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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: 0555 School Name: BANNING LEWIS RANCH ACADEMY SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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%	71.35%	-	81.82%	82.66%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.63%	-	83.42%	66.72%	-	
		W	54.84%	58.34%	-	63.28%	71.43%	-	
		S	45.36%	48.72%	-	65.8%	79.27%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	26	26	-	47	65	-	
		M	40	64	-	46	63	-	
		W	34	42	-	45	61	-	
		ELP	-	-	-	-	-	-	

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

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

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Accountability Status and Requirements for Improvement Plan

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

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

✓ 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	Andy Franko – Head of School
	Email	afranko@blracademy.org
	Phone	719-570-0075
	Mailing Address	7094 Cottonwood Tree Drive, Colorado Springs, CO 80927
2	Name and Title	Amy Brundage – Asst. Principal
	Email	abrundage@blracademy.org
	Phone	719-570-0075
	Mailing Address	7094 Cottonwood Tree Drive, Colorado Springs, CO 80927

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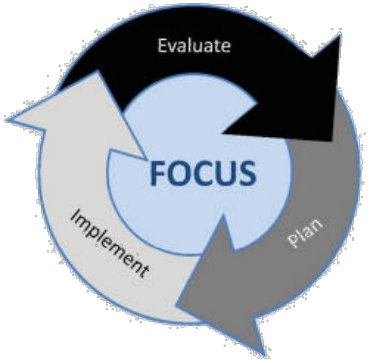
Section III: Narrative on Data Analysis and Root Cause Identification

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:

Description of School Setting:

Banning Lewis Ranch Academy is a free, dynamic K-8 elementary and middle school dedicated to providing a rich college-prep program in a safe, positive environment. As a public charter school, Banning Lewis Ranch Academy fosters intellectual curiosity and a thirst for discovery, while embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy holds the vision that "We are champions of tradition and innovative education." The mission of Banning Lewis Ranch Academy is to create a safe, positive environment that fosters intellectual curiosity and a thirst for discovery where students and staff succeed through exceptional programs. Teachers, staff and administrators will accomplish the mission by providing a world-class education through a curriculum that exposes students to diverse cultures with a balance in fine arts, technology, character development and extra-curricular activities, establishing an engaged school community committed to the lifelong success of students in a global environment and embracing traditional values as the cornerstone of a distinguished education. Banning Lewis Ranch Academy offers an extended school day and academic year to allow for true mastery rather than cursory coverage of the curriculum. The content-rich Paragon Curriculum converges high

tech with the humanities, combining the rigors of a classical education with the relevance required by contemporary culture. Our interdisciplinary program instills in students a captivating conceptual understanding and chronological picture of history, as well as an awareness of the interrelationships between different domains of knowledge.

Process of Stakeholder Involvement:

The School Performance Frameworks was presented to the campus leadership team (grade level leads, interventionists, and school administrators) and reviewed. The school Principal and Asst. Principal attended a district sponsored training to learn more about UIP process. Once trained, the leadership team, along with a National Curriculum Implementation Specialist (Mosaica Education) began looking at data to identify trends and Priority Performance Challenges. The School Performance Framework was then presented to the Banning Lewis Ranch Academy School Board, and then to School Accountability Committee. After presenting the initial information, the committee continued to work to formulate the plan based on data analysis. The plan was reviewed by the SAC, revised, and reviewed and accepted by the SAC. Upon acceptance, the Unified Improvement Plan will be accepted by the local board and presented to Falcon School District's DAAC.

Review of Current Performance:

BLRA READING					
GRADE	2010	2011	2012	2013	Change
3	76	86	92	77	-7.67
4	64	80	77	86	12.33
5	63	67	86	82	10.00
6	95	78	84	89	3.33
7	81	88	79	82	-0.67
8	82	84	81	69	-13.33
	% Prof - Adv.				

BLRA WRITING					
GRADE	2010	2011	2012	2013	Change
3	63	66	68	50	-15.67
4	56	71	60	59	-3.33
5	53	55	77	67	5.33
6	86	71	57	80	8.67
7	74	75	77	69	-6.33
8	63	68	77	65	-4.33
	% Prof - Adv.				

BLRA MATH					
GRADE	2010	2011	2012	2013	Change
3	83	86	91	85	-1.67
4	71	84	85	86	6.00
5	63	64	86	79	8.00
6	71	65	72	89	19.67
7	41	60	69	60	3.33
8	59	54	63	59	0.33
	% Prof - Adv.				

BLRA SCIENCE					
GRADE	2010	2011	2012	2013	Change
3					
4					
5	48	51	80	67	7.33
6					
7					
8	68	90	76	69	-9.00
	% Prof - Adv.				

Review of the Banning Lewis Ranch Academy 2013 1-year and 3-year School Performance Frameworks reveal overall sustained rates of academic achievement and declines in the area of academic growth and academic growth gaps. A comparison of the 2012 3-year SFP and the 2013 3-year SPF shows that at the elementary level academic achievement and growth has remained consistent with a Meets designation. Within the academic growth gap category at the elementary level, the overall performance rating for reading increased from an Approaching designation in 2012 to a Meets designation in 2013. Notable changes include the increase from a Does Not Meet designation for the Students with Disabilities subgroup in 2012 to an Approaching designation in 2013, and the increase from an Approaching designation for the Students Needing to Catch-Up subgroup in 2012 to a Meets designation in 2013. Also within the academic growth gap category at the elementary level, the overall performance rating for math decreased from a Meets designation in 2012 to an Approaching designation in 2013. Within this category, the free/reduced lunch eligible and minority student subgroups declined from Meets designations to Approaching designations. Within the academic growth gap category at the elementary level, the overall performance rating for writing remained consistent with an Approaching designation. However, within the category of writing there were both increases and decreases among the ratings for different subgroups. Specifically, the Free/Reduced Lunch Eligible subgroup decreased from a Meets designation in 2012 to an Approaching designation in 2013 while the Minority student subgroup increased from a Does Not Meet designation in 2012 to an Approaching designation in 2013. A comparison of the 2012 3-year SFP and the 2013 3-year SPF shows that at the middle school level academic achievement has remained consistent with a Meets designation and academic growth has remained consistent with an Exceeds designation. Within the academic growth gap category at the middle school level, the overall performance rating for reading and math remained consistent with respective Exceeds and Meets designations in both 2012 and 2013. Within the math category, the Student with Disabilities subgroup continues to show an Approaching designation with a 23% gap between the Median Growth Percentile and the Median Adequate Growth percentile. Also within the academic growth gap category at the middle school level, the overall performance rating for writing increased from a Meets designation in 2012 to an Exceeds designation in 2013. Within this category, the minority student subgroup increased from a Meets to Exceeds designation.

Among the subgroups that did not make adequate growth, we have been able to identify varying levels of magnitude based on the gap between the Subgroup Median Adequate Growth Percentile and the Subgroup Median Growth Percentile. The Students with Disabilities subgroup continues to show the most pronounced gap between actual growth and target growth across all subject areas, with a 35%ile gap in the area of reading, a 25%ile gap in the area of math and a 18%ile gap in the area of writing at the elementary level. Among the same subgroup at the middle school level there exists a 7%ile gap in the area of reading, a 23%ile gap in the area of math and a 12%ile gap in the area of writing. When comparing 3-year SPF data from 2012 and 2013, we see that the Students with Disabilities subgroup is closing the gap most rapidly in the areas of reading and writing, with elementary subgroup students making a 21%ile improvement in reading and a 12%ile improvement in writing. The gap in math increased by 4%iles in the area of math. Likewise among the middle school Students with Disabilities subgroup the gap increased by an additional 3%iles from 2012-2013. 3-year SPF data was used for comparisons due to the fact that subgroup data was not reported (N<20) on the 1-year SPFs.

The 1-year SPF pinpoints two content areas at the elementary school level and one content area at the middle school level where Academic Growth has declined significantly. At the elementary level, Academic Growth in reading and math has declined to an Approaching and Does Not Meet designation respectively. At the middle school level, Academic Growth in the area of math has declined to an Approaching rating. Although students are still demonstrating adequate rates of achievement, they are not making growth (moving up within their category or moving up to a higher category on TCAP) at the rate we would like. The Prior Proficiency Level report on Alpine indicates that there are large percentages of BLRA students making low growth, with the largest percentages being reported in math.

Trend Analysis:

3 Year Comparison of Growth Gap Data

Elementary Reading	2011 Rating	2012 Rating	2013 Rating	Change in Rating
Overall	EXCEEDS	MEETS	APPROACHING	DECLINE
Free/Reduced	n/a	MEETS	APPROACHING	DECLINE
Minorities	MEETS	MEETS	MEETS	NO CHANGE
Disabilities	n/a	n/a	n/a	n/a

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Catch Up	EXCEEDS	APPROACHING	APPROACHING	DECLINE
Elementary Math	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	MEETS	DOES NOT MEET	DECLINE
Free/Reduced	n/a	MEETS	DOES NOT MEET	DECLINE
Minorities	MEETS	MEETS	DOES NOT MEET	DECLINE
Disabilities	n/a	n/a	n/a	n/a
Catch Up	APPROACHING	MEETS	n/a	n/a
Elementary Writing	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	APPROACHING	APPROACHING	APPROACHING	NO CHANGE
Free/Reduced	n/a	MEETS	DOES NOT MEET	DECLINE
Minorities	APPROACHING	DOES NOT MEET	MEETS	IMPROVEMENT
Disabilities	n/a	n/a	n/a	n/a
Catch Up	APPROACHING	APPROACHING	APPROACHING	NO CHANGE
Middle School Reading	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	EXCEEDS	EXCEEDS	MEETS	DECLINE
Free/Reduced	n/a	EXCEEDS	MEETS	DECLINE
Minorities	EXCEEDS	EXCEEDS	MEETS	DECLINE
Disabilities	EXCEEDS	EXCEEDS	n/a	n/a
Catch Up	EXCEEDS	EXCEEDS	MEETS	DECLINE
Middle School Math	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	APPROACHING	EXCEEDS	APPROACHING	DECLINE
Free/Reduced	n/a	EXCEEDS	APPROACHING	DECLINE
Minorities	APPROACHING	EXCEEDS	APPROACHING	DECLINE
Disabilities	APPROACHING	MEETS	n/a	n/a
Catch Up	MEETS	EXCEEDS	MEETS	NO CHANGE
Middle School Writing	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	EXCEEDS	EXCEEDS	IMPROVEMENT
Free/Reduced	n/a	MEETS	MEETS	NO CHANGE

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Minorities	MEETS	EXCEEDS	EXCEEDS	IMPROVEMENT
Disabilities	APPROACHING	MEETS	n/a	n/a
Catch Up	EXCEEDS	EXCEEDS	EXCEEDS	NO CHANGE

3 Year Comparison Growth Data				
Elementary Reading	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	MEETS	APPROACHING	DECLINE
Elementary Math	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	EXCEEDS	DOES NOT MEET	DECLINE
Elementary Writing	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	MEETS	MEETS	NO CHANGE
Middle School Reading	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	EXCEEDS	EXCEEDS	MEETS	DECLINE
Middle School Math	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	EXCEEDS	APPROACHING	DECLINE
Middle School Writing	**2011 Rating**	**2012 Rating**	**2013 Rating**	**Change in Rating**
Overall	MEETS	EXCEEDS	EXCEEDS	IMPROVEMENT

Three year growth trends indicate that BLRA students have made gains in 16 out of 20 categories. Significant gains over the past three years are reported in 3rd grade reading, 4th grade reading, 5th grade reading, 5th grade writing, 8th grade writing, 4th grade math, 5th grade math, 7th grade math and 5th grade science. 1-year growth gap data indicates minority students and students with disabilities closed gaps over the last year in the area of Elementary Math and Writing as well as Middle School Reading and Math. 3-year data indicates that gaps are still prevalent over time in these areas. Three year data indicates that Students with Disabilities continue to show growth gaps in the areas of Elementary reading, math, and writing as well as Middle School math and writing. 3-year data also shows continued growth gaps among the Elementary Students Needing to Catch-Up subgroup within the areas of reading, math and writing and the Middle School Students Needing to Catch-Up subgroup within the areas of math and writing. Three year data indicates positive trends across all tested subject areas and student sub-groups. The chart above shows that over a 3 year period, student sub-groups have improved their rating in 14 categories and maintained the same rating in 10 categories. There was no category that dropped in its rating. Of the 10 areas where the rating stayed the same, the %-points increased to show that academic growth gaps are closing. In 2010 the elementary student subgroups earned 38.9% of the available points within the academic growth gaps category. In 2011 this value increased to 44.4% and in 2012 the value increased to 56.3%. In 2010 the middle school student subgroups earned 69.4% of the available points within the academic growth gaps category. In 2011 this value increased to 77.8% and in 2012 this value increased to 85.4%.

- Provide trend analysis that includes at least three years of state and local data
- Include trends for the 4 perform indicator areas

Priority Performance Challenges:

Through data analysis, it was identified that Banning Lewis Ranch Academy faces the following Priority Performance Challenges:

- While the academic achievement of students in the areas of Reading, Math, and Writing continue to Meet the state expectation, student growth is declining.
- Students who perform at a proficient or advanced level in math are not growing within these proficiency categories, resulting in stable academic achievement, and declining academic growth.
- At the elementary level, students with disabilities and students eligible for free and reduced lunch have not made adequate growth in the area of reading, math, and writing over three years.
- Minority students and students needing to catch-up at the elementary level have not made adequate growth over three years in the areas of math and writing.
- At the Middle School level, students with disabilities did not make adequate growth in the area of math over 3 years.

Root Cause Analysis:

Analysis of data was considered by a group of teachers, administrators and parents as indicated on the signature page of this document. A variety of data sources including TCAP, SPF and Scantron were considered to identify the following root causes which were verified through the campus leadership team, the Chief Administrative Officer of Banning Lewis Ranch Academy, the Banning Lewis Ranch Academy School Accountability Committee and the Banning Lewis Ranch Academy Board of Education. The following Root Causes were identified:

- A lack of professional development in the area of differentiated instruction and unclear expectations set by administration.
- Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success.
- Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math.
- A lack of high level individualized instruction strategies prohibit growth for proficient/advanced learners and students with disabilities.
- Insufficient implementation of the systems in place prolongs the identification and interventions of student who fall into subcategories. The result is lag time between the time when students are evaluated, needs are identified and interventions are put in place.
- Undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math.

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)			Many of the targets that had been set in the area of Academic Growth Gaps were unable to be monitored due to the fact that student subgroups in multiple areas fell below a population size of 20. ES Students Needing to Catch Up in the area of reading surpassed their goal by 3%. Interventions and instructional supports had been put in place to help students realize growth. While not all targets were met in the Academic Growth Gaps area, results are close to the goals that had been established in last year's plan. We expect that we will continue to see progress towards attaining performance targets with continued implementation of our plan.
Academic Growth	*Math:* 70% of middle school math students will score at the Proficient/Advanced level on the 2013 TCAP.	70.09% of middle school math students performed at proficient or advanced level on the TCAP, thus reaching the goal.	
Academic Growth Gaps	*Reading:* ES Students with Disabilities: MGP will reach 25 by 2013 TCAP ES Students Needing to Catch-Up: MGP will reach 54 by 2013 TCAP.	The ES Students with Disabilities group dropped in a population size to less than 20 students, making this an uncalculated category. ES Students Needing to Catch up made a Median Growth Percentile of 57, which is attaining the goal of 54 by 3%, but not meeting AGP of 63%	
	Math: ES Students with Disabilities: MGP will reach 52 by 2013 TCAP. ES Students Needing to Catch-Up: MGP will reach 62 by 2013 TCAP.	ES Students with Disabilities dropped in a population size to less than 20 students, making this an uncalculated category.	

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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.
	MS Students with Disabilities: MGP will reach 64 by 2013 TCAP.		
	Writing: ES Students with Disabilities: MGP will reach 50 by 2013 TCAP. ES Students Needing to Catch-Up: MGP will reach 52 by 2013 TCAP. ES Minority Students: MGP will reach 45 on the 2013 TCAP.	ES Students with Disabilities dropped in a population size to less than 20 students, making this an uncalculated category. ES Students Needing to Catch Up made a Median Growth Percentile of 47, which was not enough to attain the goal. The MGP was 3% off from the AGP. ES Minority Students made a Median Growth Percentile of 45, which met the goal.	
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	ES Reading: The percentage of students performing at a Proficient or higher level has increased from 78% to 82% over the past three years. MS Reading: The percentage of student performing at a Proficient or higher level has decreased from 83% to 80% over the past three years.		
	ES Writing: The percentage of student performing at a Proficient or higher level has decreased from 64% to 59% over the past three years. MS Reading: The percentage of student performing at a Proficient or higher level has remained flat over the past three years at 71%.		
	ES Math: The percentage of student performing at a Proficient or higher level has increased from 78% to 83% over the past three years. MS Math: The percentage of student performing at a Proficient or higher level has increased from		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	60% to 69% over the past three years.		
	ES Science: The percentage of student performing at a Proficient or higher level has increased from 51% to 68% over the past three years. MS Science: The percentage of student performing at a Proficient or higher level has decreased from 90% to 69% over the past three years.		
Academic Growth	ES Reading: The Median Growth Percentile at the Elementary Level decreased from 53% to 40% over 3 years' time. MS Reading: The Median Growth Percentile at the Middle Level decreased from 65% to 59% over 3 years' time.	While the academic achievement of students in the area of reading continues to meet the state expectation, growth in this area is trending down. Students who perform at a proficient or advanced level are not growing within these performance categories, resulting in stable academic achievement, and declining academic growth.	Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success. There has been a lack of professional development in the area of differentiated instruction and unclear expectations set by administration. Lack of high level individualized instruction strategies prohibit growth for proficient and advanced learners.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ES Writing: The Median Growth Percentile at the Elementary Level remained at 45% to 45% over 3 years' time. MS Writing: The Median Growth Percentile at the Middle Level increased from 54% to 61% over 3 years' time.		Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success. There has been a lack of professional development in the area of differentiated instruction and unclear expectations set by administration.
	ES Math: The Median Growth Percentile at the Elementary Level decreased from 52% to 35% over 3 years' time. MS Math: The Median Growth Percentile at the Elementary Level decreased from 62% to 53% over 3 years' time.	While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area is trending down. Students who perform at a proficient or advanced level are not growing within these performance categories, resulting in stable academic achievement, and declining academic growth.	Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success. There has been a lack of professional development in the area of differentiated instruction and unclear expectations set by administration. Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math. Lack of high level individualized instruction strategies prohibit growth for proficient and advanced learners.
Academic Growth Gaps	ES Reading: Minority Students' Median Growth Percentile increased from 46% to 52% over 3 years' time. Students' with Disabilities MGP increased from	At the elementary level, students with disabilities and students eligible for free and reduced lunch	Insufficient implementation of the systems in place prolongs the identification and interventions of student who fall into subcategories. The result is lag time between the time when students are evaluated, needs are identified and interventions

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	19% to 40% over 3 years' time. Students' Needing to Catch Up MGP increased from 46% to 57% over 3 years' time. MS Reading: Minority Students' Median Growth Percentile increased from 60% to 63% over 3 years' time. Students' with Disabilities MGP increased from 59% to 60% over 3 years' time. Students' Needing to Catch Up MGP decreased from 70% to 69% over 3 years' time.	have not made adequate growth in the area of reading, math, and writing over three years. Minority students and students needing to catch-up at the elementary level have not made adequate growth in the areas math and writing.	are put in place. An undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math.
	ES Writing: Minority Students' MGP increased from 30% to 39% over 3 years' time. Students' with Disabilities MGP increased from 35% to 51% over 3 years' time. Students' Needing to Catch Up MGP increased from 41% to 56% over 3 years' time. MS Writing: Minority Students' Median Growth Percentile increased from 54% to 60% over 3 years' time. Students' with Disabilities MGP increased from 55% to 59% over 3 years' time. Students' Needing to Catch Up MGP maintained from 72% to 72% over 3 years' time.		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ES Math: Minority Students' Median Growth Percentile maintained from 47% to 47% over 3 years' time. Students' with Disabilities MGP decreased from 43% to 42% over 3 years' time. Students' Needing to Catch Up MGP decreased from 52% to 49% over 3 years' time. MS Math: Minority Students' Median Growth Percentile increased from 54% to 60% over 3 years' time. Students' with Disabilities MGP maintained at 53% to 53% over 3 years' time. Students' Needing to Catch Up MGP increased from 60% to 69% over 3 years' time.	At the Middle School level, students with disabilities did not make adequate growth in the area of math over 3 years.	Lack of high level individualized instruction strategies prohibit growth for students with disabilities.
Postsecondary & Workforce Readiness			

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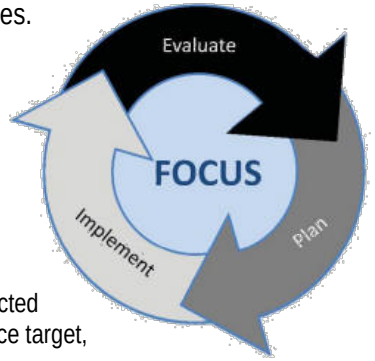
Section IV: Action Plan(s)

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					
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	While the academic achievement of students in the area of reading continues to meet the state expectation, growth in this area is trending down. While the academic achievement of students in the area of math continues to meet the state expectation, growth in this area is trending down. Students who perform at a proficient or advanced level are not growing within these performance categories, resulting in stable academic achievement, and	ES: READING MGP will grow from 40 to 45.	ES: READING MGP will grow from 45 to 60.	Scantron Performance Series Assessment (administered at grade levels grades 2-8, 3 times during the school year – August, December, May). Using correlated cut-scores to TCAP, winter scaled scores will be used to determine formative growth. Springs scores will be used to determine summative growth. Accelerated Reader's - STAR Reading Assessment will be used K-8 to measure reading growth. DIBEL's Next and Daze to determine growth in ORF and comprehension.	*Provide frequent and regular intervention time to students who are scoring below standards*, as determined by TCAP and Scantron scores. Increased time and more intensive instruction is a crucial component in realizing growth. Instruction focused on student deficit areas will allow students at all levels to realize growth. *Develop a Professional Learning Community focused on the structuring and implementation of the Response to Intervention process.* The Student Service Team (SST) will be established to
		M		ES: MATH MGP will grow from 35 to 45. MS: MGP will grow from 53 to 60.	ES: MATH MGP will grow from 45 to 60. MS: MGP will grow from 60 to 65.	Scantron Performance Series Assessment (administered at grade levels grades 2-8, 3 times during the school year – August, December, May).	

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			declining academic growth.			Using correlated cut-scores to TCAP, winter scaled scores will be used to determine formative growth. Springs scores will be used to determine summative growth. MobyMax Math assessment is used K-8 to progress monitor and measure growth in math. Compass Odyssey is used - 6th-8th, to define learning paths, progress monitor and measure growth.	appropriately identify learning needs, establish intervention plans, progress monitor, document progress, and coordinate the appropriate resources and support. *Focus on students at or above grade level who have shown low growth*. A focus on individualized learning needs for students performing at grade level or above will be developed through establishing specific learning paths based on data. "Move up" and "Keep up" students will be focus groups to ensure growth is being made with in categories (Proficient and Advanced). The use of workshop, technology and critical thinking activities such as guided reading groups, MobyMax, Compass Odyssey, and STEM projects will be utilized to improve the instruction for individual learners.
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	At the elementary level, students with disabilities and students eligible for free and reduced lunch have not made adequate growth in the area of reading, math, and writing over three years. Minority students and students needing to catch-up at the elementary level have not made adequate growth in the areas	ES: *FRL* READING MGP from 30 to 45. ES: *SNCU* READING MGP from 52 to 62.	ES: *FRL* READING MGP from 45 to 60. ES: *SNCU* READING MGP from 62 to 65.	Scantron Performance Series Assessment (administered at grade levels grades 2-8, 3 times during the school year – August, December, May). Using correlated cut-scores to TCAP, winter scaled scores will be used to determine formative growth. Springs scores will be used to determine summative growth. Accelerated Reader's - STAR Reading Assessment will be used K-8 to measure reading growth. DIBEL's Next and Daze to	

			math and writing.			determine growth in ORF and comprehension.	
		M	At the Middle School level, students with disabilities did not make adequate growth in the area of math over 3 years.	ES: *FRL* MATH MGP from 33 to 50. ES: *MIN* MATH MGP from 34 to 50. MS: *FRL* MATH MGP from 44 to 66. MS: *MIN* MATH MGP from 34 to 50.	ES: *FRL* MATH MGP from 50 to 60. ES: *MIN* MATH MGP from 50 to 60. MS: *FRL* MATH MGP from 66 to 70. MS: *MIN* MATH MGP from 50 to 60.	Scantron Performance Series Assessment (administered at grade levels grades 2-8, 3 times during the school year – August, December, May). Using correlated cut-scores to TCAP, winter scaled scores will be used to determine formative growth. Springs scores will be used to determine summative growth. MobyMax Math assessment is used K-8 to progress monitor and measure growth in math. Compass Odyssey is used - 6th-8th, to define learning paths, progress monitor and measure growth.	
		W		ES: *FRL* WRITING MGP from 26 to 45. ES: *SNCU* WRITING MGP from 47 to 50.	ES: *FRL* WRITING MGP from 45 to 60. ES: *SNCU* WRITING MGP from 50 to 60.	Daily writing journals in grades K-8 are used to progress monitor and measure growth. The school wide Formative Writing Assessment is taken by 3-8th graders in fall and winter, to progress monitor and measure growth.	
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						

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	Dropout Rate					
	Mean CO ACT					

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Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: *Provide frequent and regular intervention time to students who are scoring below standards.*

- Root Cause(s) Addressed:
- A lack of professional development in the area of differentiated instruction and unclear expectations set by administration.
- Teachers at grade levels without interventionists have had to develop interventions and differentiate instruction without a supported curriculum. Differentiation of instruction has been implemented with a wide variance of success.
- Infrequent/irregular intervention time inhibits the growth towards the targets in the area of math.

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				
Provide additional personnel to provide at risk student with daily targeted instruction.	Position established	Position maintained	Head of School (HoS), Assistant Principal, RtI coordinator.	Board approved salary for additional personnel. ($30,000 annually – General Fund)	Hires made by August 2013.	Completed
Implement a differentiated curriculum in the area of English Language Arts to support instruction and learning at an individual level.	Pre-services training – August 2013. Follow up training as needed.	Pre-services training – August 2014. Follow up training as needed.	Curriculum Specialist, Trainer, Instructional Staff	Board approved dollars for curriculum purchase. Curriculum trainer and training ($97,000 initial curriculum cost for Journey's – General Fund).	Purchase and initial training to take place by August 7, 2013. Ongoing training as determined through observations.	Completed In Progress

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Train instructional staff on analysis strategies and implementation of differentiated instruction.	September 2013 Teacher Professional Development Day.	Pre-services training – August 2014. Follow up training as needed.	HoS, Curriculum Specialist, RtI coordinator, Instructional Staff.	Internal staff development training – no cost.	Initial training set for September 27, 2013. Additional training during team meetings intermittently through the school year. Implementation observed weekly in classrooms and reported in SST meetings bi-weekly.	Complete In Progress In Progress
Progress monitor using quarterly common assessments, daily formative assessments, and standardized progress monitoring tools (DIBELs, MobyMax, Formative Writing Assessment).	September 2013 Teacher Professional Development Day.	Pre-services training – August 2014. Follow up training as needed.	HoS, Curriculum Specialist, RtI coordinator, Instructional Staff.	Internal staff development training – no cost. DIBELS costs are $1500 initial and $1000 annual fee – General Fund MobyMax costs are $290 annually for site license – General Fund Formative Writing Assessment is developed internally with added costs.	Initial training set for September 27, 2013. Additional training during team meetings intermittently through the school year. Implementation observed weekly in classrooms and reported in SST meetings bi-weekly.	Complete In Progress 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: *Develop a Professional Learning Community focused on the structuring and implementation of the Response to Intervention process.*

Root Cause(s) Addressed: Undefined RTI processes and unclear expectations prohibit students from developing skills to make adequate growth in the area of reading, writing, and math.

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				
Establish and develop norms for the Student Services Team.	Team Established August 2013	Team maintained	School RtI Coordinator, Curriculum Specialist, Resource Teacher, Behavior Interventionist, Counselor, and Principal.	No additional resource.	Team Established by start of school 2013.	Completed
Create a system of consistent identifying, interventions, data collection through progress monitoring, tier transitioning, and exiting. Define the process in writing and publish to the instructional staff.	September 2013	Maintain and adjust as needed.	School RtI Coordinator, Curriculum Specialist, Resource Teacher, Behavior Interventionist, Counselor, and Principal.	No additional resource.	Draft and publish RtI strategic plan by September 2013.	Completed
Provide intervention, collect and document data, consistently meet to analyze data and move students, adjust interventions and instruction as	Begin process by September	Continue Process	School RtI Coordinator, Curriculum Specialist,	No additional resource.	Meet with grade level teams and as an SST on a bi-weekly basis to monitor the process and make	In progress

needed.	2013		Resource Teacher, Behavior Interventionist, Counselor, and Principal.		necessary adjustments.	

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

Major Improvement Strategy #3: *Focus on students at or above grade level who have shown low growth*.

Root Cause(s) Addressed: A lack of high level individualized instruction strategies prohibit growth for proficient/advanced learners and students with disabilities.

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				
Investigate current growth model (Scantron) and define cut-score correlations to TCAP to better monitor student growth.	Fall 2013	Continue	Assistant Principal/Principal	Alpine Achievement access ($500 – annual fee, general fund). Ed Performance/Scantron ($1000 – annual fee, general fund).	Data comparison to define cut-scores needs to take place once TCAP scores are released from the state (August).	Complete
Utilize identified tools to be implemented during "workshop" time to increase individualized instruction (MobyMax, Accelerated Reader, Scantron Achievement Series, DIBELS).	Fall 2013	Continue	Assistant Principal/Principal, Literacy Coach, classroom teachers, resource teachers	Subscription fees (~$2000 – general fund).	August/September – establish learning environment. September – Complete baseline assessments September – Implement workshop model in ELA and Math.	In Progress
Conduct a book study and professional development of "Daily 5" to better implement differentiated	Fall/Winter 2013	Add further Professional Development	Assistant Principal/Principal,	Book fees (~ $200 – general fund).	Professional Development – Sept. 27 and ongoing during team meetings. Book study	In Progress

for all learners in the classroom.		and training as needed.	Literacy Coach, classroom teachers, resource teachers, interventionists.		– October to December 2013.	
Progress monitor growth for all students utilizing formative and bench mark assessments (Performance Series, DIBELS, Common Assessments, MobyMax, Compass Odyssey).	Fall – Spring 2013	Continue	Assistant Principal/Principal, Literacy Coach, classroom teachers, resource teachers, interventionists.	No additional funds needed.	Progress monitoring and evaluation will be continuous throughout the school year. Adjustments made as needed.	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)