

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11**

Organization Code: 0010 District Name: MAPLETON 1 School Code: 1796 School Name Colorado Connections Academy Comparison based on Year 1

**Section I: Summary Information about the School/Consortium**

**Directions:** CDE has pre-populated the School's 2009-10 data in blue text which was used to determine whether or not the School met the 2009-10 accountability expectations. More detailed reports on the School's results are available on SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a School must meet for accountability purposes. The columns highlighted in Yellow define the plan comparison

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results			Meets Expectations?				
		R	Elem	MS	HS	Elem	MS	HS	R	Elem	MS	HS
<b>Academic Achievement (Status)</b>	<b>CSAP, CSAPA, Lectura, Escritura</b> Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.6%	71.4%	73.3%	69.4%	75.6%	79%	<b>Overall Rating for Academic Achievement:</b> Elementary: Reading Approaching Math: Approaching Writing: Approaching Science: Meets Middle School: Reading: Meets; Math: approaching; Writing approaching; Science approaching High School: Reading Meets; Math approaching, Writing approaching, Science approaching.			
		M	70.9%	52.5%	33.5%	54.7%	39%	19%				
		W	53.5%	57.8%	50.0%	37.2%	53.6%	47%				
		S	47.5%	48.0%	50.0%	49.1%	39%	44%				
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state <a href="http://www.cde.state.co.us/FedPrograms/danda/ayprof.asp">www.cde.state.co.us/FedPrograms/danda/ayprof.asp</a>	Overall number of targets for School: 16			% of targets met by School: 100%			R	Yes	Yes	Yes	
							M	Yes	Yes	Yes		
							Grad	--	--	Yes		

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results			Meets Expectations?			
		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth Combined:			
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If School met adequate growth: then median SGP is at or above 45. If School did not meet adequate growth: then median SGP is at or above 55.	R	Elem	MS	HS	Elem	MS	HS	Elem	MS	HS
			50	50	50	33	45	51	Approaching	N/A	N/A
			50	50	50	30	31	45	Does not Meet	N/A	N/A
		W	50	50	50	40	50	48	Approaching	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.				Data is not available; sample size is not large enough.			Overall Rating for Growth Gaps: N/A			
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above			Overall	28.6 % (2009-10)		Does not meet*			
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall IEP's	3.6% 2.4%		3.9% 1.2%		Approaching Meets				

		LEP		0	Meets
	Mean ACT Composite Score Expectation: At or above State average		20	2010 Composite 19.3	Approaching

### Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	The school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on Schoolview.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the quality criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
<b>ESEA Accountability</b>			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not Identified for Improvement under Title I.

## Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

### Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. N/A	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Parent Satisfaction Survey conducted yearly by LJ Shapiro & Assoc. School staff survey conducted yearly by Wonderlic, Inc. School receives annual report summarizing results.

### Improvement Plan Information

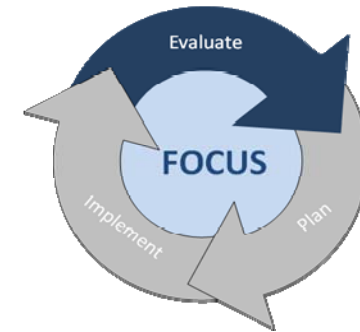
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accountability     
  Title IA     
  Tiered Intervention Grant     
  School Improvement Grant     
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Christine Tanguay, Principal
	Email	<a href="mailto:ctanguay@connectionsacademy.com">ctanguay@connectionsacademy.com</a>
	Phone	303.794.2302 x306
	Mailing Address	8 Inverness Drive East Suite 240 Englewood, CO 80112
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



#### Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView ([www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> <li>• Local outcome and interim assessments</li> <li>• Student work samples</li> <li>• Classroom assessments (type and frequency)</li> </ul>	<ul style="list-style-type: none"> <li>• School locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover)</li> <li>• List of schools and feeder patterns</li> <li>• Student attendance</li> <li>• Discipline referrals and suspension rates</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive evaluations of the school (e.g., SST)</li> <li>• Curriculum and instructional materials</li> <li>• Instruction (time and consistency among grade levels)</li> <li>• Academic interventions available to students</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development structure</li> <li>• Services and/or programs (Title I, special ed, ESL)</li> <li>• Extended day or summer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Any perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment tools (district and/or school level)</li> </ul>

#### Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

### Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

### Data Analysis Worksheet

**Directions:** This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	<p>Some academic areas meet or exceed the State averages (% proficient or advanced):</p> <p><b>Reading:</b> We have gradually increased the number of students that are proficient or advanced. 2008: 68.2% (did not have grade 10) 2009: 70.6% 2010: 72.% (above state avg. 68.5%)</p> <p><b>Writing:</b> Writing proficiency has been inconsistent over the last 3 years. 2008: 49% (did not have grade 10) 2009: 43%</p>	<p><b>Reading:</b> 4<sup>th</sup> Grade reading scores need to be brought up to state achievement level.</p> <p><b>Writing:</b> Although some gains were made in the past year, grades 3-9 are below state averages in writing.</p> <p><b>Math:</b> Less than half of students are</p>	<p><b>Reading:</b> Prior to 2010-11, all elementary teachers were not utilizing RTI strategically, including progress monitoring.</p> <p><b>Writing:</b> Prior to 2010-11, ColoCA did not have a core curricular writing framework. New and revised courses were not aligned specifically to Colorado State Standards.</p> <p><b>Math:</b> Lack of a K-12 curricular alignment to state standards that builds and maintains mathematical thinking and develops the skills students need to articulate their thinking process.</p>

	<p>2010: 46%</p> <p><b>Math:</b> Math achievement has declined over the last 3 years. 2008: 49% (did not have grade 10) 2009: 40% 2010: 35%</p>	<p>scoring proficient or above, achievement has been declining in the past 3 years.</p>
Academic Growth	<p><b>Reading:</b> Growth has stayed the same over the last three years. 2008: 43 (no HS scores) 2009: 44 2010: 43 Approaching adequate growth for reading.</p> <p><b>Math:</b> Growth was achieved when we had only K-9 grades; but last 2 years only slight improvement in growth. Do not meet adequate growth for math. 2008: 66 (no HS scores) 2009: 26 2010: 35</p> <p><b>Writing:</b> Approaching adequate growth for writing, slight improvement in the last year, but do not meet state expectations. 2008: 48 (no HS scores) 2009: 41 2010: 46</p>	<p><b>Reading:</b> Median growth percentiles are below state expectations for adequate growth at all grade levels.</p> <p><b>Math:</b> Median growth percentiles in math do not meet state expectations for adequate growth at all grade levels.</p> <p><b>Reading:</b> Prior to 2010-11, all elementary teachers were not utilizing RTI strategically, including progress monitoring.</p> <p><b>Math:</b> Lack of a K-12 curricular alignment to state standards that builds and maintains mathematical thinking and develops the skills students need to articulate their thinking process.</p> <p><b>Writing:</b> Prior to 2010-11, ColoCA did not have a core curricular writing framework. New courses were not aligned specifically to Colorado State Standards.</p>

Academic Growth Gaps	Do not have enough students in each disaggregated group to calculate.		
Post Secondary Readiness	<p>Graduation Rate:            ColoCA's graduation rate is steadily improving, but below state expectations.            2008- N/A did not have 12<sup>th</sup> grade;            2009- 18.8%            2010- 28.6%</p>	Graduation rate is below state expectations.	There is not enough data yet to determine a root cause of a low graduation rate, only 2 cohorts of students have graduated and all of them transferred in after beginning high school in another setting.
	<p>ACT: Scores are slightly below state average; only have one year of comparison data, no trends yet.            2008 – N/A            2009: 23.0 (only 4 tested)            2010: 19.3 (34 tested)            Drop-out rate:            2008: N/A            2009: 10.7 %            2010: 3.9 %</p>	ACT score is below state average. Drop out rate does not meet state expectations.	<p>Lack of adequate information and supports regarding graduation requirements and online learning expectations of students and parents (learning coaches).            Insufficient support for students transitioning between learning environments (brick and mortar to online) and levels of schooling (secondary to post-secondary).</p>

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

#### Step 4: Create the Data Narrative

**Directions:** Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.



## Data Narrative for School

**Trend Analysis and Priority Needs:** On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?

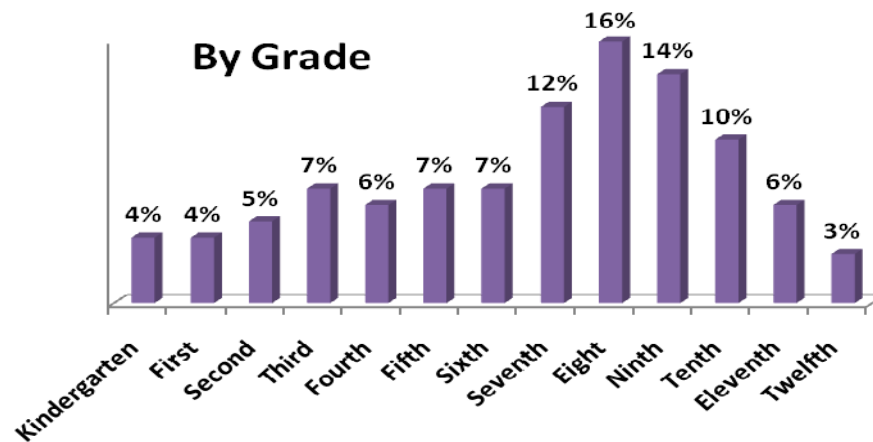
**Root Cause Analysis:** Why do we think our school's performance is what it is?

**Verification of Root Cause:** What evidence do you have for your conclusions?

### Narrative:

Colorado Connections Academy is a virtual public contract school which combines Colorado-certified teachers, standards-aligned curriculum, unique technology tools, and community experiences to create an individualized alternative to the bricks-and-mortar classroom. The mission of Colorado Connections Academy (ColoCA) is to maximize individual student potential by delivering top-quality, personalized instruction in a high-tech, high-touch virtual environment. The mission is guided by a vision of technology leveraging the power of individualized instruction to help each student fulfill his or her potential unrestrained by geography, learning style, or family circumstance. It is a vision of a 21st century school providing 21st century learning to 21st century students. This mission is accomplished through a uniquely individualized program that combines the best in virtual education with very real connections among students, family, teachers, and the community. The link between teachers, students, and learning coaches (parents) is a vital component of student success in this virtual setting.

ColoCA offers over 600 courses to its students in grades K-12. Course offerings allow for both self-paced and structured learning, and include core lessons as well as supplementary practice modules. Our curriculum partners include: Pearson, McGraw-Hill, Houghton Mifflin Harcourt, and Discovery Education. We select only the best course offerings and then integrate these with innovative materials and recourses. Online high school courses include AP (17 courses offered), foreign languages (Chinese, French, German, Japanese, Latin, Sign Language and Spanish), basic, and standard and honors core courses at each grade level and over 25 electives courses. Additionally, there are over 15 clubs and activities (not credit based) that students can participate in. In addition to core subjects for middle and elementary students, ColoCA offers a variety of electives, foreign language courses, clubs and activities and several supplemental programs to enhance the learning experience. Contracting with Mapleton School District, Colorado Connections Academy serves students all over the state who complete their schoolwork typically at home under the supervision of a parent or other "learning coach." Colorado Connections Academy opened its virtual doors in Fall 2002 and currently serves more than 1,140 students across Colorado, representing every county in the state. Students attend school each year for 180 contact days. Below is a breakdown of grade distribution:



**Accreditation and Achievement**

- Accredited by North Central Association Commission on Accreditation and School Improvement (NCA CASI) and AdvanceEd.
- Made Adequate Yearly Progress (AYP) in 2009-2010 for all content areas.
- Exceeded State Average for Reading.
- Colorado Connections Academy teachers named Online Teacher of the Year by the Colorado State Department of Education in 2008 and 2010.
- 89% math course completion and 88% language arts course completion rates.
- Met or Exceed Expectations on ALL Quality Standards (Senate Bill 215) for Online Programs by Colorado Department of Education.
- ColoCA offers a variety of student clubs and activities, and was represented in the National Scripps Spelling Bee in 2009-10, by the state of Colorado top speller.

School Demographics: Enrollment for the 2009-10 SY was approximately 1,074, 42% of those students qualified for free or reduced lunch. 10% of students were identified as gifted/talented, 8% of students were on an IEP and 2% of students had a 504 Plan. 16% of students were Hispanic or Latino, 84% not Hispanic. 5% were American Indian or Alaskan Native, 3% Asian, 9% Black/African American and 1% were native Hawaiian or other Pacific Islander.

It is important to note that prior to the 2008-09 school year, ColoCA only had grades K-9. At that time, our contracting district would not allow the upper high school grades to be offered; therefore we did not have a graduation rate prior to 08-09. The graduation rate for 2008-09 and 2009-10 were for students that DID NOT start 9<sup>th</sup> grade with ColoCA, but were transferred in from other schools. 2010-11 graduates will be the first cohort that could conceivably start and end with ColoCA. Additionally, ColoCa is in alignment with online enrollment trends, nationally there is approximately a 40% turn over rate in student enrollment from year to year. Virtual schooling is an option that parents choose that may be for a temporary situation, or may be interrupted for life changes beyond the school's control (i.e. learning coach must go back to work).

Staff Demographics: There were 25 full-time teachers; 4 part-time teachers and 4 administrators in the 2009-10 school year. Teachers work a 200 day contract, administrators are 12-month at will employees. All teachers are Colorado state certified and highly qualified in the areas in which they teach.

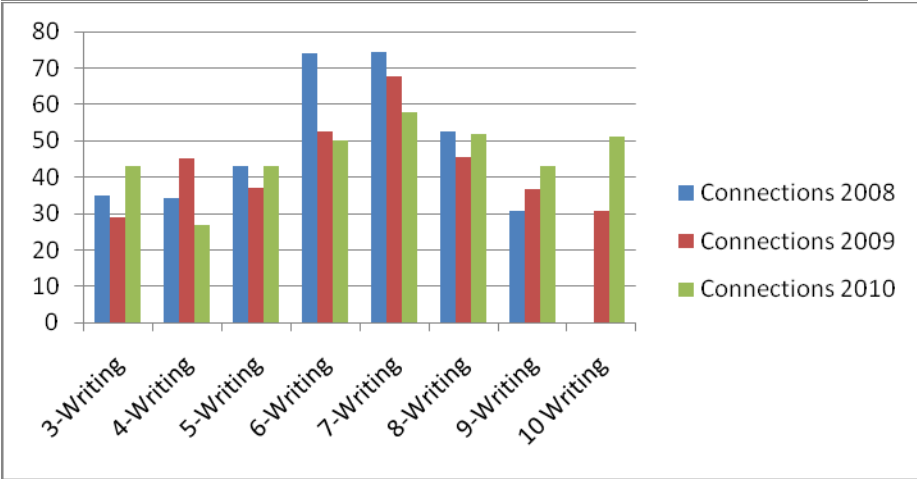
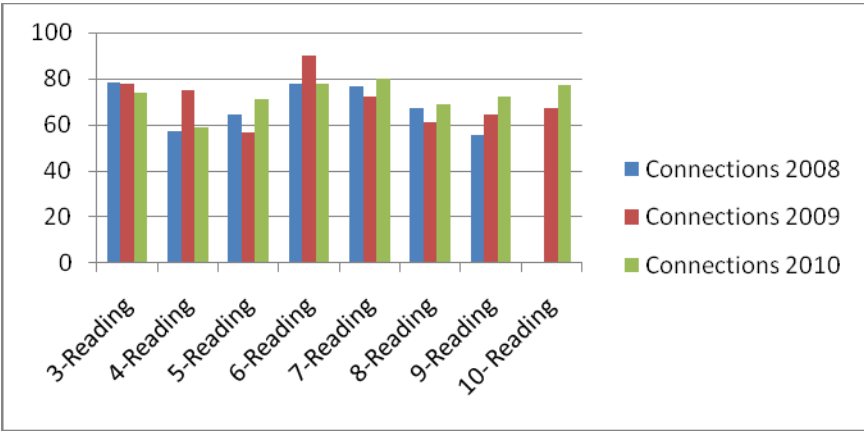
Achievement Trends: In 2009-10 Students in grades K-2 were assessed with the DRA2 in both Fall and Spring. Testing was conducted in a face to face setting. There were 138 students in grades K-2 and all were tested. End of year results were:

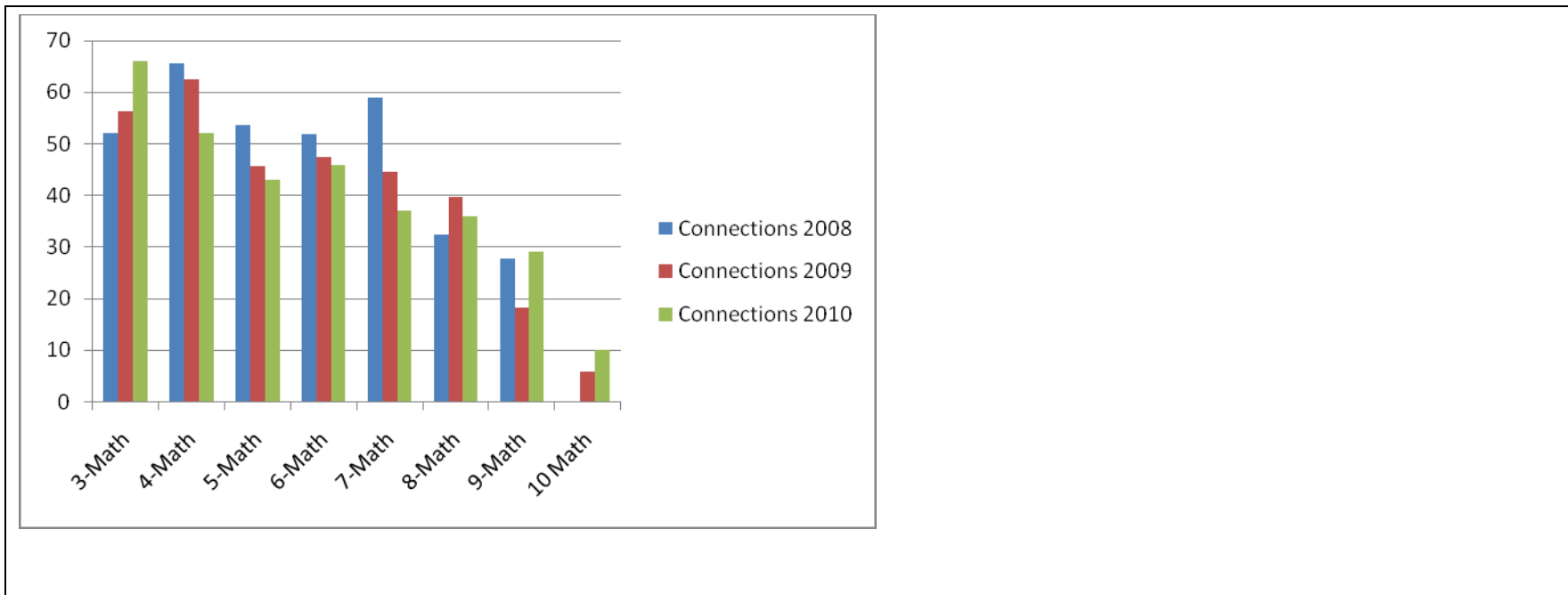
Grade	Total Students Tested	Number of Students Above Grade Level	Number of Students at Grade Level	Number of Students Below Grade Level	Number of Students Below Grade Level that did not make any progress
K	61	5	46	10	2*
1	45	4	14	27	6*
2	49	13	20	16	2*

\*3 of these students were special education students. 4 students returned to a brick and mortar or home school setting (parent's request) and 4 students remain with ColoCA and are receiving interventions.

Three years of CSAP achievement are illustrated in the graphs below for each subject:

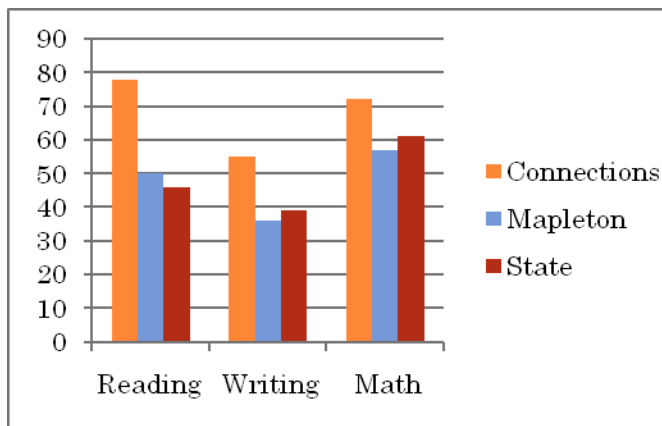
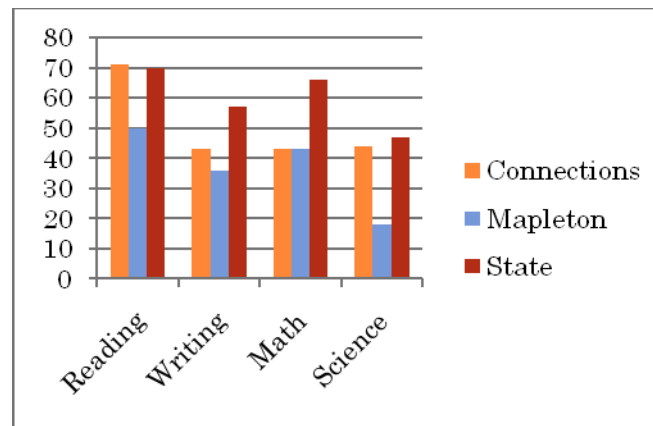
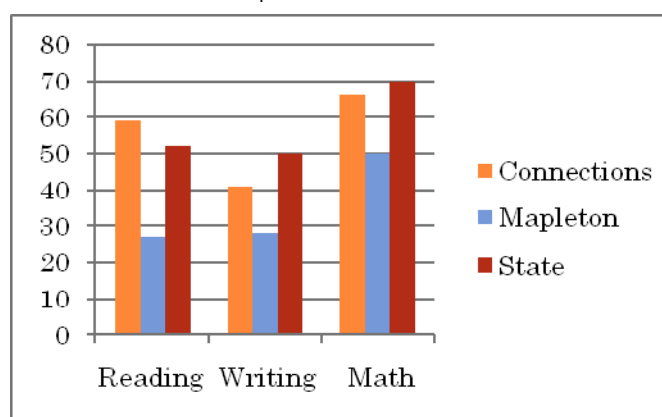
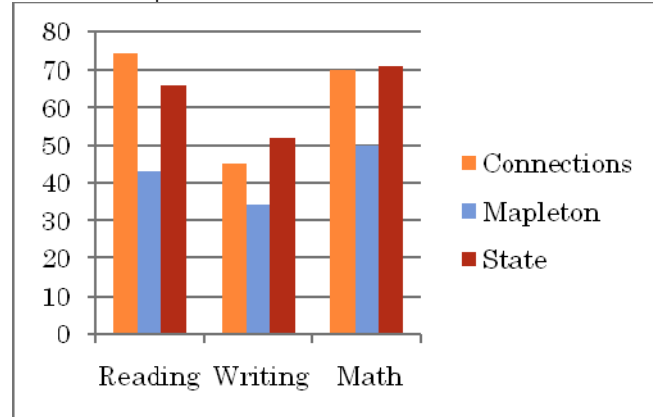
The following graphs show the percent of students proficient or advanced on CSAP.





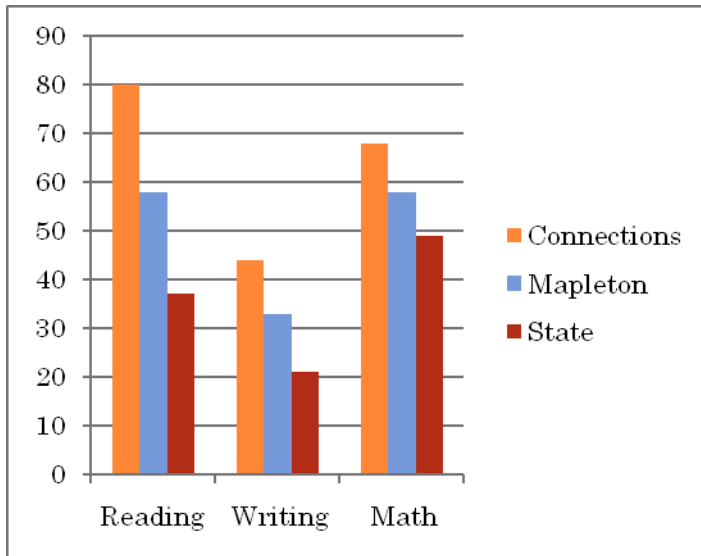
Although there were areas in which the achievement of ColoCA students did not meet the federal or state expectation for the school level (elementary, middle or high); the following charts pinpoint which grades did meet the expectation and which grades did not. In some cases the state scores are also below the federal/state expectations, however ColoCA was above the state's actual score. See charts below for individual grade comparisons for each subject area.

The following charts are a comparison of the percent of students that were proficient or advanced on CSAP in 2010, by grade level.

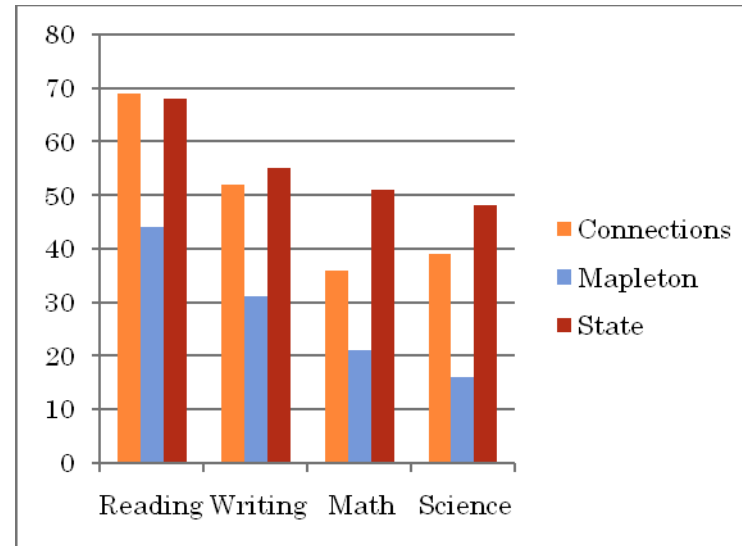


5<sup>th</sup> Grade Comparison

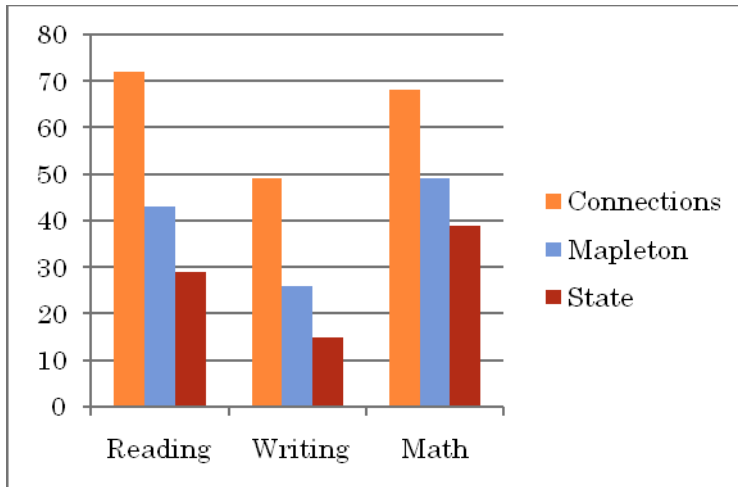
6<sup>th</sup> Grade Comparison



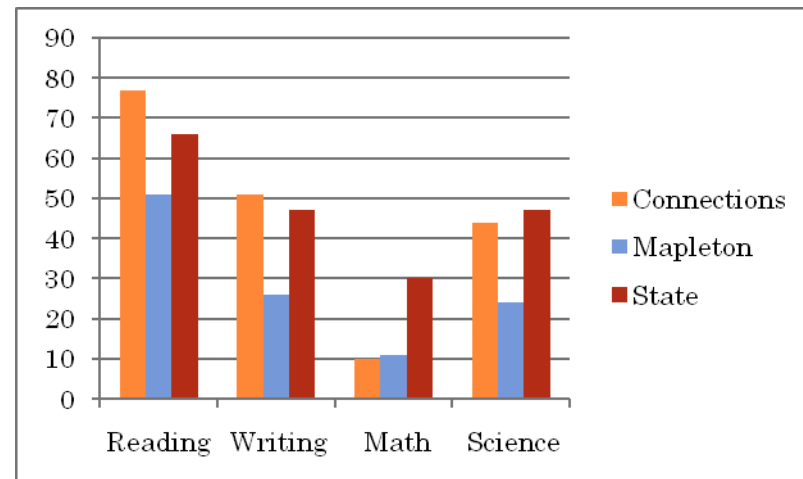
7<sup>th</sup> Grade Comparison



8<sup>th</sup> Grade Comparison



9<sup>th</sup> Grade Comparison



10<sup>th</sup> Grade Comparison

## Summary:

### Achievement:

Reading achievement is the highest of all content areas as our students meet or exceed the state average in middle school and high school and are slightly under state and federal expectations in elementary (only 4<sup>th</sup> grade did not meet the state expectation). Although reading scores took a dip in 4<sup>th</sup> grade for 2010 and did not meet with state/federal expectation, ColoCA 4<sup>th</sup> graders did score higher than other 4<sup>th</sup> graders in the state. Only 3 grades took a dip in scores, grades 3, 4, and 6. All other grades had an increase in reading achievement over the previous year. ColoCA is making gains in math in grades 3, 9, and 10; with 9<sup>th</sup>, 7<sup>th</sup> and 6<sup>th</sup> graders meeting or exceeding the state average. We will continue to monitor math progress in students and supplement core curriculum to meet Colorado identified essential standards. In writing, gains were made in grades 3, 5, 8, 9, and 10; in grades 6, 7, 9, and 10 scores met or exceeded the *state average* for writing, although scores are below the state/federal expectations. ColoCA will implement outlined writing strategy to increase the growth of all students in writing. Science scores have remained consistent, approaching state averages. ColoCA will maintain our high reading achievement scores while working to improve writing and math achievement and growth on a school wide level.

### Growth:

The median growth percentile for reading fluctuates across grade bands. High School students meet the median growth percentile with a percentile of 51. Middle School students are approaching the median growth percentile with a percentile of 45, and our elementary students currently do not meet the expectation, with a median growth percentile of 33. In math high school has median growth percentile of 45, middle school has a median growth percentile of 31 and elementary has median growth percentile of 30. In writing, elementary students have a median growth percentile of 40, middle school students meet the expectation with a median growth percentile of 50 and high school is close with a median growth percentile 48. For the 2011-12 school year, ColoCA is setting a reading median growth percentile target in elementary from 33 to 38 and a growth target in middle school from a 45-50. ColoCA will maintain its reading growth percentile in high school. In math elementary growth target is from 30 to 35, in middle school from 31-36 and high school from 45 to 50. In writing, the median growth percentile for elementary will improve from 30 to 35, in high school from 48-53 and in middle school we will maintain the median growth percentile of 50. It is important to note that the nature of online enrollment fluctuates a great deal more than the average brick and mortar school, thus affecting growth scores (since students need to be enrolled continuously and show growth). For the 2008-09 school year, ColoCA had a return student rate of 56% and for the 2009-10 school year the returning student rate was 54%.

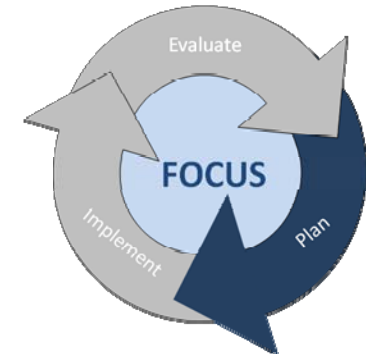
Overall, ColoCA will be working on improving growth scores in reading for elementary and middle school students, in writing for elementary and high school students, and math across all grades.

## Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

### School Goals Worksheet

**Directions:** Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp). Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.



School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	In grade 4, the number of students scoring proficient or advanced will increase by 6% to 65%.	In grade 4, the number of students scoring proficient or advanced will increase by 5% from 65% to 70%.	PALs testing 2x per year and AimsWeb benchmarking every 6 weeks for those on ILP's.	Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to implement reading interventions and monitor progress to students identified as below grade level in elementary school.
		M	In each grade, 4-10 the number of students scoring proficient or advanced will increase by 3%.	In each grade, 4-10 the number of students scoring proficient or advanced will increase by 3%; the number of high school students scoring unsatisfactory In math will decrease by 10%.	Informal and formal assessments (AimsWeb (every 6 weeks for students below grade level), Study Island, Skills for Success- informal assessments taken weekly by students), both within the curriculum and teacher created.	Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to deepen the implementation of elementary and secondary math curriculum (including mapping of revised curriculum and identification of essential skills aligned to state standards) to meet the needs of all subgroup populations.

		W	In each grade, 3-9 the number of students scoring proficient or advanced will increase by 3%.	In each grade, 3-9 the number of students scoring proficient or advanced will increase by 3%.	Informal and formal assessments (AimsWeb (every 6 weeks for students below grade level), Study Island, Skills for Success- informal assessments taken weekly by students), both within the curriculum and teacher created.	Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to deepen the implementation of elementary and secondary writing curriculum (including identification of essential skills) to meet the needs of all subgroup populations.
		S	N/A	N/A	N/A	N/A
	AYP (Overall and for each disaggregated groups)	R	N/A	N/A	N/A	N/A
		M			Informal assessments taken weekly by students), both within the curriculum and teacher created.	See math strategy above
Academic Growth	Median Student Growth Percentile	R	ColoCA will increase median growth percentile in reading for elementary students from a median of 33 to 38. For middle school students from a 45-50.	ColoCA will increase median growth percentile in reading for elementary students from a median of 38 to median of 43. Will maintain a median growth percentile of 50 for middle school students.	Informal and formal assessments (AimsWeb (every 6 weeks for students below grade level), Study Island, Skills for Success- informal assessments taken weekly by students), both within the	See reading strategy above

					curriculum and teacher created.	
		M	ColoCA will increase median growth percentile in math for elementary students from a median of 30 to 35, for middle school students the increase will be from 31-36, and for high school students 45-50.	ColoCA will increase median growth percentile in math for elementary students from a median of 35 to 40, for middle school students an increase from 36-41 and high school will maintain a median growth percentile of 50.	Informal and formal assessments (AimsWeb (every 6 weeks for students below grade level), Study Island, Skills for Success- informal assessments taken weekly by students), both within the curriculum and teacher created.	See math strategy above
		W	ColoCA will increase median growth percentile in writing for elementary students from a median of 40 to 45, for high school students from 48-53.	ColoCA will increase median growth percentile in writing for elementary students from a median of 45 to 50, for high school students maintain a median growth percentile of 53.	Informal and formal assessments (AimsWeb (every 6 weeks for students below grade level), Study Island, Skills for Success- informal assessments taken weekly by students), both within the curriculum and teacher created.	See writing strategy above
Academic Growth Gaps	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
Post Secondary & Workforce	Graduation Rate		ColoCA will post a 30% graduation rate (calculated with new formula) for 2010-11 SY (2010 rate with new formula	ColoCA will post a 40% graduation rate for the 2011-2012 SY.	Credit tracking	Implement a comprehensive graduation project plan. Increase opportunities

Readiness		20.2%). Will increase 10% every year for 5 years.			for parents and students to understand the requirements and supports needed for student success in online learning.
	Dropout Rate	Post a dropout rate of not greater than 3.6% for 2010-11 SY.	Post a dropout rate of not greater than 3.6% for 2011-12 SY.	Utilize process to monitor and track where students are enrolling after they leave ColoCA.	Implement a comprehensive graduation project plan.
	Mean ACT	Post a composite score of at least 20 on the 2011 ACT.	Post a composite score of at least 20 on the 2011 ACT.	Credit/grade tracking	Implement a comprehensive graduation project plan. Increase opportunities for parents and students to understand the requirements and supports needed for student success in online learning.

### Action Planning Worksheet

**Directions:** Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to deepen the implementation of elementary and secondary math curriculum (including mapping of revised curriculum and identification of essential skills aligned to state standards) to meet the needs of all subgroup populations.

**Root Cause(s) Addressed:** Lack of a K-12 curricular alignment to state standards that builds and maintains mathematical thinking and develops the skills students need to articulate their thinking process.

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

- School Plan under State Accountability    
 Title IA School Improvement/Corrective Action Plan    
 Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements    
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Attend Professional Development: PLC Summit and Implementation in Schools	Jan. 2011-Jan. 2012	Career Ladder Teachers and Administration not trained attend conference.	State Funding 4@\$600 plus travel expenses	4 staff members attended in 2011. They are creating an in-service for all new teachers to attend yearly. PLC meeting time is mandated and built into weekly schedule for teachers.
Attend Rocky Mountain Math Summer Inservice	Summer 2011	Middle School Math Teachers	2@1600 State Funding	Attendance at conference and presentation of ideas in math PLC. Observation of skills learned in LiveLessons.
Implement smaller Class sizes for Math Teachers	October 2010-January 2012.	Administration, math faculty	State Funding	Hiring of new math teacher as a priority as secondary allotments are opened up.
Align Revised Curriculum to Standards	Fall 2010-Fall 2011	Math PLC (secondary math teachers) and Assistant Principal for Elementary Ed (for elementary grades).	No additional costs.	By Fall of 2011; math faculty will have mapped and aligned all new or revised ColoCA math curriculum to Colorado State Standards. This may include manipulating when objectives are taught during the year and identification of essential standards.

Reduced HR load for math teachers	Oct. 2010	Principal, Secondary AP, Math teachers.	State Funding	Secondary math teachers no longer have HR duties; except for one teacher that had a reduced teaching load.
Attend ongoing CA training focused on SSTAIR (RtI), including targeted sessions on progress monitoring, data driven decision making, and effective use of instructional and intervention resources.	Fall 2011- Spring 2012	All teachers teaching math at any level, administration team	No additional costs to school, created at National Level	Evidence of teacher attended trainings and observation of new tools and resources being used for math achievement. Will track through the new PLP dataview.
Implement Essential Math courses to help students master the essential standards, when they enroll for the first time and are behind in grade level expectations.	Fall 2011- Spring 2012	Placement team, math teachers	No additional costs to school, created at National Level	Will track the students that are placed in essential courses for mastery of the essential standards using the gradebook objective lesson tool.

\* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

**Major Improvement Strategy #2:** Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to deepen the implementation of elementary and secondary writing curriculum (including mapping of revised curriculum and identification of essential skills aligned to standards) to meet the needs of all subgroup populations.

**Root Cause(s) Addressed:** Prior to 2010-11, ColoCA did not have a core curricular writing framework. New and revised courses were not aligned specifically to Colorado State Standards.

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

- School Plan under State Accountability    
 Title IA School Improvement/Corrective Action Plan    
 Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements    
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Attend Professional Development: PLC Summit and Implementation in School	Jan. 2011-Jan. 2012	Career Ladder Teachers and Administration not trained attend conference.	State Funding 4@\$600 plus travel expenses	4 staff members attended in 2011. They are creating an in-service for all new teachers to attend yearly. PLC meeting time is mandated and built into weekly schedule for teachers.
Attend Professional Development: Write Tools Training	Jan.2011- Jan. 2012	Any elementary or middle school teacher not trained; support module for high school teachers.	8 @\$299- school PD funds State Funding for K-8 teachers training. 4@9.00 for high school teachers	Will obtain verification that teachers attended in house training and then observe use in daily LiveLessons
Attend training and Implement the Supplemental Program: PowerWrite (grades 3-12)	Fall 2011	Elementary, and Secondary English Teachers	Training provided by School Support in house, no additional costs.	Will obtain verification that teachers attended in house training and then observe use in daily LiveLessons.
Develop a coordinated plan across grade levels for conducting informal assessments (using the student objective performance report), monitoring and determining appropriate interventions with scheduled timelines.	May 2011-Dec. 2011	All teachers teaching language arts	No additional funds	Development of plan to consistently record progress monitoring in writing for all students, grades 3-12.

Attend ongoing CA training focused on SSTAIR (RtI), including targeted sessions on progress monitoring, data driven decision making, and effective use of instructional and intervention resources.	May 2011-Dec. 2011	All teachers teaching language arts	No additional funds	Evidence of teacher attendance at training and use of reports in assessment plan.
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**Major Improvement Strategy #3:** Increase opportunities for parents and students to understand the requirements and supports needed for student success in online learning.

**Root Cause(s) Addressed:** Lack of adequate information and supports regarding graduation requirements and online learning expectations of students and parents (learning coaches). Insufficient support for students transitioning between learning environments (brick and mortar to online) and levels of schooling (secondary to post-secondary).

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

- School Plan under State Accountability    
 Title IA School Improvement/Corrective Action Plan    
 Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements    
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Prepare handout for dissemination at all virtual and face to face information sessions which describes graduation requirements and parent responsibilities.	Prepare by April 1st	Secondary Admin. Team; Marketing	No additional funds	Creation and dissemination of document.
Design and implement online and face to face Parent Outreach sessions in months of August-October to help parents of secondary students learn how to support their student at home. Outreach sessions will be offered across the state in alignment with marketing.	Schedule sessions with marketing event by July 15th. Notify marketing so dates can be advertised. Create banner announcements 1 week before session.	Secondary teachers or administration.	No additional funds,	Will record attendance at sessions and monitor WD rate during 1 <sup>st</sup> semester to compare success of students in previous years.



Identify and contact incoming students that are no on-track to graduate with their identified cohort year.	April-October	Administration Team, Counseling, Placement	No additional funds	Develop and create an export to calculate differences in credits earned vs. cohort year. Provide support for students through intensive counseling for identified students. Evidenced by documentation of contact with students.
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**Major Improvement Strategy #4:** Implement a comprehensive graduation project plan.

**Root Cause(s) Addressed:** There is not enough data yet to determine a root cause of a low graduation rate, only 2 cohorts of students have graduated and all of them transferred in after beginning high school in another setting.

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

- School Plan under State Accountability    
 Title IA School Improvement/Corrective Action Plan    
 Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements    
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Implement ICAP for grades 9-12	2011-2012 SY	Administration Team, Counseling, Placement	No additional funds	Completion and enrollment of 9 <sup>th</sup> and 10 <sup>th</sup> grade students in the ICAP I (Career Exploration Course with customization) and of 11 <sup>th</sup> graders in ICAP II (ACT and College Prep course with customization).
Develop and deliver custom unit for ICAP II in grades 11-12 to support students through financial aid and scholarship process.	August 2011	Counseling Dept.	No additional funds	Completed unit in course
Develop and deliver 8 <sup>th</sup> to 9 <sup>th</sup> and new 9 <sup>th</sup> grader transition LiveLessons for students and parents.	Create May 2011; deliver beginning Fall	Counseling Dept.	No additional funds	Live Lesson scheduled. Attendance in the LiveLesson

	2011			session. Live Lesson recordings.
Deepen understanding of root cause of low graduation rate.	2011-12 school year	High School PLC; administrators	No additional funds	Will create and analyze new data exports to help determine graduation trends.

**Major Improvement Strategy #5:** Provide differentiated professional development (coaching, PLC's, web-based) to further develop teachers' skills to implement reading interventions and monitor progress to students identified as below grade level in elementary school.

**Root Cause(s) Addressed:** Prior to 2010-11, all elementary teachers were not utilizing RtI strategically, including progress monitoring.

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

- School Plan under State Accountability    
 Title IA School Improvement/Corrective Action Plan    
 Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements    
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop a coordinated plan across grade levels for implementation of reading interventions based upon Fall PALs data.	October 2011	Elementary PLC and Assistant Principal	No additional funds	Creation and use of CA dataview (AID) that identifies students requiring interventions.
Develop a coordinated plan across grade levels to monitor and record student reading progress on a regular basis.	April 2011-April 2012	Elementary, Secondary Language Arts Teachers and Assistant Principals	No additional funds	Data of progress monitoring is recorded monthly in student PLP dataview (which is available for view by parent).
Monitor and assess student data gathered from AimsWeb and student objective performance reports.	2011-2012 School Year	All teachers at every grade level.	No additional funds	PLC meeting for all teachers teaching Language Arts to monitor and assess data (including information from student objective performance report); summary of growth to be report to Principal by May of 2012.