support and interventions based on students' needs	August 2013-June 2014	August 2014-June 2015	Grade level teams, instructional coach, support staff	Local funding	Progress monitoring and evaluation of growth	In progress
Administrators will be in attendance during PLC meetings and teams will meet on a regular basis	August 2013-June 2014	August 2014-August 2015	Administrators. Grade level teams	Local funding	Attendance of administrators, scheduled meetings	In progress
Explore alternative scheduling/calendar options to provide additional PLC and/or intervention time	August 2013-June 2014	August 2014-August 2015	Grade level teams, administrators, support staff	Local funding	Calendar	In progress
Leadership team will be trained in PLC practices for a better understanding of their role in leading their team	January 2014-June 2014	August 2014-August 2015	Administrators, leadership team	Local funding	Trainings with team leaders and administrators	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)

Springs Ranch Elementary Data

Reading

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*
% Unsatisfactory		6	3	6		7	10	4		1	2	9		5	5	6
% Partially Proficient		11	18	10		22	9	20		19	23	11		17	16	13
% Proficient		75	66	76		65	73	74		69	65	71		70	68	74
% Advanced		7	13	7		6	8	3		11	9	9		8	10	6

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Reading

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	78	42	74	68	69	83	83	75
2012	78	35	73	70	69	83	84	73
2013	82	28	76	70	80	82	83	78

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Math

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*
% Unsatisfactory		7	3	3		1	5	0		6	5	9		5	5	4
% Partially Proficient		10	15	10		22	18	19		25	33	20		18	22	16
% Proficient		41	41	52		53	45	48		30	39	43		41	42	47
% Advanced		43	41	35		24	31	34		38	23	29		35	32	32

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Math

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	76	40	79	62	64	82	75	78
2012	74	43	86	52	70	79	74	73
2013	79	46	80	75	72	82	82	77

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Writing

4 year TCAP Results	3rd Grade				4th Grade				5th Grade				Overall Academic Achievement (3-5)			
Year-		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*		*2011*	*2012*	*2013*
% Unsatisfactory		2	1	1		5	5	2		1	1	3		2	2	2
% Partially Proficient		33	37	30		38	38	40		26	37	31		32	37	34
% Proficient		54	55	58		48	45	52		57	49	52		53	50	54
% Advanced		12	7	11		9	12	6		15	13	14		12	10	11

Overall (3-5) Subgroup Performance (% proficient/advanced) – TCAP Writing

Year	ALL	SPED	ELL	Black	Hispanic	White	Female	Male
2011	65	38	58	53	49	68	73	58
2012	60	17	64	52	52	63	70	51
2013	65	26	58	67	52	71	70	58

Science

4 year TCAP Results	5th Grade					Subgroups								
Year-		*2011*	*2012*	*2013*		*Year*	*ALL*	*SPED*	*ELL*	*Black*	*Hispanic*	*White*	*Female*	*Male*
% Unsatisfactory		6	6	8										
%Partially Proficient		36	44	32		*2011*	57	20	0	50	40	63	43	67
% Proficient		41	39	45		*2012*	48	0	75	33	50	53	53	46
% Advanced		16	9	15		*2013*	60	0	46	67	44	65	62	59

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