cde

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: 7960 School Name: SKYVIEW MIDDLE SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.35%	-	-	71.28%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.63%	-	-	60.92%	-	
		W	-	58.34%	-	-	61.77%	-	
		S	-	48.72%	-	-	47.28%	-	
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: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	27	-	-	44	-	
		M	-	61	-	-	51	-	
		W	-	41	-	-	44	-	
		ELP	-	-	-	-	59	-	

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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.	-	-	-	

Accountability Status and Requirements for Improvement Plan

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No Grants awarded.
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	School will not participate in an SST.
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.	School has not partnered with an external evaluator.

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	Catherine J. Tinucci, Principal
	Email	ctinucci@d49.org
	Phone	719-495-5565
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923
2	Name and Title	Patricia Gioscia, Assistant Principal
	Email	pgioscia@d49.org`
	Phone	719-495-5576
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923

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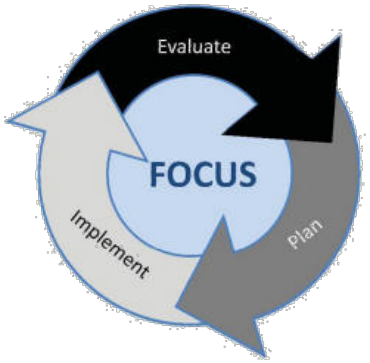
3	Name and Title	Lisa Fillo, Assistant Principal
	Email	lfillo@d49.org
	Phone	719-495-5567
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923
4	Name and Title	Scott Bonynge, Assistant Principal
	Email	sbonynge@d49.org
	Phone	719-495-5574
	Mailing Address	6350 Windom Peak Blvd. Colorado Springs, CO 80923

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.

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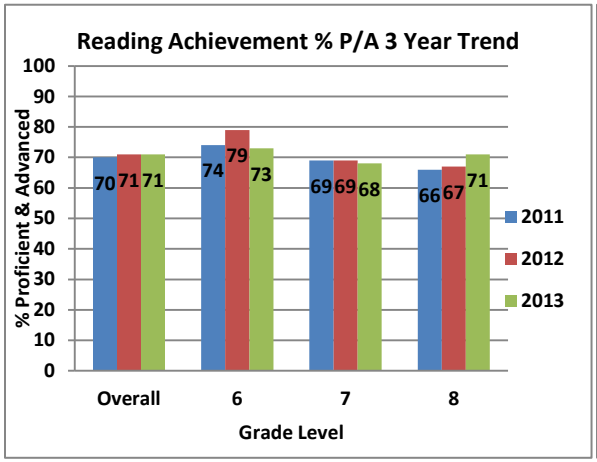
Narrative:

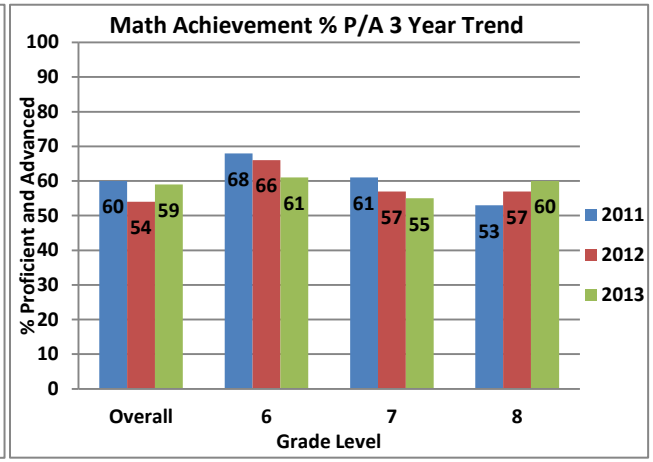
School Description and Data Analysis Process: Skyview Middle School has been open for 13 years and at the end of the 2013 school year housed a population of 1035 students in 6th, 7th and 8th grade. Our current population has fluctuated some but generally remains the same as last year. We have recently experienced a large growth in students in the 6th grade with approximately 400 students, the largest class in the POWER zone. Approximately 29.7% of our total population in 2013 was Free and Reduced Lunch students and we had 5.8% ELD and 4.4% identified Gifted Learners. We had approximately 35.27% minority students and approximately 8.8% of our population had an active IEP. Over the years, we have been a consistently high performing school with a stable rate of performance, but our Academic Growth has decreased over time, while our Growth Gaps have grown larger. To begin the 2013-2014 school year, our school data team consists of all four administrators, a team of teachers who function as the School Leadership Team representing teachers from all three grade levels, interventionists, Special Education, Enrichments and Counseling. Initial TCAP data was presented to the entire staff in terms of performance and growth for the entire population as well as individual subgroups. We presented celebrations as well as immediate concerns and presented a general preliminary plan to address our concerns. We have led the entire staff through data analysis using Alpine, requiring all teachers to create class groups to analyze the largest needs of the groups they teach by identifying individual low performing and low growth students that they have access to on a daily basis. Our Administrative Leadership team has also analyzed our data separately with the assistance of the zone Operations Administrator. We have done some work together at the zone level to write common zone major improvement strategies that we will all incorporate into our individual school plans. Finally, our school Leadership team has reviewed TCAP scores and the SPF for 2013 in a work session designed to identify root causes and plan our action steps for the major improvement strategies. Our plan was shared with our School Accountability Committee (SAC) in early November to verify the data and plan. This year's effort to synthesize data has been conscientiously matched with a concerted effort to seek viable and effective solutions to our growth concerns while addressing the large volume of students underperforming on the state assessment. There will be some solution measures that we started last year that will continue through this next school year as we gather additional information on their effectiveness.

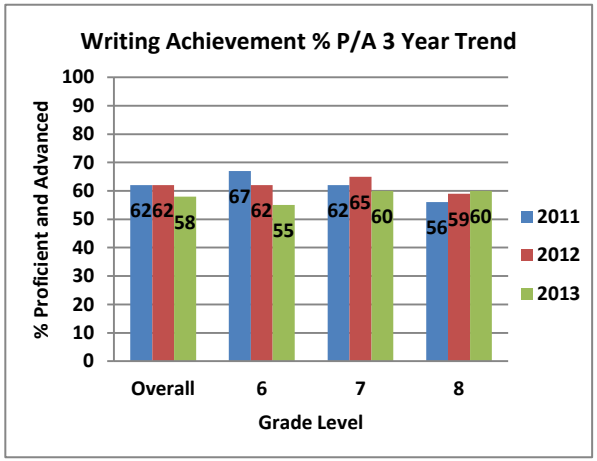
Review of Current Performance: Through all of these opportunities for data analysis, we have looked closely at our SPF for both the three year and one year performances and have noted the following: Overall, Skyview met the Academic Achievement expectation of the state (above the 50th percentile in Mathematics and Writing, below the 50th percentile in Reading and Science). We fell below the state expectation for Academic Growth (Approaching in Reading, Writing, and Mathematics) and Academic Growth Gaps (Approaching in all subgroups with the exception of English Learners who met the state requirement for both Academic Growth and Academic Growth Gaps). We have some immediate concerns that have surfaced specific to our Academic Growth and Growth gaps that must be addressed with a systematic plan. This data from TCAP was additionally corroborated with some other local measures that we analyzed. These measures include Scantron Performance Series Assessments, Quarterly Writing Assessments given three times per year, and Reading Plus data that was analyzed to find the effectiveness of our Reading Intervention efforts. The following display of data is a summary of the notable positive and negative trends that have been found in the 2013 data.

Trend Analysis: Our data combines the state assessment of TCAP as well as, the local assessment data gained from Scantron Performance Series, Reading Plus Intervention Program, and the Quarterly Writing assessments administered 3 times per year. After each summary of the data, we have provided a brief description of the significant trend. We aimed for a 3 year look at the data, but in some cases, have been able to look at up to 7 years of data as a historical analysis. Reading plus has only been in use for one year, so we can only provide information for the single year of use. Finally, we keep current and historical data in an At Risk RtI performance report that is not included in this UIP, but is used significantly for placement into intervention programs and for identification of student needs.

TCAP Data: Achievement Data by Grade Level for Reading, Math and Writing:



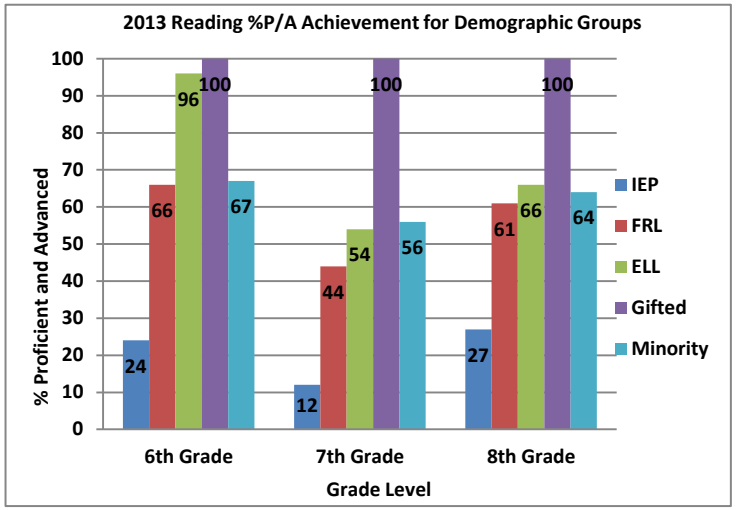


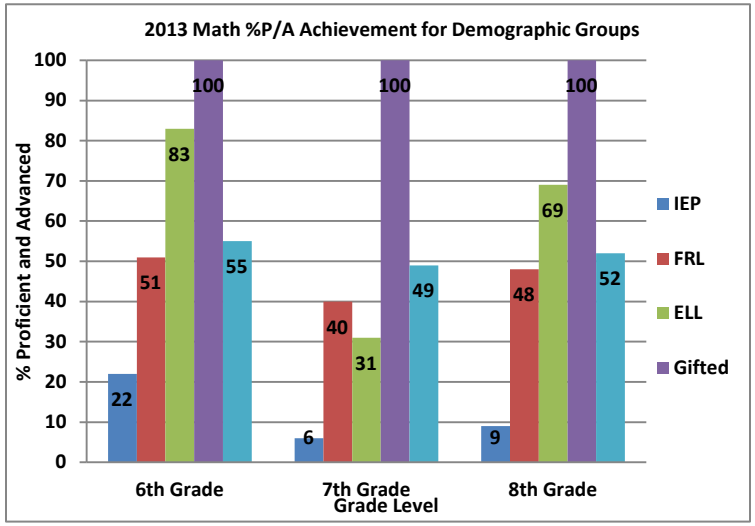


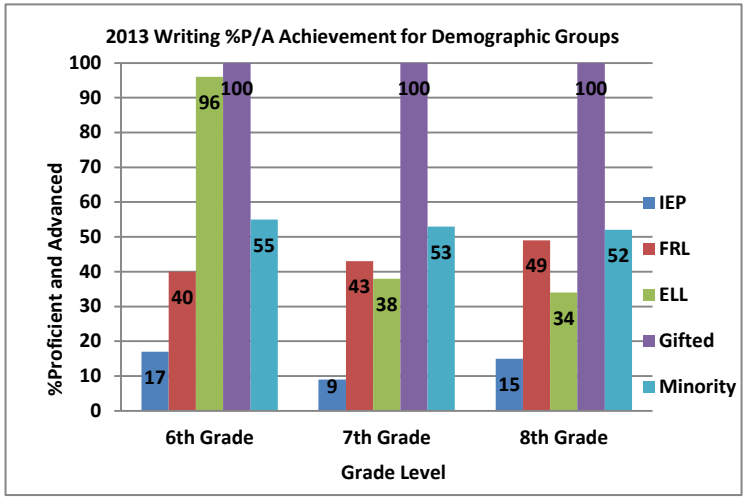
Looking at our data from TCAP for the past 3 years (2011, 2012 and 2013) we have found the following:

- 6th grade has had inconsistent performance in all 3 years in Reading, a decreasing performance in Math and Writing in all 3 years. Generally, Achievement in Reading is fairly stable, but not in Math and Writing.
- 7th grade has had a consistent downward performance in Writing and Math and Reading has been generally consistent in Reading over the past 3 years.
- 8th grade has shown an increase in Reading, Writing and Math consistently over the past three years.
- General trends indicate a steady Achievement performance in Reading for all three grade levels with meeting or exceeding state averages. We have a declining Achievement in Math and Writing at the 6th and 7th grade levels. We perform at the state level in 7th grade Math but below the state level in 6th grade Math. We are below the state level in both 6th and 7th grade Writing. 8th grade exceeds the state level for Reading, Writing and Math.

TCAP Data: Achievement Data for Demographic Groups for Reading, Math, and Writing



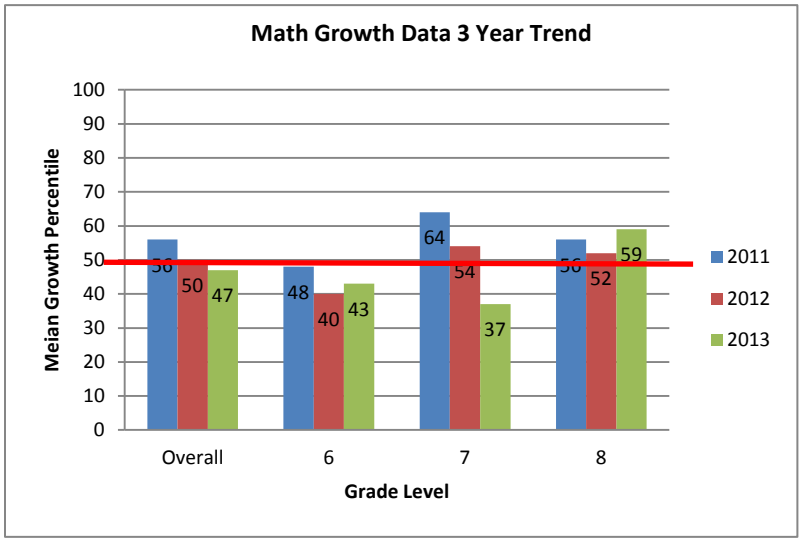


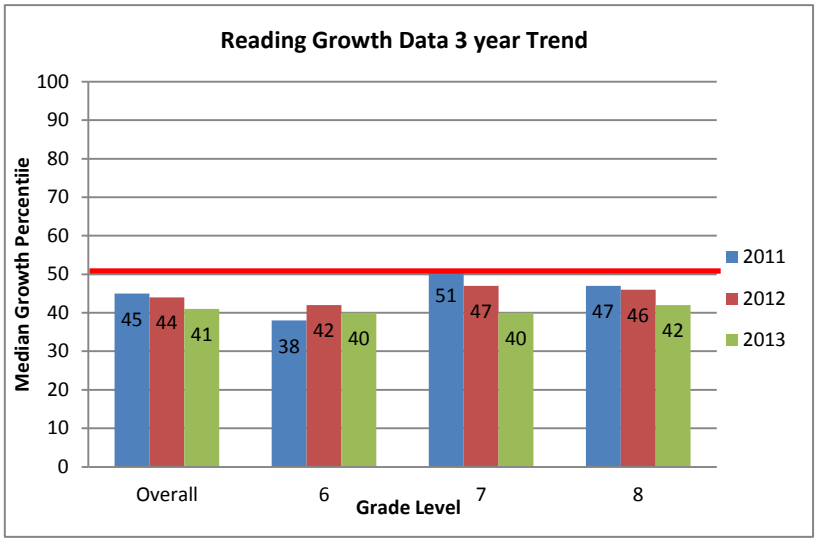


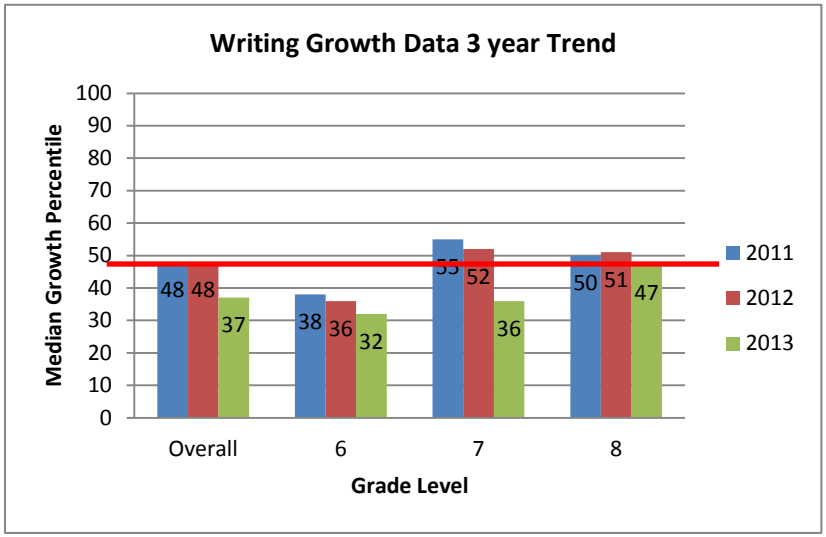
Looking at the disaggregated data for sub group performance, we find the following:

- IEP students perform at or above the state level in Reading, Math and Writing over all grade levels. Although there is a significant Achievement gap between IEP students and their non-IEP peers, they have shown consistent improvement over the past three years in Reading.
- Our economically disadvantaged students (FRL) perform above the state level in all three areas of Reading, Writing and Math over all grade levels. All three grade levels perform inconsistently over time in all three areas as well.
- English Language students had a large increase (30% points) over the past three years in Reading and a large increase (19% points) in Math over the same period. We are above the state in all three areas. EL student performance remains a strength area for our data.
- Of our Minority Students, our Black Students perform the lowest as they do with the state levels Writing, Reading and Math. Generally, our Minority students are performing consistent with the state performance levels but significantly below their non-minority peers.
- Gifted Students perform above the state level in Math, Writing, and Reading. We are showing consistent (Math, Writing) or increasing growth (Writing) and have maintained 100% performance in all three areas.

TCAP Data: Growth Data by Grade Level







Our Growth data is generally below the state expected levels and shows the following trends:

- 6th grade Reading and Writing Growth remain inconsistent while Writing shows a downward trend over the past three years.
- 7th grade Reading, Writing and Math Growth show a downward trend and a significant drop in Math and Writing (by more than 10 percentile).
- 8th grade Math and Writing Growth are inconsistent while Reading Growth shows a downward trend over the past three years.
- All three grade levels perform below the District Growth level except for 6th and 8th grade Math.

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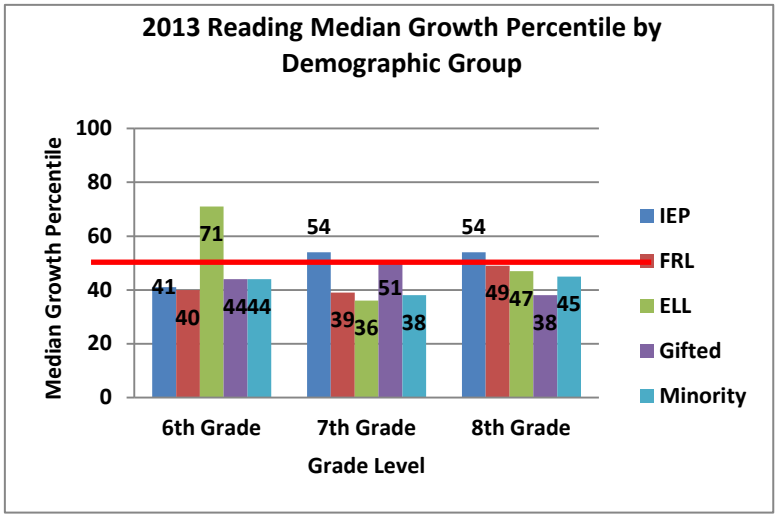
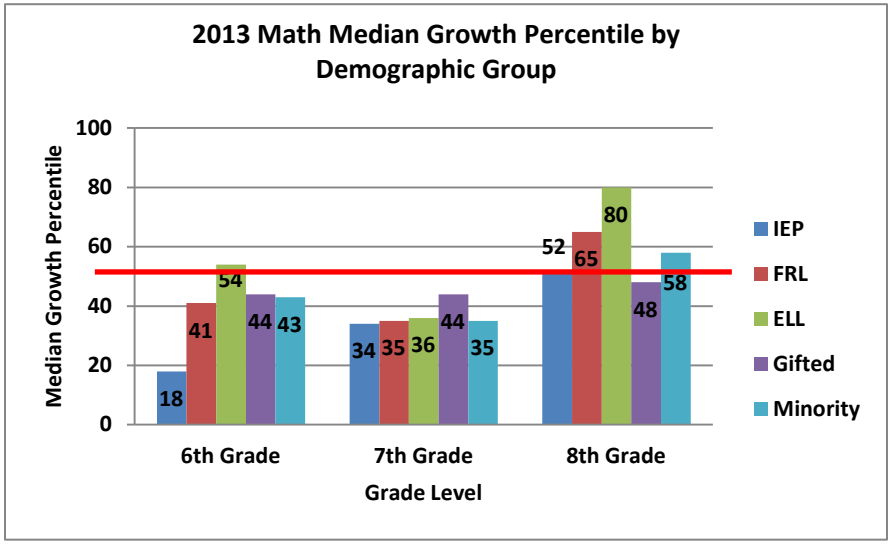
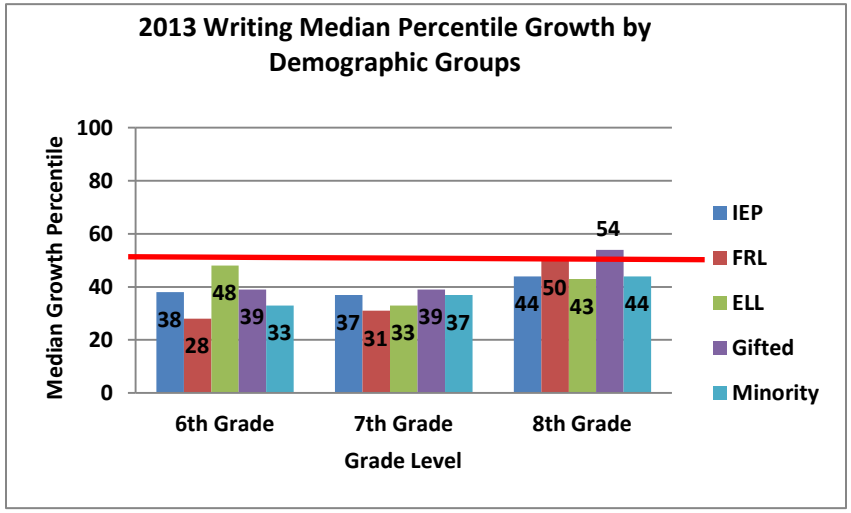
TCAP Data: Growth Percentile by Demographic Groups







Our Growth levels for all subgroups do not reach the state levels, our performance indicates the following trends:

- IEP students are below the state in all three areas but above the District level in Reading and Writing Growth. They have been inconsistent in Growth level over the past three years, falling the greatest amount in Math Growth this past year (9 percentile).
- FRL students perform below the state and below the District level in both Reading and Writing Growth. They are below the state but above the District Growth level in Math. The largest decrease has been seen in Writing Growth (6 percentile).
- ELL students are above the state and the District in both Reading and Math Growth. They fall below both the District and state in Writing Growth. Writing Growth declined by 19 percentile this past year. Both Reading and Math show an inconsistent Growth level over the 3-year period. The exceptions to these trends are 6th grade Reading Growth and 8th grade Math Growth.
- Minority Students also perform consistently below the state Growth level in everything except for 8th grade Math Growth. Our Minority students show a negligible difference in Growth Gaps compared to their non-minority peers.
- Gifted Students also perform consistently below the state Growth level in everything except for 8th grade Writing Growth.

TCAP/CSAP Historic Achievement at a Glance from 2007-2013, Skyview Middle School. Reported as Percent Proficient and Above:

	6th Grade								7th Grade								8th Grade						
	2007	2008	2009	2010	2011	2012	2013		2007	2008	2009	2010	2011	2012	2013		2007	2008	2009	2010	2011	2012	2013
R	71	77	70	76	74	79	73	R	68	69	73	68	69	69	68	R	73	75	68	69	66	67	71
W	62	64	59	61	67	62	55	W	70	58	64	58	62	65	60	W	63	62	59	62	56	59	60
M	67	66	59	63	68	66	61	M	56	48	59	46	61	57	55	M	52	52	57	61	53	57	60
																S	53	47	36	50	45	43	51

This 7 year Historic Achievement data suggests that our Achievement tends to level off in general, with some inconsistent fluctuation year by year, but mostly a flat performance in Reading, Writing, Math and 8th grade Science.

Scantron Data; Scantron Historical Trend Data, Skyview Middle School

Reading	Fall 2010	Winter 2010	Gain/ Loss Winter to Fall	Spring 2011	Gain/ Loss Spring to Fall	Fall 2011	Winter 2011	Gain/ Loss Winter to Fall	Spring 2012	Gain/ Loss Spring to Fall	Fall 2012	Winter 2012	Gain/ Loss Winter to Fall	Spring 2013	Gain/ Loss Spring to Fall	Fall 2013
School	2865	2922	57	2906	41	2850	2880	30	2927	77	2856	2881	25	2921	65	2839
Grade 8	2939	2987	48	2946	7	2871	2903	32	2981	110	2939	2949	10	2992	53	2943

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Grade 7	2871	2901	30	2904	33	2850	2885	35	2925	75	2862	2895	33	2925	63	2835
Grade 6	2785	2814	29	2867	82	2827	2854	27	2874	47	2760	2800	40	2842	82	2763
Math	**Fall 2010**	**Winter 2010**	**Gain/ Loss Winter to Fall**	**Spring 2011**	**Gain/ Loss Spring to Fall**	**Fall 2011**	**Winter 2011**	**Gain/ Loss Winter to Fall**	**Spring 2012**	**Gain/ Loss Spring to Fall**	**Fall 2012**	**Winter 2012**	**Gain/ Loss Winter to Fall**	**Spring 2013**	**Gain/ Loss Spring to Fall**	**Fall 2013**
School	2662	2721	59	2748	86	2674	2768	94	2747	73	2673	2719	46	2740	67	2636
Grade 8	2729	2779	50	2801	72	2740	2886	146	2798	58	2761	2800	39	2825	64	2716
Grade 7	2664	2728	64	2759	95	2667	2733	66	2744	77	2676	2704	28	2718	42	2651
Grade 6	2592	2656	64	2685	93	2608	2757	149	2700	92	2576	2646	70	2670	94	2558

Reading Scantron shows inconsistencies when we look at full year gains/losses (Fall to Spring), it also show a much lower gains than is expected, which reflects the struggles we are having with TCAP growth as well. Our yearly gains on Scantron should be at least 100 scale score points and we have not approached this level of gain with the exception of one year. We are far below this gain goal for this past testing year (2012-2013). Math Scantron indicates very similar trends and supports our data with low growth across the board.

Quarterly Writing Assessments:

	Plan (4pts)	Content (4pts)	Organization (4pts)	Style/Fluency (4pts)	Language Usage (4pts)
Spring 2011					
6th Grade	3.8	3.4	3.2	3.0	2.9
7th Grade	2.8	2.2	2.5	2.1	2.3
8th Grade	2.6	2.9	3	2	3
Fall 2011					
6th Grade	3.7	3.1	2.8	2.9	2.9
7th Grade	2.9	1.4	2.3	2.2	2.3
8th Grade	3.1	2.9	2.7	2.7	3.2

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Winter 2011					
6th Grade	3.6	3.3	3.2	3.2	3.3
7th Grade	3.3	3.1	3.1	2.9	3.4
8th Grade	3.4	3	2.9	2.9	3.4
Spring 2012					
6th Grade	3.9	3.5	3.3	3.3	3.2
7th Grade	3.3	3.3	3.2	3	2.9
8th Grade	3.5	3.3	3.1	3.2	3.5
Fall 2012	**1pt for 6th Grade**				
6th Grade	1	2.7	2.8	2.6	2.9
7th Grade	3.5	3.1	3	2.9	2.7
8th Grade	3.2	3.3	2.7	2.6	3.1
Winter 2012	**1pt for 6th Grade**				
6th Grade	.9	3.3	3.1	3.1	3.3
7th Grade	2.8	2.9	2.9	2.7	2.7
8th Grade	3.1	2.9	2.8	2.6	3.3
Spring 2013	**1pt for 6th Grade**				
6th Grade	1	3.4	3.5	3.2	3.3
7th Grade	3.3	3.2	3.2	3	3
8th Grade	3.3	3.5	3.2	3	3.5

This Quarterly Writing Assessment is a sampling of students who have been progress monitored each year from the spring to the fall. The QWA was given 3 times per year and assessed on 5 areas of writing; plan, content, organization, style/fluency and language/usage. This sampling of students has show consistent gains over the year in these areas on all accounts and across all grade levels. This is a reflection of writing curriculum covered through the year and the growth students have made on this curriculum.

Reading Plus Data: We use Reading Plus as intervention software for students with below Proficient reading scores on TCAP, At Risk scores on Scantron Performance Reading, and those who have been identified by their teachers as having classroom reading difficulties. It is a research-based intervention designed to address silent reading needs and is based on the Common Core Standards. It prepares students to engage with complex text by developing three dimensions of successful readers: capacity, efficiency and motivation. In the 2012-13 school year, Reading Plus was made available to ELL students and students on an IEP. We had a very small group of general education students who also engaged with Reading Plus on a consistent basis. The following is a summary of the significant data for Reading Plus:

- There were 126 students registered to use Reading Plus. Of those registered, 71 were regular users (used Reading Plus for 12 or more hours). 16-31 hours represents 1 quarter of use, 32 hours plus, represents 2 quarters of regular use. Any hours between 12 and 16 hours represents enough use to register some gains.
- Percent of students with a grade level gain of 1 or more: 66/126 = 52% and 66/71 regular users = 93%
- Percent of students with a grade level gain of 3 or more: 42/126 = 33% and 42/71 regular users = 59%
- Of the grade level gains of 3 or more, 29% were ELL students, 40% were IEP students, and 29% were general education students
- 12/71 = 17% regular users gained grade levels so as to end the year reading at or above their current enrolled grade level.

It is clear that the more time spent on Reading Plus, the greater the gains. We had significant gains with our ELL students overall and those IEP students that were regular users also experienced significant gains. It is our challenge to create the capacity to use it more and give more students the opportunity to use it.

Trend Analysis: Overall, Skyview students are consistently performing at the expected level in Achievement in all grade levels and at or near the state level in sub group Achievement. Some of our notable concerns are as follows:

- 6th grade: Inconsistent in Reading past three years and down in Math and Writing for the past three years.
- 7th grade: Downward trend in Writing and Math for the past three years
- 7th and 8th grade ELL students perform below their non-ELL peers in math
- Free and Reduced lunch and Minority on average perform 10 or more percent behind their non-like peers in math and reading and 20 percent or more in writing.
- IEP students perform significantly below their non-IEP peers in all content areas

We do have some areas for positive reflection when looking at overall Achievement levels:

- 6th, 7th and 8th grade students are at or above the state performance levels in Reading, Writing and Math
- 8th grade has shown achievement gains in all areas for the past three years and an 8% gain in proficiency level in 8th grade science
- 100% of our gifted students perform proficient or advanced in reading, writing and math
- 6th grade ELL students perform well above their non-ELL peers in reading, writing and math

We are struggling to demonstrate growth at the expected levels in all areas with few exceptions. Some notable areas of concern in Growth are:

- 6th and 7th grade are below the state percentile for growth in Reading, Writing and Math
- 6th grade has inconsistent growth levels in reading and math and a three year downward trend in writing
- 7th grade has a significantly decreased growth level in math (from 54th percentile to 37th percentile) and a three year downward trend in reading and writing
- 8th grade has shown a three year downward trend in reading
- IEP students in 6th and 7th not growing near the rate of their non-IEP peers
- Gifted students perform below the state growth percentile in math

Finally, we do have some areas of positive trends when looking at growth levels:

- 8th grade is consistently above the state growth percentile in math
- 7th and 8th grade IEP students met the state growth percentile
- 6th and 7th grade IEP students have a higher growth percentile than their non-IEP peers
- 8th grade ELL students out grew their non-ELL peers in reading while 6th grade ELL students outgrew their non-ELL peers in writing
- 6th and 8th grade math are above the state growth percentile (8th grade is in the 80th percentile in math)
- 8th grade FRL students outgrew their non-FRL peers in reading and math
- 8th grade FRL students are at or above the state growth percentile
- 6th and 8th grade minority students outgrew their non-minority peers in reading.

Priority Performance Challenges:

1. We need to make an immediate impact on the overall growth of 6th through 8th grade students, including our sub group students in Reading, Writing and Math. This impact is best made through curricular alignment with the CAS, instructional practices that meet student needs, consistency in overall writing processes, data based decision-making, and consistency in adult/student relationship building. As noted in our 3-year SPF, our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets".

2. We need to increase the Achievement and Growth levels of students on an IEP in Reading, Writing and Math. This increase may be significantly impacted through a systematic approach to provide more time for learning, practice and intervention, through increased expectation of performance, through training on how to address the wide range of abilities in the classroom and the large volume of high needs, and finally through intentionally planned collaboration between specialists and general education teachers. According to our 3-year SPF, our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth. We need to decrease the growth gap between our subgroup students and our general population. Decreasing the gap will be addressed by increasing overall rigor, vocabulary development, accountability, and cultural understanding.

Root Cause Analysis:

We completed our analysis on the root causes by organizing ideas around our Priority Performance Challenges. Most of our analysis centered around one of three areas; Standard work, Best Practices in Instruction and the quality of targeted and differentiated Professional Development.

Root causes pertaining to Priority Performance Challenge #1 Questions remain among the leadership and staff about whether or not all teachers are creating lessons based on the Colorado Academic Standards (CAS) and the Common Core State Standards (CCSS). There is a lack of common conversation about Standards. There is confusion about accommodations as teachers may still not be sure about how to accommodate, when and for whom to accommodate. There is a lack of differentiation for the gifted student, thus these students may not be challenged. We currently do not have advanced classes for 6th and 7th grade students in Reading and Writing. There may be pockets across the school where curriculum is not rigorous and instruction does not challenge students. There is a lack of feedback from teachers to students about the quality of their performance. Teachers may allow students to turn in poor quality work (as teachers are glad to often accept something done poorly as opposed to no work completed at all). We may not be using RTI and PLC time provided to address the growth of students. There is a lack of collaborative data analysis that leads to targeted direct instruction based on the data. There is an inconsistency across the school in how (philosophy and process) to teach writing so there is little consistency. There may still be a lack of relationships where kids will work for FOR their teachers.

Root causes pertaining to Priority Performance Challenge #2: Students who have low growth and achievement needs need more time than currently scheduled, time for gap filling intervention, more practice time, and more targeted intervention. We face the dilemma of meeting the academic needs at all cost and the conflict created with the responsibility to provide a proper middle school experience (for example; should a student always forgo Enrichment classes for intervention classes?). The pace of learning of a struggling student may be far slower than the pace of instructional delivery, making it difficult for them to keep up. We have not adequately addressed this pacing issue. We have not sufficiently addressed the lack of oral and written vocabulary development. We have low performance expectations for our students who struggle and may have decreased the rigor in some content areas. Teachers lack strategies to be effective in these situations and need training that works on accommodating and differentiating so that students still get grade level content while being able to access content with a disability or learning needs. We have not prioritized for collaborative time for specialists (who know the student's needs best) to meet with the teachers and support them and train them in instructional practices to address learning needs. Finally, we find lack of ownership in the perception that solutions (programs, strategies, initiatives) are a fad and will pass with time. Teachers may fear that ability grouping is illegal or bad for students. There also may be a lack of understanding of the culture of our subgroup students.

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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)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	NA	NA	We are making slow gains in Reading with our English Learners and Students with IEPs. This may be that many of them have a double dose of reading intervention in their daily routine, either taking a Language Development class or Reading Plus class in addition to general Language Arts Classes. Additionally, we generally do not focus on specific Reading strategies across the board (other than general comprehension) and do not deliver specific, direct instruction in Reading for most of our population. We only had about 3.8% of our students receiving specific Reading intervention when we had about 30% of our population who are performing below proficient levels and are in need of intervention. We have not made any expected gains in Median Growth Percentile in Math in any of our subgroups, although our English Learners came the closest to our predicted targets. We did, however, show consistent gains with our 8th grade students who have performed consistently above the state minimum for math. They have implemented a program of remediation within the
		M	NA	NA	
		W	NA	NA	
		S	NA	NA	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	NA	NA	
		M	NA	NA	
		W	NA	NA	
		ELP	NA	NA	
Academic Growth Gaps	Median Student Growth Percentile	R	Increase subgroups to the following Medium Growth Percentiles on the School Performance Framework: • Free/Reduced = 45 • Students with Disabilities = 50 • Students Needing to Catch Up = 48 Maintain or Increase the Medium Growth Percentile on the School Performance Framework for the following subgroups: • Minority Students = 47 • English Learners = 56	We did not meet the target for Free and Reduced or Students Needing to Catch Up but we did make the target for Students with Disabilities: • Free/Reduced=43 (we were below our target by 2 percentiles and maintained our actual performance at 43) • Students with Disabilities=50 (we did make this target and increased our actual performance by 5 percentile points, from 45 to 50) • Students Needing to Catch Up=46 (we were below our target by 2	

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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.
				percentiles and maintained the same percentile of 46) We did not meet our goal of maintaining or increasing our percentile in Reading with our minority students, but did meet our goal for our English Learners by increasing our percentile: • Minority Students=44 (we were below our target of 47 and decreased by 1 percentile, from 45 to 44) • English Learners=57 (we met and exceeded our goal by one percentile, from 56 to 57)	general education classroom of consistent, scheduled use of intervention software for their supported classes (where the students have been placed based on a body of evidence of below proficient performances). We did not match this use of intervention in either of the two other grade levels. This may also be a result of inconsistent deliver of Standards Based Curriculum (incorporating the Common Core) and not having a clear vertical alignment among grade levels.
		M	Increase subgroups to the following Medium Growth Percentiles on the School Performance Framework: • Free/Reduced = 55 • Students with Disabilities = 52 Maintain or Increase the Medium Growth Percentile on the School Performance Framework for the following • Minority Students = 58 • English Learners = 63 Students Needing to Catch up = 59	We did not meet the goals to increase the Medium Growth Percentile for either of these groups: • Free/Reduced= 46 (we were below our target of 55 and decreased by 5 percentile, from 51 to 46) • Students with Disabilities=43 (we were below our target of 52 and decreased by 6 percentile, from 49 to 43) We were not able to maintain or increase the Median Growth Percentile on any of the following three groups: • Minority Students=50 (we were below our target of 58 and decreased by 5 percentile, from 55 to 50) • English Learners=59 (we were below our target of 63 and decreased by 1 percentile, from 60 to 59)	We have shown consistent slow decline in our Median Growth Percentile in Writing. This may be due to inconsistent application of a building-wide Writing expectations of Writing within the content areas tied to a rigorous rubric and writing strategies applied across the content areas. We have had the opportunity to maintain a building-wide TEAM Coach position and tied to that position was the expectation that Writing would be addressed across the board. Our data from internal Writing assessments (QWA) indicates growth in the 6 traits but perhaps this assessment is not necessarily tied to the Standard's expectations of the TCAP. Additionally, we may not have had enough time pass to realize the impact

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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.
				• Students Needing to Catch Up=49 (we were below our target of 59 and decreased 7 percentile, from 56 to 49)	of this Writing intervention.
		W	Increase subgroups to the following Medium Growth Percentiles on the School Performance Framework: • Free/Reduced = 46 • Minority Students = 49 • Students with Disabilities = 47 • Students Needing to Catch Up = 48 Maintain or Increase the Medium Growth Percentile on the School Performance Framework for the following subgroups: English Learners = 56	We did not meet the Median Growth Percentiles for any of the following groups: • Free/Reduced=40 (we were below our target of 46 and decreased 4 percentile, from 44 to 40) • Minority Students=45 (we were below our target of 49 and decreased 2 percentile, from 47 to 45) • Students with Disabilities=40 (we were below our target of 47 and decreased 2 percentile, from 42 to 40) • Students Needing to Catch Up=43 (we were below our target of 48 and decreased 3 percentile, from 46 to 43) We did not maintain our Median Growth Percentile for English Learners, decreasing our performance to: • English Learners=54 (we were below our target of 56 and decreased 2 percentile, from 56 to 54)	
Postsecondary & Workforce Readiness	Graduation Rate		NA	NA	
	Disaggregated Grad Rate		NA	NA	

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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.
	Dropout Rate	NA	NA	
	Mean ACT	NA	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 (Statu	Reading: The following trends have been seen in our TCAP data: • We have a generally stable Achievement level in Reading for overall school data, with 6th experiencing an inconsistent trend, 7th is steady and 8th is increasing over the three years. • We have met or exceeded the state average for Achievement in all three grade levels. 8th grade exceeds the state level in Reading. • Our Gifted students are 100% P & A, and our 6th grade ELL students outperform their non-ELL peers in Reading. All other subgroups (IEP, FRL, Minority) perform below their non-subgroup peers with significant gaps between IEP performance and overall school performance in Reading.	NA	NA
	Mathematics: The following trends have been seen in our TCAP data: • Our overall school Achievement is inconsistent over the past three years • 6th grade students are experiencing a decline and have performed below the state level in Math • 7th grade students also have a overall decline but are performing at the state level in Math • 8th grade students have increased consistently	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
	over the past 3 years in Math Achievement and are above the state average in Math. • Our Gifted students perform at 100% P & A in Math and 6th grade and 8th grade ELL students outperform their non-ELL peers in Math. All other subgroups (FRL, IEP and Minority) are below the overall school Achievement in Math, with significant gaps between students with an IEP and their non-IEP peers.		
	Writing: The following trends have been seen in our TCAP data: • Overall school writing Achievement showed a decline this past year in Writing • 6th grade students have declined significantly over the past three years and are below the state average in Writing • 7th grade students have been inconsistent in their performance in Writing Achievement and are also below the state average in Writing • 8th grade students have shown a consistent increase in Writing Achievement over the past three years and are above the state average for Writing. • Our Gifted students perform at 100% P & A in Writing and our 6th grade ELL and 6th grade Minority students perform at or above their non-subgroup peers on Writing Achievement. All other subgroups (FRL, IEP and Minority) perform below their non-subgroup peers on Writing Achievement.	NA	NA
	Science: The following trends have been seen in our TCAP data: • After a 3-year decline in 8th grade Science	NA	NA

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	scores, this past year was a significant increase in 8th grade Science Achievement to the highest performance in our testing history. • 8th grade Science Achievement was just below the state average for Science. • ELL and FRL students perform close to their 8th grade counterparts, but IEP students perform significantly below in Science Achievement.		
Academic Growth	Reading: The following Trends have been seen in our TCAP Growth data: • Overall Reading Growth is on a downward trend and below the 50th percentile • 6th grade Reading Growth is inconsistent and below the 50th percentile. 47% of these students demonstrate low growth. • 7th grade Reading Growth is significantly decreasing over the three years and is significantly below the 50th percentile. 42% of these students demonstrate low growth. • 8th grade Reading Growth is declining and below the 50th percentile. 42% of these students demonstrate low growth.	Challenge #1: Our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets"..	Root Cause for Challenge #1: Our entire curriculum has not been aligned with the Colorado Academic Standards (including CCSS, WIDA and EEO). Our teachers lack instructional skills in accommodating and differentiation, lack expectations of rigor in curriculum and performance, lack the ability to provide quality feedback to students and lack of data analysis skills that lead to targeted instruction to address the academic needs of all students. Our school lacks consistency in a widely used writing process across the grade levels and content areas.
	Mathematics: The following trends have been seen in our TCAP Growth data: • Our overall school Growth in Math is declining and this past year we fell below the 50th percentile. • 6th grade Math Growth is inconsistent and is below the 50th percentile. 42% of these students demonstrate low growth. • 7th grade Math Growth has shown a significant decline and fell below the 50th percentile this past year. 45% of these students demonstrate low	Challenge #1: Our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance	Root Cause for Challenge #1: Our entire curriculum has not been aligned with the Colorado Academic Standards (including CCSS, WIDA and EEO). Our teachers lack instructional skills in accommodating and differentiation, lack expectations of rigor in curriculum and performance, lack the ability to provide quality feedback to students and lack of data analysis skills that lead to targeted instruction to address the academic needs of all students. Our school lacks consistency in a widely used writing process across the grade levels and content areas.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	growth. • 8th grade Math Growth has been inconsistent but increased this past year and has been above the 50th percentile in all three years. 25% of these past year's students demonstrate low growth. 43% of these students demonstrate high growth.	levels for "Meets".	
	Writing: The following trends have been seen in our TCAP growth data: • Our overall Writing Growth declined this past year and is below the 50th percentile. • 6th grade Writing Growth shows a decline over the three-year period and is below the 50th percentile. 54% of these students demonstrate low growth. • 7th grade Writing Growth declined just this past year and only fell below the 50th percentile this past year. 50% of these students demonstrate low growth. • 8th grade Writing Growth experienced a slight decline this past year and fell slightly below the 50th percentile in Writing Growth. 40% of these students demonstrate low growth in Writing.	Challenge #1: our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets".	Root Cause for Challenge #1: Our entire curriculum has not been aligned with the Colorado Academic Standards (including CCSS, WIDA and EEO). Our teachers lack instructional skills in accommodating and differentiation, lack expectations of rigor in curriculum and performance, lack the ability to provide quality feedback to students and lack of data analysis skills that lead to targeted instruction to address the academic needs of all students. Our school lacks consistency in a widely used writing process across the grade levels and content areas.
Academic Growth Gaps	Reading: The following trends have been seen in our TCAP Growth data: • IEP students perform above the District level in Reading Growth and outperform their non-IEP peers in 7th and 8th grade. • FRL students perform below the District and State in Reading Growth. 8th grade FRL students outperformed their non-FRL peers. • ELL students perform above the State and District	Challenge # 2: Our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	in Reading Growth. 6th grade ELL students show an increasing trend in Reading Growth and have the highest Reading Growth of all subgroups and non-subgroups. 8th grade Reading Growth is above their non-ELL peers. • Minority students perform below the state level in Reading Growth. 8th grade Minority students perform equal to their non-Minority peers in Reading Growth. • Gifted Students perform below the State in Reading Growth in both 6th and 8th grade. 7th grade Gifted students perform above the State level in Reading Growth.		
	Mathematics: The following trends have been seen in TCAP Growth data: • IEP students fell 9 percentile in Math Growth this past year, overall. 8th grade IEP students performed at the State level and consistent with their non-IEP peers in Math Growth. 6th and 7th grade IEP students are far below the State and overall school level in Math Growth. • FRL students perform below the state but above the District percentile in Math Growth. 8th grade FRL students are above the State level and perform consistent with their non-FRL peers in Math Growth. • ELL students perform above the State and District in Math Growth. 8th grade ELL students show an increasing trend in Math Growth and perform higher than any other subgroup and overall school in Math Growth. • Minority students perform below the State level in Math Growth, except for 8th grade Minority students who perform above the State level in Math Growth.	Challenge #2: Our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	• Gifted Students perform below the State in Math Growth in all three grade levels.		
	Writing: The following trends have been seen in TCAP Growth data: • IEP students above the District level in Writing Growth but still below the State level and below their non-IEP peers in Writing Growth. • FRL students perform below the District and State in Writing Growth with the exception of 8th grade FRL students. Overall, FRL students fell by 6 percentile this past year. • ELL students perform below the State and District in Writing Growth. ELL Writing Growth declined by 19 percentile this past year. 6th grade ELL students perform equal to their non-ELL peers. • Minority students perform below the State level in Writing Growth. • Gifted students perform consistently below the State Growth level in Writing Growth except for 8th grade Gifted students who perform above the State and overall school level in Writing Growth.	Challenge #2: Our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.
Postsecondary & Workforce Readiness	NA	NA	NA
	NA	NA	NA

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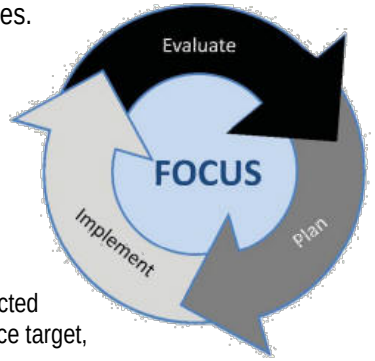
Section IV: Action Plan(s)

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	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
		W	NA	NA	NA	NA	NA
		S	NA	NA	NA	NA	NA
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Challenge #1: Our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets"..	Skyview Students will increase the Median Growth Percentile to at Least the 50th percentile in Reading.	Skyview Students will increase the Median Growth Percentile to at Least the 55th percentile in Reading.	Scantron Performance Reading (3 times per year) Reading Plus Insight (3 times per year) Reading Plus Progress Monitoring (Formative Assessments on Grade level growth) Common Reading Assessments based on CAS (given a minimum of 4 times per year) WIDA MODEL (given 2 times per year)	Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.
		M	Challenge #1: Our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at	Skyview Students will increase the Median Growth Percentile to at Least the 55th percentile in Math.	Skyview Students will increase the Median Growth Percentile to at Least the 60th percentile in Math.	Scantron Performance Math (3 times per year) Mobymax Summative Assessments (given a	Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and

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			45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets"..			minimum of 2 times per year) Common Math Assessments based on CAS (given a minimum of 4 times per year)	lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.
		W	Challenge #1: Our school Growth Percentile is Approaching in all three content areas: Reading is at an MGP of 44 (needs to be at 45 for "Meets"), our Math is at an MGP of 51 (needs to be at 55 for "Meets") and our Writing is at an MGP of 44 (needs to be at 45 for "Meets"). All three areas are below the expected levels but are close to the required performance levels for "Meets"..	Skyview students will increase the Median Growth Percentile to at least the 50th percentile in Writing.	Skyview students will increase the Median Growth Percentile to at least the 55th percentile in Writing.	Common Writing Assessments based on CAS (given by grade level a minimum of 4 times per year) WIDA MODEL (given 2 times per year)	Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that

							supports educator effectiveness and instructional improvement.
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	Challenge #2: Our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	FRL and Minority students will increase the median growth percentile (MGP) to at least 50. ELL students will increase the median growth percentile (MGP) to at least 60. Students with Disabilities and Students Needing to Catch up will increase the median growth percentile (MGP) to at least 55.	FRL and Minority students will increase the median growth percentile (MGP) to at least 55. ELL students will increase the median growth percentile (MGP) to at least 65. Students with Disabilities and Students Needing to Catch up will increase the median growth percentile (MGP) to at least 60.	Scantron Performance Reading (3 times per year) Reading Plus Insight (3 times per year) Reading Plus Progress Monitoring (Formative Assessments on Grade level growth) WIDA MODEL (given 2 times per year)	Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational

							Framework.
		M	Challenge #2: Our subgroup Median Growth Percentile is Approaching in the same 4 of our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	Students with Disabilities will increase the median growth percentile (MGP) to at least 50. FRL, Minority and Students needing to Catch Up will increase the median growth percentile (MGP) to at least 55. ELL students will increase the median growth percentile (MGP) to at least 60.	Students with Disabilities will increase the median growth percentile (MGP) to at least 55. FRL, Minority and Students needing to Catch Up will increase the median growth percentile (MGP) to at least 60. ELL students will increase the median growth percentile (MGP) to at least 65.	Scantron Performance Math (3 times per year) Mobymax Summative Assessments (given a minimum of 2 times per year) Common Math Assessments based on CAS (given a minimum of 4 times per year)	Major Improvement Strategy #1: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.
		W	Challenge #2: Our subgroup Median Growth Percentile is Approaching in the same 4 of	FRL, Minority, Students with Disabilities and Students needing to	FRL, Minority, Students with Disabilities and Students Needing to	Common Writing Assessments based on CAS (given by grade level a	Major Improvement Strategy #1: Develop and use collaborative

			our 5 groups (FRL, Minority, Students with Disabilities, Students Needing to Catch Up) in all three content areas of Reading, Writing and Math. In only two of these cases, did we meet Adequate Growth.	Catch Up will increase the median growth percentile (MGP) to at least 55. ELL students will increase the median growth percentile (MGP) to at least 60.	Catch Up will increase the median growth percentile (MGP) to at least 60. ELL students will increase the median growth percentile (MGP) to at least 65.	minimum of 4 times per year) WIDA MODEL (given 2 times per year)	processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners. Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement. Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.
Postsecondary & Workforce Readiness	Graduation Rate		NA	NA	NA	NA	NA
	Disaggregated Grad Rate		NA	NA	NA	NA	NA
	Dropout Rate		NA	NA	NA	NA	NA

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	Mean CO ACT	NA	NA	NA	NA	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: Develop and use collaborative processes that ensure that all teachers are delivering instructional units and lessons that are aligned with the Colorado Academic Standards, the CELP/WIDA Standards for ELLs and the Expanded Evidence Outcomes, while addressing the needs of all learners.

Root Cause(s) Addressed: Root Cause for Challenge #1: Our entire curriculum has not been aligned with the Colorado Academic Standards (including CCSS, WIDA and EEO). Our teachers lack instructional skills in accommodating and differentiation, lack expectations of rigor in curriculum and performance, lack the ability to provide quality feedback to students and lack of data analysis skills that lead to targeted instruction to address the academic needs of all students. Our school lacks consistency in a widely used writing process across the grade levels and content areas. Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.

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				
Support Staff Development that supports student Achievement and Growth (CCSS, SIOP, Common Assessment, Accommodations, Gifted)	Jan. 2013	May 2015	Principal, Asst. Principals Teachers Zone Leadership	School-Based Budget Zone-Based Budget Grant Monies	SIOP Training Kagen Training Rigor and Engagement (Dr. B. Kingore) training Scantron Training Alpine Training	In Progress; 5 trained (Oct.) In Progress: 4 trained (Oct.) In Progress: 2 trained (Oct.) In Progress: 30 trained (Nov.) In Progress: All staff

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					CCSS Training Common Assessment Training	Will begin Jan. 2014 Will begin Jan. 2014
Continue Standards work: Curriculum analysis to CAS, calendaring Standards based Curriculum, creating/writing units of study, and creating/using common Assessments	Nov. 2013	May 2015	Administration All Teachers Zone Leadership	School-Based Budget Staff Expertise at building/zone District level Expertise	Leadership training/planning by Jan. 2014 Curric. Map and Calendar by May of 2014 – all content areas Minimum of 3 units/assessments per content area by May 2015	In Progress
Support ICAP requirements by implementing College In Colorado (CIC) activities in 7th and 8th grade and Junior Achievement (JA) Program in 6th, 7th and 8th grades	Nov. 2013	May 2014	Administration 7th/8th grade Teachers Counselors	JA representative/program CIC Learning Styles and Career Inventory Technology commitment	All 7th grade complete Learning Styles by May 2014 All 8th grade complete Career Inventory by May 2014 JA program implemented into Social Studies (6-8th) by May 2014	In Progress
Maintain opportunities for additional student support (Homework Help, Math Intervention, Peer Tutoring, Co-Teaching, Reading Intervention, Saturday School)	Nov. 2013	May 2014	Administration All Teachers	School-Based Budget Grant opportunities (MFF)	Increase use of Mobymax to all math classrooms. Increase use of Reading Plus to include regular ed. Students in 6th and 7th grade Target failing students to attend Homework Help and Saturday School	In Progress

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

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Major Improvement Strategy #2: Implement the use of Marzano's Educator Evaluation Model as a tool that supports educator effectiveness and instructional improvement.

Root Cause(s) Addressed: Root Cause for Challenge #1: Our entire curriculum has not been aligned with the Colorado Academic Standards (including CCSS, WIDA and EEO). Our teachers lack instructional skills in accommodating and differentiation, lack expectations of rigor in curriculum and performance, lack the ability to provide quality feedback to students and lack of data analysis skills that lead to targeted instruction to address the academic needs of all students. Our school lacks consistency in a widely used writing process across the grade levels and content areas. Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.

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				
Utilize TEAM Coach to support unified writing process across the building and support increased writing in the content areas.	Nov. 2013	May 2014	TEAM Coach Administration All Teachers	District FTE support of Coach	TEAM Coach notes and Calendar	In Progress
Utilize TEAM Coach to support new teachers in implementing the Evaluation tool (especially elements #1 and #6)	Nov. 2013	May 2014	TEAM Coach Administration New Teachers and Mentors	District FTE support of Coach School-Based Budget Zone-Based Budget	All new teachers will earn a performance level of "Developing" by May 2014. TEAM Coach notes and Calendar Mentor Observation schedule	In Progress
Utilize TEAM Coach, Administration and Specialists to deliver Instructional Strategies to staff (ex: differentiation, student feedback, flexible grouping, vocabulary development, higher level thinking strategies)	Nov. 2013	May 2015	TEAM Coach Administration Content Specialists All Teachers	District FTE support of Coach School-Based Budget Zone-Based Budget	PLC planning notes TEAM Coach notes and Calendar Teacher Work Samples and Lesson Plans Evaluation tool documentation	In Progress

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Support Staff Development to increase capacity for Instructional Best Practice based on Marzano strategies	Nov. 2013	May 2015	TEAM Coach Administration Teachers Zone Leadership	District FTE support of Coach School-Based Budget Zone-Based Budget	Attendance sheets (ERO) Work samples Evaluation Tool documentation from: Art and Sciences Book study, Vocabulary Book study/cadre, On-line Studies (iAcademy), Independent Study, and CCSS Scales Book Study	In Progress
Utilize the RTI process to analyze data and drive Instructional practices.	Nov. 2013	May 2014	All Teachers Administration TEAM Coach Counselors	District FTE support of Coach PLC time/Schedule	Regular use of Alpine during RTI meeting time RTI notes At Risk Report Evaluation tool documentation	In Progress

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

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Major Improvement Strategy #3: In order to maximize student learning potential, all classrooms will establish and maintain a positive learning environment by implementing the agreed upon expectations based upon the Capturing Kids Hearts Relational Framework.

Root Cause(s) Addressed: Root Cause for Challenge #2: We have a lack of scheduled time for intervention and practice and have not prioritized for collaborative time between specialists and general education teachers. We lack strategies for accommodation and differentiation as well as vocabulary development. We have not sufficiently addressed the differing pace of learning versus the pace of instructional delivery. We have low performance expectations and decreased rigor for students who struggle. We lack cultural understanding and have not trained to support the subgroup populations that underperform.

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				
Maintain Capturing Kids Hearts program with dedication to class Contracts, Greetings, and 4-Questions. Train support staff and untrained teachers.	Aug. 2013	May 2015	All Teachers Administration Zone Leadership	School-Based Budget CKH support personnel Zone-Based Budget	All Staff members trained by May of 2015 Evaluation Tool documentation EXCELL model used at all staff meetings, Leadership meetings, PLC meetings Provide consistent time slot for staff members to share out during staff meetings.	In Progress
Coordinated School Health Team collaboration with school to provide a healthy breakfast program and other activities that support student and staff general health well being.	Aug. 2013	May 2014	CSH Team Nutrition Services Administration Teachers	School-Based Budget CSHT Healthy Schools Grant	Notes from CSHT meetings Student numbers from Breakfast School Calendar of Activities Health Fair completed by April, 2014	In Progress
Anti-Bullying Work Group to analyze student/parent surveys, create school policy, and lead Anti-Bully efforts. Anti-Bullying/Character Based lessons delivered to 6th-8th grade.	Nov. 2013	May 2014	Work Group UCCS Consultant All Teachers Administration	School-Based Budget Community Resources On-line Resources	Policy completed by May 2014 Minimum of 3 lessons/grade level completed by May 2014 Teacher Training completed Dec. 2013	In Progress

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Anti-Bullying Staff Development			SRO Counselors Parents		Parent Training by May 2014	
Provide Professional Development on cultural awareness of Subgroups	Jan. 2013	May 2015	Administration Teachers Specialists	School-Based budget Zone-Based budget District Specialists Time	Provide training on Under resourced learners, learners in poverty (Ruby Payne) by May 2015 to all staff. Training through on-line studies, workshops and Staff Development speakers.	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)