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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: 7317 School Name: REMINGTON ELEMENTARY SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	73.57%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	64.81%	-	-	
		W	54.84%	-	-	56.06%	-	-	
		S	45.36%	-	-	49.44%	-	-	
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	31	-	-	47	-	-	
		M	52	-	-	54	-	-	
		W	39	-	-	45	-	-	
		ELP	-	-	-	62	-	-	

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

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

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Accountability Status and Requirements for Improvement Plan

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

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

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Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

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

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

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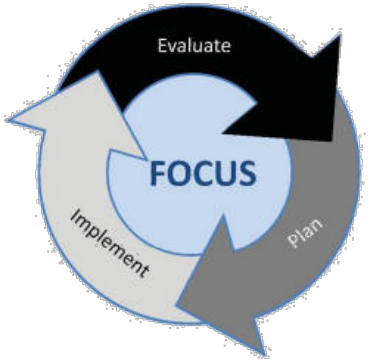
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in 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: Remington Elementary School has approximately 580 students ranging from Preschool age through 5th grade. Our grade levels each have four sections with the exception of 3rd and 5th grade, which are 5 wide. We serve our kindergarten population through 3 half day sections along with one full day section. Remington is a neighborhood school that serves a diverse population with a variety of socioeconomic statuses.

Current data, progress towards prior year's performance targets, prioritizations of performance challenges were first reviewed by the Remington Leadership Team. This group of professionals consists of a General Education teacher from each grade level, Special Education teacher, Interventionist, Assistant Principal and the Principal. As a team, we met bi-monthly to analyze data, identify needs and challenges, and to isolate root causes. The Leadership Team members shared the information with their grade level teammates during PLC meetings and communicated questions or concerns back to the committee. Furthermore, the Leadership Team met with the School Advisory Committee for specific input and feedback.

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The Leadership Team reviewed TCAP results, SCANTRON assessments, and past trends in the results. Remington continues to meet state expectations in the areas of Academic Achievement and Academic Growth. We continue to be "Approaching" in the area of Growth Gaps.

Our Leadership Team reviewed 3 years of performance data as we evaluated the performance trends in reading, writing, math and science.

ACADEMIC ACHEIVEMENT Overall

Over the past 4 years, Remington has shown a slight upward trend in reading when reviewing the 3 year Plan Data. (72.5%, 72.7%, 73.04%,73.57%) We continue to meet state expectations in this area. Reviewing the same data, Remington's results in math have declined but has held steady for the past 2 years. (71.4%, 67.6%, 64.79%, 64.81%)

In the area of writing, Remington achievement scores have shown a small decrease when reviewing the past 4 years of data. It was noted that the writing scores have shown a slight increase for the past 2 years. (58.4%, 59.2%, 55.15%, 56.06%)

Science achievement scores have fluctuated with ups and down trends but overall we are performing at a lower level than 4 years ago.

In the area of writing, Remington achievement scores have shown a small decrease when reviewing the past 4 years. It was noted that the writing scores have shown a slight increase for the past 2 years. (58.4%, 59.2%, 55.15%, 56.06%

Science achievement scores have fluctuated with ups and down trends but overall we are performing at a lower level than 4 years ago. (51.2%,56.8%,52.52%,49.44%)

Our 3rd and 5th grade students receiving an Advanced score were above the state's average in reading

ACADEMIC GROWTH Overall

Over the past 3 years, Remington has met state expectations in Median Student Growth Percentile with a rating of MEETS. Our growth percentiles fell within the expectation range of 45\55 in all areas.

Reading- (52, 51, 47)

Math- (48, 55, 54)

Writing- (52, 45, 45)

However, our 1 year SPF shows that we received a rating of Approaching in Reading for 2013. For all other areas we received ratings of MEETS.

ACADEMIC GROWTH GAPS Overall

Over the past 3 years, Remington has not met state expectations with specific student populations. We are consistently "APPROACHING" the expectations but not making enough growth to close the gap when comparing Median Student Growth Percentiles.

Academic Growth Gaps

Reading: In the area of growth gaps, we have an overall rating of Approaching on our 1 year and 3 year SPF. Over 3 years, our Free/Reduced and Students with Disabilities have a rating of Does Not Meet.

In the area of Reading specifically, we were meeting state expectations in growth gaps (3year plan) but this year we received a rating of "Approaching". Students needing to Catch UP continue to receive a rating of Approaching consistently. Free/Reduced Lunch, Minority Students, and English Language Learners were meeting state expectations in prior years, but dropped down to Approaching expectations. Furthermore, the Free/Reduced Lunch category students received a rating of Does Not Meet. This trend in reading with these subgroups is of most upmost concern. The gap may be widening with these populations. It is apparent that Students with Disabilities are not making enough growth to close the gap, while the other subgroups (Free/Reduced Lunch, English Learners) are closer to making adequate growth.

Median Growth % / Median Adequate Growth % Reading

Subgroup	2011	2012	2013
Free/Reduced	46/34	45/40	38/39
Minority Students	48/30	47/38	44/36
Students w. Disab.	46/68	31/66	26/73
English Learners	50/51	66/54	47/53
Catch Up	51/59	54/60	46/59

Math:

Overall Rating of Approaching in math over 1 year and 3 year SPF.

As shown in our 3 year SPF, we are seeing consistent and predictable trends in math as we consider the data for our subgroup populations. Our subgroup populations continue to receive the same ratings as prior years. Minority Students and English Learners continue to Meet state expectations in math for over 3 years. These subgroups are making and maintaining adequate growth when compared to their peers. Free/Reduced Lunch Eligible Students and Students Needing to Catch Up are remaining steady and are Approaching state expectations. Free/Reduced Lunch Eligible students are very close to meeting state expectations with growth percentiles of 54/56. This is consistent with last year's growth percentiles of 53/57. Students with Disabilities continue to receive the same rating each year. Does Not Meet. Again, this subgroup has the widest gap and continues to show little or no improvement.

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Median Growth % / Median Adequate Growth % Math

Subgroup	2011	2012	2013
Free/Reduce	51/72	53/57	54/56
Minority Students	51/68	56/56	57/55
Students with Disab.	47/94	37/72	26/83
English Learner	61/79	55/76	55/72
Catch Up	54/89	54/75	54/76

Writing: Overall rating of Approaching on 3 year SPF and a rating of MEETS on 1 year SPF.

We are seeing consistent and predictable trends in writing as we consider the data for our subgroup populations. Subgroups: Free/Reduced Lunch Eligible and Minority students continue to Meet state expectations for the past 3 years. These sub groups are making and maintaining adequate growth when compared to their same age peers. English Language Learner subgroup was meeting expectations in year 2012, however this year these students were rated as Approaching. Students Needing to Catch Up and Students with Disabilities have received the same rating for the past 3 years. (Approaching and Does Not Meet) Students Needing to Catch Up are very close to making adequate growth 52/59. Last year their growth gap was larger. 49/61. It is apparent that this subgroup is making gains to close the gap when analyzing the data closely. Students with Disabilities continue to have the widest gap and prior years' data shows the gap is close to the same.

Median Growth % / Median Adequate Growth % Writing

Subgroup	2011	2012	2013
Free/Reduce	45/55	53/57	48/45
Minority Students	6/50	56/56	45/44
Stud. W Dis.	41/83	37/72	35/76
English Learner	48/67	55/76	54/57
Catch Up	50/75	54/75	52/59

Advanced Learners: Bold numbers show Remington %age above State %age

Grade Level	Reading Rem/State%	Math Rem/State%	Writing Rem/State%	Science Rem/State%
3rd grade students	4/7	4/8	39/31	X
4th grade students	6/5	5/8	29/28	X
5th grade students	1/8	4/9	14/19	11/13

We are seeing that our Advanced Students are keeping up with state percentages in 3 and 4th grade writing and 3rd grade reading. We did not meet state percentages in math at all grade levels.

Root Causes and Verification:

It was determined that Remington did not have comprehensive, consistent, targeted interventions to meet specific skill deficit for identified students. Lack of consistent and sustained specialized instruction for Advanced Students. Professional development in instructional strategies have been provided but not utilized effectively in the classroom setting.

Reading

Early interventions are not being implemented on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth. After analyzing our data and meeting with teachers, we believe this to be a root cause to why we have not seen significant increases in our reading scores. Further verification of root cause will come from the results of implemented changes and adjustments to reading instruction.

Math

We lack a system of intervention in math to address achievement gaps in math. We are in the early implementation stages of tailoring instruction to match grade level skills and standards on a consistent basis and implementation of high engagement teaching strategies. After analyzing our data and meeting with teachers, we believe this to be a root

cause to why we have not seen significant increases in our math scores. Further verification of root cause will come from the results of implemented changes and adjustments to math instruction.

Writing

We have not utilized consistent expectations for writing across the curriculum and vertically across grade levels. We are in the early stages of implementing a framework for writing instruction.

All academic areas

Professional development in high engagement instructional strategies have been provided but not utilized effectively in the classroom setting. Further verifications of root cause will come from results of implementation of the instructional strategies across grade levels.

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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)	Overall Rating for Academic Achievement– Meets	Overall Rating for Academic Achievement- Meets	Achievement in the areas of Reading, Writing and Science continue to meet state expectations. Remington's curriculum is directly aligned with state standards and is implemented with highly effective instructional strategies.
	Increase Student Achievement in the area of Math- Approaching	Student Achievement ratings remained the same in the area of Math- Approaching	Limited resources/interventions that support math fluency, basic math content and mastery of those skills
Academic Growth	NA	NA	
Academic Growth Gaps	Target: Increase academic growth of students identified in specific subgroups.	Performance Target was not met for this select population. Students continue to "approach" the state expectations. (3year plan)	Limited effective, explicit-direct instruction at an intervention level for students at risk of low performance/ growth.
	Performance indicators were rated as Does Not Meet in all academic areas in category: Students with Disabilities (Target not Met) (3year)	Students with Disabilities did not make enough growth to close the gap. This select population continues to NOT MEET expectations. (3 year)	Limited opportunities to meet with General Education Teachers to review, analyze data, and plan for specific targeted instruction to meet this specific population's needs.

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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 indicators were rated as Approaching for students Needing to Catch UP (Rdg. Writ, Math) (3year)	Students Needing to Catch Up received the same rating in all academic areas- Approaching (3year) Students needing to Catch Up showed growth in meeting state expectations on the (1year) and received a rating on MEETS in the area of writing	Target was partially met. Students needing to Catch Up made significant growth in the area of writing (1year). Every Child a Writer (NLC) curriculum has been implemented school wide. This curriculum is structured to address specific needs and allows for flexible grouping.
Postsecondary & Workforce Readiness	NA		

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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)	Over the past 4 years, Remington has shown a slight upward trend in reading when reviewing the 3 year Plan Data for 4th and 5th grade students. <u>% Prof./Adv. In Reading</u> 2010 2011 2012 2013 72.5% 72.7% 73.04% 73.57% We continue to meet state expectations in this area. Reviewing the same data, Remington's results in math have declined but has held steady for the past 2 years for 4th and 5th grade students.. <u>% Prof./Adv. In Math</u> 2010 2011 2012 2013 71.4% 67.6% 64.79% 64.81% In the area of writing, Remington achievement	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
	scores have shown a small decrease when reviewing the past 4 years of data. It was noted that the writing scores have shown a slight increase for the past 2 years for 4th and 5th grade students. . <u>% Prof./Adv. In Writing</u> 2010 2011 2012 2013 58.4% 59.2% 55.15% 56.06% Science achievement scores have fluctuated with ups and down trends but overall we are performing at a lower level than 4 years ago for 4th and 5th grade students. . <u>% Prof./Adv. In Science</u> 2010 2011 2012 2013 51.2% 56.8% 52.52% 49.44%		
Academic Growth	Remington has met state expectations in Median Student Growth Percentile in all academic areas when reviewing Overall 3 year SPF. Our growth percentiles fell within the expectation range of 45\55 in all areas.	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
	2010 2011 2012 2013 Reading- 49 52 51 47 Math- 49 48 55 54 Writing- 48 52 45 45 This year we met state expectations "MEETS" in all academic areas for academic growth. Med/Adeqt. Growth %iles Reading- 47/31 Math 54/52 Writing 45/39 When viewing the 1 year Academic Growth in Reading, we received a rating of Approaching. English Languag3e Proficiency students received a rating of MEETS on the 3 year SPF.		
Academic Growth Gaps	Reading: Growth Med/Adequate Free/Reduce. 38/39	Our Free/Reduced Lunch Eligible and Students with Disabilities subgroups	It was determined that Remington did not have comprehensive, consistent, targeted interventions to meet specific skill deficit for identified students.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Minority 44/36 Stud. W Dis. 26/73 English Learner 47/53 Catch Up 46/59 Math: Free/Reduce 54/56 Stud. W Dis. 26/83 Catch Up 54/76 Writing: Stud. W Dis. 35/76 English Learner 54/57 Catch Up 52/59 3rd grade	received a rating of Does Not Meet in Reading this year. Minority Students, English Learners and Students needing to catch up received a rating of Approaching in Reading. Students with Disabilities received a rating of Does Not Meet in the area of Math. Our Free/Reduced and Students Needing to Catch Up received a rating of Approaching. Students with Disabilities subgroup received a rating of "Does Not Meet" in writing. Our English Language Learners and Students Needing to Catch Up received a rating of	Reading Early interventions are not being implemented on a consistent basis for all students at all grade levels. Utilizing consistent progress monitoring is needed to drive instruction for all students to address gaps in growth. Math We lack a system of intervention in math to address achievement gaps in math. We are in the early implementation stages of tailoring instruction to match grade level skills and standards on a consistent basis. Writing We have not utilized consistent expectations for writing across the curriculum and vertically across grade levels. We are in the early stages of implementing a framework for writing instruction. Professional development in instructional strategies have been provided but not utilized effectively in the classroom setting.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Advanced Students Our 3rd grade "Advanced" students exceeded the state results in Math and our 4th grade students exceeded in Reading. Remington was below the state results for students scoring Advanced in writing in all grade levels.	Approaching in Writing. Our number of students scoring Advanced in 4th and 5th grades were below the state percentage results in Reading. Our number of students scoring Advanced in 3rd, 4th and 5th grades were below the state percentage results in Math. Our number of students scoring Advanced in and 5th grade were below the state percentage results in Writing	
Postsecondary & Workforce	NA	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
Readiness			

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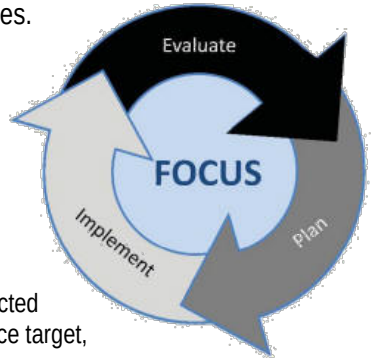
Section IV: Action Plan(s)

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	NA				
		W	NA				
		ELP	NA				
Academic Growth Gaps	Median Growth Percentile	R	Over 3 years our Free/Reduced Lunch Eligible subgroup has dropped significantly in the area of Reading from Meets (2 years) to Does Not Meet this year. Our Minority subgroup students have been inconsistent in reading. Approaching 2011 Meets 2012, to Approaching 2013 Our English Language Learners rating has dropped from Exceeding expectations to Approaching in Reading. Our students Needing to Catch UP continue to Approach state	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of MEETS is achieved.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of MEETS is achieved.	DIBELS Assessments BOY, MOY, EOY DIBELS Progress Monitoring Data (10 days) Burst Diagnostic Assessments and Progress Monitoring Data (10 days) SCANTRON assessments CogAT Assessments	Implement intensive, explicit intervention programs that are comprehensive, consistent, and targeted to meet specific skill deficits. Increase the knowledge capacity and implementation of high engagement instructional strategies.

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			expectations in Reading for the past 3 years Our number of students scoring Advanced 4th and 5th grade were below the state percentage results in Reading.				
		M	Over 3 years our Students with Disabilities subgroup have not met state expectations. We have received a rating of "Does Not Meet" state expectations in math and writing for the past 3 years. Free/Reduced Lunch Eligible subgroup continues to Approach the state expectations for in math Our students Needing to Catch UP continue to Approach state expectations in Math Our number of students scoring Advanced in 3rd, 4th and 5th grade were below the state percentage results in Math.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of MEETS is achieved.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was not met until a rating of MEETS is achieved.	AIMSweb progress monitoring data Curriculum Math Assessments Scantron CogAT assessments IXL Math data	Implement intensive, explicit math instruction that is consistent, and targeted to meet specific skill deficits through afterschool tutoring. Increase the knowledge capacity and implementation of high engagement instructional strategies.

		W	Our students Needing to Catch UP continue to Approach state expectations in Writing Our Students with Disabilities subgroup have not met state expectations. We have received a rating of "Does Not Meet" state expectations in writing for the past 3 years Our English Language Learners have dropped to Approaching in writing. Our number of students scoring Advanced in and 5th grade were below the state percentage results in Writing.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of MEETS is achieved.	Subgroups will improve the MGP by 5% points or to 45 if adequate growth was met and 55 if adequate growth was not met until a rating of MEETS is achieved.	Quarterly writing assessments Scantron Work Samples	Increase the knowledge capacity and implementation of high engagement instructional strategies.
Postsecondary & Workforce Readiness	Graduation Rate		NA				
	Disaggregated Grad Rate		NA				
	Dropout Rate		NA				
	Mean CO ACT		NA				

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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: Implement intensive, explicit intervention programs. Root Cause(s) Addressed: It was determined that Remington did not have comprehensive, consistent, targeted interventions to meet specific skill deficits for identified students.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Interventionists: (GL, Sped, Literacy Interventionist) will implement the Burst Reading Intervention Program for students demonstrating a significant reading deficiency. (K-3) Small group instruction.	Oct- May	Aug-May	K-3 GL Teachers, Interventionists, Special Ed. Teachers	State/local	10 day Cycles/Grouping 2 x per year	
Teachers will attend ongoing Professional Development for BURST intervention program. PD includes intervention delivery, progress monitoring and reporting of data	Sep/Dec	Aug-May	K-3 GL Teachers, Interventionists, Special Ed. Teachers	State/Local	3 times per year	
Interventionist will implement TIER II Interventions (Study Island, Multi-sensory Reading Instruction, Comprehension Strategy Instruction at "Instructional" Level) 4th and 5th grade identified students/RTI students	Aug.-May	Aug.-May	Interventionist	Local	6 week RTI review	
Implementation of a School-wide	Aug-May	Aug.-May	Grade Level	na	Implement October	

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Schedule to include "flooding" times to maximize specific skill grouping among grade levels and to provide common intervention times for TIER II and TIER III interventionists			Teachers /Special Education Teachers and Interventionist.		December review/revise March review/revise	
Implement Afterschool math tutoring 2 times per week for students identified with math deficiencies in 4th and 5th grade.	Oct/Nov Feb/Mar	Oct/Nov Feb/Mar	GL teachers	na	2 x per year	
Utilize IXL Math Computer Program for Standard Based Math Practice for all students 4-5th grade.	Sep-May	Aug-May	GL teachers	Local	Aug- May	
Implement a PLC calendar to include Interventionists and Special Education Teachers. A designated Common Meeting Time scheduled weekly to discuss student progress and determine intervention effectiveness and make adjustments as necessary.	Aug-May	Aug-May	All teachers school wide Special Education Teachers and Interventionist.	na	Aug-May	
Implement Hands on Equations Algebra Methods for Advanced students in grades 3, 4, 5 to present concepts and enable students to experience high level of success.	Nov-May	Aug-May	GL teachers, GT Interventionist	Local	Nov - May	
Teachers will refine consistent expectations for Writing through PLC dialogues. PLC dialogues that will norm expectations and create rubrics for teachers to utilize and ensure rigor of prompts.	Aug-May	Aug-May	All teachers school wide GL/Sped/ Interventionist.	local	Weekly grade level PLC meetings	
GT teacher and Grade level teachers will develop lessons to service advanced/identified students with common core extensions of classroom curriculum.	Sept-May	Aug-May	Gifted/Talented Teacher and Grade Level Teachers	Local	Sept- May	

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* 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: Increase the knowledge capacity and implementation of instructional strategies. Root Cause(s) Addressed: Professional development in instructional strategies have been provided but not utilized effectively in the classroom setting.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teachers will attend High Impact Instructional Practice Professional Development.	Implement Dec.	ongoing	Teachers	Local	Trainings Nov-Apr.	
Teachers will attend Kagan Cooperative Learning Professional Development. Brain based high engagement strategies.	Aug. training/implement	ongoing	Teachers	Local	Aug. training-implementation Sept. expectations	
Teachers will attend CLOSE Reading Professional Development. Close reading requires students to read for the purpose to uncover layers of meaning that lead to deep comprehension.	Training	Implement	Teachers	local	January	
Teachers will attend Document Based Questions Professional Development to promote rigorous writing and thinking activities with students of all skill levels.	Training	Implement	Teachers	Local	January	
Teacher Observations/Peer Coaching- New Teachers will observe peer teachers utilizing high engagement instructional strategies and reflect their new learning with their mentor.	Dec. observations	Ongoing	New Teachers	Local	January-April dialogue with mentors	

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Reflective Practices Videotaping-New teachers will be provided the opportunity to participate in Videotaping lessons for peer/mentor review and reflection while utilizing high engagement instructional strategies.	X	March	New Teachers	Local	April-May dialogue with mentors	
Teachers will begin to explore and pilot modules (units/lessons) from engageny.org. This source offers curriculum resources, instructional materials and strategies, professional development materials, modules aligned to the Common Core Standards.	November	Ongoing	Teachers	Local	November-May-exploration Dec.-Mar.- pilot lessons April-May-reflection/planning	

* 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)