

**Colorado's Unified Improvement Plan for Schools for 2012-13**

Organization Code: 1040 District Name: ACADEMY 20 School Code: 0076 School Name: AIR ACADEMY HIGH SCHOOL SPF Year: 2012 Accountable by: 1 Year

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

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2011-12. 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 as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % P+A in reading, writing, math and science <b>Expectation:</b> %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	82.23%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	48.88%	
		W	-	-	50%	-	-	66.62%	
		S	-	-	50%	-	-	71.56%	
<b>Academic Growth</b>	Median Student Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency <b>Expectation:</b> If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	6	-	-	47	
		M	-	-	60	-	-	55	
		W	-	-	22	-	-	47	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> 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.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Approaching</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
<b>Post Secondary/ Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p style="text-align: center; color: blue;">97.2% using a 7 year grad rate</p>	Exceeds	<p>Overall Rating for Post Secondary Readiness:</p> <p style="color: blue;">Exceeds</p>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks 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 English Language Learners.	Exceeds	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below State average overall.</p>	3.6%	0.5%	Exceeds	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	20	22.3	Exceeds	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Performance	Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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 has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

**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	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 review or Expedited Review? 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**

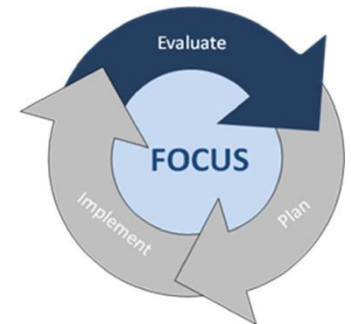
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability    
  Title IA (Targeted Assistance or Schoolwide)    
  Title I Focus School    
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant    
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Toria McGill, Principal
	Email	Toria.mcgill@asd20.org
	Phone	719-234-2410
	Mailing Address	6910 Carlton Dr., USAFA, CO 80840
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. 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 Unified Improvement Planning Handbook.



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2011-12 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 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	We will reduce the percentage of unsatisfactory for students with disabilities by 10%.	The AYP report has been discontinued and therefore calculations are not available.	Progress was made but not at a rate to meet the target. This subgroup has a relatively small number and individual student growth patterns significantly affect the results. Interventions in reading did not provide adequate support to meet
Academic Growth			
Academic Growth Gaps	MGP for students with disabilities will increase from 43 to 55 in reading. Students needing to catch up will increase MGP from 37 to 55 in reading.	This target was not met. MGP in reading for students with disabilities increased to 45.  This target was not met. MGP in reading for students with disabilities increased to 50.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>The following subgroups will increase MGP for math:</p> <ul style="list-style-type: none"> <li>FRL from 51 to 55</li> <li>Minority from 50 to 55</li> <li>Students with disabilities from 46 to 55</li> <li>Students needing to catch up from 51 to 55</li> </ul> <p>MGP for student with disabilities will increase from 51 to 55 in writing.</p>	<p>This target was partially met.</p> <ul style="list-style-type: none"> <li>FRL decreased from 51 to 49.</li> <li>Minority increased from 50 to 52.</li> <li>Students with disabilities increased from 46 to 47.</li> <li>Students needing to catch up increased from 51 to 54.</li> </ul> <p>This target was not met. The MGP for students with disabilities decreased from 51 to 49.</p>	<p>targets. Math interventions were more successful but did not fully meet targets.</p> <p>Writing scores and growth dropped for the school and is a more systemic problem.</p>
Post Secondary Readiness			

**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)	On the three year SPF, AAHS met state expectations for academic achievement overall. Academic achievement expectations were met for reading, math and writing and exceeded expectations for science.	NA	
	Reading achievement decreased then increased for an overall decrease of 3% PA. Math achievement decreased each year for a total decrease of 5% PA. Writing achievement decreased each year for a total decrease of 8% PA. Science achievement decreased then increased for an overall decrease of 3% PA.	NA	
Academic Growth	On the three year SPF, AAHS met state expectations for academic growth overall. Academic growth expectations were met in reading and writing and were approaching in math.	Student growth approaching state expectations in math	Need to improve alignment of math curriculum to standards.
	Reading median growth percentiles (MGP) decreased then increased for an overall stable MGP. Math MGP decreased then increased for an overall increase of 3 MGP. Writing MGP increased then decreased for an overall		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	decrease of 9 MGP.		
Academic Growth Gaps	On the three year SPF, AAHS met expectations for academic growth gaps. Expectations were met in reading. Math and writing were approaching expectations.	Reduce gaps in achievement in math and writing.	Insufficient use of instructional strategies targeted toward narrowing achievement gaps.
	The total % of points earned decreased then increased for an overall decrease of 4%.	FRL eligible, and minority students approaching state expectations in reading.  FRL, minority, students with disabilities and students needing to catch up approaching state expectations in math.  FRL, students with disabilities, and students needing to catch up approaching state expectations in writing.	Insufficient use of instructional strategies targeted toward narrowing achievement gaps
Post Secondary & Workforce Readiness	On the three year SPF, AAHS exceeded expectations in the postsecondary and workforce readiness area. Graduation rate, disaggregated graduation rate and ACT scores exceeded expectations. The dropout rate met expectations.	NA	
	The total % of points earned increased for an overall gain of 7%.	NA	



**Data Narrative for School**

**Directions:** Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> 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).</p>		<p><b>Review Current Performance:</b> Review the SPF and document any areas where the school did not 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.</p>		<p><b>Trend Analysis:</b> 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 indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p><b>Root Cause Analysis</b> 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.</p>
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**Narrative:**  
 Description of school setting and process for data analysis:  
 Air Academy High School is a public high school located on the United States Air Force Academy. Air Academy High School is a comprehensive four-year high school with a student population of more than 1,300 in grades nine through 12 and 88 certified professional staff. The student-faculty ratio is 18:1. Air Academy hosts two unique strands for students to expand their talents and interests, the Academic Arts Academy and the Engineering Pathway. We are proud to host the district Air Force Junior ROTC program. Air Academy prepares students for higher education and employment after graduation. Air Academy High School is a nine-time winner of the John Irwin School of Excellence Award from the Colorado Department of Education. School staff analyzes data in Professional Learning Communities for each content area.

**Current Performance**  
 Progress was made in target areas but not at a rate to meet the target. The subgroups have a relatively small number and individual student growth patterns significantly affect the results. Interventions in reading did not provide adequate support to meet targets. Math interventions were more successful but did not fully meet targets. Writing scores and growth dropped for the school and is a more systemic problem.  
 On the three year SPF, AAHS met state expectations for academic achievement overall. Academic achievement expectations were met for reading, math, and writing, and exceeded expectations for science. Reading achievement decreased then increased for an overall decrease of 3% PA.  
 Math achievement decreased each year for a total decrease of 5% PA.  
 Writing achievement decreased each year for a total decrease of 8% PA.  
 Science achievement decreased then increased for an overall decrease of 3% PA.  
 On the three year SPF, AAHS met state expectations for academic growth overall. Academic growth expectations were met in reading and writing, and they were approaching in math. The total % of points earned decreased then increased for an overall decrease of 4%.  
 On the three year SPF, AAHS exceeded expectations in the postsecondary and workforce readiness area. Graduation rate, disaggregated graduation rate, and ACT scores exceeded expectations. The dropout rate met expectations.

The total % of points earned increased for an overall gain of 7%.  
 Graduation rate increased a total of 6%.  
 Dropout rate decreased by 1.3%.  
 ACT composite scores were stable and then dropped for an overall decrease of .7.

**Priority Performance Challenges**

Student growth in math.

Rationale: Student growth has not met school identified goals and does not meet the AGP of 59.

Reduce gaps in reading for students with disabilities and students needing to catch up.

Reduce gaps in math for FRL, minority, students with disabilities and students needing to catch up.

Reduce gaps in writing for FRL, students with disabilities, and students needing to catch up.

Rationale: Gaps continue to exist in reading, writing, and math primarily for FRL eligible, students needing to catch up, and students with disabilities.

**Root Cause Analysis**

- a. Math course alignment to new state standards needs to be finalized.  
 Need to improve alignment of math curriculum to standards. Math teachers analyzed course alignment, student grade outcomes, and performance outcomes on exams, Scantron and TCAP.
- b. Insufficient learning time for specifically targeted interventions. A review of schedules of struggling students in math and writing indicated insufficient supplemental learning time required for students with gaps.
- c. Lack of professional development in the area of strategies to narrow achievement gaps.  
 Need to provide opportunities for professional development. A review of staff development offered at the site and district level for the last 3 years shows inadequate opportunities for training in the area of narrowing achievement gaps.

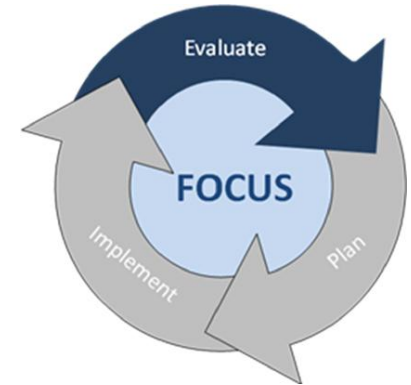
## Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will 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 – in each area where a priority performance challenge was identified; 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.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP  CoAlt/CSAP A, Lectura, Escritura	R	NA				
		M	NA				
		W	NA				
		S	NA				
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	Student growth approaching state expectations in math	MGP in math will increase from 54 to 55	Maintain MGP in math at or above 55	Students will be assessed using Scantron math assessments three times per year.	Alignment of standards, instruction and assessments.
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	FRL eligible, and minority students approaching state expectations in reading.	MGP for students with disabilities will increase from 45 to 47.  Students needing to catch up will increase MGP from 50 to 51.	MGP for students with disabilities will increase from 47 to 49  Students needing to catch up will increase MGP from 51 to 52.	Students will be assessed using Scantron reading assessments three times per year.	Increase supplemental learning time required for students with gaps.  Professional development for achievement gap reduction strategies.
		M	FRL, minority, students with disabilities and students needing to catch up approaching state expectations in math.	The following subgroups will increase MGP for math:  FRL from 49 to 51 Minority from 52 to 52 Students with disabilities from 47 to 49 Students needing to	FRL from 51 to 53. Minority from 52 to 53 Students with disabilities from 49 to 51. Students needing to catch up will maintain MGP in math at or	Students will be assessed using Scantron math assessments three times per year.	Increase supplemental learning time required for students with gaps.  Professional development for achievement gap reduction strategies.

				catch up from 54 to 55.	above 55		
		W	FRL, students with disabilities, and students needing to catch up approaching state expectations in writing.	MGP for students FRL identified will increase from 47 to 49. MGP for students with disabilities will increase from 49 to 50.	FRL from 49 to 51. Students with disabilities from 51 to 53.	Writing assessments for language arts courses	Increase supplemental learning time required for students with gaps.  Professional development and achievement gap reduction strategies.
Post Secondary & Workforce Readiness	Graduation Rate		NA				
	Disaggregated Grad Rate		NA				
	Dropout Rate		NA				
	Mean ACT		NA				

**Action Planning Form for 2012-13 and 2013-14**

**Directions:** Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. 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:** Alignment of standards, instruction and assessments.      **Root Cause(s) Addressed:** Need to improve alignment of math curriculum to standards.

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

- School Plan under State Accountability     
  Title I Schoolwide or Targeted Assistance plan requirements     
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)     
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Review and refine curriculum to core standards.	2012-2013	Math department	NA	All courses will have documentation of alignment.	In progress
Refine instruction within aligned curriculum.	2012-2013	Math department	NA	PLC teams will review instruction for each unit.	In progress
Develop and administer common assessments in all math courses.	2013-2014	Math department	NA	Common finals for all courses developed by spring, 2013. Common unit exams developed by spring 2014.	In progress
Analyze results of common assessments in order to inform instructional decisions.	2013-2014	Math department	NA	PLC teams will analyze results of common assessments.	Not begun

\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Increase supplemental learning time required for students with gaps. **Root Cause(s) Addressed:** Insufficient learning time for specifically targeted interventions.

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

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance Plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement dual course enrollment for math and literacy.	2012-2013	Math, English and literacy departments.	NA	90% of students with learning gaps will be enrolled in a supplemental class to fill learning gaps.	In progress
Implement supplemental learning strategies in literacy and math.	2012-2013	Special education, math and literacy departments	NA	Additional resources and training will be identified and completed by spring 2013.	In progress

**Major Improvement Strategy #3:** Professional development for achievement gap reduction strategies. **Root Cause(s) Addressed:** Insufficient use of instructional strategies targeted toward narrowing achievement gaps.

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

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Provide training in achievement gap reduction strategies.	2012-2013 and 2013-2014	All teachers. PLC leaders	NA	1 staff development day per year focused on gap reduction strategies.	Not begun
Special education and general education teachers will share data and identify effective intervention strategies.	2012-2014	All teachers	NA	Collaboratively designed assessment/benchmarking system.	In progress

## Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)