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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: 2908 School Name: FALCON HIGH 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	-	-	73.33%	-	-	76.27%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	40.39%	
		W	-	-	50.00%	-	-	58.4%	
		S	-	-	50.00%	-	-	57.69%	
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	-	-	10	-	-	50	
		M	-	-	71	-	-	43	
		W	-	-	36	-	-	46	
		ELP	-	-	-	-	-	-	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 95.8% using a 5 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Exceeds
	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.	Exceeds	
	Dropout Rate Expectation: At or below state average overall.	3.6%	.5%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20.0	20	Meets	

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Accountability Status and Requirements for Improvement Plan

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

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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.	

Improvement Plan Information

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

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

☐ Other: _____

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

1	Name and Title	Cheryl Goodyear-DeGeorge, Principal
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	Phone	719-495-5527
	Mailing Address	10255 Lambert Road, Falcon, Colorado 80831
2	Name and Title	Drew Cleveland, Assistant Principal
	Email	dcleveland@d49.org
	Phone	719-495-5551
	Mailing Address	10255 Lambert Road, Falcon, Colorado 80831
3	Name and Title	Steve Oberg, Assistant Principal

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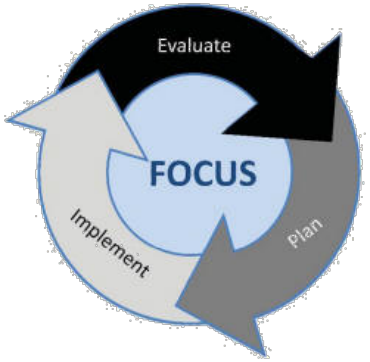
	Email	soberg@d49.org
	Phone	719-495-5526
	Mailing Address	10255 Lambert Road, Falcon, Colorado 80831

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

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

Narrative: Falcon High School (FHS) is a public high school, with about 1290 students, grades 9-12. FHS is one of three high schools in Falcon School District 49 and the only high school in the Falcon Innovation Zone. FHS has a free and reduced population of about 14% and has about 23% minority population. The 2012_2013 school year was the second year as an innovation high school in the Falcon Zone. Many new processes and procedures were put in place to focus on improving school climate and increasing student achievement. Some of those changes included returning to a seven period day following many years of block scheduling, a special late start Wednesday schedule to facilitate Professional Learning Community meeting time and in-school intervention time, and a shift from a traditional grading system to Standards-based grading.

In an effort to move forward and address any areas of concern, student climate surveys and teacher RtI surveys have been completed. Input is also being solicited from the community through quarterly World Cafes, the School Accountability committee and the PTSA organization at FHS. Increased parent and staff involvement in each of these committees/organizations continues to be a focus at FHS. Over the past two years Professional Learning Community Groups (PLC) and Building Leadership teams (including administrators and teachers) have worked together to identify the greatest areas of need and plans for improvements in student achievement. Professional development for the 2013_2014 school year to date has been focused on data analysis and the identification of specific student skills that need to be strengthened at FHS. Additional focus has been placed on professional development around differentiation strategies for our gifted and special

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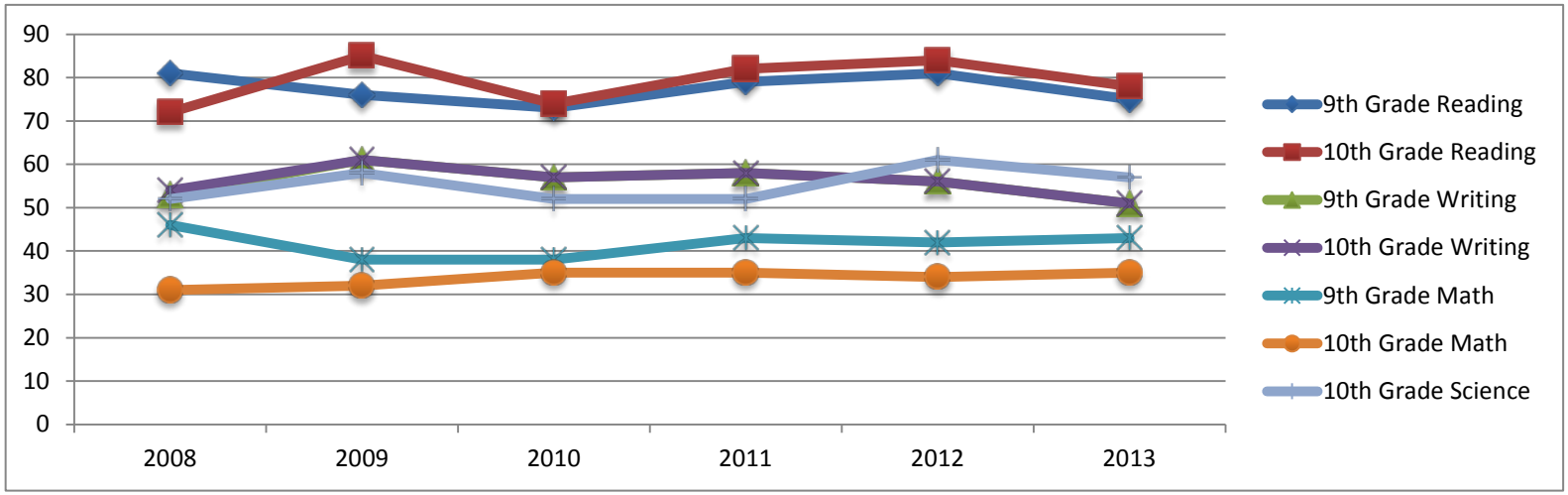
education populations, as well as universal literacy strategies to help all student groups. In addition to the activities listed above, all departments at the school participated in data analysis/root cause analysis to first identify the key skill deficits in their own content areas and then completed further analysis to identify key areas of focus that would increase student achievement across content areas. As a result of the findings from this analysis, a school wide goal to address analysis and interpretation of text across content areas was developed.

Academic Achievement

Over the past 3 years FHS Academic Achievement in Reading, Writing, Math and Science has shown consistently flat or downward trending achievement with some evidence of slight improvement in 9th grade writing in 2013. FHS was above the district and state in all assessment areas, though showed the lowest proficiency levels in six years for 10th grade writing

- 2013 Reading 9th grade – 75% P+A (down 6% from 2012, down 4% from 2011)
- 2013 Reading 10th grade – 78% P+A (down 6% from 2012, down 4% from 2011)
- 2013 Writing 9th grade – 63% P+A (up 2% from 2012, down 2% from 2011)
- 2013 Writing 10th grade – 51% P+A (down 5% from 2012, down 7% from 2011)
- 2013 Math 9th grade – 43% P+A (up 1% from 2012, no change from 2011))
- 2013 Math 10th grade - 35% P+A (up 1% from 2012, no change from 2011)
- 2013 Science 10th grade - 57% P+A (down 4% from 2012, up 5% from 2011)

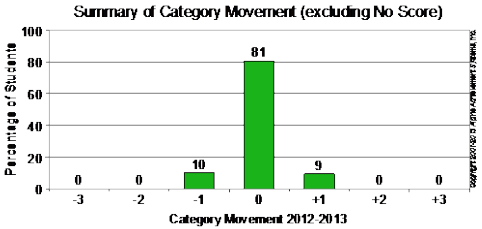
With the exception of a negligible increase in math achievement score the overall trend in student achievement at Falcon High School is flat or a slightly downward.



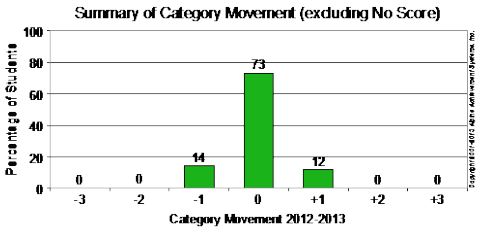
Academic Growth

The Longitudinal Proficiency Levels Report Matched Data 2012 and 2013 (below) shows that for reading between 10% and 14% of the students did not achieve one year's growth, for writing between 11% and 23% of the students did not achieve one year's growth, and for math between 44% and 32% of the students did not achieve one year's growth. Although the number of student not achieving one year's growth has increased slightly over the last three years, the data trends very similarly, with 8th -9th grade Math being the area of least growth. The percentage of students not showing a year's growth in all areas is concerning.

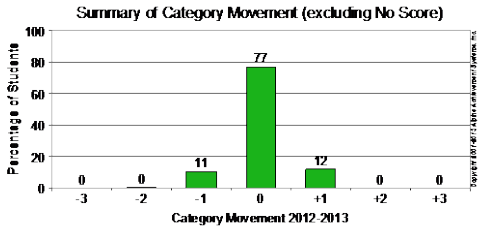
9th Grade Reading 2013



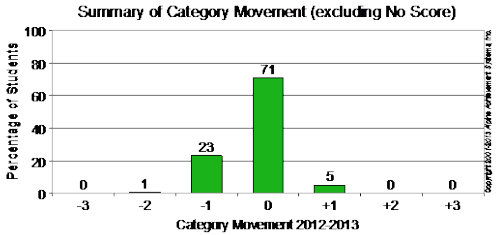
10th Grade Reading 2013



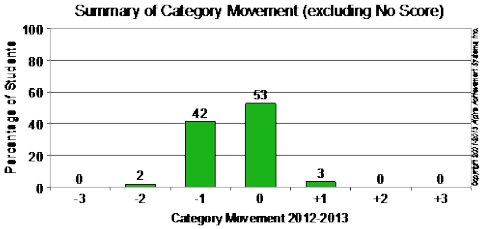
9th Grade Writing



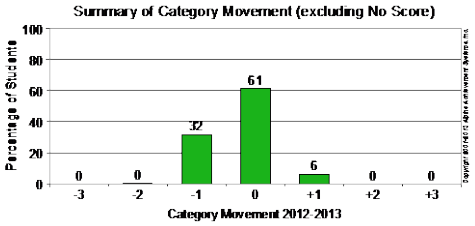
10th Grade Writing



9th Grade Math



10th Grade Math



Review of the both the 1 year and 3 year SPF (2011-2013) shows that FHS received an *Approaching* rating and did not meet adequate growth in mathematics. For both reading and writing FHS received a *Meets* rating for growth and made adequate growth.

- The MGP for reading was in the 50th percentile and needs to be at least at the 10th percentile to show adequate growth and achieved a rating of *Meets.*
- The MGP for math was in the 43rd percentile and needs to be at least at the 71st percentile to show adequate growth and achieved a rating of *Approaching.*
- The MGP for writing was in the 46th percentile and needs to be at least at the 36th percentile to show adequate growth and achieved a rating of *Meets.*
- The 3 year trend for 9th grade reading for 2011-2013 went from 52 – 63 - 48 which overall shows a downward trend in growth.
- The 3 year trend for 10th grade reading for 2011-2013 went from 59 – 54 - 51 which overall shows a downward trend in growth.
- The 3 year trend for 9th grade writing for 2011-2013 went from 57 – 62 – 50 which shows a three year low in growth.
- The 3 year trend for 10th grade writing for 2011-2013 went from 61 - 55 - 40 which shows a downward trend in growth.
- The 3 year trend for 9th grade math for 2011-2013 went from 59 - 59 - 44 which shows a three year low in growth.
- The 3 year trend for 10th grade math for 2011-2013 went from 60 – 45 - 42 which shows a downward trend in growth

Academic Growth Gaps:

FHS did not receive a *Meets* or *Exceeds* rating in any category for Academic Growth Gaps area. The overall ratings for all categories (Reading, Writing, Math) were all *Approaching*. For student subgroups the only groups that received a rating of *Meets* were Free and Reduced Lunch Eligible students in reading. All other subgroups received a rating of *Approaching* with the exception of Free and Reduced Lunch Eligible students in math, which received a rating of *Does Not Meet*, and Students needing to catch up in writing which also received a rating of *Does Not Meet.* For this area only Reduced Lunch Eligible students in math and Students Needing to Catch Up in writing received a rating of *Does Not Meet.*

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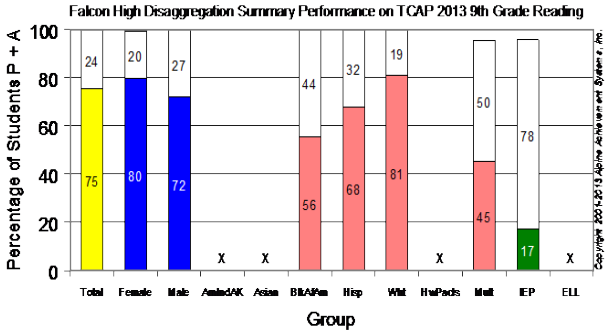
Column1	Column2	Column3	Column4
GROWTH GAPS			
Adequate Growth Gaps		Median Growth Percentile/ Adequate Growth Percentile	Made Adequate Growth
Reading:			
F/R Lunch Eligible	Meets	46/16	Yes
Minority Students	Approaching	39/20	Yes
Students with Disabilities	Approaching	42/90	No
Students Needing to Catch Up	Approaching	42/72	No
Total	Approaching		
Mathematics:			
F/R Lunch Eligible	Does Not Meet	36/91	No
Minority Students	Approaching	40/90	No
Students with Disabilities	Approaching	46/99	No
Students Needing to Catch Up	Approaching	44/99	No
Total	Approaching		
Writing:			
F/R Lunch Eligible	Approaching	47/59	No
Minority Students	Approaching	45/49	No
Students with Disabilities	Approaching	53/99	No
Students Needing to Catch Up	Does Not Meet	39/88	No
Total	Approaching		

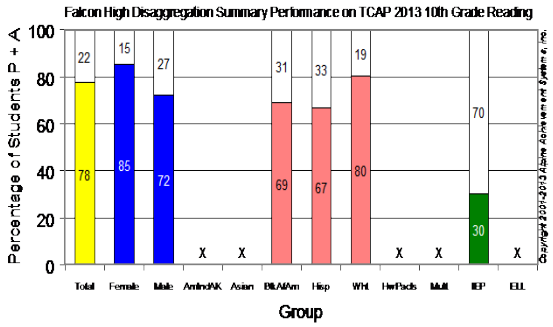
Postsecondary and Workforce Readiness:

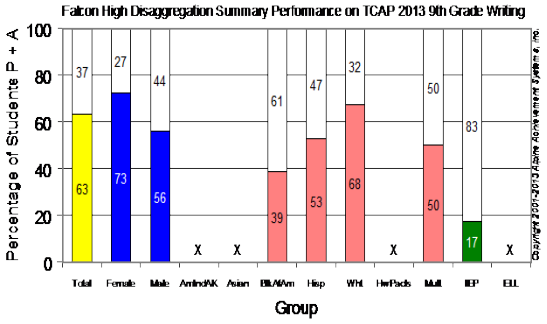
- Postsecondary and Workforce Readiness is the one area of the School Performance Framework where FHS received an overall rating of *Exceeds.* The Graduation Rate received an overall rating of exceeds and all subgroups with the exception of Students with Disabilities received *Exceeds* ratings. Students with Disabilities received a rating of *Meets.* The Colorado ACT Composite Score at FHS for 2012_2013 was 20 and the state expectation was 20, so the rating in this category was also *Meets.* Postsecondary and Workforce Readiness is an area that has continued to improve each year for the past 3 years at FHS. Although Falcon High School received an *Exceeds* Rating in this area, parent and community participation in ICAP development for all students, particularly those with special needs, must show improvement in order for this trend to continue. Time for ICAP development by students and parents is limited at

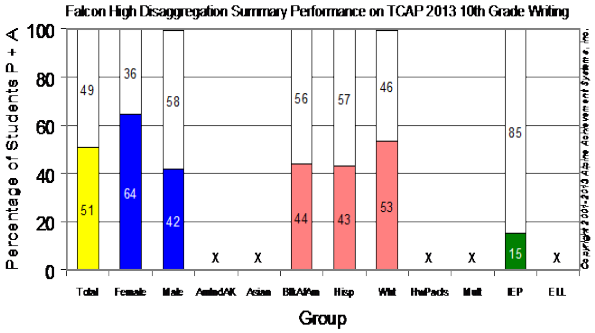
Falcon High School and the importance of ICAP plans have not been communicated to students and parents. Communication with parents about upcoming events and the needs of the school has not been consistent, timely, or effective in many cases. Falcon is a bedroom community and many of our parents and students work outside of the community. Programs and activities need to be offered that are seen as valuable and that bring a sense of community to the Falcon area.

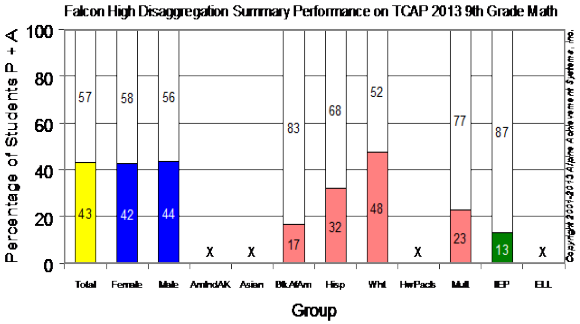
Disaggregated Achievement Data:

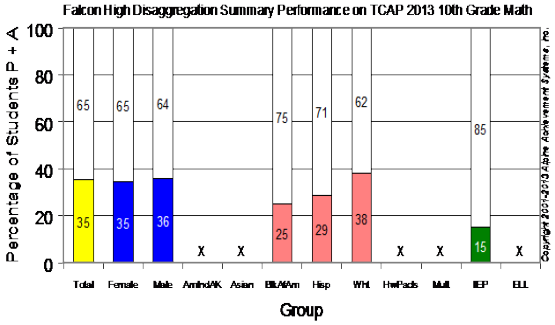


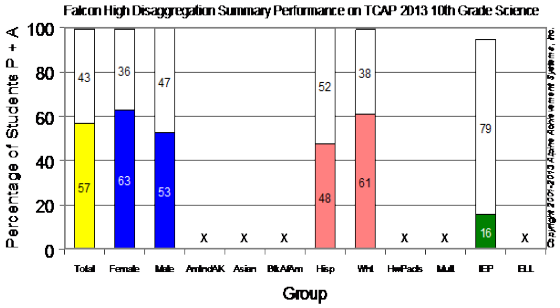












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In both 9th and 10th grade reading females significantly outperformed males (8% - 13%) and white students outperformed their Black and Hispanic counterparts (13% - 25%). No significant changes in gaps over the past 3 years. In both 9th and 10th grade writing females significantly outperformed males (17%-21%) and white students outperformed their Black and Hispanic counterparts (10%-18%). No significant changes in gaps over the past 3 years. In 9th and 10th grade math males out performed females (1%-2%) and white students outperformed their Black and Hispanic counterparts (9%-36%) with 9th grade math showing the largest gap between white students and their Black counterparts at 36%. No significant changes in gaps over the past 3 years. In 10th grade Science females outperformed their male counterparts by 10% and white students out performed their Hispanic counterparts by 13%. No significant changes in gaps over the past 3 years. Students with IEPs scored significantly lower in all areas with Math and Science being the areas with the largest gaps between students with IEPs and students without IEPs. Math showed gaps between 23% and 35% and Science showed a gap of 45%.

With student achievement in all areas, math, writing, reading and science, above the state and district averages, more analysis was needed to help focus the primary area(s) of need or skills that would benefit students across all content areas and promote academic growth. Analysis of the TCAP and MAP data showed that communicating learning through writing (structured paragraph writing, main idea, supporting details, relevant information – Language Arts 2.a) and Math standards 1.3a and 4.2a are the key areas focus for improvement. Additionally, strategies for engaging and supporting academic growth for our gifted and talented students, students needing to catch up, minority students, and our special education population need to be developed and implemented.

As a result of extensive data gathering and analysis, four priority performance challenges have been identified.

- Increase student achievement in writing (communicating learning in a variety of ways)
- Increase student achievement in math (ability to problem solve and analyze text)
- Increase parent and community engagement and student participation in ICAP development (engagement in the educational process and in their academic achievement)
- Increase sound instructional and differentiation strategies used by teachers to increase academic growth for our FRL, gifted and talented, and minority students and to realize a reduction in growth gaps for these subgroups.

The Leadership team and other staff at Falcon have already begun working to analyze data and to identify leverage points to improve student achievement and growth in all content areas. Student incentives are being put in place for students that perform well on Spring MAP tests as well as on TCAP. Students that did not perform at a proficient level on the Fall MAP testing in Reading were evaluated by the RtI team and placed in interventions such as Reading Plus to address gaps in student skills/knowledge. Parents will be contacted by teachers to help include them as an integral part of their student's academic success. Students demonstrating substantial skill deficiencies on 2013 TCAP have been placed in intervention classes to help build background and skills in the area of Reading. PLC teams, the instructional coach, and administration will work to establish writing and reading across the curriculum strategies to be used in all classes. Students struggling in math foundational concepts that do not pass the 1st semester of Algebra will have an opportunity to be in an additional math class second semester to provided the instruction and interventions needed to build those foundational skills.

Data analysis of TCAP test results, student surveys, analysis of MAP test data as well as school common assessments, and class room walk-through data have all been used to help identify the root cause of our priority performance challenges. TCAP data analysis in all areas (math, reading, writing, and science) show lower achievement/growth with regard to standards that require students to read and write a variety of materials and to be able to analyze and problem solve using information gathered from written materials. TAP and walkthrough data shows that students are not consistently required to read and write at a depth of knowledge of 2 or above in all content areas. Many do not see the value of state or district tests and are often not actively engaged in an individual 5-10 year academic achievement and/or career plan.

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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)			Many of the major improvement strategies identified in the 2012-2013 UIP were focused on policy and procedure rather that strategic instructional practices. Standards-based grading was implemented and Professional Learning Communities were established. The first full year of implementation with fidelity of both Standards-based grading and Professional Learning Communities will be the 2013-2014 school year. Additional Academies were not created as planned to increase student interest, motivation, relevance, and desire to improve personal academic achievement. The Health Academy continues to grow and the IT and Art Academies are focusing on growth for the 2013-2014 school year.
Academic Growth			
Academic Growth Gaps	For Reading: A Median Student Growth Percentile of the following on the Student Performance Framework in these categories: - Students w/disabilities o 55th percentile	For Reading: A Median Student Growth Percentile of the following on the Student Performance Framework in these categories: - Students w/disabilities o 41st percentile	
	For Math: A Median Student Growth Percentile of the following on the Student Performance Framework in these categories: - F/R Lunch Eligible o 55th percentile - Minority Students o 55th percentile - Students with disabilities o 55th percentile - Students needing to catch up o 55th percentile	For Math: A Median Student Growth Percentile of the following on the Student Performance Framework in these categories: - F/R Lunch Eligible o 44th percentile - Minority Students o 48th percentile - Students with disabilities o 52nd percentile - Students needing to catch up o 51st percentile	
	For Writing: A Median Student Growth Percentile of the following on the Student	For Writing: A Median Student Growth Percentile of the following on the Student	

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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.
	Performance Framework in these categories: - Minority Students o 55th percentile - Students with disabilities o 55th percentile	Performance Framework in these categories: - Minority Students o 49th percentile - Students with disabilities o 51st percentile	
Postsecondary & Workforce Readiness			

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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 – 76% Proficient & Advanced on TCAP (6% decrease from 2012) Received rating of Meets on the School Performance Framework. 2013 – 9th 75%, 10th 78% (P & A on TCAP) 2012 – 9th 81%, 10th 84% (P & A on TCAP) 2011 – 9th 79%, 10th 82% (P & A on CSAP) For both the 9th and 10th grade the percent of students scoring P & A on the state assessment is at a 3 year low.	NA	NA
	Math – 40% Proficient & Advanced on TCAP (2% increase from 2012) Received rating of Meets on the School Performance Framework. 2013 – 9th 43%, 10th 35% (P & A on TCAP) 2012 – 9th 42%, 10th 34% (P & A on TCAP) 2011 – 9th 43%, 10th 35% (P & A on CSAP) For both the 9th and 10th grade the percent of students scoring P & A on the state assessment has remained flat over the past 3 years.	NA	NA
	Writing – 58% Proficient & Advanced on TCAP (no significant change from 2012) Received rating of Meets on the School Performance Framework. 2013 – 9th 63%, 10th 51% (P & A on TCAP)	NA	NA

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 – 9th 61%, 10th 56% (P & A on TCAP) 2011 – 9th 65%, 10th 58% (P & A on CSAP) For the 9th grade the percent of students scoring P & A on the state assessment has remained relatively flat over the past 3 years while the 10th grade present of students scoring P & A on the state assessment has decreased over the past 3 years.		
	Science – 57% Proficient & Advanced on TCAP (3% decrease from 2012) Received rating of Meets on the School Performance Framework. 2013 – 57% (Proficient & Advanced on TCAP) 2012 – 61% (Proficient & Advanced on TCAP) 2011 – 52% (Proficient & Advanced on CSAP) For the 10th grade the percent of students scoring P & A on the state assessment has been erratic. No clear trend although scores for the past 2 years are up from the scores in 2011.	NA	NA
Academic Growth	Reading – Falcon High School received a *Meets Rating* in this area according to the School Performance Framework in 2013 and a *Meets Rating* for the prior 2 years. According to the Colorado Growth Model in 2013: 9thGrade: Higher Achievement and Lower Growth (Observed Growth Percentile: 48, Adequate Growth Percentile: 12) 10thGrade: Higher Achievement and Lower	NA	NA

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Growth (Observed Growth Percentile: 50, Adequate Growth Percentile 6)		
	Math – Falcon High School received an *Approaching Rating* in this area in 2013. Falcon High School also received an *Approaching Rating* in this area on the 2012 School Performance Framework and in 2011 FHS received a *Meets Rating* According to the Colorado Growth Model in 2013: 9th Grade: Higher Achievement and Lower Growth (Observed Growth Percentile: 44, Adequate Growth Percentile: 60) 10th Grade: Higher Achievement and Lower Growth (Observed Growth Percentile: 43, Adequate Growth Percentile: 84)	In Math, Falcon High School did not meet the Median Adequate Growth Percentile (43/71) and did not make adequate growth for the 2013 school year.	- Inconsistent application of an aligned and viable curriculum at the 9th and 10th grade levels - Little vertical articulation between the middle and high school - - Insufficient opportunities for students to communicate about math and how they solve problems through writing.
	Writing – Falcon High School received a *Meets Rating* in this area and a *Meets Rating* for the prior 2 years According to the Colorado Growth Model in 2013: 9th Grade: Higher Achievement and Lower Growth (Observed Growth Percentile: 50, Adequate Growth Percentile: 37) 10th Grade: Higher Achievement and Lower Growth (Observed Growth Percentile: 40, Adequate Growth Percentile: 34)	In Writing, Falcon High School exceeded the Median Adequate Growth Percentile (46/36) and made adequate growth for the 2013 school year. Although Falcon High School is still making adequate growth in this area, growth and achievement are on a downward trend.	- Additional teacher training needed in reading and writing processes and strategies across all content areas. - Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts. - Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	Reading - Free/Reduced Lunch Eligible received a *Meets Rating* on the School Performance Framework for the 2013, 2012 and 2011 school years. Overall, the school received an *Approaching Rating* for 2013 and a *Meets Rating* for the 2012 and 2011 years. Minority Students received an *Approaching Rating* for the 2013 and 2012 school years. - Minority Students 2013 – 39 (Median Adequate Percentile is 20). Did make adequate growth. - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth. Students with Disabilities received an *Approaching Rating* for the 2013, 2012 and 2011 school years. - Students with Disabilities 2013 – 42 (Median Adequate Percentile is 90). Did not make adequate growth. - Students with Disabilities 2012- 45 (Median Adequate Percentile is 92). Did not make adequate growth). Students Needing to Catch Up received an *Approaching Rating* for 2013 and a *Meets Rating* for the 2012 school year. - Students Needing to Catch Up 2013 – 43 (Median Adequate Percentile is 72). Did not make adequate growth. - Minority Students 2012- 49 (Median Adequate Percentile is 59). Did not make adequate growth.	In Reading, Falcon High School students with disabilities, English learners and students needing to catch up did not meet the Median Adequate Growth Percentile (42/90, 39/59, 43/92) and did not make adequate growth for the 2013 school year.	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	*Overall FHS received an *Approaching* rating in this area.		
	Math - Free/Reduced Lunch Eligible received a *Does Not Rating* with a Median Growth Percentile of 36 (Median Adequate Percentile is 91) on the School Performance Framework for the 2013 and did not make adequate growth. An *Approaching Rating* for 2012 was achieved and a *Meets Rating* for 2011. Overall, the school received an *Approaching Rating* for 2013 and a *Meets Rating* for the 2012 and 2011 years. Minority Students received an *Approaching Rating* for the 2013 and 2012 school years. - Minority Students 2013 – 40 (Median Adequate Percentile is 90). Did not make adequate growth. - Minority Students 2012- 49 (Median Adequate Percentile is 95). Did not make adequate growth. Students with Disabilities received an *Approaching Rating* for the 2013, 2012 and 2011 school years. - Students with Disabilities 2013 – 46 (Median Adequate Percentile is 99). Did not make adequate growth. - Students with Disabilities 2012- 48 (Median Adequate Percentile is 99). Did not make adequate growth. Students Needing to Catch Up received an	In Math, Falcon High School did not meet the Subgroup Median Adequate Growth Percentile for any subgroup and did not make adequate growth for the 2013 school year. Falcon High School is not making adequate growth in this area, and achievement is flat	- Inconsistent application of an aligned and viable curriculum at the 9th and 10th grade levels. - Little vertical articulation between the middle and high school. - Insufficient opportunities for students to communicate about math and how they solve problems through writing. - Students struggling in math are placed in RtI interventions, such *Intermediate Math* instead of, not in addition to, grade level curriculum.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Approaching Rating for 2013 and a *Meets Rating* for the 2012 school year. - Students Needing to Catch Up 2013 – 44 (Median Adequate Percentile is 99). Did not make adequate growth. - Students Needing to Catch Up 2012- 50 (Median Adequate Percentile is 99). Did not make adequate growth. *Overall FHS received an *Approaching* rating in this area.		
	Writing - Free/Reduced Lunch Eligible and Students Needing to Catch Up, received a *Does Not Meet Rating* on the School Performance Framework for the 2013 school year and a *Meets Rating* for the 2012 school year. Overall, the school received an *Approaching Rating* for the 2013 school year and a *Meets Rating* for 2012. Students with Disabilities received an *Approaching Rating* for the past 3 years. Students with Disabilities 2013- 53 (Median Adequate Percentile is 99). Did not make adequate growth. Students with Disabilities 2012- 40 (Median Adequate Percentile is 99). Did not make	In Writing, Falcon High School did not meet the Subgroup Median Adequate Growth Percentile with Minority Students, Students with Disabilities, or with Students Needing to Catch Up and did not make adequate growth for any subgroup in the 2013 school year. Falcon High School not making adequate growth in this area, growth and achievement are on a	- Additional teacher training needed in reading and writing processes and strategies across all content areas. - Insufficient opportunities for students to analyze text and respond in writing to multi-part prompts. - Insufficient opportunities and teacher modeling for students to respond to prompts at a depth of knowledge above 2. - Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill gaps in understanding, etc.)

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	adequate growth. Minority Students 2013- 47 (Median Adequate Percentile is 59). Did not make adequate growth. Minority Students 2012- 49 (Median Adequate Percentile is 59. Did not make adequate growth).	downward trend.	
Postsecondary & Workforce Readiness	Falcon High School's Colorado ACT Composite Score of 20 did meet the State expectation of 20.0. School met expectations in 2011 and 2010 school years. Overall, FHS received a *Exceeds* rating in this category.		
	For past 3 years, FHS has met or exceeded the State Graduation and Dropout Rates. For the 2013 school year exceeded the state graduation expectations and drop out rates. The graduation rates for all subgroups with the exception of Students with Disabilities received an *Exceeds Rating* in 2013. Students with Disabilities received a *Meets Rating.*	NA	NA

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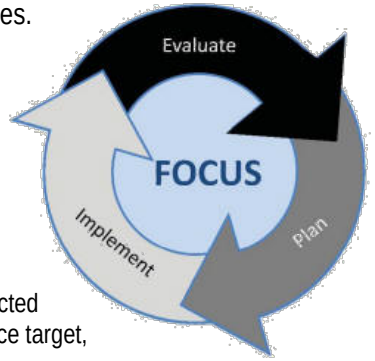
Section IV: Action Plan(s)

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



School Target Setting Form

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

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

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	NA				
		M	NA				
		W	NA				
		S	NA				
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	NA				
		M	In Math, Falcon High School did not meet the Median Adequate Growth Percentile (43/71) and did not make adequate growth for the 2013 school year.	Students will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron scale scores in Fall and Spring for the 9th and 10th grade. Common assessment proficiency scores collected pre and post quarterly for the 9th and 10th grades.	#2 Develop and Implement an Aligned and Viable Math Curriculum. # 3 Implementation of Effective Research-based Differentiation Strategies.
		W	In Writing, Falcon High School exceeded the Median Adequate Growth Percentile (46/36) and made adequate growth for the 2013 school year. Although Falcon High School is still making adequate growth in this area, growth and achievement are on a downward trend.	Students will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Common assessment proficiency scores collected pre and post quarterly for the 9th and 10th grades. Measure of proficiency on all school writing rubric in all content areas	# 1 Implementation of Cross-Curricular Writing Strategies and Prompt Analysis and Interpretation. # 3 Implementation of Effective Research-based Differentiation Strategies.
		ELP	NA				

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Academic Growth Gaps	Median Growth Percentile	R	In Reading, Falcon High School students with disabilities, English learners and students needing to catch up did not meet the Median Adequate Growth Percentile (42/90, 39/59, 43/92) and did not make adequate growth for the 2013 school year.	Students with Disabilities, English Learners and Students needing to catch up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Students with Disabilities, English Learners and Students needing to catch up will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron scale scores in Fall and Spring for the 9th and 10th grade. Common assessment proficiency scores collected pre and post quarterly for the 9th and 10th grades.	# 1 Implementation of Cross-Curricular Writing Strategies and Prompt Analysis and Interpretation. # 3 Implementation of Effective Research-based Differentiation Strategies.
		M	In Math, Falcon High School did not meet the Subgroup Median Adequate Growth Percentile for any subgroup and did not make adequate growth for the 2013 school year. Falcon High School is not making adequate growth in this area, and achievement is flat	All student subgroups will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	All student subgroups will increase the median growth percentile (MGP) to at least 60 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron scale scores in Fall and Spring for the 9th and 10th grade. Common assessment proficiency scores collected pre and post quarterly for the 9th and 10th grades.	#2 Develop and Implement an Aligned and Viable Math Curriculum. # 3 Implementation of Effective Research-based Differentiation Strategies.
		W	In Writing, Falcon High School did not meet the Subgroup Median Adequate Growth Percentile with Minority Students, Students with Disabilities, or with Students Needing to Catch Up and did not	Minority Students, Students with Disabilities, and Students Needing to Catch Up will increase the median growth percentile (MGP) to at least 55 until a rating of "Meets" is achieved.	Minority Students, Students with Disabilities, and Students Needing to Catch Up will increase the median growth percentile (MGP) to at least 65 until a rating of "Meets" or "Exceeds" is achieved.	Analysis of Scantron scale scores in Fall and Spring for the 9th and 10th grade. Common assessment proficiency scores collected pre and post quarterly for the 9th and 10th grades. Cross-Curricular Writing rubric and assessments.	#1 Implementation of Cross-Curricular Writing Strategies and Prompt Analysis and Interpretation. #3 Implementation of Effective Research-based Differentiation Strategies.

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			make adequate growth for any subgroup in the 2013 school year. Falcon High School not making adequate growth in this area, growth and achievement are on a downward trend.				
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Implementation of Cross-Curricular Writing Strategies and Prompt Analysis and Interpretation. Root Cause(s) Addressed: Additional teacher training needed in reading and writing processes and strategies in all content areas. There are insufficient opportunities and teacher modeling for students to respond at a depth of knowledge above 2. There are also insufficient opportunities for students to analyze text and respond in writing to multi-part prompts.

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				
Develop multi-part prompts that require responses at a DOK of 2 or higher for all content areas	January 2014-May 2015	August 2014-October 2014	-Falcon High School Leadership Team -Erica Mason (Curriculum, Instruction and Assessment Administrator)	NA	At least 1 prompt available for each content area by January 15, 2014 and delivered to students and assessed by January 30, 2014	In Progress
Develop prompt analysis strategies (Format, Audience, Topic) and train teachers how to teach them to students in all curricular areas	January 2014-May 2015		-Josh Sieczkowski (Instructional Coach) -Falcon Leadership Team -Erica Mason	NA	At least 1 prompt analysis strategy available for each content area by January 15, 2014 and delivered to students and assessed by January 30, 2014	In Progress

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			(Curriculum, Instruction and Assessment Administrator)			
Implement the use of prompt analysis strategies in all curricular areas with all students	January 2014-May 2015	August 2014-May 2015	-Falcon High Administration Leadership Team	Local (School): Increased copy budget of ~$750.00	At least 1 prompt analysis strategy implemented for each content area by February 15, 2014.	Not Begun (Scheduled for January 2014
Develop writing strategies for responding to multi-part prompts and train teachers how to teach them to students in all curricular areas	January 2014-May 2015	August 2014-May 2015	-Josh Sieczkowski (Instructional Coach) -Falcon Leadership Team	Local (School): Substitute coverage (1) half day for all Falcon High School Leadership Team members for training - ~$4350.00	At least 1 prompt analysis strategy available for each content area by January 15, 2014 and delivered to students and assessed by January 30, 2014	In Progress
Implement the use of writing strategies for responding to multi-part prompts in all curricular areas with all students	January 2014-May 2015	ongoing	-Josh Sieczkowski (Instructional Coach) -Falcon Leadership Team	Local (School): Substitute coverage (1) half day for all Falcon High School Leadership Team members for training - ~$4350.00	At least 1 prompt analysis strategy implemented for each content area by February 15, 2014.	Not Begun (Scheduled for January 2014
Develop a common rubric for assessing students on analyzing and responding to writing prompts.	January 2014		-Josh Sieczkowski (Instructional Coach) -Language Arts Department Chairs	Substitute coverage (1) full days for all Falcon High School Language Arts Department Chairs for training - ~$200.00	Rubric Developed for assessing students on analyzing and responding to writing prompts developed by January 10, 2014	In Progress
Use PLC time to analyze student work on analyzing and responding to writing prompts using a common rubric	January 2014-May	August 2014-May	-Falcon Leadership Team	NA	PLC notes and data	January 2015

	2015	2015				

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

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Major Improvement Strategy #2: Develop Aligned and Viable Math Curriculum Root Cause(s) Addressed: Little vertical articulation between middle and high school math, inconsistent application of aligned and viable curriculum at the 9th and 10th grade levels, and insufficient opportunities for students to communicate about math and how they solve problems through writing

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				
Identify Power Standards for math at each grade level – 9th/10th	August 2013-November 2014		-Falcon High School Leadership Team -Cheryl DeGeorge (Principal)	NA	All Power Standards aligned to State/National Standards – Initial Completion November 2013, updated before November 2014	Completed initial identification. Fine tuning to continue through April 2014
Develop Common Assessments for each course/grade	August 2013- May 2014	August 2014-January 2015	-Falcon High School Leadership Team -Cheryl DeGeorge (Principal)	NA	Ongoing quarterly checks and data from common assessments as well as notes from PLC meetings.	In Progress
Align the 9th/10th grade math curriculum to state standards	September 2013 – May 2014		-Math Department Chair -Cheryl DeGeorge (principal) -Erica Mason (Curriculum, Instruction,	NA	Curriculum Maps, Scope and sequence 9th-10th, Unit Lesson Plans	In Progress

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			and Assessment Administrator)			
Work with Falcon Middle School to align math curriculum 6th-10th	January 2013 – May 2014	August 2014-January 2015	-Math Department Chairs (MS and HS) -Cheryl DeGeorge (Principal) Erica Mason (Curriculum, Instruction, and Assessment Administrator) Brian Smith (Middle School Principal)	Local (School): Substitute pay to cover teacher time to work on the alignment (estimate 3 days, 8 teachers) ~$2400.00	Curriculum Maps, Scope and sequence 6th-10th, Unit Lesson Plans Notes from meetings	Not Begun (Scheduled for January 2014
Participation in the Zone Math Curriculum Committee	November 2013-May 2014		-Math Department Chair -Cheryl DeGeorge (Principal) -Erica Mason (Curriculum, Instruction, and Assessment Administrator) -Other zone principals	NA	Curriculum Maps, Scope and sequence K-10th, Unit Lesson Plans Notes from meetings	Not Begun

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

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Major Improvement Strategy #3: Implementation of Effective Research-based Differentiation Strategies. Root Cause(s) Addressed: Students struggling in math are placed in RtI interventions, such as Intermediate Math, instead of, not in addition to grade level curriculum. Insufficient use of differentiation strategies on a consistent basis to address the needs of all students (group work, choice boards, individualized instruction to fill in gaps in understanding and/or challenge advanced students).

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				
Develop focused professional development for teachers on planning for and delivering differentiated instruction	September 2013 – May 2014	August 2014- May 2015	-Cheryl DeGeorge (Principal) -Josh Sieczkowski (Instructional Coach) -Erica Mason (Curriculum, Instruction, and Assessment Administrator)	NA	Professional development developed and implemented on planning for and delivering differentiated instruction by January 5, 2014	In Progress
Develop professional development for teachers about how to use their formative assessments to inform instruction.	September 2013 – May 2014	August 2014- May 2015	-Cheryl DeGeorge (Principal) -Josh Sieczkowski (Instructional Coach) -Erica Mason (Curriculum, Instruction, and	NA	Professional development developed on using formative assessments to inform instruction by January 5, 2014. Follow up on implementation in December 2013 and May 2014 via Mid Year reviews and Final Evaluation data.	In Progress

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			Assessment Administrator)			
Clarify expectations for teachers and students with regard to Wednesday intervention time and tutoring time.	January 2014 – May 2014	August 2014-May 2015	Cheryl DeGeorge (Principal)	NA	Staff Meeting and Leadership Meeting notes prior to November 2013 and ongoing data from PLC meeting notes.	In Progress
Ensure that all RtI interventions are in addition to and not instead of grade level curriculum	January 2014-May 2014	August 2014-May 2015	-Cheryl DeGeorge (Principal) -Drew Cleveland (Assistant Principal)	NA	Master Schedule and criteria for scheduling students in place for 2014_2015 school year by January 15, 2013	In Progress
Review lesson plans for every classroom observation to provide feedback regarding planning for and delivering differentiated instruction	Begin August 2014 and then ongoing	Ongoing	FHS Administration	NA	Ongoing review monthly through May 2014.	In Progress

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

Section V: Appendices

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

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