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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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

Organization Code: 8001 District Name: CHARTER SCHOOL INSTITUTE School Code: 8929 School Name: PIKES PEAK PREP 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	
Academic Achievement (Status)	TCAP/CSAP, CoAlt /CSAPA, Lecture, Escritoire **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	71.43%	73.33%	62.71%	72.73%	74.42%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	33.52%	52.54%	48.48%	30.23%	
		W	53.52%	57.77%	50%	41.38%	56.06%	55.81%	
		S	47.53%	48%	50%	31.58%	26.32%	61.11%	
			Median Adequate SGP			Median SGP			
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELA Pro for English language proficiency **Expectation:** 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.		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		R	36	32	16	42	64	59	
		M	58	76	90	51	54	57	
		W	43	52	51	41	68	70	
		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?	
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.	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.	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.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 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 Post Secondary Readiness: Exceeds
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	3.6%	0%	Exceeds	
	Mean ACT Composite Score **Expectation:** At or above State average	20	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
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: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
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.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
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.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be submitted to CDE by April 15, 2013. The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. CDE will work with the district on when the review of the school's plan will take place. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
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.

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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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
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.	No

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	Dawn M. Nelson, Principal
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	Phone	719-570-7575
	Mailing Address	535 E. Costilla Street, Colorado Springs, CO 80903
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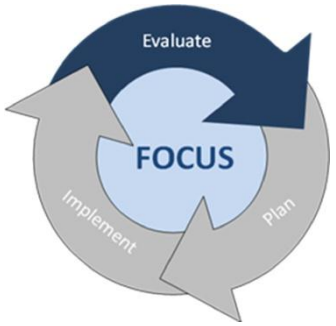
	Phone	719-570-7575
	Mailing Address	535 E. Costilla Street, Colorado Springs, CO 80903

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)	READING: By the end of the 2011- 2012 school year, 75% of all students should be Proficient or Advanced as evidenced by the TCAP. The middle school cohort should increase their percentage of students scoring proficient or advanced by 5%.	This goal was not met. • Schoolwide, 70% of the students scored proficient or advanced in reading. • The school was 5% below the target. This goal was met. • In middle school experienced a 6% increase in students scoring proficient or advanced in reading.	The school experienced significant administrative and instructional leadership turnover in 2011-2012. In addition, five elementary and two core subject secondary teachers reached the ends of their Teach For America contracts and were not returning the following year. Of the 16 teachers on staff, eleven were first or second-year teachers. While Pikes Peak Prep follows the Core Knowledge sequence in grades K-8, it does not have an adopted, formal curriculum in writing, science, or reading in grades 7-10. Teachers work from miscellaneous texts and pull different resources to teach to the standards. There was insufficient vertical alignment in methodology due to lack of common resources. In math, teachers
	MATH: By the end of the 2011- 2012 school year, our Elementary, Middle and High school students should increase its proficiency or advanced scores by 5%.	This goal was not met. • Elementary and high school students scoring proficient or advanced declined by 20%. • Middle school saw an increase of 2%.	

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.
	(E: 77%; M: 51%; H: 55%)		had access to reference copies and materials for Everyday Math series, but there were not materials assigned to every student.
	WRITING: By the end of the 2011- 2012 school year, our Elementary, Middle and High school students should increase the percentage of students scoring proficient or advanced by 5%.	This goal was not met. • Elementary school students scoring proficient or advanced declined by 20%. • Middle school saw an increase of 5%. • High school students scoring proficient or advanced declined by 7%.	
	SCIENCE: By the end of the 2011- 2012 school year our Elementary, Middle and High school students will increase the number of students scoring proficient or advanced by 5%.	This goal was not met. Overall there was a drop from 41.2% in 2011 to 31.9% in 2012. At each level, the results were as follows: • This goal was not met in elementary school. The percentage of students scoring proficient or advanced in science decreased by 10%. • This goal was met in middle school—8th grade students scoring proficient or advanced increased by 29%. • In high school, there were no statistics from 2011-2012 to use for comparison because the sample was too small to report. This year, Pikes Peak Prep students scored 11% higher than the federal and state expectations.	
Academic Growth	READING: By the end of the 2011- 2012 school year, the median student growth percentile in Reading should meet or exceed the previous growth percentile.	This goal was met. Elementary students' median percentile exceeded the state median adequate growth by +6; middle school by +32 and high school by +43.	Math courses taught at PPP in grades 8-10 were not aligned with the state TCAP standards. In 2011-2012 and before, math instruction followed the Pikes Peak Community College preparatory sequence (MAT030, MAT060, MAT090, and MAT099). These courses helped prepare students to score well on the ACCUPLACER exam to qualify to take college-level courses through concurrent enrollment, which is one of the school's primary goals for students. However, students did not make adequate growth on TCAP because of misalignment between their math classes and the TCAP grade-level standards.

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.
	MATH: By the end of the 2011- 2012 school year, all levels should l make adequate growth.	This goal was not met. Elementary students' median math percentile fell short of the state median adequate growth by -7; middle school by -22 and high school by -33.	Teachers and students at Pikes Peak Prep focused on individual student growth in each content area. PPP utilizes differentiated instruction on a consistent basis, and students received instruction targeted to help them improve in the areas they most need help. This individualized model of instruction helps students grow and improve regardless of where they start at the beginning of the year. Pikes Peak Prep students received a high level of individual attention in the areas of academic growth and graduation planning.
	WRITING: By the end of the 2011- 2012 school year, all levels should continue to make adequate growth.	This goal was partially met. Elementary students' median writing percentile fell short of the state median adequate growth by -2; middle school exceeded the state median adequate growth by +16 and high school exceeded the state expected median adequate growth by +19.	
Academic Growth Gaps	READING: By the end of the 2011- 2012 school year, all disaggregated groups should continue to make adequate growth.		
	MATH: By the end of the 2011- 2012 school year, the school should meet SPF growth expectations for students designated as ELL, Free/Reduced lunch eligible and minority.	This goal was met. All disaggregated student groups met growth targets.	
	WRITING: By the end of the 2011- 2012 school year, all disaggregated groupings should continue to meet or exceed adequate growth.	This goal was met. All disaggregated student groups met growth targets.	
Post Secondary Readiness	GRADUATION RATE: By the end of the 2011- 2012 school year, our graduation rate will meet or exceed the state's average contingent upon a sufficient sample size for calculation or comparison.	This goal was met. Pikes Peak Prep had a 100% graduation rate—all four of the designated seniors graduated on time, and one junior graduated a year ahead of schedule.	

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.
	DROPOUT RATE: By the end of the 2011- 2012 school year, we should have less than 5% dropping out.	This goal was met. Pikes Peak Prep had a 0% dropout rate.	
	MEAN ACT: By the end of the 2011- 2012 school year, our composite score should exceed the state's average.	This goal was not met. The mean ACT score of our nine 11th grade students taking the CoACT was 18.7. However, of those nine students, five of them met or exceeded the state expected mean of 20 (20, 20, 21, 23 and 24).	Students who were prepared to take college courses in English or math all scored at or above the state mean ACT score.

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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 are 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 each indicator under Academic Achievement, Pikes Peak Prep merits an "approaching" score and earned 8 out of 16 points.		
	In the subject area of **Reading**, school-wide the percentage has fluctuated over the last three years. 2009-2010 2010-2011 2011-2012 66% 75% 70% When compared to the state averages of a 3 year trend, PPP's achievement is comparable to the state average. In the subject area of **Math**, school-wide the percentage has fluctuated over the last three years. 2009- 2010 2010- 2011 2011-2012 50% 58% 45% When compared to the state averages of a 3 year trend, PPP is underachieving compared to the state average.	School- wide, our greatest gaps exist in the subjects of Math and Science.	It was only the last two years that teachers had been trained in diagnostic and prescriptive teaching. As this approach is continued, test scores are expected to increase. Additionally, teachers had not been using an adopted writing curriculum. However, one has been adopted for the current 2012- 2013 school year. Pikes Peak Prep had not adopted a formal curriculum for Math or Science. At this time teachers pulled from different resources to teach the standards. There was no vertical alignment or a spiraling curriculum in these two subjects.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	In the subject area of **Writing**, school-wide the percentage has fluctuated over the last three years. 2009- 2010 2010- 2011 2011-2012 48% 57% 51% When compared to the state averages of a 3 year trend, PPP's achievement is comparable to the state average.		
Academic Growth	Overall, PPP has met the expectation for academic growth. In the subject area of Reading, elementary students were approaching the growth targets; middle school students exceeded the growth targets, while our High school students met the growth targets. In the subject area of math, our elementary and middle school student were approaching the growth targets, and high school students met the growth targets. In the subject area of writing our elementary students were approaching growth targets, while middle and high school students exceeded the growth targets.	Across all grade levels, percent of students meeting growth targets is fluctuating from year to year.	Pikes Peak Prep's teachers consistently utilized differentiated instruction in the subject area of reading. Additionally, proficiency validation plans are used to continually guide instruction and fill in gaps of learning. Pikes Peak Prep had not adopted a formal math curriculum. Teachers pulled from several different resources to teach the standards. Pikes Peak Prep has adopted a formal Writing curriculum for the 2010- 2011 school year.
	% STUDENTS WHO MET GROWTH PERCENTAGE: Reading 2009-2010 2010-2011 2011-2012 E 59 65 42 M 56 54 64 H 55 84 59		Positive trends for Reading are due to the fact that teachers use prescriptive and diagnostic teaching as well as differentiated reading groups. Pikes Peak Prep had not adopted a formal Math curriculum. Teachers pulled from several different resources to teach the standards.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	MATH 2009-2010 2010-2011 2011-2012 E 55 41 51 M 51 66 54 H 77 58 57 WRITING 2009-2010 2010-2011 2011-2012 E 30 66 41 M 68 72 68 H 65 73 70		
Academic Growth Gaps	Overall, PPP elementary students were approaching and middle school students met the academic growth gap expectations. CSI Student Growth Gap Narrative stated, "All subgroups produced median levels of Schoolwide growth in all subjects that surpassed one year's growth in one year's time (MPG>50). This suggests that Pikes Peak Prep is well-serving student groups identified as being traditionally underserved statewide."		
Post Secondary & Workforce Readiness	Over the last three years, PPP moved from Approaching (2010) to Meets (2011) to Exceeds (2012), exceeding state standards. In 2012 PPP achieved a 0% dropout rate.		

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

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 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.	**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 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.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 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.	**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.

Narrative:

Pikes Peak Prep has continued to be a Performance school as measured by all the performance indicators. The Colorado Department of Education assigned our school a "Performance" rating in our Annual Performance Report, and the Charter School Institute's CARS results confirmed this rating. Students at Pikes Peak Prep demonstrated what the state and CSI considered to be one year's growth in one year's time. We would like to highlight that students enrolled at Pikes Peak Prep for greater than one year attained higher levels of growth than students new to Pikes Peak Prep. We believe this supports our ability to close the achievement gaps students have the longer they are enrolled at our school. Notably, our staff uses utilizing prescriptive and diagnostic teaching methods in the subject area of reading. Research indicates that students' ability to engage in academic learning is closely related to their ability to comprehend what they are reading in all subject areas.

Overall, Pikes Peak Prep's students earned a rating of "Approaching" for the Academic Achievement performance indicator. The Academic Achievement rating for 2010-2011 was "Meets." Our elementary students were "approaching" the state's proficiency goals in all subject areas. Pikes Peak Prep's middle school students met achievement expectations in reading. Six percent more of our middle school students scored proficient or advanced in reading than in the previous year (73% in 2011-2012 compared to 66% in 2010-2011). Our middle school students were "Approaching" the state's proficiency goals in the subject area of writing, math and science. In writing, 56% of Pikes Peak Prep middle school students scored proficient or advanced, just two percentage points shy of meeting federal and state expectations (58%). The percentage of middle school students scoring proficient or advanced went up over last year's results in reading (+6%), math (+2%) and writing (+5%), but decreased in science. Our high school students exceeded the proficiency goals in reading, writing and science, but did not meet proficiency expectations in math. One point of note—this is the first year that Pikes Peak Prep had enough high school students testing in science at the 10th grade to earn a percentage score--and they exceeded federal and state expectations in science by 11% (61% scored proficient or advanced in science compared to the 50% expectation).

During the 2011-2012 school year, the school experienced significant administrative and instructional leadership turnover in 2011-2012. In addition, five elementary and two core subject secondary teachers reached the ends of their Teach For America contracts and/or were not returning the following year. Of the 16 teachers on staff, eleven were second-year teachers. Teacher experience and continuity were our highest priority when hiring our 2012-2013 staff. Our new teachers have an average of four years of experience in the classroom. Our "new" teachers are all more mature adults who chose teaching as a second career and have significant professional and life experience outside of education, which we believe will contribute a great deal to their students' success.

ACADEMIC ACHIEVEMENT PRIORITY PERFORMANCE CHALLENGE - Academic achievement in mathematics was approaching but did not meet federal and state expectations at any level (elementary, middle or high school). Mathematics achievement at all grade levels is our main area of focus in 2013. Alignment of math instruction to state TCAP standards in

the secondary grades to correct previous instructional misalignment and improve academic achievement in grades 9-10 math is our ACADEMIC ACHIEVEMENT PRIORITY PERFORMANCE CHALLENGE.

In science and math, lack of an adopted text series curriculum for the elementary school students and limited hands- on resources for students to actively engage in the learning of science from kindergarten through grade five may have been a contributing factor. At the high school level, the math courses taught at PPP in grades 9-12 followed the Pikes Peak Community College preparatory sequence (MAT030, MAT060, MAT090, MAT099) instead of a high school math curriculum aligned with high school content standards. While these courses did help prepare students to score well on the ACCUPLACER exam and qualify to take college-level math courses through concurrent enrollment, which is one of the school's primary goals for students, they did not align with the TCAP standards, on which academic proficiency is assessed. During 2011-2012, Pikes Peak Prep placed students into math classes according to demonstrated ability, not according to grade level expectations. For example, students in 10th grade could be in MAT060, MAT090 OR MAT099, depending on achievement. This gave these students the opportunity to advance at their own pace, but led to instruction level misalignments within grade levels. In addition, ninth grade students were enrolled in Consumer Math last year, which may have benefitted them in their personal post high school readiness, but did not align with grade-level expectations and did not prepare them adequately for the level of math they experienced on the TCAP exams.

While Pikes Peak Prep followed the Core Knowledge sequence in grades K-8, the school did not have an adopted, formal text series curriculum in writing, science, or reading in grades 7-10. Teachers worked from miscellaneous texts and pulled different resources to teach to the standards. There was insufficient vertical alignment in methodology because due to lack of common resources.

ACADEMIC GROWTH PRIORITY PEFORMANCE CHALLENGES: While every level (elementary, middle and high school) exceeded federal and state median adequate growth expectations in reading, none of the levels met growth expectations in math, and only high school achieved growth in writing that met federal and state median adequate growth expectations. Improved math and writing growth are our 2013 ACADEMIC GROWTH PRIORITY PEFORMANCE CHALLENGES.

School-wide, Pikes Peak Prep earned an overall rating of "Meets" for Academic Growth. The Academic Growth rating for 2010-2011 was "Exceeds." Teachers and students at Pikes Peak Prep focused on individual student growth in each content area. PPP utilizes differentiated instruction on a consistent basis, and students received instruction targeted to help them improve in the areas they most need help. This individualized model of instruction helps students grow and improve regardless of where they start at the beginning of the year.

The elementary students exceeded the adequate growth expectation in the subject area of reading. Pikes Peak Prep was especially strong in growth in reading as compared to the federal and state expectations. This is due to the staff utilizing prescriptive and diagnostic teaching methods in the subject area of reading. Research indicates that students' ability to engage in academic learning is closely related to their ability to comprehend what they are reading in all subject areas. At all levels, Pikes Peak Prep exceeded the median student growth percentiles by a significant percentage: elementary +17% above federal and state expectations; middle school twice the federal and state expectations (PPP growth – 64; federal and state growth expectations – 32), and high school +37% above federal and state expectations.

Elementary students were approaching the growth expectation in the area of writing and math. Writing growth fell just two percentile points short of the mean student growth expectation (41 out of 43). This may have been due in part to the lack of an adopted math curriculum school- wide and experience for the elementary teachers. Of the six teachers K-5, all but two were second-year teachers hired through Teach For America. The middle school students meet the growth expectations in the subjects of reading and writing but did not meet growth expectations in math. The cause of this may have been lack of a complete curriculum in grades 6-8 in the subject area of mathematics. The High School students exceed the expectation in both reading and writing, but did not meet growth expectations in math. Again, this may have been a result of the school's adoption of the Pikes Peak Community College developmental math sequence (MAT 030 – MAT099), which did not align with state grade-level TCAP standards. In addition, in 2011-2012, all ninth grade students were enrolled in Consumer Math instead of Algebra I. This lack of rigor and alignment with the 9th grade TCAP standards in math may have contributed to this group's underachievement in this area.

POST SECONDARY/WORKFORCE READINESS PRIORITY PERFORMANCE CHALLENGE: Mean ACT composite score for 2011-2012 (18.7) was not at or above the state average (20). Helping all our juniors improve their composite ACT scores—especially the ones who are not taking college classes through concurrent enrollment—is our 2013 POST SECONDARY/WORKFORCE READINESS PRIORITY PERFORMANCE CHALLENGE.

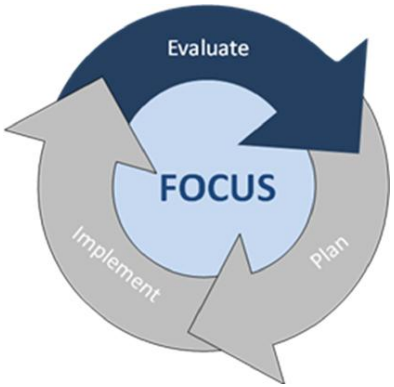
Pikes Peak Prep had just nine juniors in 2011-2012 who took the CoACT. Because there were not enough students taking the test for the state to compile a statistically-significant composite score for the school, this data was not reported on the 2011-2012 performance report. However, we calculated our average in-house--PPP juniors' average ACT composite score was 18.7 for 2011-2012.

Their composite score was approaching, but did not meet the federal and state ACT composite score expectation of 20. We chose to focus on ACT composite scores as our third Priority Performance Challenge because it is such an important data point in terms of future post-secondary outcomes.

The 2011-2012 junior class showed a wide range of composite scores on the ACT, from a low of 12 to a high of 24. Five out of the nine students (56%) met or exceeded the federal and state ACT composite score expectation of 20 (20, 20, 21, 23, 24). These students were all students who had taken math and/or English at Pikes Peak Community College through concurrent enrollment.

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 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R		From 2011-2012 UIP: All students in grades 3-10 at Pikes Peak Prep should meet or exceed the state averages for reading.	Our mission continues to be that 100% every student at Pikes Peak Prep will meet or exceed the grade level content standards. 2013-2014 goal for reading: Meet or exceed the federal and state expectations at all levels.	NWEA MAPs scores: • Fall baseline • Mid-year • End-of-year DRA2 reading assessment	Use disaggregated reading assessment data to target individual reading intervention and enrichment. Using TCAP frameworks as instructional planning and review tools. All reading teachers use skill-based groupings and differentiated instruction.
		M	Academic achievement in mathematics was approaching but did not meet federal and state expectations at any level (elementary, middle or high school)	From 2011-2012 UIP: All students in grades 3-10 at Pikes Peak Prep should meet or exceed the state averages for mathematics across all grade levels.	Our mission continues to be that 100% every student at Pikes Peak Prep will meet or exceed grade level content standards. 2013-2014 goal for math: Meet or exceed the federal and state expectations at all levels.		Math instruction in grades 9-12 no longer follows the community college improvement sequence. Instead, we refocused math instruction on the TCAP grade-level standards, which are based on the Common Core. In grades K-8, more experienced teachers brought on staff have focused math instruction on skills development, following the vertically-aligned Core Knowledge math curriculum, which is

							based on the Common Core. The GEO Foundation made significant investments in our school's technology and infrastructure. During the summer of 2012, we invested over $140,000 in a complete technology upgrade. Pikes Peak Prep now offers one-to-one computes to all students. Our teachers have all received professional development in using iPads and netbooks for individualized instruction. LeaAnn Koekenberg, GEO's educational technology coordinator, spent one week training our staff before this school year began how to access and effectively use on-line resources to enrich instruction in all content areas. One example of this is the use of Khan Academy to enrich math instruction and extend learning beyond the classroom into the students' homes.

							With a $2,000 grant for math materials, we purchased a complete class set of graphing calculators and a site license for BrainPop—a highly interactive learning "game" site which engages students at a high interest level in math, reading, and science activities. The most important and effective improvement we made this year has been using on-line curriculum to supplement and enrich in-class math instruction. GEO Foundation provided our school with full access to Education 2020 (now Edgenuity)—a comprehensive, interactive, on-line curriculum. Our secondary teachers have integrated E2020's individualized curriculum into their teaching in all subject areas. Through E2020, students in grades 7-12 have access to instructional videos and skill-by-skill pre- and post-quizzes both at school and from home. In order to

							make sure students prove their proficiency in each skill and standard, we set the minimum achievement level at 80% for all E2020 assignments and quizzes—students cannot move onto the next lesson until they have proven mastery of the current skill of at least 80%. The technology team at GEO—Brian Beck and Rick Elliott—have dedicated hundreds of hours to imaging, troubleshooting and deploying over 300 student iPads and netbooks. They also installed extra wireless access points to improve connectivity. Our Board of Education, who believes that improving educational outcomes requires significant investment, approved these investments in our students' future academic success. Our secondary math

							teacher has taken a highly individualized approach to math instruction. Using a combination of traditional instruction and on-line lessons, he has placed many students who were deficient in their math skills on individualized learning tracks. In addition, he took on the challenge of moving the 10th grade class, who were enrolled in Consumer Math last year as 9th graders, through both Algebra I and Geometry, as much as possible. He has focused on Geometry, back-teaching algebraic concepts, as needed, in order to get them caught up with 10th grade level math expectations.
		W		From 2011-2012 UIP: All students in grades 3-10 at Pikes Peak Prep should meet or exceed the state averages for writing across all grade levels.	Our mission continues to be that 100% every student at Pikes Peak Prep will meet or exceed grade level content standards. 2013-2014 goal for writing: Meet or exceed the federal and state expectations at all levels.		Along with the one-to-one technology-based instructional strategies listed above, we created a new "special" class for students in grades 3-6: Writers Workshop. An elementary teacher, hired specifically for her experience and expertise in writing, created an in-depth writing curriculum

							based on the 6 Traits of Writing Model. The students have been focusing on descriptive and expository composition, essay structure, improving their abilities to produce longer, more detailed compositions, and the ability to analyze their own writing and peer evaluations using the 6-Traits rubric.
		S		From 2011-2012 UIP: All students in grades 3-10 at Pikes Peak Prep should meet or exceed the state averages for science.	Our mission continues to be that 100% every student at Pikes Peak Prep will meet or exceed grade level content standards. 2013-2014 goal for science: Meet or exceed the federal and state expectations at all levels.		This year we have adopted a strong interdisciplinary STEM focus in our secondary school. We hired a highly experienced technology teacher and introduced technology education classes at grades 7 and up. We also added Project Lead The Way—the nationally-recognized engineering curriculum program--as an elective option at the high school level, taught by our new math teacher who worked as an engineer in his previous career. Our science teacher, who has over 10 years of experience, has served as STEM team lead, helping

							PPP execute true STEM team instruction, integrating science, technology, engineering and math in ways that help students see the connection and reinforces the crossover of these disciplines.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		From 2011-2012 UIP: By the end of the 2011-2012 school year, the school should meet or exceed the school's previous identified percentile.	Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in reading. 2013-2014 goal for reading: Meet or exceed the federal and state expectations for median adequate student growth at all levels.		The same major improvement strategies documented under Academic Achievement are also the major strategies being used for Academic Growth. Teachers are focused on using technology to individualize instruction to increase academic growth in reading, writing and math.
		M	While every level (elementary, middle and high school) exceeded federal and state median adequate growth expectations in reading, none of the levels met growth expectations in math.	From 2011-2012 UIP: By the end of the 2011-2012 school year, the school should meet or exceed the school's previous identified percentile	Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in math. 2013-2014 goal for math: Meet or exceed the federal and state expectations for median adequate student growth at all levels.		
		W		From 2011-2012 UIP: By the end of the 2011-2012 school year, the school	Our mission continues to be that 100% every student at Pikes Peak		

				should meet or exceed the school's previous identified percentile	Prep will achieve one or more years of academic growth in writing. 2013-2014 goal for writing: Meet or exceed the federal and state expectations for median adequate student growth at all levels.		
		ELP			Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in English language development. 2013-2014 goal for ELP: Meet or exceed the federal and state expectations for language proficiency development.		
Academic Growth Gaps	Median Student Growth Percentile	R		From 2011-2012 UIP: By the end of the 2011-2012 school year, the school should meet or exceed the school's previous identified percentile	Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in reading. 2013-2014 goal for closing academic growth gaps: The school should meet or exceed SPF growth expectations for students designated as ELL, Free/Reduced Lunch eligible and minority.		Pikes Peak Prep moved from a targeted Title I to a school-wide Title 1 program. We have hired new Title I teacher with a lot of experience with individual and small group tutoring and instruction and a strong background in RtI and data-driven instruction. She works with all students one-on-one and in small groups who score more than one

							grade level below expectations in reading and math. We also hired a new Special Education teacher, and he transitioned our special education service model from all pull-out in the resource room to mostly co-teaching. The support our school has received from the Charter School Institute's staff in this area has been outstanding, and has already contributed significantly to our programs to close achievement gaps within our special populations. Matt Hudson and his staff, including Bea Kinneson for ELL and the special education consultants we've worked with this year, have spent many hours both in person at our school and over the telephone assisting our special education and ELL teachers. This has been the case with the entire CSI staff in all areas of

							responsibility.
		M		From 2011-2012 UIP: By the end of the 2011-2012 school year, the school should meet or exceed SPF growth expectations for students designated as ELL, Free/Reduced Lunch eligible and minority.	Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in math. 2013-2014 goal for closing academic growth gaps: The school should meet or exceed SPF growth expectations for students designated as ELL, Free/Reduced Lunch eligible and minority.		
		W		From 2011-2012 UIP: By the end of the 2011-2012 school year, the school should meet or exceed the prior year's percentile	Our mission continues to be that 100% every student at Pikes Peak Prep will achieve one or more years of academic growth in writing. 2013-2014 goal for closing academic growth gaps: The school should meet or exceed SPF growth expectations for students designated as ELL, Free/Reduced Lunch eligible and minority.		
Post Secondary & Workforce Readiness	Graduation Rate			From the 2011-2012 UIP: By the end of the 2011-2012 school year, our graduation rate should increase by 10% from the 2009-2010 (sic) school year.	Pikes Peak Prep will achieve a 100% graduation rate for seniors who are attending Pikes Peak Prep no later than the October 1 attendance count date.		Pikes Peak Prep's counselor has taken over as advisory teacher for the senior class, and shifted a large part of her counseling focus to college and career advisement. Working in conjunction with the new

						principal, who has a strong background in college-career and academic advising, and making strong use of E2020 for credit recovery, as needed, all students in grades 9-12 are either on track or have a credit recovery completion plan that has them all on track to graduate with post-secondary education plans in place. We have begun implementing a true Advisory program in homeroom for grades 7-12. In this advisory program, we have begun using the resources on College in Colorado to help our students develop their Individual Career Academic Plan – a full year ahead of the requirement to implement. Members of College in Colorado's staff have visited our school twice already this year, once to train our admin team and counselor how to fully use all the features College in Colorado has to offer, and a second time to give their

						"Financial Aid 101" presentation at our senior parent information meeting.
	Disaggregated Grad Rate					
	Dropout Rate		From the 2011-2012 UIP: By the end of the 2011-2012 school year, we should have less than 5% dropping out.	Pikes Peak Prep will achieve a 0% dropout rate again this year.		In addition to the major improvement strategies outlined under Graduation Rate, students who are at risk for dropping out receive extensive academic advising and monitoring from their advisory teachers, counselor, and administration. Those who are unwilling to continue with the college-prep academic program, and are considering dropping out or taking the GED, are offered opportunities to enroll in specific Career-Technical Education programs at the community college through concurrent enrollment tailored to their actual interests and aspirations. This adjustment of programming towards individual interests and talents has already kept several students who had been contemplating

						leaving school before graduation in school.
	Mean ACT	Mean ACT composite score for 2011-2012 (18.7) was not at or above the state average (20).	From the 2011-2012 UIP By the end of the 2011-2012 school year, our composite score should exceed the state's average.	Pikes Peak Prep juniors will achieve an average composite ACT score of 20 or higher on the 2013 CoACT.		Besides the academic achievement and growth improvement strategies, which we believe will raise achievement, in general, juniors are now using E2020 ACT math, science, reading and writing prep modules, all juniors are being individually prepared for ACT success. They have been working on these ACT prep modules in advisory throughout the year, and are also working on them together in concentration with our secondary math teacher on the days other students are taking TCAP tests.

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: Align math instruction in secondary grades with TCAP grade level standards

Root Cause(s) Addressed: Math instruction in secondary grades 8-11 was previously based on the Community College remediation instruction series (MAT030, MAT060, MAT090), which were not aligned with grade-level standards and expectations.

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)
Use on-line curriculum E2020 to individualize and enrich math instruction in grades 7-11.	By the end of August 2012.	• Dawn Nelson, Principal • Mark Connell, Math and Engineering Teacher and Math Enrichment Lead • Marlene Duran, Science Teacher and STEM Team Leader • Pam Levicki, Social Studies Teacher, 7-8 Core Knowledge Lead and Independent Study Teacher • LeaAnn Koekenberg, GEO Educational Technology Coordinator	• Professional Development provided by GEO Educational Technology Coordinator • Netbook computers—one for every student in grades 2-12—provided by GEO based on a Sprint E-Rate grant • E2020 training sources and tech support	All secondary teachers trained to use E2020 as a curriculum delivery resource	
Align math instruction with TCAP standards	By the end of the 2012-2013 school year	• Dawn Nelson, Principal • Mark Connell, Math and Engineering Teacher and Math Enrichment Lead		9th grade students enrolled in Algebra I. 10th grade students enrolled in an Algebra I-Geometry combination	

				curriculum to get them caught up to grade-level expectations. 11th grade students enrolled in Algebra II.	
Provide Tier II interventions in math, as needed	August 2012 through the end of the 2014 school year	○ Brian Humphries, Assistant Principal and Site Assessment Coordinator ○ Sarah Meider, Title I Teacher and Assistant Site Testing Coordinator ○ Michael Gelinas, CSI Technology Coordinator ○ Brian Beck and Rick Elliott, GEO IT Support ○ Jamie Mondragon, Counselor	○ Title I funding ○ NEWA/MAPs tests for achievement placement and growth assessment ○ TCAP scores in Alpine to place students, including support from CSI for Alpine Data	Use previous year TCAP and fall MAPs tests for baseline placements in math and mid-year MAPs tests to determine growth	

* 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: Helping all our juniors improve their composite ACT scores to meet or exceed the state average.

Root Cause(s) Addressed: Low expectations for students in math, inconsistent instruction in reading and writing, no formalized ACT prep programs

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)
Ensure that students have successfully completed all the Higher Education Admission Requirements by the end of their junior year • Math - Algebra I, Geometry and Algebra II • English – three years of composition-based instruction • Social Science – three years, including one year of world or US history and one year of government • Science – three years, including one year of a lab-based course (Biology, Chemistry, Earth Science)	August 2012 through the end of the school year in 2014	• Dawn Nelson, Principal • Jamie Mondragon, Counselor • Mark Connell, Math and Engineering Teacher and Math Enrichment Lead and 11th Grade Advisory Teacher • Marlene Duran, Science Teacher, STEM Team Leader and 10th Grade Advisory Teacher • Anthony Acosta, 9th Grade Advisory Teacher • Board of Education Academic Committee members , including Wayne Artis, PPCC History Chair and member of the	• PowerSchool to document course completion and grades • Use of TCAP and MAPs tests to evaluate achievement, growth, and growth gaps • E2020 on-line curriculum for remediation and credit recovery, as needed	• Enroll students in math courses that scaffold to college preparedness • Ensure students successfully complete the academic sequence of classes as required for Higher Education Admission Requirements	

		Higher Education Commission) • Peter Hilts, GEO Director of Colorado Schools			
Implement a true Advisory program for students in grades 7-12 that focuses on the preparation for college. Advisory teachers meet daily (35 minutes) with their advisees.	August 2012 through the end of the school year in 2014	• Grades 8-12 advisory teachers • Dawn Nelson, Principal • Jamie Mondragon, Counselor	• College in Colorado in Colorado website resources • Advisory teachers' time and expertise (.10 FTE each)	• Academic advising in grades 8-10 focus on courses needed in preparation for college admission, self-analysis of strengths, interests, and values. • Advisory in grade 11 focuses on college application preparedness	
Implement scheduled, focused and teacher-led ACT prep sessions	August 2012 through the end of the school year in 2014	• Mark Connell, Math and Engineering Teacher and Math Enrichment Lead and 11th Grade Advisory Teacher • Dawn Nelson, Principal • LeaAnn Koekenberg, GEO Foundation Educational Technology Coordinator	• E2020 on-line curriculum review and preparation modules: o ACT Science o ACT Math o ACT Reading o ACT Writing o ACT Science • Computers and Computer Lab resources	• Enroll students in ACT prep modules • Schedule 30-minute review sessions during Advisory • Schedule 90-minute review sessions during TCAP testing	

Major Improvement Strategy #3: Improve writing achievement and growth, especially for students in grades 3-6.

Root Cause(s) Addressed: Lack of continuity of instruction in writing. Not all teachers followed the Core Knowledge sequence in grades K-8. No adopted, formal curriculum in writing; teachers work from miscellaneous texts and pull different resources to teach to the standards. There was insufficient vertical alignment in methodology due to lack of common resources.

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)
Fully implement Core Knowledge curriculum in all grades K-8, including the Core Knowledge sequence for writing, which is vertically articulated.	August 2012 through the end of the 2014 school year	• Dawn Nelson, Principal • Carly McCallister, K-6 Lead • Jamie Williams, 4th Grade Teacher, Mentor Teacher and Core Knowledge Lead • K-6 classroom teachers • Pam Levicki, Secondary Social Studies Teacher and Grades 7-8 Core Knowledge Lead • Mary Cleavenger, Secondary Language Arts and Publications Teacher (2012-2013)	• Core Knowledge Leadership Training seminar for principal and K-6 lead in Dallas, TX. Funding for this training provided by the GEO Foundation. • Peer coaching provided by Core Knowledge staff leaders • Student netbooks • Schoology on-line curriculum platform	2012-2013: • Attend Core Knowledge Leadership Training • Disseminate Core Knowledge curriculum teacher resources • Provide professional development to teachers how to find Core Knowledge content on the Internet, and how to convert limited Core Knowledge writing and reading resources into electronic tests students can access on their netbooks through Schoology.	

		• Secondary Language Arts and Publications Teacher TBD (2013-2014) • Brian Humphries, Assistant Principal		2013-2014: Purchase and implement a comprehensive K-6 writing curriculum	
Create and implement a Writers Workshop "special" class for all students in Grades 3-6. Students attend Writer's Workshop three times per week.	October 2012 through the end of the 2013 school year	• Dawn Nelson, Principal • Candace Pacheco, Writer's Workshop Teacher	• .7 FTE for teacher • Classroom resources • Digital Camera • Printing and binding supplies for student writing portfolios	• Assign teacher to Writer's Workshop • Adapt grades 3-6 schedule to include Writer's Workshop • Students keep a writing portfolio throughout the year and publish their best work in personal and class writing anthologies	
Adopt a vertically-aligned writing curriculum resource program for grades 1-6, 7-12 and purchase sufficient resources for teachers and students.	April - September 2013	• Dawn Nelson, Principal • Candace Pacheco, Writer's Workshop Teacher • Secondary Language Arts and Publications Teacher TBD (2013-2014) • Dana Johnson, GEO Foundation VP and Budget Director • LeaAnn Koekenberg, GEO Foundation Educational Technology Coordinator	• Budget money for acquisition (estimate $2,000-$4,000) • Staff time to participate in text adoption evaluations and selection process	• Research options for writing curriculum resources from educational publishers ○ Priority given to programs that include electronic and on-line enrichment resources and assessments • Schedule product demonstrations and presentations from vendors • Select a program and order the materials • Provide staff development training in the use of the new writing curriculum	

		• Student and parent volunteers for the text adoption committee			
Adopt consistent and comprehensive writing instruction and assessment model (6 Traits of Writing)	October 2012 through the end of the 2013 school year	• Dawn Nelson, Principal • Candace Pacheco, Writer's Workshop Teacher • Grades 3-6 classroom teachers		• Teach students to use the 6 Traits of Writing model to assess their own writing and as a peer assessment tool	
Implement twice-yearly 6 Traits of Writing assessments	May 2013 through the end of the 2014 school year	• Dawn Nelson, Principal • Candace Pacheco, Writer's Workshop Teacher • Grades 3-6 classroom teachers • Secondary Language Arts and Publications Teacher TBD (2013-2014)	• 6 Traits training, anchor paper identification and evaluation • 6 Traits rubrics and other training resources • Release time for teachers participating in the school-wide assessment evaluations	• Begin with an end-of-year assessment for grades 3-6 in May 2013. • August 2013 baseline writing assessment grades 3-12. • Complete implementation of school-wide 6 Traits writing assessment by the end of the 2013-2014 school year.	

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)