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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 9739   School Name: WYATT ACADEMY 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 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	39.52%	38.89%	-	Overall Rating for Academic Achievement: **Does Not Meet** * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	43.33%	33.74%	-	
		W	53.52%	57.77%	-	25.71%	34.97%	-	
		S	47.53%	48.00%	-	14.75%	17.31%	-	
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: **Approaching** * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	52	60	-	40	51	-	
		M	62	85	-	35	47	-	
		W	63	73	-	27	62	-	
		ELP	-	-	-	63	60	-	

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

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Accountability Status and Requirements for Improvement Plan

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.

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Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):
☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program (CGP)   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	DAVID TRAJTENBERG, EXECUTIVE DIRECTOR
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2	Name and Title	SHAWN GRAZIANI, CHIEF ACADEMIC OFFICER
	Email	SHAWN.GRAZIANI@WYATTACADEMY.ORG
	Phone	(303) 292-5515
	Mailing Address	3620 FRANKLIN ST. DENVER, CO 80205

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Section III: Narrative on Data Analysis and Root Cause Identification

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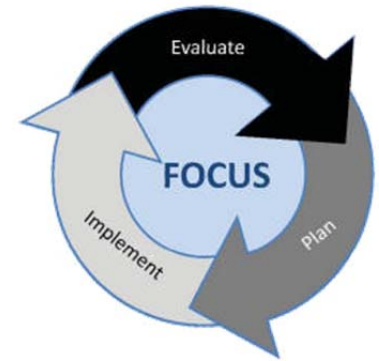
Data Narrative for School

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

Data Narrative for School

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

Description of School Setting and Process for Data Analysis:

Wyatt-Edison Charter School, a school operated and managed by EdisonLearning was transformed into Wyatt Academy on July 1, 2013. This improvement plan is for Wyatt Academy as it strives to improve the services and increase student achievement levels that so dramatically dropped over the past 5 years under the management of EdisonLearning. Wyatt Academy serves 590 scholars, K-8. Wyatt serves a large percentage of ELL's (60%) as well as students who qualify for free and/or reduced priced lunch (>90% FRL). The school's transition to Wyatt Academy marks a significant shift in the amount of resources dedicated to supporting student achievement and closing the large achievement gaps that the scholars face. The UIP was developed by the Executive Director and the Chief Academic Officer in conjunction with support from the DPS Office of School Reform and Innovation. The general process for the development of the UIP includes a review of the data, conversations and reflection about root causes and reasons for our observations and intensive action planning. This plan also takes into consideration feedback provided to the school by the DPS Office of School Reform and Innovation as well as direction from our board of directors.

Review Current Performance:

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Our SPF suggests declines in areas of academic achievement and growth. While we still enjoy high levels of parent engagement and student satisfaction, our performance in the academic arena has been poor and in need of urgent improvement. The magnitude of the school's performance challenges are great as we work to change the culture of a community based school.

Trend Analysis:

Wyatt-Edison's 2012-2013 TCAP comparison suggests an **increase** in the following important, high leverage measures of student achievement:

Proficiency

- Middle School Reading (+8%)
- Middle School Math (+7.7%)
- Middle School Writing (+6%)

Growth

- Middle School Reading MGP (+14)
- Middle School Math MGP (+5%)
- Middle School Writing MGP (+14)
- Elementary School Reading MGP (+13)
- Elementary School Math MGP (+5.5)

Wyatt-Edison's 2012-2013 TCAP comparison data suggests an **decrease** in the following important, high leverage measures of student achievement:

Proficiency

- Elementary School Reading (-2%)
- Elementary School Math (-1%)
- Elementary School Writing (-3%)

Growth

- Elementary School Writing MGP (-16)

Priority Performance Challenges:

- While the scholars at Wyatt experienced greater levels of academic growth on their 2013 TCAP scores, they continue to grow at sub-par level of achievement. In order for the scholars at Wyatt to maintain achievement levels with their cohort group, they should have MGP's of 50 at a minimum. Given that the mission of the school is to prepare scholars for high school, college and beyond, increasing achievement at a rate that will bring them to grade-level proficiency is a priority.

- In order to best prepare scholars for grade level proficiency when they arrive to the state assessments, a priority performance challenge is to improve reading and math proficiency in Kindergarten, 1st and 2nd grade.

Subgroup Reading Proficiency Data

Grade	11'	12'	Change	13'	Change
Wyatt	46	37	-9	39	+2
ELL	26	22	-4	34	+12
FRL	44	36	-8	37	+1
SPED	9	0	-9	0	0

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Subgroup Writing Proficiency Data

Grade	11'	12'	Change	13'	Change
Wyatt	34	29	-5	30	+1
ELL	16	17	+1	20	+3
FRL	32	28	-4	31	+3
SPED	0	0	0	0	0

Subgroup Math Proficiency Data

Grade	11'	12'	Change	13'	Change
Wyatt	45	37	-8	39	+2
ELL	34	28	-6	34	+6
FRL	43	36	-7	36	0
SPED	3	3	0	3	0

Subgroup Trend Data Narrative:

- **SPED-** Subgroup has shown no adequate growth over three years in reading, math, or writing
- **FRL-** Subgroup has shown minimal growth in reading and writing and no growth in math
- **ELL-** Subgroup has shown significant growth in reading and adequate growth in writing and math

Root Cause Analysis

- Lack of structures for consistent, school-wide, high-quality teaching practices.
- The alignment of the interim assessments (IA) and subsequent data analysis is questionable with regards to assessment rigor, alignment of instruction and data analysis.
- Lack of high quality, standards-aligned curriculum.
- Weak implementation of effective RTI model with progress monitoring and use of PM assessment data (i.e. SRI, DIBELS, Language!)
- Lack of systems and structures that support the RTI process and supporting students with learning gaps.
- The school has failed to meet expectations due to several years of inadequate support and supervision of a high quality, standards based, and well-implemented academic program. Including curriculum maps aligned to standards, thoughtfully developed interim assessments designed to ensure mastery of essential standards, and common expectations for high leverage teaching practices.
- The school has failed to meet expectations due to several years of inadequate support and supervision of a high quality, standards based, and well-implemented academic program in the primary grades (K-2). Resulting in students being inadequately prepared for subsequent years where they take the state test.
- A decline in the SPED subgroup can be attributed to an unclear process for sped referrals and the infancy of RTI at the school.

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	**TCAP Targets – By Level** | Level Sub.	P+ | |---|---| | ES Reading | 52 | | ES Writing | 45 | | ES Math | 61 | | MS Reading | 49 | | MS Writing | 53 | | MS Math | 42 | **TCAP Targets – By Grade** | | R | W | M | |---|---|---|---| | 3rd | | | | | 4th | 57 | 52 | 61 | | 5th | 47 | 37 | 61 | | 6th | 44 | 48 | 51 | | 7th | 55 | 48 | 45 | | 8th | 47 | 62 | 30 | **TCAP Reading Targets –By Subgrp** | Grade | P+ | |---|---| | ELL | 32 | | FRL | 46 | | SPED | 25 |	**TCAP Targets – By Level** | Level Sub. | P+ | |---|---| | ES Reading | No – 40 | | ES Writing | No – 26 | | ES Math | No – 43 | | MS Reading | No – 39 | | MS Writing | No – 35 | | MS Math | No - 34 | **TCAP Targets – By Grade** | | R | W | M | |---|---|---|---| | 3rd | | | | | 4th | No-32 | No-23 | No-40 | | 5th | No-43 | No-30 | No-37 | | 6th | Yes-49 | No-39 | No-35 | | 7th | No-36 | No-41 | No-34 | | 8th | No-31 | No-25 | No-33 | **TCAP Reading Targets –By Subgrp** | Grade | P+ | |---|---| | ELL | Yes-34 | | FRL | No-37 | | SPED | No-0 |	• Lack of structures for consistent, school-wide, high-quality teaching practices. • The alignment of the interim assessments (IA) and subsequent data analysis is questionable with regards to assessment rigor, alignment of instruction and data analysis. • Lack of high quality, standards-aligned curriculum. • Weak implementation of effective RTI model with progress monitoring and use of PM assessment data (i.e. SRI, DIBELS, Language!) • Lack of systems and structures that support the RTI process and supporting students with learning gaps. • Inadequate support and supervision of a high quality, standards based, and well-implemented academic program. Including curriculum maps aligned to standards, thoughtfully developed interim assessments designed to ensure mastery of essential standards, and common expectations for high leverage teaching practices.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Growth	MGP Targets – By Grade 		R	W	M
3rd			
4th	65	65	65
5th	65	65	65
6th	65	65	65
7th	65	65	65
8th	65	65	65		MGP Targets – By Grade |	R	W	M
3rd			
4th	No-40.5	No-21.5	No-29.5
5th	No-32	No-38	No-36.5
6th	No-64	Yes-69.5	No-35
7th	No-53.5	No-62	No-46
8th	No-31.5	No-55	Yes-79		• Lack of structures for consistent, school-wide, high-quality teaching practices. • The alignment of the interim assessments (IA) and subsequent data analysis is questionable with regards to assessment rigor, alignment of instruction and data analysis. • Lack of high quality, standards-aligned curriculum. • Weak implementation of effective RTI model with progress monitoring and use of PM assessment data (i.e. SRI, DIBELS, Language!) • Lack of systems and structures that support the RTI process and supporting students with learning gaps. • Inadequate support and supervision of a high quality, standards based, and well-implemented academic program. Including curriculum maps aligned to standards, thoughtfully developed interim assessments designed to ensure mastery of essential standards, and common expectations for high leverage teaching practices.
Postsecondary & Workforce Readiness	Growth gaps in reading, as indicated on the SPF, will be designated as "approaching"	ELL, FRL and Minority Growth was "Does not meet" on the SPF. ELL Growth Comparison was "Meets" FRL Growth Comparison was "Approaching" Access Growth was "Approaching" DRA Growth was "Approaching"	

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Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Reading – Proficient and above** 	Grade	11'	Change	12'	Change	13'	Change
---	---	---	---	---	---	---
3	60	4	48	-12	43	-5
4	30	-11	42	12	32	-10
5	43	-3	34	-9	43	9
6	44	-16	43	-1	49	6
7	55	-6	32	-23	36	4
8	47	5	14	-33	31	17		• An observed decline in reading proficiency in 4th and 5th grade. • Low reading proficiency rates for all grades.	• Lack of consistent policies and procedures around classroom instruction. • Lack of coherent and effectively implemented RTI process. • Lack of system to constantly assess and progress monitor student growth in specific skills. • Low expectation of scholars.
	Writing – Proficient and above 	Grade	11'	Change	12'	Change	13'	Change
---	---	---	---	---	---	---
3	32	8	30	-2	25	-5
4	26	-2	26	0	23	-3
5	33	1	30	-3	30	0
6	32	-12	27	-5	39	12
7	49	3	39	-10	41	2
8	35	13	20	-15	25	5		• An observed decline in writing proficiency in 4th and 5th grade. • Low writing proficiency rates for all grades.	• Lack of coherent standards-aligned writing curriculum • Lack of consistent policies and procedures around classroom instruction. • Lack of coherent and effectively implemented RTI process. • Lack of system to constantly assess and progress monitor student growth in specific skills. • Low expectation of scholars.
	Math – Proficient and above 	Grade	11'	Change	12'	Change	13'	Change
---	---	---	---	---	---	---
3	60	-1	44	-16	50	6
4	58	8	54	-4	40	-14
5	43	13	36	-7	37	1
6	32	-12	37	5	35	-2
7	34	1	17	-17	34	17
8	35	-1	24	-11	33	9		• An observed decline in math proficiency 4th and 6th grade • Low writing proficiency rates for all grades.	• Lack of coherent standards-aligned math curriculum • Lack of consistent policies and procedures around classroom instruction. • Lack of coherent and effectively implemented RTI process. • Lack of system to constantly assess and progress monitor student growth in specific skills. • Low expectation of scholars.

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Academic Growth	**Reading – MGP 2010-2012**							• Continued sub-50 reading MGP for grades 4, 5 and 8.	• Lack of consistent policies and procedures around classroom instruction.

Reading – MGP 2010-2012

Grade	11'	Change	12'	Change	13'	Change
4	34	6	25	-9	40.5	15.5
5	49	-16	31	-18	32	1
6	54	-20	46	-8	64	18
7	78	6	44.5	-33.5	53.5	9
8	72	6	16	-56	31.5	15.5

- Continued sub-50 reading MGP for grades 4, 5 and 8.

- Lack of consistent policies and procedures around classroom instruction.
- Lack of coherent and effectively implemented RTI process.
- Lack of system to constantly assess and progress monitor student growth in specific skills.
- Low expectation of scholars.

Writing – MGP 2010-2012

Grade	11'	Change	12'	Change	13'	Change
4	27	-11	35	8	21.5	-13.5
5	41	-9.5	48	7	38	-10
6	47	-17.5	42	-5	69.5	27.5
7	72	17	56.5	-15.5	62	5.5
8	70	28	23.5	-46.5	55	31.5

- Continued sub-50 writing MGP for grades 4 and 5.
- Declined writing growth in grades 4 and 5.

- Lack of coherent standards-aligned writing curriculum
- Lack of consistent policies and procedures around classroom instruction.
- Lack of coherent and effectively implemented RTI process.
- Lack of system to constantly assess and progress monitor student growth in specific skills.
- Low expectation of scholars.

Math – MGP 2010-2012

Grade	11'	Change	12'	Change	13'	Change
4	54	14.5	31	-23	29.5	-1.5
5	41	-5	28	-13	36.5	8.5
6	63	-11	28	-35	35	7
7	65	-9	46	-19	46	0
8	67	-21	51	-16	79	28

- Continued sub-50 math MGP for grades 4, 5, 6 and 7.
- Declined math growth in grades 4.

- Lack of coherent standards-aligned math curriculum
- Lack of consistent policies and procedures around classroom instruction.
- Lack of coherent and effectively implemented RTI process.
- Lack of system to constantly assess and progress monitor student growth in specific skills.
- Low expectation of scholars.

Academic Growth Gaps

Subgroup Reading Proficiency Data

Grade	11'	Change	12'	Change	13'	Change
Wyatt	46	-4	37	-9	39	2
ELL	26	-2	22	-4	34	12
FRL	44	-6	36	-8	37	1
SPED	9	-4	0	-9	0	0

- Low proficiency rates for all subgroups.
- Particular concern with SPED proficiency of zero.

- Lack of consistent policies and procedures around classroom instruction.
- Lack of cohesive and well-designed special education program.
- Lack of coherent and effectively implemented RTI process.
- Lack of system to constantly assess and progress monitor ELL student growth in specific skills.

Subgroup Writing Proficiency Data

Grade	11'	Change	12'	Change	13'	Change
Wyatt	34	2	29	-5	30	1
ELL	16	2	17	1	20	3
FRL	32	0	28	-4	31	3
SPED	0	-10	0	0	0	0

- Low proficiency rates for all subgroups.
- Particular concern with SPED proficiency of zero.

- Lack of consistent policies and procedures around classroom instruction.
- Lack of cohesive and well-designed special education program.
- Lack of coherent and effectively implemented RTI process.

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| | | | | | | • Lack of system to constantly assess and progress monitor ELL student growth in specific skills. |

Subgroup Math Proficiency Data

Grade	11'	Change	12'	Change	13'	Change
Wyatt	45	2	37	-8	39	2
ELL	34	7	28	-6	34	6
FRL	43	0	36	-7	36	0
SPED	3	-10	3	0	3	0

- Low proficiency rates for all subgroups.
- Particular concern with single digit SPED proficiency.

- Lack of consistent policies and procedures around classroom instruction.
- Lack of cohesive and well-designed special education program.
- Lack of coherent and effectively implemented RTI process.
- Lack of system to constantly assess and progress monitor ELL student growth in specific skills.

Section IV: Action Plan(s)

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

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

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

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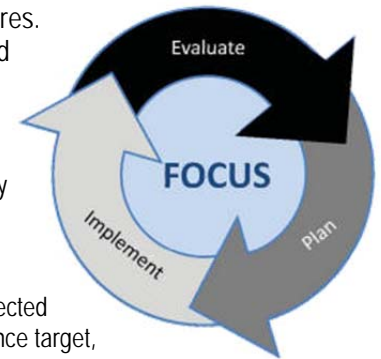
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	• An observed decline in reading proficiency in 4th and 5th grade. • Low reading proficiency rates for all grades.	**TCAP Targets – By Level**	**TCAP Targets – By Level**	• 6-week Interim Assessments, from which decisions are made regarding instruction and reteaching. • NWEA MAP Assessment in reading, math and language usage. • SFA Root test for reading proficiency. • Progress monitoring with STAR for scholars in SIT and RTI process.	• Development and Implementation of a rigorous, standard-aligned curriculum in Math and English Language Arts. • Frequent observation and feedback of instruction and practice and teaching strategies. • Increased professional development for teachers and paraprofessionals in writing and reading instruction • 45 minute block devoted each day to the intervention of scholars reading below grade-level by a certified teacher • 45 minute block of intervention each day to scholars identified as ELD provided by a certified ELD teacher • Improved scheduling and support of SPED teachers to better provide effective support and instruction to SPED population

TCAP Targets – By Level (2013-14)

Level Sub.	P+
ES Reading	50
ES Writing	50
ES Math	50
MS Reading	50
MS Writing	50
MS Math	50

TCAP Targets – By Level (2014-15)

Level Sub.	P+
ES Reading	55
ES Writing	55
ES Math	55
MS Reading	55
MS Writing	55
MS Math	55

W: • An observed decline in writing proficiency in 4th and 5th grade. • Low writing proficiency rates for all grades.

TCAP Targets – By Grade (2013-14)

	R	W	M
3rd	50	50	50
4th	50	50	50
5th	50	50	50
6th	50	50	50
7th	50	50	50
8th	50	50	50

TCAP Targets – By Grade (2014-15)

	R	W	M
3rd	55	55	55
4th	55	55	55
5th	55	55	55
6th	55	55	55
7th	55	55	55
8th	55	55	55

M: • An observed decline in math proficiency 4th and 6th grade • Low writing proficiency rates for all grades.

TCAP Targets – By Subgrp (2013-14)

	R	W	M
ELL	50	30	50
FRL	45	40	45
SPED	35	35	35

TCAP Targets – By Subgrp (2014-15)

	R	W	M
ELL	55	35	50
FRL	50	45	50
SPED	40	40	40

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	2013-14	2014-15	Interim Measures	Major Improvement Strategy
Academic Growth	Median Growth Percentile	R	• Continued sub-50 reading MGP for grades 4, 5 and 8.	**MGP Targets – By Grade**	**MGP Targets – By Grade**	• 6-week Interim Assessments, from which decisions are made	• Development and Implementation of a rigorous, standard-

MGP Targets – By Grade (2013-14)

	R	W	M
4th	60	60	60

MGP Targets – By Grade (2014-15)

	R	W	M
4th	65	65	65

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(TCAP/CSAP & ACCESS)	W	• Continued sub-50 writing MGP for grades 4 and 5. • Declined writing growth in grades 4 and 5.	5th	60	60	60	5th	65	65	65	regarding instruction and reteaching.	aligned curriculum in Math and English Language Arts.
			6th	60	60	60	6th	65	65	65	• NWEA MAP Assessment in reading, math and language usage.	• Frequent observation and feedback of instruction and practice and teaching strategies.
			7th	60	60	60	7th	65	65	65	• SFA Root test for reading proficiency.	• 45 minute block devoted each day to the intervention of scholars reading below grade-level by a certified teacher
	M	• Continued sub-50 math MGP for grades 4, 5, 6 and 7. • Declined math growth in grades 4.	8th	60	60	60	8th	65	65	65	• Progress monitoring with STAR for scholars in SIT and RTI process	• 45 minute block of intervention each day to scholars identified as ELD provided by a certified ELD teacher • Improved scheduling and support of SPED teachers to better provide effective support and instruction to SPED population
Academic Growth Gaps	Median Growth Percentile	R	• Low proficiency rates for all subgroups. • Particular concern with SPED proficiency of zero.	Growth gaps in reading, writing and math, as indicated on the SPF, will be designated as "approaching"			Growth gaps in reading, writing and math, as indicated on the SPF, will be designated as "meets"				• 6-week Interim Assessments, from which decisions are made regarding instruction and reteaching. • NWEA MAP Assessment in reading, math and language usage.	• Development and Implementation of a rigorous, standard-aligned curriculum in Math and English Language Arts. • Frequent observation and feedback of instruction and practice and teaching strategies.
		W	• Low proficiency rates for all subgroups. • Particular concern with SPED proficiency of zero.								• SFA Root test for reading proficiency. • Progress monitoring with STAR for scholars in SIT and RTI process	• 45 minute block devoted each day to the intervention of scholars reading below grade-level by a certified teacher
		M	• Low proficiency rates for all subgroups. • Particular concern									• 45 minute block of intervention each day to scholars identified as

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			with single digit SPED proficiency.				• ELD provided by a certified ELD teacher • Improved scheduling and support of SPED teachers to better provide effective support and instruction to SPED population.

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:

Development and Implementation of a rigorous, standards-aligned curriculum in Math and English Language Arts

Root Cause(s) Addressed: (1) Lack of coherent standards-aligned writing curriculum (2) Low expectations for scholars.

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)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status
	2013-14	2014-15			
Create backwards designed curriculum with teaching staff	Beginning Summer, 2013	Ongoing	• Staff stipends • Backwards planning resources • Leadership support (i.e. CAO)	Unit 1-2 Unit 3 Unit 4 Unit 5 MAPS Assessments TCAP	Completed 9/1/13 Completed 12/2/13 In development In development Quarterly Spring 2013
Develop corresponding Interim assessments	On a unit by unit basis	Ongoing	• Staff stipends • Backwards planning resources • Leadership support (i.e. CAO)	Unit 1-2 Unit 3 Unit 4 Unit 5 MAPS Assessments TCAP	Completed 9/1/13 Completed 12/2/13 In development In development Quarterly Spring 2013
Monitor the quality and progress of curriculum design	Ongoing	Ongoing	• Staff stipends • Backwards planning resources	Data Day Unit 1 Data Day Unit 2	Completed 9/27//13 Completed 11/15/13

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				• Leadership support (i.e. CAO)	Data Day Unit 3	Anticipated 1/24/13
					Data Day Unit 4	Anticipated 3/28/13
					Data Day Unit 5	Anticipated 5/23/13
					MAPS Assessments	Quarterly
					TCAP	Spring 2013

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Major Improvement Strategy #2:

Frequent observation and feedback of instruction and practice and teaching strategies.

Root Cause(s) Addressed: (1) Lack of consistent policies and procedures around classroom instruction. (2) Lack of system to constantly assess and progress monitor student growth in specific skills.

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		Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status
	2013-14	2014-15			
Introduce staff to weekly observation-feedback cycle	Summer 2013	Summer 2014	• Professional development time	Weekly Observations and scheduled feedback meetings Mid-Year Formal Evaluations End of Year Formal Evaluations	On-going November 2013 May 2014
Establish schedule to ensure successful implementation of weekly observation-feedback cycle	Late summer-2013	Late summer-2014	• Teacher daily plan time. • Professional development time	Weekly Observations and scheduled feedback meetings Mid-Year Formal Evaluations End of Year Formal Evaluations	On-going November 2013 May 2014
Perform and monitor progress of weekly observation-feedback cycle	Ongoing	Ongoing	• Teacher daily plan time. • Professional development time	Weekly Observations and scheduled feedback meetings Mid-Year Formal	On-going November

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| | | | | Evaluations | 2013 |
| | | | | End of Year Formal Evaluations | May 2014 |

Major Improvement Strategy #3:

Implementation of diversified, comprehensive system of leveled intervention and enrichment classes for thriving and struggling scholars.

Root Cause(s) Addressed: (1) Lack of coherent and effectively implemented RTI process. (2) Lack of system to constantly assess and progress monitor ELL student growth in specific skills

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		Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status
	2013-14	2014-15			
Analyze student ability and proficiency data	8/1/13-6/14	8/1/14-6/15	• Professional development time. • TCAP/MAP data • IA Data	Scheduled Data Days Weekly Team Collaborative Meetings Wednesday PD Time	On-going On-going On-going
Build schedule to accommodate SPED and ELD needs	8/1/13-6/14	8/1/14-6/15	• Professional development time. • TCAP/MAP analysis tools • IA Data	Quarter I Schedule Quarter II Schedule Quarter III Schedule Quarter IV Schedule	Completed 8/13 Completed 11/13 Anticipated 2/14 Anticipated 4/14
Place students into appropriate classes	8/1/13-6/14	8/1/13-6/14	• Professional development time. • TCAP/MAP data • TCAP/MAP analysis tools • IA Data	Quarter I Schedule Quarter II Schedule Quarter III Schedule Quarter IV Schedule	Completed 8/13 Completed 11/13 Anticipated 2/14 Anticipated 4/14
Progress monitor and set growth goals	8/1/13-	8/1/13-6/14	• MAP/STAR/Class data	Scheduled Data	On-going

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	6/14			Days	
				Weekly Team Collaborative Meetings	On-going
				Wednesday PD Time	On-going
Reestablish group objectives and level based on interim progress monitoring	8/1/13-6/14	8/1/13-6/14	• MAP/STAR/Class data	Scheduled Data Days	On-going
				Weekly Team Collaborative Meetings	On-going
				Wednesday PD Time	On-going

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)

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