

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8053 School Name: SOAR AT GREEN VALLEY RANCH SPF Year: 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 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	58.17%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	51.32%	-	-	
		W	53.52%	-	-	29.41%	-	-	
		S	-	-	-	-	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	44	-	-	30	-	-	
		M	53	-	-	17	-	-	
		W	46	-	-	32	-	-	
ELP	-	-	-	50	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

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

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

Section II: Improvement Plan Information

Additional Information about the School

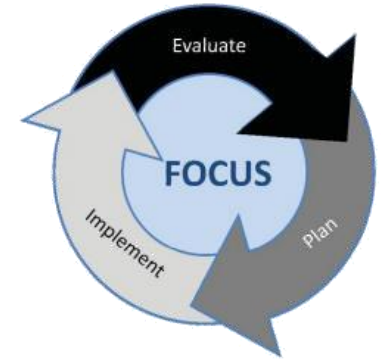
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	DPS Tiered Quality Assurance
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nickolas True, Administrative Director.
	Email	ntrue@soardenver.org
	Phone	720-287-5100 ext. 5095
	Mailing Address	4800 Telluride St. Building 4, Denver CO, 80249
2	Name and Title	Reed Dyer, Principal
	Email	rdyer@soardenver.org
	Phone	720-287-5100 ext. 5081
	Mailing Address	4800 Telluride St. Building 4, Denver CO, 80249

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>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).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
Empty space for narrative content				

Narrative:***Description of School Setting and Process for Data Analysis:***

SOAR at Green Valley Ranch is located in the Far North East region of Denver Public Schools. Serving 475 students in grades k-5, SOAR at Green Valley Ranch supports both Health and Wellness education and includes visual or performing arts enrichment for all students within the school day.

SOAR at Green Valley Ranch is a choice-only school, including students from throughout the Far Northeast region and Near Northeast region of Denver Public Schools. SOAR serves a 67% Free and Reduced Lunch population and ethnic demographic ranges include: 40% Hispanic, 15% white, 36% African American and 3% Asian.

In 2010/2011 SOAR at GVR opened with grades k-2, adding 3rd grade in 2011/12, a 4th grade in 2011/12 and a fifth grade this academic year.

The SOAR Administrative team consists of organization directors, school principals, and administrative directors. The team reviewed DRA scores, Math Bottom Lines, and Writing Rubric Scores in the following ways: 2012/13 end of year data; 2013/14 beginning of year data by grade level; fall to fall grade level status, and fall to fall cohort status. The team also reviewed TCAP status and growth on the 2013 test. The team also reviewed ACCESS data from 2012/13. The team further examined TCAP performance by ELL status and gender cohorts. Data review began as data became available in the spring of 2013, continued throughout the summer and up to the drafting of this UIP. We also received oversight and assistance led by Nivan Khosravi and a District Tiered Quality Assurance Team.

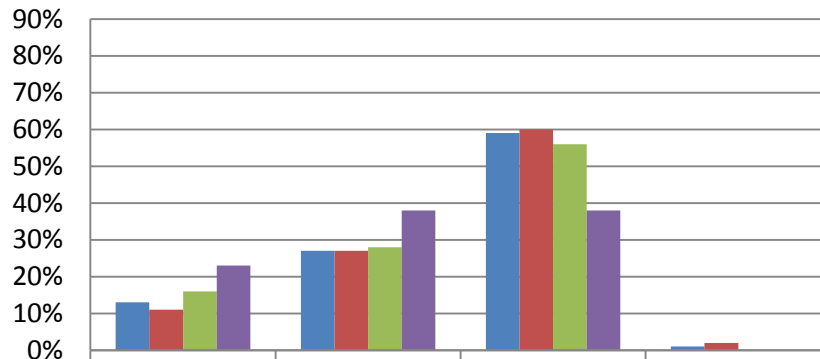
Review of Current Performance

3rd Grade Reading

TCAP 2013 3rd Grade Reading - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
Percent	13			27			58			1			0
Number	3	0	10	4	14	9	27	25	6	1	0	0	0
	10			21			45			1			
	2	0	8	3	11	7	21	19	5	1	0	0	0
Total # of students: 77													

3rd Grade Reading '13



	U	PP	P	A
All Students	13%	27%	59%	1%
Female	11%	27%	60%	2%
Male	16%	28%	56%	0%
ELL	23%	38%	38%	0%

- Of students that attended GVR for 1 full year, 53% were P/A in reading in 2013.
- Students that attended for 2 full years, 68% were P/A in reading in 2013.
- Of the 3rd grade population, 59% of students were either proficient or advanced in reading in 2013.

Gap Trends for 3rd Grade Reading

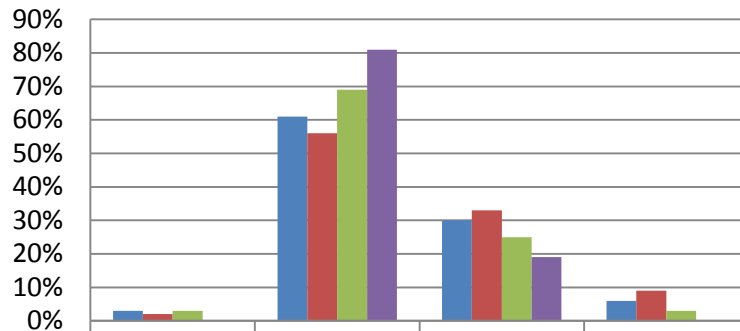
- ELL students underperformed the general population by 22% in the P/A category.
- Females outperformed males by 6% in the P/A category.

3rd Grade Writing

TCAP 2013 3rd Grade Writing - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
	3			61			30			6			
Percent	0	0	3	14	29	18	23	4	3	6	0	0	0
	2			47			23			5			
Number	0	0	2	11	22	14	18	3	2	5	0	0	0
Total # of students: 77													

3rd Grade Writing '13



	U	PP	P	A
All Students	3%	61%	30%	6%
Female	2%	56%	33%	9%
Male	3%	69%	25%	3%
ELL	0%	81%	19%	0%

- Of students that attended GVR for 1 full year, 35% were P/A in writing in 2013.
- Students that attended for 2 full years, 41% were P/A in writing in 2013.
- Of the 3rd grade population, 36% of students were either proficient or advanced in writing in 2013.

Gap Trends for 3rd Grade Writing

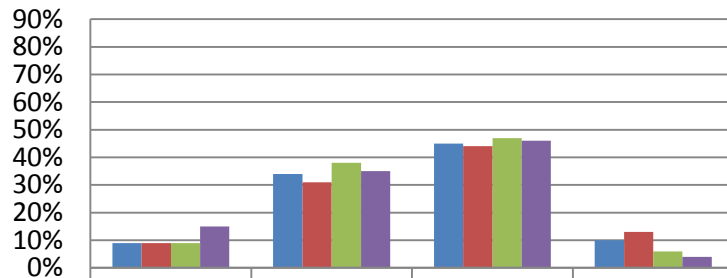
- ELL students underperformed the general population by 17% in the P/A category
- Females outperformed males by 16% in the P/A category

3rd Grade Math

TCAP 2013 3rd Grade Math - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
Percent	9			34			45			10			1
	0	5	4	13	9	12	22	9	14	6	4	0	
Number	7			26			35			8			1
	0	4	3	10	7	9	17	7	11	5	3	0	
Total # of students: 77													

3rd Grade Math '13



	U	PP	P	A
All Students	9%	34%	45%	10%
Female	9%	31%	44%	13%
Male	9%	38%	47%	6%
ELL	15%	35%	46%	4%

- Of students that attended GVR for 1 full year, 59% were P/A in math in 2013.
- Students that attended for 2 full years, 55% were P/A in math in 2013.
- Of the 3rd grade population, 55% of students were either proficient or advanced in math in 2013.

Gap Trends

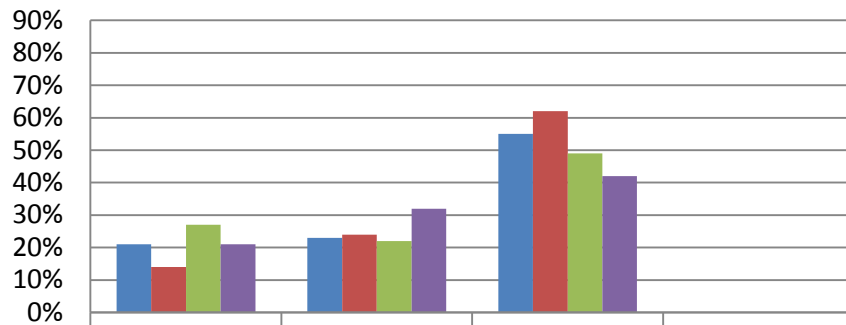
- ELL students underperformed the general population by 5% in the P/A category.
- Females outperformed males by 4% in the P/A category.

4th Grade Reading

TCAP 2013 4th Grade Reading - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
Percent	21			23			55			0			1
	0	1	19	5	14	4	36	15	4	0	0	0	
Number	16			18			43			0			1
	0	1	15	4	11	3	28	12	3	0	0	0	
Total # of students: 78													

4th Grade Reading '13



	U	PP	P	A
All Students	21%	23%	55%	0%
Female	14%	24%	62%	0%
Male	27%	22%	49%	0%
ELL	21%	32%	42%	0%

- Students that attended for 2 or more years were 50.9% P/A in reading in 2013.
- Of the 4th grade population, 55% of students were either proficient or advanced in reading in 2013.

Gap Trends

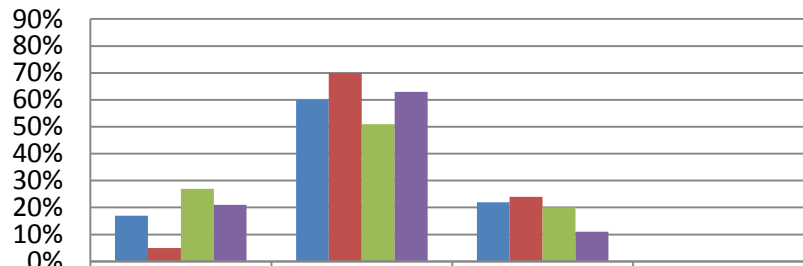
- ELL students underperformed the general population by 13% in the P/A category.
- Females outperformed males by 13% in the P/A category.

4th Grade Writing

TCAP 2013 4th Grade Writing - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
Percent	17			60			22			0			1
	0	1	15	9	27	24	14	8	0	0	0	0	
Number	13			47			17			0			1
	0	1	12	7	21	19	11	6	0	0	0	0	
Total # of students: 78													

4th Grade Writing '13



	U	PP	P	A
All Students	17%	60%	22%	0%
Female	5%	70%	24%	0%
Male	27%	51%	20%	0%
ELL	21%	63%	11%	0%

- Students that attended for 2 or more years were 23% P/A in writing in 2013.
- Of the 4th grade population, 22% of students were either proficient or advanced in writing in 2013.

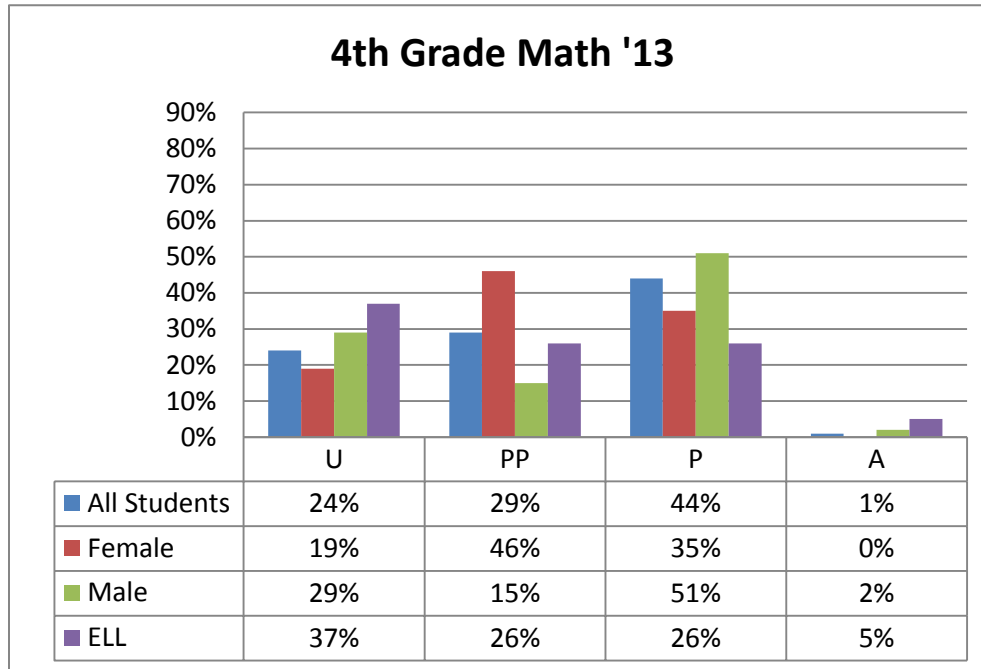
Gap Trends

- ELL students underperformed the general population by 11% in the P/A category.
- Females outperformed males by 4% in the P/A category.

4th Grade Math

TCAP 2013 5th Grade Math - Score Distribution - Totals

	U			PP			P			A			NS
	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	Lo	Mid	Hi	
	44			42			15			0			
Percent	4	9	31	15	9	18	4	4	7	0	0	0	0
	24			23			8			0			
Number	2	5	17	8	5	10	2	2	4	0	0	0	0
Total # of students: 55													



- Students that attended for 2 or more years were 43% P/A in math in 2013.
- Of the 4th grade population, 15% of students were either proficient or advanced in math in 2013.

Gap Trends

- ELL students underperformed the general population by 14% in the P/A category.
- Males outperformed females by 18% in the P/A category.

Trend Analysis

Academic Achievement (Status)

% SOAR @ GVR Students Proficient or Advanced over time

	2011-12	2012-13
Reading		
3 rd	42%	59%
4 th		56%
Math		
3 rd	59%	45%
4 th		39%
Writing		
3 rd	32%	36%
4 th		22%

Reading

- Performance on 3rd grade Reading improved from 42% P/A to 59% P/A from 2011/12 to 2012/13. 56% of students were P/A in 4th grade in 2012/13. This indicates that reading instruction in 3rd grade improved from 2011/12 to 2012/13.
- The 4th grade scores in 2012/13 as compared to the 3rd grade scores in 2011/12 indicate that student grew in reading skills as they moved from 3rd grade to 4th grade.
- These scores indicate that Reading instruction resulted in gains in TCAP proficiency in 3rd and 4th grade.

Math

- Performance on 3rd grade math fell from 59% P/A to 45% P/A from 2011/12 to 2012/13. As students moved from 3rd grade to 4th grade the percent of students P/A dropped by 20%
- These drops indicate a need for improvement in Math instruction.

Writing

- The performance in writing instruction in 3rd grade remained static over the last two years. As students moved from 3rd grade to 4th grade, the percent of students P/A dropped by 10%
- This data indicates that writing instruction did not improve from year one to year two of testing, and that student performance dropped as they moved to 4th grade.

Academic Growth

- For reading we had a MGP of 30, failing to meet the standard target MGP of 50.
- For math we had a MGP of 17 with an expectation of 50, failing to meet the standard target MGP of 50.
- For writing we had a MGP of 32 with an expectation of 50, failing to meet the standard target MGP of 50.

Academic Growth Gaps

- We experienced modest growth in ELL Reading performance in the 3rd Grade with the percentage of students P/A increasing from 35% to 38% in 2013. For 2013 42% of 4th Grade ELL students were P/A in Reading. This shows that the same students that were 3rd graders in 2012 posted measurable gains in proficiency.
- We saw a significant decline in ELL Math performance in the 3rd Grade. In 2012 65% of 3rd grade ELL students scored P/A while in 2013 50% showed P/A. In 2013 4th graders posted only 32% P/A.
- We saw a measurable decline in ELL Writing performance in the 3rd Grade. In 2012 29% of 3rd grade ELL students showed P/A. In 2013 19% of students showed P/A. In 2013 11% of ELL 4th grade students showed P/A.
- ELL students underperformed the general population in reading, writing, and math in 3rd grade and 4th grade.
 - This is concerning in part because ACCESS scores indicate that most 3rd and 4th grade students are scoring Expanding or above.
 - There is a gap between ELL performance and the general population.
- Regarding gender gaps
 - In 3rd grade reading females outperformed males 6% in the P/A category.
 - In 3rd grade writing females outperformed males 14% in the P/A category.
 - In 3rd grade math females outperformed males by 4% in the P/A category.
 - Overall in 3rd grade females outperformed males
 - In 4th grade reading females outperformed males by 13% in the P/A category.
 - In 4th grade writing females outperformed males by 4% in the P/A category
 - In 4th grade math males outperformed females by 18% in the P/A category
 - In 4th grade females outperformed males in reading and writing, while males outperformed females in math. Of the six tested grade/subjects 4th grade math was the only subject where males outperform females.
- In 2013, SOAR @ GVR had an ACCESS MGP of 50, this was an improvement over last year's MGP of 30, but missed the SOAR set goal of 55.
- According to our ELL student TCAP MGP our reading growth was very strong compared to similar schools while Math and Writing growth struggles.

		Eligible	MGP Subgroup	MGP Reference Group	Difference	Points Earned
Reading	Current Year	20	43.0	29.0	14.0	2
Math	Current Year	25	12.0	17.5	-5.5	1
Writing	Current Year	25	29.0	35.5	-6.5	1

Priority Performance Challenges

Status

- ELL students underperformed general population students in all subject areas and levels.
- Females outperformed males in every subject area and grade except for 4th grade math.
- Writing performance was significantly below expectations in tested grades.
- Math scores in both 3rd and 4th grade in 2013 were below expectations.

Growth

- Reading – 2012/13 4th graders had a MGP of 30. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR’s overall MGP for the school. This growth is not adequate.
- Writing -- 2012/13 4th graders had a MGP of 32. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR’s overall MGP for the school. This growth is not adequate.
- Math -- 2012/13 4th graders had a MGP of 17. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR’s overall MGP for the school. This growth is not adequate.

Academic Growth Gaps

- 2013 ACCESS MGP showed improvement from 2012, but the growth still needs to improve.
- According to our ELL student TCAP MGP our reading growth was very strong compared to similar schools but Math and Writing growth struggles

Root Cause Analysis

- Inconsistent behavior management implementation led to some classroom environments not being conducive to high standards and learning. This was specifically apparent in the 4th grade in the 2012-13 academic year.
 - Observations by administrators, deans of curriculum and instruction, consultants, and outside evaluators all indicated inconsistent behavioral expectations, particularly in the 4th grade in the 2012/13 school year.
 - Behavior data showed students in all 4th grade classrooms had inconsistent behavioral needs that were not met across the year.
 - Analysis by our Responsive Classroom consultant indicated a lack of proper implementation of Responsive Classroom practices and techniques in all 4th grade classrooms and some 3rd grade classrooms. Her opinion was classroom culture was not conducive to rigorous learning.

- Writing instruction did not prepare students to perform well on state assessments (TCAP).
 - Data indicates that writing performance on TCAP has been below expectations in both 3rd and 4th grade across both years.
 - Our internal writing assessment was not well aligned to standards tested in TCAP causing instructional adjustments to not be aligned to TCAP needs.
 - An analysis of our writing test prep unit showed that unit was not aligned with either the structure or some of the content of the TCAP assessment. The observations of classrooms showed students were not being expected to sustain writing in a way that was supportive of strong TCAP performance.
 - Students were not consistently shown exemplar work or given immediate feedback about how to reach expected standards.

- Some teachers did not have adequate instructional expertise, or a clear vision for excellent student outcomes. This was specifically apparent in the 4th grade in the 2012-13 academic year.
 - We work from teacher-developed units. Some teachers did not have needed instructional expertise to adjust units to meet their student's specific need.
 - Teachers expressed confusion over unit outcomes in 4th grade.
 - All 3 4th grade teachers were new to SOAR. One teacher moved in to the position one week before school started and one teacher moved in to the position one month after school started.
 - Two of the three teachers decided mid-year that they would not be returning for the 2013/14 year.
 - Students were not consistently shown exemplar work or given immediate feedback about how to reach expected standards.

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

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

Performance Indicators		Targets for 2012-13 school year <small>(Targets set in last year's plan)</small>	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	<p><u>Percent of students as measured by the DRA-2 at or above grade level:</u> 60% (Kindergarten) 60% (1st grade) 60% (2nd grade)</p> <p><u>Percent of students scoring Proficient and Advanced as measured by TCAP:</u> 3rd grade: 60% of SOAR students who have attended the school for 1 or more full years</p>	<p><u>Percent of students as measured by the DRA-2 at or above grade level:</u> Kindergarten Spring '13 – 84% 1st Grade Spring '13 – 49% 2nd Grade Spring '13 – 69% Kindergarten and 2nd grade met the target Grade Spring '13 – 49% 1st grade did not meet the target.</p> <p><u>TCAP</u> 3rd grade: Of students that attended GVR for 1 full year, 53% were P/A. Students that attended for 2 full years, 68% were P/A. Students who have been here for only 1 year did not meet the target, but students who have been here for 2 full years did meet the target.</p>	<p><u>DRA-2 (Reading)</u> Success in Kindergarten and 2nd grade was due to strong implantation of our reading curriculum, a high percentage of returning and experienced teachers.</p> <p>We have more identified special needs students in 1st grade than other levels; this had a negative impact on 1st grade performance. Behavior management in one 1st grade class was not conducive to a positive learning environment.</p> <p><u>TCAP (Reading, 3rd grade)</u> 3rd grade targets were very close to being met. This was most likely due to a concerted effort to implement more authentic reading instruction and intervention efforts. The difference in performance between students who have been here for 1 full year versus those who have been here for 2 full years indicates that the longer students are at SOAR @ GVR the better they perform on state assessments.</p>

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	4 th grade: 65% of SOAR students who have attended the school for two or more full years	4 th grade: Students that attended for 2 or more years were 50.9% P/A. The target was not met	<u>TCAP (Reading, 4th grade)</u> A lack of strong instructional and classroom management expertise and inconsistent implementation of the curriculum led to lower than expected performance. <u>TCAP (Math, 3rd grade)</u> 3rd grade math was close to being met. This is in part due to a stronger approach to math that the whole school was taking as a whole, more math directed PD, and focused math coaching. <u>TCAP (Math, 4th grade)</u> A lack of strong instructional and classroom management expertise and inconsistent implementation of the curriculum led to lower than expected performance.
M	<u>Percent of students scoring Proficient and Advanced as measured by TCAP:</u> 3 rd grade: 60% of SOAR 3 rd grade students who have attended the school for 1 or more full years	<u>TCAP</u> 3 rd grade: Of students that attended GVR for 1 full year, 59% were P/A. Students that attended for 2 full years, 55% were P/A. Students who have been here for 1 year did not meet the target , and students who has been her for 2 full years did not meet the target .	
	4 th grade: 65% of SOAR 4 th grade students who have attended the school for two or more full years	4 th grade: Students that attended for 2 or more years were 43% P/A. The target was not met	

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

Performance Indicators		Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	W	<u>Percent of students scoring Proficient and Advanced as measured by TCAP:</u> 3 rd grade: 60% of SOAR 3 rd grade students who have attended the school for 1 or more full years 4 th grade: 65% of SOAR 4 th grade students who have attended the school for two or more full years	<u>TCAP</u> 3 rd grade: Of students that attended GVR for 1 full year, 35% were P/A. Students that attended for 2 full years, 41% were P/A. Students who have been here for 1 year did not meet the target , and students who has been her for 2 full years did not meet the target . 4 th grade: Students that attended for 2 or more years were 23% P/A. The target was not met	<p><u>TCAP (Writing 3rd grade)</u></p> <p>We were far from meeting our proficiency target for 3rd grade writing. Writing instruction was inconsistent throughout the grade while not meeting the rigor standards that are expected. Students did not know clearly what was expected of them nor was there consistent feedback given regarding their work. Therefore inconsistent instruction, lack of rigor, unclear expectations, and inconsistent feedback were leading causes in to the writing scores seen</p> <p><u>TCAP (Writing 4th grade)</u></p> <p>A lack of strong instructional and classroom management expertise and inconsistent implementation of the curriculum led to lower than expected performance.</p> <p>A lack of strong instructional and classroom management expertise and inconsistent implementation of the curriculum led to lower than expected growth.</p>
	S			
	R	<u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 60	<u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 30 Target was not met	
M	<u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 60	<u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 17 Target was not met		

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	W <u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 60	<u>Growth percentile for students as measured by TCAP:</u> 4 th grade: 32 Target was not met	Male students showed growth in all three subject areas suggesting that they were more effectively instructed. However, in reading and writing the male students continue to underperform their female peers. This indicates that we are still instructing males as well as females in literacy.
	E L P <u>Growth percentile for students as measured by ACCESS: 55</u>	In 2013, the ACCESS score was 50, the target was not met	
Academic Growth Gaps	R Increasing the reading, writing and math achievement of our male students.	2011/12 3 rd Grade: Male students P/A increased from 32% in 2012 to 56% in 2013. Target was met	
	M Increasing the reading, writing and math achievement of our male students.	2011/12 3 rd Grade: Male students P/A increased from 50% in 2012 to 53% in 2013. Target was met	
	W Increasing the reading, writing and math achievement of our male students	2011/12 3 rd Grade: Male students P/A increased from 21% in 2012 to 28% in 2013. Target was met	
Postsecondary & Workforce 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)	<p><u>Academic Achievement (Status)</u> % SOAR @ GVR Students Proficient or Advanced over time</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">2011-12</th> <th style="text-align: center;">2012-13</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td>4th</td> <td></td> <td style="text-align: center;">56%</td> </tr> <tr> <td>Math</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>4th</td> <td></td> <td style="text-align: center;">39%</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">36%</td> </tr> <tr> <td>4th</td> <td></td> <td style="text-align: center;">22%</td> </tr> </tbody> </table> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Performance on 3rd grade Reading improved from 42% P/A to 59% P/A 		2011-12	2012-13	Reading			3 rd	42%	59%	4 th		56%	Math			3 rd	59%	45%	4 th		39%	Writing			3 rd	32%	36%	4 th		22%	<ul style="list-style-type: none"> • ELL students underperformed general population students in all subject areas and levels. • Females outperformed males in every subject area and grade except for 4th grade math. • Writing performance was significantly below expectations in tested grades. 	<p>Root Cause Analysis</p> <ol style="list-style-type: none"> 1. Inconsistent behavior management implementation led to some classroom environments not being conducive to high standards and learning. This was specifically apparent in the 4th grade in the 2012-13 academic year. <ol style="list-style-type: none"> a. Observations by administrators, deans of curriculum and instruction, consultants, and outside evaluators all indicated inconsistent behavioral expectations, particularly in the 4th grade in the 2012/13 school year. b. Behavior data showed students in all 4th grade classrooms had inconsistent behavioral needs that were not met across the year. c. Analysis by our Responsive Classroom consultant indicated a lack of proper implementation of Responsive Classroom practices and techniques in all 4th grade classrooms and some 3rd
	2011-12	2012-13																															
Reading																																	
3 rd	42%	59%																															
4 th		56%																															
Math																																	
3 rd	59%	45%																															
4 th		39%																															
Writing																																	
3 rd	32%	36%																															
4 th		22%																															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>from 2011/12 to 2012/13. 56% of students were P/A in 4th grade in 2012/13. This indicates that reading instruction in 3rd grade improved from 2011/12 to 2012/13.</p> <ul style="list-style-type: none"> • The 4th grade scores in 2012/13 as compared to the 3rd grade scores in 2011/12 indicate that student grew in reading skills as they moved from 3rd grade to 4th grade. • These scores indicate that Reading instruction resulted in gains in TCAP proficiency in 3rd and 4th grade. <p><u>Math</u></p> <ul style="list-style-type: none"> • Performance on 3rd grade math fell from 59% P/A to 45% P/A from 2011/12 to 2012/13. As students moved from 3rd grade to 4th grade the percent of students P/A dropped by 20% • These drops indicate a need for improvement in Math instruction. <p><u>Writing</u></p> <ul style="list-style-type: none"> • The performance in writing instruction in 3rd grade remained static over the last two years. As students moved from 3rd grade to 4th grade, the percent of students P/A 		<p>grade classrooms. Her opinion was classroom culture was not conducive to rigorous learning.</p> <ol style="list-style-type: none"> 2. Writing instruction did not prepare students to perform well on state assessments (TCAP). <ol style="list-style-type: none"> a. Data indicates that writing performance on TCAP has been below expectations in both 3rd and 4th grade across both years. b. Our internal writing assessment was not well aligned to standards tested in TCAP causing instructional adjustments to not be aligned to TCAP needs. c. An analysis of our writing test prep unit showed that unit was not aligned with neither the structure nor some of the content of the TCAP assessment. The observations of classrooms showed students were not being expected to sustain writing in a way that was supportive of strong TCAP performance. d. Students were not consistently shown exemplar work or given immediate feedback about how to reach expected standards. 3. Some teachers did not have adequate instructional expertise, or a clear vision for excellent student outcomes. This was specifically apparent in the 4th grade in the 2012-13 academic year.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)		Priority Performance Challenges	Root Causes
	dropped by 10% <ul style="list-style-type: none"> This data indicates that writing instruction did not improve from year one to year two of testing, and that student performance dropped as they moved to 4th grade. 			<ol style="list-style-type: none"> We work from teacher-developed units. Some teachers did not have needed instructional expertise to adjust units to meet their student's specific need. Teachers expressed confusion over unit outcomes in 4th grade. All 3 4th grade teachers were new to SOAR. One teacher moved in to the position one week before school started and one teacher moved in to the position one month after school started. Two of the three teachers decided mid-year that they would not be returning for the 2013/14 year. Students were not consistently shown exemplar work or given immediate feedback about how to reach expected standards.
Academic Growth	R	For reading we had a MGP of 30, failing to meet the standard target MGP of 50.	<ul style="list-style-type: none"> Reading – 2012/13 4th graders had a MGP of 30. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR's overall MGP for 	See Academic Status Root Causes
M	For math we had a MGP of 17 with an expectation of 50, failing to meet the standard target MGP of 50.			
W	For writing we had a MGP of 32 with an expectation of 50, failing to meet the standard target MGP of 50.			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<ul style="list-style-type: none"> • We experienced modest growth in ELL Reading performance in the 3rd Grade with the percentage of students P/A increasing from 35% to 38% in 2013. For 2013 42% of 4th Grade ELL students were P/A in Reading. This shows that the same students that were 3rd graders in 2012 posted measurable gains in proficiency. • We saw a significant decline in ELL Math performance in the 3rd Grade. In 2012 65% of 3rd grade ELL students scored P/A while in 2013 50% showed P/A. In 2013 4th graders posted only 32% P/A. • We saw a measurable decline in ELL Writing performance in the 3rd Grade. In 2012 29% of 3rd grade ELL students showed P/A. In 2013 19% of students showed P/A. In 2013 11% of ELL 4th grade students showed P/A. • ELL students underperformed the general population in reading, writing, and math in 3rd grade and 4th grade. <ul style="list-style-type: none"> o This is concerning in part because ACCESS scores indicate that most 3rd and 4th grade 	<p>the school.</p> <ul style="list-style-type: none"> • Writing -- 2012/13 4th graders had a MGP of 32. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR's overall MGP for the school. • Math -- 2012/13 4th graders had a MGP of 17. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR's overall MGP for the school. 	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>students are scoring Expanding or above.</p> <ul style="list-style-type: none"> o There is a gap between ELL performance and the general population. <ul style="list-style-type: none"> • Regarding gender gaps <ul style="list-style-type: none"> o In 3rd grade reading females outperformed males 6% in the P/A category. o In 3rd grade writing females outperformed males 14% in the P/A category. o In 3rd grade math females outperformed males by 4% in the P/A category. o Overall in 3rd grade females outperformed males o In 4th grade reading females outperformed males by 13% in the P/A category. o In 4th grade writing females outperformed males by 4% in the P/A category 		

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> o In 4th grade math males outperformed females by 18% in the P/A category o In 4th grade females outperformed males in reading and writing, while males outperformed females in math. Of the six tested grade/subjects 4th grade math was the only subject where males outperform females. 		

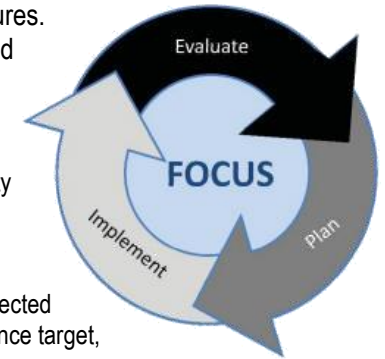
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAP A, Lectura, Escritura	R	<ul style="list-style-type: none"> ELL students underperformed general population students in all subject areas and levels. Females outperformed males in every subject area and grade except for 4th grade math. 	<p>Percent of students as measured by the DRA-2 at or above grade level: 65% (Kindergarten) 65% (1st grade) 65% (2nd grade)</p> <p>Percent of students scoring Proficient and Advanced as measured by TCAP:</p> <p>3rd grade: 64% of SOAR students who have attended the school for 1 or more full years</p> <p>4th grade: 61% of SOAR students who have attended the school</p> <p>5th grade: 61% of SOAR students who have attended the school for two or more full years</p>	<p>Percent of students as measured by the DRA-2 at or above grade level: 70% (Kindergarten) 70% (1st grade) 70% (2nd grade)</p> <p>Percent of students scoring Proficient and Advanced as measured by TCAP:</p> <p>3rd grade: 69% of SOAR students who have attended the school for 1 or more full years</p> <p>4th grade: 66% of SOAR students who have attended the school</p> <p>5th grade: 66% of SOAR students who have attended the school for two or more full years</p>	DRA-2	<p>Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.</p> <p>Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades.</p> <p>Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.</p>
		W	<ul style="list-style-type: none"> Writing performance was significantly below expectations in tested 	<p>Percent of students scoring Proficient and Advanced as measured by TCAP:</p> <p>3rd grade: 60% of SOAR 3rd grade students who have attended the school for 1 or more full years</p>	<p>Percent of students scoring Proficient and Advanced as measured by TCAP:</p> <p>3rd grade: 50% of SOAR 3rd grade students who have attended the school for 1 or more full years</p>	SOAR MATH BOTTOM LINES	<p>Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.</p>

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

			grades.	4 th grade: 65% of SOAR 4 th grade students who have attended the school for two or more full years 5 th grade: 45% of SOAR 5 th grade students who have attended the school for three or more full years	4 th grade: 50% of SOAR 4 th grade students who have attended the school for two or more full years 5 th grade: 50% of SOAR students who have attended the school for two or more full years		Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades. Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.
		M	<ul style="list-style-type: none"> Math scores in both 3rd and 4th grade in 2013 were below expectations. 	<u>Percent of students scoring Proficient and Advanced as measured by TCAP:</u> 3 rd grade: 60% of SOAR 3 rd grade students who have attended the school for 1 or more full years 4 th grade: 65% of SOAR 4 th grade students who have attended the school for two or more full years 5 th grade: 36% of SOAR 5 th grade students who have attended the school for three or more full years	<u>Percent of students scoring Proficient and Advanced as measured by TCAP:</u> 3 rd grade: 41% of SOAR 3 rd grade students who have attended the school for 1 or more full years 4 th grade: 41% of SOAR 4 th grade students who have attended the school for two or more full years 5 th grade: 41% of SOAR students who have attended the school for two or more full years	SOAR Writing Rubrics	Major Improvement Strategy #1: Ensure that the 4 th and 5 th grade educators implement our reading and math curriculum with fidelity. Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades. Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.

		S		5 th grade: 60% of SOAR 5 th grade students who have attended the school for three or more full year	5 th grade: 65% of SOAR 5 th grade students who have attended the school for three or more full year		
Academic Growth	Median Growth Percentile (TCAP/CSA P & ACCESS)	R	Reading – 2012/13 4th graders had a MGP of 30. Since these where our only students with growth scores, this MGP of 30 represents SOAR @ GVR’s overall MGP for the school. This growth is not adequate.	<u>Our goal is to exceed state expectations for growth within 3 years.</u> 59 MGP	59 MGP	DRA-2	<p>Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.</p> <p>Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades.</p> <p>Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.</p>
		W	Writing -- 2012/13 4th graders had a MGP of 32. Since these where our only students with growth scores, this MGP of 30	<u>Our goal is to exceed state expectations for growth within 3 years.</u> 66 MGP	66 MGP	SOAR MATH BOTTOM LINES	<p>Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.</p> <p>Major Improvement Strategy #2: Create</p>

			represents SOAR @ GVR's overall MGP for the school. This growth is not adequate.				increased urgency and rigor in all tested grades. Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.
		M	Math -- 2012/13 4th graders had a MGP of 17. Since these were our only students with growth scores, this MGP of 30 represents SOAR @ GVR's overall MGP for the school. This growth is not adequate.	<u>Our goal is to exceed state expectations for growth within 3 years.</u> 63 MGP	63 MGP	SOAR Writing Rubrics	Major Improvement Strategy #1: Ensure that the 4 th and 5 th grade educators implement our reading and math curriculum with fidelity. Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades. Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.

		ELP	<p>2013 ACCESS MGP showed improvement from 2012, but the growth still needs to improve.</p> <p>According to our ELL student TCAP MGP our reading growth was very strong compared to similar schools but Math and Writing growth struggles</p>	<p><u>Growth percentile for students as measured by ACCESS: 55</u></p>	<p><u>Growth percentile for students as measured by ACCESS: 60</u></p>	<p>DRA-2, SOAR Language Rubrics, SOAR MATH BOTTOM LINES, ACCESS</p>	<p>Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.</p> <p>Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades.</p> <p>Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.</p>
Academic Growth Gaps	Median Growth Percentile	R	ELL students underperformed general population students in all subject areas and levels.	All student groups will meet or exceed adequate student growth percentile as determined by TCAP growth measures available after 2012/13	All student groups will meet or exceed adequate student growth percentile as determined by TCAP growth measures.	DRA-2	
		M	Females outperformed males in every subject area and grade except for	All student groups will meet or exceed adequate student growth percentile as determined by TCAP growth measures available after 2012/13	All student groups will meet or exceed adequate student growth percentile as determined by TCAP growth measures.	SOAR MATH BOTTOM LINES	
		W		All student groups will meet or exceed adequate student growth percentile as determined by	All student groups will meet or exceed adequate student growth percentile as determined by	SOAR Writing Rubrics	

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

			<p>4th grade math.</p> <p>Writing performance was significantly below expectations in tested grades.</p>	<p>TCAP growth measures available after 2012/13</p>	<p>TCAP growth measures.</p>		
--	--	--	---	---	------------------------------	--	--

Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Ensure that the 4th and 5th grade educators implement our reading and math curriculum with fidelity.

Root Cause(s) Addressed:

- Some teachers did not have adequate instructional expertise, or a clear vision for excellent student outcomes. This was specifically apparent in the 4th grade in the 2012-13 academic year.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
3-4 week summer professional development institute with focus on curriculum and responsive classroom	August 2013	August 2014	Gianna C.	General Funding	Teacher Surveys, Classroom observation,	Institute completed, classroom observations ongoing, survey completed
Revised units in reading, writing, and math	June to August 2013	June to August 2014	Gianna C, Directors of Curriculum and Instruction	General Funding	Completed unit calendars in reading writing and math by August 2013	Completed but under constant review by leadership team monthly
Classroom observation and feedback by professional content consultants, and leadership team.	August 2013 to June 2014	August 2014 to June 2015	Consultants, leadership team	General Funding	Classroom observations and delivered feedback,	In process Monthly

Lab site professional development sessions	August 2013 to June 2014	August 2014 to June 2015	Consultants, leadership team,	General Funding	Lab sites scheduled quarterly	In process Quarterly
Teachers, with support from administration analyze mid-year text level data and adjust intervention groupings and focus accordingly.	Jan/Feb '14	Jan/Feb '15	Principal	General Funding	DRA/WRAP data entered by teachers in to Alpine by Jan. 3. Teachers create revised intervention plans on 1/10/14. Administration reviews interventions plans mid Jan. to ensure all plans are robust.	In process
Ensure that reading unit plans are consistently revised to meet the needs of individual classes and students through monitoring and support.	Jan '14	Continual.	Principal	General Funding	By 1/10 develop and implement a monitoring and support system in collaboration with classroom teachers	In process
Ensure that the math curriculum calendar is followed with teaching points revised as necessary based on class needs. Additionally, lessons and student work are differentiated to meet individual student needs. This will be accomplished through monitoring and support.	Jan '14	Continual.	Principal	General Funding	By 1/10 develop and implement a monitoring and support system in collaboration with classroom teachers	In process
Parents, along with key staff, develop a recommendation for homework in all grades, to be implemented in FY '14/'15.	Nov-June '13/'14	Nov-June '14/'15	SAC, Principal	General Funding	SAC reviews school parent survey data Nov '13. Creation of committee Feb '14.	In process

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

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

Major Improvement Strategy #2: Create increased urgency and rigor in all tested grades.

Root Cause(s) Addressed:

- Inconsistent behavior management implementation led to some classroom environments not being conducive to high standards and learning. This was specifically apparent in the 4th grade in the 2012-13 academic year.
- Writing instruction did not prepare students to perform well on state assessments (TCAP)
- Some teachers did not have adequate instructional expertise, or a clear vision for excellent student outcomes. This was specifically apparent in the 4th grade in the 2012-13 academic year.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Teacher evaluations include focus on urgency, rigor, and student knowledge and implementation of expectations	Fall; September to November 2013 Midyear; January to March 2014	Fall; September to November 2014 Midyear; January to March 2015	Principal	General Funding	Evaluation Cycles (fall, mid-year)	Fall cycle completed
Responsive Classroom and management focused walkthrough and feedback	August 2013 to June 2014	August 2014 to June 2015	Dean, and Principal	General Funding	Weekly Walkthroughs	In process weekly
Professional Development focused on defining student exemplars and standards for excellent work.	October 2013 to June 2014	August 2014 to June 2015	Principal	General Funding	SOAR Language Systems Rubric, grade level writing rubrics, and student exemplars in all subjects	Monthly Professional Development Sessions in progress Team meetings in progress

School Code: 8053

School Name: SOAR AT GREEN VALLEY RANCH

<p>Implement individualized teacher support to ensure that students:</p> <ul style="list-style-type: none"> • Know their job • Know what they're expected to produce and the process for producing it • Have access to tools for self and peer evaluation • Receive timely feedback on their academic and behavioral performance 	<p>December '13 and ongoing</p>	<p>December '14 and ongoing</p>	<p>Principal</p>	<p>General Funding</p>	<p>Teacher self-assessment completed by 12/20/13 Administrator assessment completed by 1/17/13 Implementation of support plans started by 1/30</p>	<p>In process</p>
--	---------------------------------	---------------------------------	------------------	------------------------	--	-------------------

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

Major Improvement Strategy #3: Improve alignment between writing instructional strategies, curriculum, and assessment with Colorado Academic Standards, Common Core, and State Assessments.

Root Cause(s) Addressed:

- Writing instruction did not prepare students to perform well on state assessments (TCAP)
- Some teachers did not have adequate instructional expertise, or a clear vision for excellent student outcomes. This was specifically apparent in the 4th grade in the 2012-13 academic year.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
3 rd , 4 th , and 5 th grade writing rubrics revised to better align with common core.	August 2013	Summer 2014	Principal, Gianna, DCI's	General Fund	Completed Rubrics	Completed August of 2013, will revise summer of 2014
3 rd , 4 th , and 5 th grade Writing prompts revised to more closely align with TCAP structure.	August 2013	Summer 2014	Principal, Gianna, DCI's	General Fund	Completed Prompts	Completed August of 2013, will revise summer of 2014
Revising test prep strategies and implement regular instruction and practice within weekly classroom routines.	November 2013 to March 2014	Summer 2014	Principal, Professional Writing Consultant	General Fund	Train & monitor teachers in implementation of weekly editing work during morning meetings, Dec-March, 2014. Train & monitor teachers in implementation of weekly sentence dictation work, Dec-	In process.

					March, 2014.	
Implement revised Writing Test Prep Unit.	Jan-Feb, 2014	Jan-Feb 2015	Principal, Gianna	General Funds	Analyze TCAP to ensure test-prep aligns with structure of the test in November, 2013. Revise Writing Unit to match TCAP standards and address student needs, December 2013. Professional development session for all 3 rd , 4 th , 5 th teachers to finalize test prep units and implementation strategies.	In process.

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

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)