

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

Organization Code: 2862 District Name: JULESBURG RE-1 School Code: 4369 School Name: INSIGHT SCHOOL OF COLORADO AT JULESBURG 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		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.43%	73.33%	-	61.11%	56.34%	Overall Rating for Academic Achievement: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	23.68%	9.15%	
		W	-	57.77%	50.00%	-	47.37%	30.99%	
		S	-	48.00%	50.00%	-	47.62%	23.36%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth,		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Approaching</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	34	28	-	42	48	
		M	-	83	99	-	24	39	
	W	-	57	73	-	41	38		

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	<p>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.</p>	ELP	-	-	-	-	-	-	
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**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?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile <b>Description:</b> Growth for reading, writing and math by disaggregated groups. <b>Expectation:</b> 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: <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate <b>Expectation:</b> 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</p> <p><b>16.8%</b> using a 4 year grad rate</p>	<b>Does Not Meet</b>	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: <b>Does Not Meet</b></p>
	<p>Disaggregated Graduation Rate <b>Expectation:</b> 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.	<b>Does Not Meet</b>	
	<p>Dropout Rate <b>Expectation:</b> At or below state average overall.</p>	<b>3.6%</b>	<b>27.8%</b>	<b>Does Not Meet</b>	
	<p>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average.</p>	<b>20.0</b>	<b>17.2</b>	<b>Approaching</b>	

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**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school UIP is due to CDE for review on January 15, 2014 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement - Entering Year 4 as of July 1, 2014	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2014 for review. The updated plan must also be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
<b>ESEA and Grant Accountability</b>			
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.

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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?	No.
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No.
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.

**Improvement Plan Information**

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

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

Other: \_\_\_\_\_

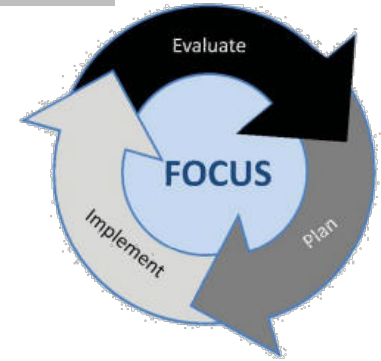
**School Contact Information (Additional contacts may be added, if needed)**

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2	Name and Title	Amy Valentine, Executive Director
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	Phone	720-415-2814
	Mailing Address	8601 Turnpike Dr. Suite 100 Westminster, CO 80031
3.	Name and Title	Teri Cady, Director of Academics
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	Phone	720-448-3577
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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**

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the SPF and 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 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><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:****Description of School Setting and Planning Process:**

Insight School of Colorado (ISCO) is a multi-district online program authorized under the Julesburg School District RE-1 since 2008. The school currently enrolls students in Grades 6 – 12. We are part of a national network of online high schools operated by K12, Inc. Our purpose is to create a world where online learning is delivering significant improvements to our educational system: helping to reduce the nation’s high school dropout rate; bringing students back into public schools; providing new opportunities for students; and helping prepare them for college and goals after high school. The vision of Insight School of Colorado is to be a premier school in Colorado. We provide a high-quality alternative to the traditional classroom enabling middle and high school aged learners to acquire the skills, attitudes, and competencies necessary to live a productive life in the 21st century. ISCO’s mission is to clear the path for student success through educational opportunity, access, flexibility, support, and creativity.

Insight School of Colorado was designated as Turnaround status in the fall of 2011 and Priority Improvement status in the fall of 2012 and fall of 2013. The Unified Improvement Plan addresses both our middle and high school populations. In school year 2013-2014, ISCO currently has 90 middle school students, 210 students in grades 9 and 10, and 370 in grades 11 and 12.

The Planning process and data analysis is a continuation of the previous year’s UIP strategies, includes data for the 2012-2013 school year, and a development of new improvement strategies for the 2013-2014 year. A broad representative group, to include school leaders and staff, was involved in data analysis and improvement plan development.

TCAP data was first examined for trends focusing on improvements and declines at the indicator and sub-indicator level. This data was presented to all faculty and staff in September 2013 with initial discussions on the priority performance challenges observed in the data. At the October 2013 professional development, the faculty reviewed the reflections on 2013 data, priority performance challenges, and conducted a root cause analysis for each performance challenge. The faculty and staff were separated into break-out sessions by department in order to analyze different challenges such as student engagement, high school graduation and dropout rates, and growth/proficiency in writing, reading, and math. The leadership team then reviewed the root causes and challenges, compiled these into a unified plan, in order to move onto our improvement strategies and actions. The staff again worked in groups to develop action items around each improvement strategy. Once the root causes, strategies and actions were developed and verified, additional leadership meetings took place to review the various pieces of the UIP and make additions or corrections. Overall, the UIP was developed using a data-driven process, and in collaboration with the Insight leadership team, as well as with faculty and staff.

**Review of Current Performance:**

Overall, Insight School of Colorado has shown an improvement on the SPF earning 37.5% of total points, compared to 36.3% in 2012 and 32.2% in 2011. Achievement, Growth, and Growth Gaps indicators all have overall ratings of Approaching, while Postsecondary and Workforce Readiness remain as Does Not Meet. The 2013 data included grades 7 and 8, while the current school year, ISCO now has grade 6 as well.

Under Academic Achievement, in MS, we are rated as Approaching in Reading, Writing, and Science, and Does Not Meet in Math. 2013 was the first year of the MS, so the first look at achievement in the grade levels of 7 and 8 only. Math proves to be the most significant area of concern in the MS as in the 8<sup>th</sup> percentile across the State, however, all areas are below State expectation, and are priority challenges in need of improvement.

Under Academic Achievement, in HS, we are rated as Approaching in Reading and Writing, and Does Not Meet in Math and Science. All areas are an area of priority challenge with Math in the 6<sup>th</sup> percentile, Science in the 9<sup>th</sup> percentile, Writing in the 13<sup>th</sup> percentile, and Reading in the 16<sup>th</sup> percentile.

Under Academic Growth (MS), we are rated as Approaching for Reading and Writing, and Does not Meet for Math. Reading fell at the 42<sup>nd</sup> percentile for MGP, 41<sup>st</sup> percentile for Writing MGP, and the 24<sup>th</sup> percentile for Math MGP.

Under Academic Growth (HS), we are rated as Meets for Reading, and Does not Meet for Math and Writing. We again, as in 2012, made adequate growth in Reading. Math and Writing growth continue to be well below state expectations at 39<sup>th</sup> percentile and 38<sup>th</sup> percentile, respectively. However, both of these areas saw increase in growth percent from 2012. Math increased from 32<sup>nd</sup> percentile in 2012 to 39<sup>th</sup> in 2013. Writing increased from 33<sup>rd</sup> percentile in 2012 to 38<sup>th</sup> in 2013. And, reading also increased from 46<sup>th</sup> percentile in 2012 to 48<sup>th</sup> percentile in 2013. Math and Writing continue to be among our highest priority challenges in academic growth.

Under Academic Growth Gaps (HS only), we have an overall rating of Approaching, which is an increase from Does not Meet in 2012. For reading, we are meets in FRL, and approaching in both minority students and students needing to catch up. For math, we are does not meet in both FRL and minority, and approaching for students needing to catch up. In writing, we are does not meet in all areas. Again, math and writing of our utmost priority challenges in academic growth gaps, with goals of continuing the upward trend ISCO achieved from 2012 to 2013.

Under Postsecondary and Workforce Readiness, we are rated as Does Not Meet for our Graduation Rate, all disaggregated Graduation Rates that apply, and the Dropout Rate. We are Approaching on the Colorado ACT Composite Score. The graduation rate did see improvement from 12.6% on the 2012 SPF to 16.8% on the 2013 SPF. The dropout rate also saw improvement from 38.70% on the 2012 SPF to 27.8% on 2013 SPF. Despite this improvement, we are well under state expectations, and these areas are high priority among our performance challenges.

Although most targets were not met from the 2012 UIP, improvements were made in several areas, such as writing growth and achievement, and academic growth gaps for reading in all areas, students needing to catch up math, and graduation/drop-out rates. However, 2013 targets were not met, due to the magnitude that ISCO needs to improve to meet State expectation in areas of growth, growth gaps, dropout rates, and graduation rates.

**Trend Analysis:**

Analysis is based on five years of accumulated data, as the school has been in operation for five years. The 12-13 school year includes data from 7<sup>th</sup> and 8<sup>th</sup> grades, as the N population was significant enough to support data on the SPF.

Reading:

TCAP Reading 9 <sup>th</sup>	U%	PP%	P/A%	MGP		TCAP Reading 10 <sup>th</sup>	U%	PP%	P/A%	MGP
08-09	4.5	21.1	54.1	48		08-09	2.4	23.5	57.5	--
09-10	5.3	31.2	45.5	42		09-10	3.2	23.4	46.8	47
10-11	4.3	38.7	57	42		10-11	8.5	38.8	49.5	39
11-12	4.2	36.6	59.1	48		11-12	4.8	25.6	68	45
12-13	<b>10.0</b>	<b>32.5</b>	<b>52.5</b>	<b>33</b>		12-13	<b>7.3</b>	<b>33.9</b>	<b>56.9</b>	<b>52</b>

Middle School	U%	PP%	P/A%	MGP						
7 <sup>th</sup> 12-13	16.7	27.8	<b>50</b>	(N<20)						
8 <sup>th</sup> 12-13	4.5	22.7	<b>68.2</b>	(N<20)						

Students scoring proficient or advanced in Reading dropped in both 9<sup>th</sup> and 10<sup>th</sup> grade from 2012 to 2013. MGP also dropped in 9<sup>th</sup> grade by 15%, however, increased in 10<sup>th</sup> grade by 7%.

Math:

TCAP Math 9 <sup>th</sup>	U%	PP%	P/A%	MGP		TCAP Math 10 <sup>th</sup>	U%	PP%	P/A%	MGP
08-09	53.3	20.7	5.9	17		08-09	47.6	32.9	6.1	19
09-10	52.4	21.7	6.4	30		09-10	39.5	27.4	6.4	30
10-11	58.1	28	14	40		10-11	59.6	34	3.7	28
11-12	47.2	38.9	13.9	49		11-12	44.8	43.2	8.8	30
12-13	57.5	27.5	<b>10.0</b>	<b>28</b>		12-13	57.8	31.2	<b>9.17</b>	<b>40</b>
Middle School	U%	PP%	P/A%	MGP						
7 <sup>th</sup> 12-13	55.6	27.8	<b>16.7</b>	(N<20)						
8 <sup>th</sup> 12-13	27.3	40.9	<b>31.8</b>	(N<20)						

Students in 9<sup>th</sup> grade scoring Proficient or Advanced in Math decreased by almost 4% from 2012-2013. Students in 10<sup>th</sup> grade scoring proficient and advanced increased by 0.3% from 2012-2013. Overall, ISCO saw a decrease in math proficiency scores. Academic growth also decreased in math for students in 9<sup>th</sup> grade, but increased by 10 percentile points in 10<sup>th</sup> grade.

**Writing:**

TCAP Writing 9 <sup>th</sup>	U%	PP%	P/A%	MGP		TCAP Writing 10 <sup>th</sup>	U%	PP%	P/A%	MGP
08-09	4.5	45.1	30.1	28		08-09	2.4	52.9	29.4	30
09-10	7.4	53.4	21.2	44		09-10	5.1	45.6	22.8	42
10-11	7.5	60.2	31.2	30		10-11	9	61.7	26.1	39
11-12	2.8	71.8	25.4	33		11-12	2.4	68	28	33
12-13	5.0	52.5	37.5	27		12-13	9.2	61.5	27.5	40
Middle School	U%	PP%	P/A%	MGP						
7 <sup>th</sup> 12-13	11.1	44.4	44.4	--						
8 <sup>th</sup> , 12-13	4.5	40.9	54.5	--						

Students in 9<sup>th</sup> grade scoring Proficient or Advanced in Writing increased by 12.1% from 2012 to 2013. Students in 10<sup>th</sup> grade scoring proficient and advanced stayed steady from 12-13. Students in 9<sup>th</sup> grade decreased by 6% in academic growth, and in 10<sup>th</sup> grade, students increased by 7%.

**Growth Gaps:**

Desegregated students have shown overall increase in growth in 2013. In reading, FRL, minority students, and students needing to catch up have shown improvement from 2012. In math, FRL students showed a flat line, while minority students showed a drop, and students needing to catch up showed improvement to approaching. In writing, FRL and minority students showed increase, while students needing to catch up showed a slight decrease.

**Postsecondary and Workforce Readiness:**

Before 2013, ISCO Graduation Rate has shown steady decline from 21.4% in 2010, 14.9% in 2011 and 12.6% in 2012. **In 2013 ISCO saw an increase back to 16.8%.** The four-year rate has been our highest for the school as a whole. We are well below state expectations at 80%. Our Dropout Rate showed an improvement from 2010 at 23% to 2011 at 17.1%, an increase in 2012 to 38.7%, **and in 2013 another improvement to 27.8%.** This is well above the state expectations at 3.6%. In summer/fall 2013, new enrollment guidelines were put into place to ensure ISCO has students enrolling who can succeed in the online model and prove to be a good fit for the school's instructional model and expectations for the 13-14 school-year. These action items will be discussed in improvement strategy #1.

**ACT Data:**

ACT	Composite	# of students	English	Math	Science	Reading
2010	18.3	48	17.6	17.2	19.1	18.6
2011	17.5	189	16.5	16.6	17.9	18.5

2012	18.7	86	18.0	17.7	18.8	19.8
2013	17.2	88	15.9	16.3	17.9	18.0

ISCO has shown steady ACT results ranging from 17-18 over the last 4 years. However 2013 was the lowest ACT year that ISCO has had in all subject areas, some areas only slightly lower, but all areas below state expectation.

Incoming students and credit deficiencies:

ISCO's student population each year includes a large percentage of brand new online students, as well as incoming students that are behind in credits according to cohort year. Data is below. This is an ongoing challenge at ISCO and strategies have been put in place (CR programs, credit enrollment guidelines, enrollment expectations, engagement guidelines) to help combat the effects of the incoming student population who are behind in graduation credits. We have 2 enrollment seasons of historical data as below. The 2013-2014 enrollment season has seen credit improvement in all grades in our incoming student population.

- **Year 13-14:** 38% of 10<sup>th</sup> grade on track with credits to cohort year, 42% of 11<sup>th</sup> on track, and 47% of 12<sup>th</sup> on track.
- **Year 12-13:** 32% of 10<sup>th</sup> on track with credits to cohort year, 31% of 11<sup>th</sup> on track, 42% of 12<sup>th</sup> on track.
  
- **Year 13-14:** 62% of our ISCO student population brand new this year.
- **Year 12-13:** 72% of ISCO student population brand new at start of 2012 school-year.

Fall Scantron Assessment Data:

We use fall Scantron data to help assess student placement in courses and needed academic interventions to start immediately. We use Scantron in combination with Study Island data, prior TCAP data, and curricular assessment data.

*Our fall benchmark Math Scantron data shows more students above average in math in 2013 (18.92%) than in 2012 (14.29%). In 2013 we show about 50% of our students coming in at average low or below average in math, where in 2012 we showed about 56% total in these two classifications.*

MATH 2012	Above Avg	Avg High	Avg Low	Below Avg	Not Complete
7th Grade	3.85%	30.77%	15.38%	34.62%	15.38%
8th Grade	21.62%	27.03%	18.92%	21.62%	10.81%
9th Grade	11.86%	16.95%	25.42%	35.59%	10.17%

10th Grade	15.03%	19.69%	21.76%	34.20%	9.33%
<b>TOTAL</b>	<b>14.29%</b>	<b>20.95%</b>	<b>21.59%</b>	<b>33.02%</b>	<b>10.16%</b>

<b>MATH 2013</b>	<b>Above Avg</b>	<b>Avg High</b>	<b>Avg Low</b>	<b>Below Avg</b>	<b>Not Complete</b>
6th Grade	17.65%	23.53%	11.76%	35.29%	11.76%
7th Grade	26.09%	17.39%	30.43%	26.09%	0.00%
8th Grade	9.80%	29.41%	35.29%	23.53%	1.96%
9th Grade	22.22%	18.52%	20.37%	33.33%	5.56%
10th Grade	19.87%	18.54%	21.19%	25.17%	15.23%
<b>TOTAL</b>	<b>18.92%</b>	<b>20.61%</b>	<b>23.65%</b>	<b>27.03%</b>	<b>9.80%</b>

*In Reading, our fall Scantron data shows more students in 2013 above average (39.19%) than we had in 2012 (36.51%) and about the same percent (34%) of students in the average low and below average areas over the 2 years.*

<b>READING 2012</b>	<b>Above Avg</b>	<b>Avg High</b>	<b>Avg Low</b>	<b>Below Avg</b>	<b>Not Complete</b>
7th Grade	42.31%	23.08%	11.54%	11.54%	11.54%
8th Grade	32.43%	29.73%	24.32%	5.41%	8.11%

9th Grade	38.98%	15.25%	20.34%	16.95%	8.47%
10th Grade	35.75%	20.73%	17.62%	18.65%	7.25%
<b>TOTAL</b>	<b>36.51%</b>	<b>20.95%</b>	<b>18.41%</b>	<b>16.19%</b>	<b>7.94%</b>

READING 2013	Above Avg	Avg High	Avg Low	Below Avg	Not Complete
	6th Grade	23.53%	29.41%	11.76%	23.53%
7th Grade	43.48%	17.39%	21.74%	17.39%	0.00%
8th Grade	39.22%	23.53%	17.65%	17.65%	1.96%
9th Grade	48.15%	9.26%	12.96%	24.07%	5.56%
10th Grade	37.09%	11.26%	16.56%	17.22%	17.88%
<b>TOTAL</b>	<b>39.19%</b>	<b>14.53%</b>	<b>16.22%</b>	<b>18.92%</b>	<b>11.15%</b>

Current Student Curriculum Data:

Pass Rates in ISCO courses	Math	Language Arts	Overall
<b>October 2013, end of block I</b>	<b>69%</b>	<b>76%</b>	<b>77%</b>
October 2012, end of block I	50%	56%	51%

*Our current ISCO student population, in comparison to fall 2012, is much more engaged, understanding curriculum and State standards, and passing curriculum/benchmark assessments (course unit exams and writing course assessments).*

**Priority Performance Challenges:**

Priority Performance Challenges were chosen based on the lowest performing areas (Does Not Meet) on the School Performance Framework that would have the largest impact on the overall performance of the school and the plan assignment. We also considered areas that were showing little or no improvement in the trend analysis over the last three years of TCAP/CSAP data.

**Our first priority is Math achievement and growth.** Across all grade levels, Math continues to show a significantly low percentage of students who are proficient and advanced and/or have adequate growth. Over three years, the student population is at least 20 pts. below the state expectation for academic achievement and 65 pts. or more below median adequate growth percentile (MAGP) making it important to address Math immediately.

**Our second priority is Writing achievement and growth.** Across all grade levels, Writing continues to show a significantly low percentage of students who are proficient and advanced and/or have adequate growth. Although 2013 did see increase in this area, we still are below state expectation, and will make this an academic focus of 13-14.

**Our third priority is our graduation rate and dropout rate.** Our school tends to have a high rate of new students each year (many of which come credit deficient according to cohort year), which placed this challenge lower than the above two challenges. However, actions are in place to ensure stricter enrollment guidelines and engagement requirements through the school year to ensure we see improvement in these areas.

**Our fourth priority lies in academic growth gaps for both math and writing.** Both of these areas are well below expectation for FRL, minority, and especially students needing to catch up (our largest N group in these groups of students).

**Root Cause Analysis:**

Our school leadership team and faculty considered a myriad of resources, data, and information in our root cause analysis. Beyond data from TCAP, ACT, student credits, and course curriculum data; we reviewed current research regarding online schools and studied successful school improvement initiatives in the brick and mortar environments. We also reviewed internal data such as time spent working online, participation in live class sessions, success on curricular assessments, passing rates, and other student metrics.

Since the school requires improvement in all content areas as well as postsecondary and workforce readiness, the root cause analysis also incorporated an analysis of school capacity including personnel, leadership, data systems, and resources. Several root causes were identified in this process. Since they are all interrelated, they all must be prioritized equally. Several of these were also identified during the 2012-2013 school year but were not adequately addressed with strategies and actions in time to have a significant impact on the 2013 School Performance Frameworks.

1. Writing - No common expectations across school regarding writing methods, style, expectations, grading rubrics, and process. ISCO staff and school are in need of a systemic approach to teaching and assessing student writing.
2. No specific school-wide academic multi-tiered system of student support in place (RTI). ISCO staff and school are in need of an Rtl tiered approach for both academic and engagement tiered levels of support for students.
3. ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction. ISCO does not have a cohesive instructional model across staff, nor does ISCO have any school-wide focus on improving instructional strategies.
4. ISCO in need of adequate professional development, coaching, and observation/evaluation from the administrative team. Teachers lacking in instructional support, observations, and coaching through effective online lessons. With SB10-191 and basic needs of teaching staff, ISCO needs to develop a strong observation and evaluation cycle for staff, to include opportunities for professional growth, coaching, and collaboration with colleagues.
5. ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses. ISCO has enrolled students in past who are not knowledgeable of the requirements in online education and come to ISCO unprepared to succeed in the virtual environment. Uniform expectations on students not strongly in place during enrollment season and in engagement throughout the school year.
6. ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction. ISCO operational and administrative staff needing to develop a student data reporting system and training plan for staff use of student data.

**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)	<p><b>ALL TARGETS WERE SET FOR HS only in 2012-2013.</b></p> <p>Reading: The percent of students scoring proficient or advanced will increase from 65.1% to 68% (an increase of 2.9 percentage points overall from the year prior).</p>	<p><b>HS:</b> Target <b>NOT</b> met. Missed target by 11.66 with 56.34% proficient or advanced.</p>	<p>-72% of students were brand new to ISCO in fall 2012, and thus a different set of students. Enrollment policies and sessions not as effective in ensuring the right fit of school for new students.</p> <p>-Students behind grade level in reading, writing, and especially math upon enrollment at ISCO.</p> <p>-Students not engaged in the course work as expected, nor spending the required hours in school curriculum.</p> <p>-Writing Interventions from 12-13 school year did show increase in writing, not as high as target.</p> <p>-No direct interventions in place for students behind grade level in math.</p> <p>-No instructional coaching/observational cycle in place to assist teachers in effective strategies in online teaching.</p>
	<p>Math: The percent of students scoring proficient or advanced will increase from 10.8% to 18% (an increase of 7.2 percentage points overall from the year prior).</p>	<p><b>HS:</b> Target <b>NOT</b> met. Missed target by 8.85 with 9.15% proficient or advanced.</p>	
	<p>Writing: The percent of students scoring proficient or advanced will increase from 27.2% to 35% (an increase of 7.8 percentage points overall from the year prior).</p>	<p><b>HS:</b> Target <b>NOT</b> met. Missed target by 4.01 with 30.99% proficient or advanced.</p>	
	<p>Science: The percent of students scoring proficient or advanced will increase from 31.4% to 37% (an increase of 5.6 percentage points overall from the year prior).</p>	<p><b>HS:</b> Target <b>NOT</b> met. Missed target by 13.64 with 23.36% proficient or advanced.</p>	
Academic Growth	<p>Reading: Meets</p>	<p><b>HS:</b> N/A</p> <p>Rating continues to be Meets in 2012-13.</p>	
	<p>Math: The Median Student Growth</p>	<p><b>HS:</b> Target <b>NOT</b> met. Missed target by 16</p>	

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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.
	Percentile in Math will be in the 55 <sup>th</sup> + percentile.	with MGP 39.	
	Writing: The Median Student Growth Percentile in Writing will be in the 55 <sup>th</sup> + percentile.	<b>HS:</b> Target <b>NOT</b> met. Missed target by 17 with MGP 38.	
	ELP: Not Applicable	Not Applicable	
Academic Growth Gaps	Reading: The Median Student Growth Percentile in Reading for students identified in disaggregated groups will be in the 55 <sup>th</sup> + percentile	<b>HS:</b> Target <b>NOT</b> met. Missed target by 7 with MGP 48 for Free/Reduced Lunch. Earned Meets in this indicator. Target <b>NOT</b> met. Missed target by 11 with MGP 44 for Minority Students. Target <b>NOT</b> met. Missed target by 11 with MGP 44 for Catch Up Students.	-Math Growth – Students behind grade level in math, lack of fundamentals inhibiting adequate growth. MAGP consistently high. -Writing growth did increase, not as significantly as target set. - No direct interventions in place for students behind grade level in math. -No instructional coaching/observational cycle in place to assist teachers in effective strategies in online teaching.
	Math: The Median Student Growth Percentile in Math for students identified in disaggregated groups will be in the 55 <sup>th</sup> + percentile	<b>HS:</b> Target <b>NOT</b> met. Missed target by 25 with MGP 30 for Free/Reduced Lunch. Target <b>NOT</b> met. Missed target by 36 with MGP 19 for Minority Students. Target <b>NOT</b> met. Missed target by 14 with MGP 41 for Catch Up Students.	
	Writing: The Median Student Growth Percentile in Writing for students identified in disaggregated groups will be in the 55 <sup>th</sup> + percentile	<b>HS:</b> Target <b>NOT</b> met. Missed target by 16 with MGP 39 for Free/Reduced Lunch. Target <b>NOT</b> met. Missed target by 21 with MGP 34 for Minority Students. Target <b>NOT</b> met. Missed target by 16 with	

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.
		MGP 39 for Catch Up Students.	
Postsecondary & Workforce Readiness	The graduation rate will increase from 12.6% to at or above 35%.	Target <b>NOT</b> met. Missed target by 18.2 with 16.8% Graduation Rate.	<p>-Graduation rate did increase and dropout rate did decrease, but not as much as targets set. Number of students who enroll credit deficient at ISCO continues to be main inhibitor of significant increase in graduation rate and decrease in dropout rate.</p> <p>--72% of students were brand new to ISCO in fall 2012, and thus a different set of students. Enrollment policies and sessions not as effective in ensuring the right fit of school for new students.</p> <p>-Students behind grade level in reading, writing, and especially math upon enrollment at ISCO.</p> <p>-Students entering ISCO credit deficient from previous school environment.</p>
	<p><b>FRL:</b> The graduation rate will increase from 33.3% to at or above 49%.</p> <p><b>Minority:</b> The graduation rate will increase from 10.1% to at or above 33%.</p> <p><b>SPED:</b> The graduation rate will increase from 13% to at or above 35%.</p>	<p><b>FRL:</b> Target <b>NOT</b> met. Missed target by 36.7 with 12.3% Graduation Rate.</p> <p><b>Minority:</b> Target <b>NOT</b> met. Missed target by 18.6 with 14.4% Graduation Rate.</p> <p><b>SPED:</b> Target <b>NOT</b> met. Missed target by 24.5 with 10.5% Graduation Rate.</p>	
	The dropout rate will decrease from 38.7% to at or below 27%.	Target <b>NOT</b> met. Missed target by 0.8 with 27.8% Dropout Rate.	

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.
			new students. -Students behind grade level in reading, writing, and especially math upon enrollment at ISCO. -Students entering ISCO credit deficient from previous school environment.
	The Mean ACT will increase from 18.7 to at or above 19.1.	Target <b>NOT</b> met. Missed target by 1.9 with 17.2 school Mean ACT.	--72% of students were brand new to ISCO in fall 2012, and thus a different set of students. -Students behind grade level in reading, writing, and especially math upon enrollment at ISCO. -Students not engaged in the course work as expected, nor spending the required hours in school curriculum. - No direct interventions in place for students behind grade level in math. -No instructional coaching/observational cycle in place to assist teachers in effective strategies in online teaching.

**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><b>Notable Trends are based on the 1 yr SPFs and HS data only. MS will receive its 2<sup>nd</sup> year of data in 2014.</b></p> <p><b>Reading:</b> Students scoring proficient or advanced in Reading had begun to show a significant increase in 2012 at 65.13% compared to 53.1% in 2011. In 2013 we saw a decline to 56.34%. Our reading scores are still below state expectations of 73.3%</p>	<p>Across all grade levels, our reading levels are, on average (over past 3 years), 15 points below state expectations of P/A in reading achievement. ISCO saw a decline of 12% (P/A) in reading from 2012 to 2013.</p>	<ul style="list-style-type: none"> <li>-No school-wide academic multi-tiered system of student support in place (RTI).</li> <li>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</li> <li>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</li> <li>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</li> <li>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</li> </ul>
	<p><b>Math:</b> Students scoring proficient or advanced in Math had begun to show an increase in 2012 at 10.82% compared to 7.2% in 2011. In 2013 we saw a</p>	<p>Across all grade levels, our math levels are, on average (over past 3 years), more than 20</p>	<ul style="list-style-type: none"> <li>-No school-wide academic multi-tiered system of student support in place (RTI).</li> <li>-ISCO in need of an effective school-wide instructional model</li> </ul>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>decline to 9.15%. Our math scores are significantly below state expectations of 33.52%.</p>	<p>points below state expectations of P/A in math achievement. We have not met adequate growth in math with our 3-year MGP at 22 and MAGP at 83. Math growth is consistently well below state expectation.</p>	<p>to give expectations around frequency and quality of teacher instruction.</p> <ul style="list-style-type: none"> <li>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</li> <li>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</li> </ul> <p>ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</p>
	<p><b>Writing:</b> Students scoring proficient or advanced in Writing is at the highest score in 3 years with 30.99% in 2013 compared to 27.18% in 2012 and 28.7% in 2011. Our writing scores are significantly below state expectations of 50%.</p>	<p>Across all grade levels, our writing levels are, on average (over past 3 years), 20 points below state expectations of P/A in writing achievement. ISCO saw an increase of 3.8% (P/A) in writing from 2012 to 2013. Although our writing MGP in 2013 increased by 5 percent from 2012, we have not met adequate growth with our 3-year MGP at 37 and MAGP at 50. Writing growth is</p>	<ul style="list-style-type: none"> <li>--No common expectations across school regarding writing methods, style, expectations, grading rubrics, and process.</li> <li>--No school-wide academic multi-tiered system of student support in place (RTI).</li> <li>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</li> <li>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</li> <li>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</li> </ul>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		consistently below state expectation.	-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .
	<p><b>Science:</b>                      Students scoring proficient or advanced in Science had begun to show a significant increase in 2012 at 31.4% compared to 22% in 2011. In 2013 we saw a decline to 23.36%.                      Our science scores are significantly below state expectations of 50%.</p>	<p>Across all grade levels, our science levels are, on average (over past 3 years), 25 points below state expectations of P/A in science achievement. ISCO saw a decline of 9% (P/A) in science from 2012 to 2013.</p>	<p>-No school-wide academic multi-tiered system of student support in place (RTI).                      -ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.                      -ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.                      -ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.                      ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</p>
Academic Growth	<p><b>Reading:</b>                      The Median Growth Percentile is the highest in three years with a 48<sup>th</sup> percentile compared to 46<sup>th</sup> percentile in 2012 and 39<sup>th</sup> percentile in 2011. It has shown a continuous increase.                      We also have met adequate growth the last three years with a 20 pt. difference in 2013 with the MAGP at 28<sup>th</sup> percentile.</p>	NA	NA

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Math:</b></p> <p>The Median Growth Percentile is the highest in three years with a 39<sup>th</sup> percentile compared to 32<sup>nd</sup> percentile in 2012 and 30<sup>th</sup> percentile in 2011. It has shown a continuous increase.</p> <p>MAGP for the last three years has been at 99 and has not been met during the last three years.</p>	<p>Across all grade levels, our math levels are, on average (over past 3 years), more than 20 points below state expectations of P/A in math achievement. We have not met adequate growth in math with our 3-year MGP at 22 and MAGP at 83. Math growth is consistently well below state expectation.</p>	<p>-No school-wide academic multi-tiered system of student support in place (RTI).</p> <p>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p> <p>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</p> <p>ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</p>
	<p><b>Writing:</b></p> <p>The Median Growth Percentile has shown an increase in 2013 after a three year decline with a 38<sup>th</sup> percentile in 2013 compared to 33<sup>rd</sup> percentile in 2012 and 36<sup>th</sup> percentile in 2011. MAGP for the last three years has ranged from 71<sup>st</sup> percentile to 74<sup>th</sup> percentile and has not been met during the last three years.</p>	<p>Across all grade levels, our writing levels are, on average (over past 3 years), 20 points below state expectations of P/A in writing achievement. ISCO saw an increase of 3.8% (P/A) in writing from 2012 to 2013.</p> <p>Although our writing MGP in 2013 increased by 5 percent from 2012, we have</p>	<p>--No common expectations across school regarding writing methods, style, expectations, grading rubrics, and process.</p> <p>-No school-wide academic multi-tiered system of student support in place (RTI).</p> <p>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		not met adequate growth with our 3-year MGP at 37 and MAGP at 50. Writing growth is consistently below state expectation.	-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.  ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .
Academic Growth Gaps	<p><b>Reading:</b></p> <p>For Minority students, our MGP has shown an increase in 2013 with 44<sup>th</sup> percentile after a 2 year decline from 40<sup>th</sup> percentile in 2011 to 36<sup>th</sup> percentile in 2012.</p> <p>For Students Catching Up, our MGP has shown an overall decline in 2013 with 44<sup>th</sup> percentile compared to 50<sup>th</sup> percentile in 2012 and 45<sup>th</sup> percentile in 2011.</p>	We are at <i>approaching</i> , overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size), students needing to catch up.	NA
	<p><b>Math:</b></p> <p>For Minority students, our MGP has shown a significant decline from 35<sup>th</sup> percentile in 2011 to 19<sup>th</sup> percentile in 2013.</p> <p>For Students Catching Up, our MGP has shown a consistent increase over the last three years with 33<sup>rd</sup> percentile in 2011, 34<sup>th</sup> percentile in 2012, and 41<sup>st</sup> percentile in 2013.</p>	We are at <i>approaching</i> , overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size), students needing to catch up.	<p>-No school-wide academic multi-tiered system of student support in place (RTI).</p> <p>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p> <p>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</p>

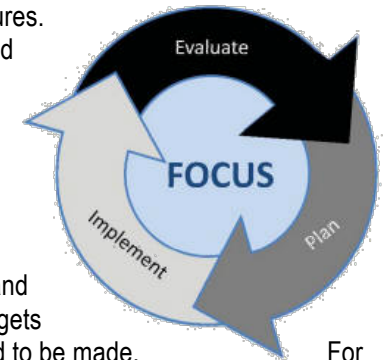
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Writing:</b> For Minority students, our MGP is the highest in three years with a 34<sup>th</sup> percentile in 2013 compared to a 32<sup>nd</sup> percentile in 2011 and 28<sup>th</sup> percentile in 2012. For Students Catching Up, our MGP has been flat overall for the last three years with 39<sup>th</sup> percentile in 2011 and 2013.</p>	<p>We are at <i>approaching</i>, overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size), students needing to catch up.</p>	<p>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction. This is of exceptional concern in identifying our students in the disaggregate groups (FRL, needing to catch up, and minority).</p> <p>--No common expectations across school regarding writing methods, style, expectations, grading rubrics, and process.</p> <p>-No school-wide academic multi-tiered system of student support in place (RTI).</p> <p>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p> <p>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</p> <p>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction. This is of exceptional concern in identifying our students in the disaggregate groups (FRL, needing to catch up, and minority).</p>
Postsecondary & Workforce	<b>Graduation Rate:</b>	ISCO has a graduation	-No school-wide academic multi-tiered system of student

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness	<p>Our Graduation Rate has shown a steady decline in the past with 14.9% in 2011 and 12.6% in 2012. In 2013 we increased to a 16.8% rate.</p> <p>The four-year rate has been our highest for the school as a whole and we are well below state expectations at 80%.</p>	<p>rate and dropout rate consistently well below state expectation. This continues to be an area of high priority.</p> <p>ISCO did see a 4.2% increase from 2012 to 2013 overall graduation rates (as recorded on the 1 year SPF).</p> <p>ISCO saw a 9% improvement in dropout rate from 2012 to 2013.</p>	<p>support in place (RTI).</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p> <p>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</p>
	<p><b>Dropout Rate:</b></p> <p>Our Dropout Rate showed an improvement from 2012 at 38.7% to 2013 at 27.8%. Previously it was not showing improvement over the 3 year trend. This is well below the state expectations at 3.6%.</p>	<p>ISCO has a graduation rate and dropout rate consistently well below state expectation. This continues to be an area of high priority.</p> <p>ISCO did see a 4.2% increase from 2012 to 2013 overall graduation rates (as recorded on the 1 year SPF).</p> <p>ISCO saw a 9% improvement in dropout rate from 2012 to 2013.</p>	<p>-No school-wide academic multi-tiered system of student support in place (RTI).</p> <p>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</p> <p>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Colorado ACT Composite Score:</b> Our ACT score is the lowest in three years with a 17.2 in 2013 compared to an 18.7 in 2012 and 17.5 in 2011. The state expectation in 2013 was 20 and we fell below that expectation.</p>	<p>Over 3 years, our average ACT of 17.8 is just over 2 points below the State expectation of 20.</p>	<ul style="list-style-type: none"> <li>--No common expectations across school regarding writing methods, style, expectations, grading rubrics, and process.</li> <li>-No school-wide academic multi-tiered system of student support in place (RTI).</li> <li>-ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.</li> <li>-ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.</li> <li>-ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.</li> <li>-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .</li> </ul>

**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	Across all grade levels, our reading levels are, on average (over past 3 years), 15 points below state expectations of P/A in reading achievement. ISCO saw a decline of 12% (P/A) in reading from 2012 to 2013.	By the end of 2013-14, the percent of students scoring proficient or advanced on <b>Reading</b> will increase from:  <b>MS:</b> 61.11% to 66.31% (an increase of 5.2 pts.)  <b>HS:</b> 56.34% to 64.86% (an increase of 8.52 pts.)	By the end of 2014-15, the percent of students scoring proficient or advanced on <b>Reading</b> will increase from:  <b>MS:</b> 66.31% to 71.51% (an increase of 5.2 pts.)  <b>HS:</b> 64.86% to 73.38% (an increase of 8.52 pts.)	Course curricular assessments to include unit exams, final exams, and writing assessments. Study Island monthly pathway assessments, correlated to grade level standards. January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.	<b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And <b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.

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		M	<p>Across all grade levels, our math levels are, on average (over past 3 years), more than 20 points below state expectations of P/A in math achievement. We have not met adequate growth in math with our 3-year MGP at 22 and MAGP at 83. Math growth is consistently well below state expectation.</p>	<p>By the end of 2013-14, the percent of students scoring proficient or advanced on <b>Math</b> will increase from:</p> <p><b>MS:</b> 23.68% to 31.68% (an increase of 8 pts.)</p> <p><b>HS:</b> 9.15% to 17.15% (an increase of 8 pts.)</p>	<p>By the end of 2014-15, the percent of students scoring proficient or advanced on <b>Math</b> will increase from:</p> <p><b>MS:</b> 31.68% to 39.68% (an increase of 31 pts.)</p> <p><b>HS:</b> 17.15% to 25.15% (an increase of 8 pts.)</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p>
		W	<p>Across all grade levels, our writing levels are, on average (over past 3 years), 20 points below state expectations of P/A in writing achievement. ISCO saw an increase of 3.8% (P/A) in writing from 2012 to 2013. Although our writing MGP in 2013 increased by 5 percent from 2012, we have not met adequate growth with our 3-year MGP at 37 and MAGP</p>	<p>By the end of 2013-14, the percent of students scoring proficient or advanced on <b>Writing</b> will increase from:</p> <p><b>MS:</b> 47.37% to 52.57% (an increase of 5.2 pts.)</p> <p><b>HS:</b> 30.99% to 38.99% (an increase of 8 pts.)</p>	<p>By the end of 2014-15, the percent of students scoring proficient or advanced on <b>Writing</b> will increase from:</p> <p><b>MS:</b> 52.57% to 57.77% (an increase of 5.2 pts.)</p> <p><b>HS:</b> 38.99% to 46.99% (an increase of 8 pts.)</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p>

			at 50. Writing growth is consistently below state expectation.				
		S	<p>Across all grade levels, our science levels are, on average (over past 3 years), 25 points below state expectations of P/A in science achievement. ISCO saw a decline of 9% (P/A) in science from 2012 to 2013.</p>	<p>By the end of 2013-14, the percent of students scoring proficient or advanced on <b>Science</b> will increase from:</p> <p><b>MS:</b> 47.62% to 48% (an increase of 0.38 pts.)</p> <p><b>HS:</b> 23.36% to 31.36% (an increase of 8 pts.)</p>	<p>By the end of 2014-15, the percent of students scoring proficient or advanced on <b>Science</b> will increase from:</p> <p><b>MS:</b> 48% to 49% (an increase of 1 pt.)</p> <p><b>HS:</b> 31.36% to 39.36% (an increase of 8 pts.)</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p>
Academic Growth	Median Growth Percentile (TCAP/CSA P & ACCESS)	R	NA	<p><b>MS:</b> The Median Student Growth Percentile in Reading will be in the 50<sup>th</sup>+ percentile.</p> <p><b>HS:</b> Meets in 2012-13</p>	<p><b>MS:</b> The Median Student Growth Percentile in Reading will be in the 55<sup>th</sup>+ percentile.</p> <p><b>HS:</b> Meets in 2012-13</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased</p>

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							engagement and academic support. <b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.
		M	Across all grade levels, our math levels are, on average (over past 3 years), more than 20 points below state expectations of P/A in math achievement. We have not met adequate growth in math with our 3-year MGP at 22 and MAGP at 83. Math growth is consistently well below state expectation.	<b>MS and HS:</b> The Median Student Growth Percentile in Math will be in the 50 <sup>th</sup> + percentile.	<b>MS and HS:</b> The Median Student Growth Percentile in Math will be in the 55 <sup>th</sup> + percentile.	Course curricular assessments to include unit exams, final exams, and writing assessments. Study Island monthly pathway assessments, correlated to grade level standards. January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.	<b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And <b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support. <b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.

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		W	<p>Across all grade levels, our writing levels are, on average (over past 3 years), 20 points below state expectations of P/A in writing achievement. ISCO saw an increase of 3.8% (P/A) in writing from 2012 to 2013.</p> <p>Although our writing MGP in 2013 increased by 5 percent from 2012, we have not met adequate growth with our 3-year MGP at 37 and MAGP at 50. Writing growth is consistently below state expectation.</p>	<p><b>MS and HS:</b> The Median Student Growth Percentile in Writing will be in the 50<sup>th</sup>+ percentile.</p>	<p><b>MS and HS:</b> The Median Student Growth Percentile in Writing will be in the 55<sup>th</sup>+ percentile.</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p> <p><b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.</p>
		EL P		N/A	N/A		
Academic Growth Gaps	Median Growth Percentile	R	<p>We are at <i>approaching</i>, overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size),</p>	<p><b>HS:</b> The Median Student Growth Percentile in Reading for students identified in disaggregated groups will be in the 50<sup>th</sup>+ percentile</p>	<p><b>HS:</b> The Median Student Growth Percentile in Reading for students identified in disaggregated groups will be in the 55<sup>th</sup>+ percentile</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p>

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			students needing to catch up.			January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.	<p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p> <p><b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.</p>
		M	We are at <i>approaching</i> , overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size), and students needing to catch up.	<b>HS:</b> The Median Student Growth Percentile in Math for students identified in disaggregated groups will be in the 50 <sup>th</sup> + percentile	<b>HS:</b> The Median Student Growth Percentile in Math for students identified in disaggregated groups will be in the 55 <sup>th</sup> + percentile	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>Study Island monthly pathway assessments, correlated to grade level standards.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p> <p><b>Major Improvement Strategy #4:</b> Insight School of Colorado will</p>

							implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.
		W	We are at <i>approaching</i> , overall, in our academic growth gaps. Priority challenges remain in both math and writing for FRL, minority, and, most significantly (due to the N size), students needing to catch up.	<b>HS:</b> The Median Student Growth Percentile in Writing for students identified in disaggregated groups will be in the 50 <sup>th</sup> + percentile	<b>HS:</b> The Median Student Growth Percentile in Writing for students identified in disaggregated groups will be in the 55 <sup>th</sup> + percentile	Course curricular assessments to include unit exams, final exams, and writing assessments. Study Island monthly pathway assessments, correlated to grade level standards. January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.	<b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And <b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support. <b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.
Postsecondary & Workforce Readiness	Graduation Rate		ISCO has a graduation rate and dropout rate consistently well below state expectation. This continues to be	The graduation rate will increase from 16.8% to at or above 30.8%.	The graduation rate will increase from 30.8% to at or above 50.8%.	Internal graduation rate calculation. Semester tracking of credit accrual for all students.	<b>Major Improvement Strategy #1:</b> Insight School of Colorado will increase requirements, support levels, and

		<p>an area of high priority.</p> <p>ISCO did see a 4.2% increase from 2012 to 2013 overall graduation rates (as recorded on the 1 year SPF).</p> <p>ISCO saw a 9% improvement in dropout rate from 2012 to 2013.</p>				<p>expectations around student enrollment processes and in student engagement through the school year.</p>
	Disaggregated Grad Rate	<p>ISCO has a graduation rate and dropout rate consistently well below state expectation. This continues to be an area of high priority.</p> <p>ISCO did see a 4.2% increase from 2012 to 2013 overall graduation rates (as recorded on the 1 year SPF).</p> <p>ISCO saw a 9% improvement in dropout rate from 2012 to 2013.</p>	<p><b>FRL:</b> The graduation rate will increase from 12.3% to at or above 26.3%.</p> <p><b>Minority:</b> The graduation rate will increase from 14.4% to at or above 26.4%.</p> <p><b>SPED:</b> The graduation rate will increase from 10.5% to at or above 24.5%.</p> <p><b>ELL:</b> The graduation rate will increase from 17.6% to at or above 31.6%.</p>	<p><b>FRL:</b> The graduation rate will increase from 26.3% to at or above 40.3%.</p> <p><b>Minority:</b> The graduation rate will increase from 26.4% to at or above 38.4%.</p> <p><b>SPED:</b> The graduation rate will increase from 24.5% to at or above 40.5%.</p> <p><b>ELL:</b> The graduation rate will increase from 31.6% to at or above 45.6%.</p>	<p>Internal graduation rate calculation.</p> <p>Semester tracking of credit accrual for all students.</p>	<p><b>Major Improvement Strategy #1:</b> Insight School of Colorado will increase requirements, support levels, and expectations around student enrollment processes and in student engagement through the school year.</p>
	Dropout Rate	<p>ISCO has a graduation rate and dropout rate consistently well below state expectation. This continues to be an area of high priority.</p>	<p>The dropout rate will decrease from 27.8% to at or below 20.8%.</p>	<p>The dropout rate will decrease from 20.8% to at or below 13.8%.</p>	<p>Weekly tracking of withdraws to include students and follow up on new school of attendance.</p>	<p><b>Major Improvement Strategy #1:</b> Insight School of Colorado will increase requirements, support levels, and expectations around student enrollment</p>

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		<p>ISCO did see a 4.2% increase from 2012 to 2013 overall graduation rates (as recorded on the 1 year SPF).</p> <p>ISCO saw a 9% improvement in dropout rate from 2012 to 2013.</p>				<p>processes and in student engagement through the school year.</p>
	<p>Mean CO ACT</p>	<p>Over 3 years, our average ACT of 17.8 is just over 2 points below the State expectation of 20.</p>	<p>The Mean ACT will increase from 17.2 to at or above 18.6.</p>	<p>The Mean ACT will increase from 18.6 to at or above 20.</p>	<p>Course curricular assessments to include unit exams, final exams, and writing assessments.</p> <p>January benchmark assessment to allow the opportunity for a face to face testing environment prior to state wide assessments.</p>	<p><b>Major Improvement Strategy #2:</b> Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school. And</p> <p><b>Major Improvement Strategy #3:</b> Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.</p> <p><b>Major Improvement Strategy #4:</b> Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.</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:** Insight School of Colorado will increase requirements, support levels, and expectations around student enrollment processes and in student engagement through the school year.

**Root Cause(s) Addressed:**

- ISCO in need of an enrollment policy, student compliancy policy, and engagement policies to ensure adequate student engagement time and progress in courses.
- ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .

**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				
Intentional development of enrollment policies for enrollment season in 2013. These include: mandatory face to face enrollment conference, Individualized Learning Plan created through conference with guidance counselor, and completion of required fall benchmark assessments in Study Island and Scantron.	Fully Implemented August 2013	Revisit implementation and adjust for fall 2014	Enrollment team, teachers, advisors, counselors, administrators	Local school	Data will be collected after October 1 on % of face to face meetings, Counseling Interviews, ILP/ICAP Conferences and completion of Scantron during enrollment to determine success of enrollment policies and make changes/revisions as necessary.	Completed for 2013

<p>All students will have a counseling interview complete within 3 days of enrollment to include: ILP/ICAP completion, course selection, graduation plan, discussion on post-secondary readiness, socio-emotional check, and strategies to successful academics at ISCO</p>	<p>Fully Implemented August 2013</p>	<p>Revisit implementation and adjust for fall 2014</p>	<p>Counselors</p>	<p>Local school</p>	<p>Enrollment reports will be monitored weekly for completion of Counseling Interview and ILP/ICAP completion and will result in a student's approval for enrollment at ISCO.</p> <p>Within 4 weeks of Interview, documentation will occur in TV notes for each individual Counseling Interview and ICAP Conference.</p>	<p>Completed for 2013</p>
<p>All students will sign a student performance agreement upon entering ISCO. The agreement will include a specific 3-week compliancy period in which students must adhere to certain school policies/expectations to finalize school enrollment. Compliancy requirements include minimum engagement hours in courses, progress in all courses, completion of the counseling interview and assessments, and attendance to all live class connect sessions.</p> <p>The agreement also includes expectations around student engagement and progress for the school year.</p>	<p>Fully Implemented August 2013</p>	<p>Revisit implementation and adjust for fall 2014</p>	<p>Enrollment, Administrative team</p>	<p>Local school</p>	<p>Enrollment reports will be monitored daily during the enrollment period for completed and signed Student Performance Agreements and will be entered into student's file.</p> <p>Leadership Team Review will occur at all 3 Cohort Academy dates for each individual student meeting compliancy requirements.</p>	<p>Original 3 week period completed. Engagement expectations In progress.</p>
<p>All students will attend an advisory/homeroom session each week to offer students weekly academic planning and support, as well as social-emotional support through the <i>Why Try</i></p>	<p>Fully Implemented August 2013</p>	<p>Revisit implementation and adjust for fall 2014</p>	<p>Advisors and Counselors</p>	<p>Local school</p>	<p>Weekly attendance reports will be run for the Advisory classrooms to monitor attendance throughout the year.</p>	<p>In progress</p>

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curriculum.					Quarterly Block grades will be calculated for Advisory Classroom to determine completion of assignments and assessments.	
All students will gain knowledge during enrollment on the ISCO Futures Program and identify their Industry Sector and Career Cluster in the ISCO Futures Program during tasks completed for their ICAP/ILP during Counseling Interview.	Partially implemented August 2013, Continual implementation through counselor meetings/course placement.	Fully implemented in August 2014.	Advisors and Counselors and Teachers and Administrators Marketing	Local School	ISCO Futures Industry Sector and Career Cluster template will document during the enrollment period each student's Industry sector and career cluster using the Colorado Career Cluster Model	

\* 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:** Insight School of Colorado teachers will increase the frequency and quality of instruction in both writing and math at the high school and middle school.

**Root Cause(s) Addressed:**

- ISCO in need of an effective school-wide instructional model to give expectations around frequency and quality of teacher instruction.
- ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.

**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				
Administrators will develop a cycle of frequent teacher observations, conferences, coaching, and evaluations. These all in line with SB10-191.	Fully implemented for 13-14. Walkthroughs in October, observations and evaluations running November – April.	Revisit implementation and adjust for fall 2014.	Administration and Teachers	Local school	By December 2013, all teachers will have at least 2 observations, 2 post conferences with administrators, and 1 mid-year report on rubric progress.  By May 2013, all teachers will have at least 3 additional observations, post conferences, and a final year evaluation process.	In progress
Teachers will instruct large group live sessions at least twice per week in all high school math and English courses.	Fully Implemented August 2013	Revisit implementation and adjust for fall 2014, transition to more	Teachers and Administrators	Local school	Class Connect live session reports will be pulled by administration to ensure teacher sessions are hosted each week with unique curriculum	In progress

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		synchronous work at the HS for struggling students.			presented at each session.	
Teachers at the middle school will instruct live synchronous sessions daily to middle school students.	Fully Implemented August 2013	Revisit implementation and adjust for fall 2014	Teachers and Administrators	Local school	Class Connect live session reports will be pulled by administration to ensure teacher sessions are hosted each week with unique curriculum presented at each session.	In progress
Students will be required to spend more time writing across all courses, while being given timely and appropriate feedback from the teaching team.	Fully Implemented August 2013 in SPA document	Revisit implementation and adjust for fall 2014	All Staff	Local school	Teacher feedback will be examined at least monthly through the LMS gradebook system. Feedback will be given from administration to the teacher based on the timeliness and depth of their response to student work.	In progress
Students will be required to practice more math problems (with the use of additional flipped lessons for support) in Study Island.	Fully Implemented August 2013 in all math courses.	Revisit implementation and adjust for fall 2014.	Math and English Teachers	Local school and Study Island (k12)	Study Island student reports are pulled and analyzed twice per month by teachers and administration.	In progress
ISCO staff will develop a school-wide writing program, rubric elements, and expectations in student writing.	Implement December 2013 and adjust through 13-14 as needed.	Revisit implementation and adjust for fall 2014.	All staff	Local school	By December 2013, teachers will be trained on PROUD writing program. By February 2014, all teachers will be implementing school-wide writing strategies into	Not begun

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					student work and assessment.	
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\* 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:** Insight School of Colorado will implement a tiered level of support for students for both increased engagement and academic support.

**Root Cause(s) Addressed:**

- No school-wide academic multi-tiered system of student support in place (RTI).
- ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .
- ISCO staff in need of adequate professional development, coaching, and observation/evaluation from the administrative team.

**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		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				
In both middle and high school, teachers will use assessment data to invite students who are behind level in writing and math to direct intervention sessions. These will be held 3 days per week in writing and 2 days per week in math.	Fully Implemented August 2013. Ongoing adjustments to data used for invitations. Develop post assessments for intervention sessions to check for	Revisit implementation and adjust for fall 2014 to increased student expectations on growth.	Teachers and Administrators	Local school	Teachers analyze Study Island and course curricular data weekly to target students for academic RTI support. Administrators meet monthly with teachers to discuss data and interventions.	In progress

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	student understanding and growth.					
In both middle and high school, teachers will use student data (including both curricular assessment and benchmark assessment data) to determine academic RTI support/strategy. These strategies to include one-on-one sessions with students, catch-up plans, modified instructional plans, and frequent meetings with students to provide necessary support.	Fully implemented 2013	Revisit implementation and adjust for fall 2014	Teachers and Administrators	Local school	Teachers review data weekly to determine interventions needed. Additionally, teachers will reexamine student response and increase achievement to determine level of further intervention. Administrators meet with teachers at least monthly to analyze data and Rtl effectiveness.	In progress
In both middle school and high school, counselors and advisors will use the duration and data reports to determine a student's Rtl Tiered Level of Support – Tier 1,2,3, and provide interventions and strategies for engagement. These interventions will include; 2x week check-ins, individual class intervention, face to face meetings, mental health groups, non-academic interventions such as time management, study skills, organization, etc.	Fully implemented 2013	Revisit implementation and adjust for Fall 2014	Counselors and Advisors and Teachers and Administrators	Local school	Rtl Data, Plans and Rtl meeting minutes will be used to track the Tiered level of Support for each student throughout the school year. Rtl Meetings are biweekly.	In progress
For both middle school and high school, teachers will use data from course progress, small groups, Scantron and Study Island to identify student support needs. Teachers	Fully implemented 2013	Revisit implementation and adjust for fall 2014	Counselors, Advisors, Teachers and Administrators	Local school	Rtl progress will be tracked on a weekly basis to determine if the interventions have been	In progress

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<p>will identify the academic concern and contact the LC regarding this concern. Teachers will meet with Rtl team to determine interventions best suited for the student. Teachers will progress monitor students every week and make a determination as to Tier level after intervention has been put in place. Interventions will take place in the form of small groups, intervention groups, one-on-one tutoring or written feedback to the student.</p>					<p>successful. Rtl meetings are held weekly.</p>	
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**Major Improvement Strategy #4:** Insight School of Colorado will implement a strong, consistent, and intentional use of student data, by all staff, to drive instruction, student interventions, and teacher accountability.

**Root Cause(s) Addressed:**

-ISCO lacking an adequate student data reporting system and uniform usage of student data to drive instruction and monitor student progress on a regular basis .

**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				
<p>Counselors and Advisors will use daily course duration data to drive engagement RTI strategies.</p>	<p>Fully implemented September 2013 and constant updates made</p>	<p>Revisit implementation and adjust as needed for fall 2014.</p>	<p>Operations, Counselors and Advisors</p>	<p>Local school and K12</p>	<p>Biweekly during Rtl Meetings, throughout the school year, counselors and advisors by grade level, will analyze the data tracker reports to determine a student's Rtl Tier Level and</p>	<p>In progress</p>

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	according to staff need.				provide interventions and strategies.	
Teachers will use daily course progress data to drive student intervention and course level support.	Fully implemented September 2013 and constant updates made according to staff need.	Revisit implementation and adjust as needed for fall 2014.	Operations and Teachers	Local school and K12	Teachers utilize the gradebook on a daily basis to monitor student achievement. Additionally, teachers will use the gradebook data, weekly, to determine which students need small group interventions and/or one on one support.	In progress
Teachers will use assessment data (fall benchmark data and benchmarks in courses) to drive academic interventions in courses to support students at an individual level.	Fully implemented September 2013 and constant updates made according to staff need.	Revisit implementation and adjust as needed for fall 2014.	Operations and Teachers		Teachers will examine fall benchmark data to determine what interventions each student will need to be successful. Teacher will review Scantron, Study Island CA data, along with individual course assessment data to create sessions that will seek to support each student.	In progress
Administrators will use teacher-level student data to drive data-driven conversations with teachers on student outcomes and teacher instruction.	Fully implemented October 2013 and constant updates made according to staff need.	Revisit implementation and adjust as needed for fall 2014.	Operations, Administrators and teachers	Local School	Administrators will analyze passing/engagement rates biweekly to focus data conversations with teachers. Administrators will examine passing rates to assist teachers with interventions to help increase students outcomes.	In progress
School leaders will access student data on a weekly basis to analyze trends, progress, digressions, and	Fully implemented September	Revisit implementation and adjust as	Administrators	Local School	Administrators will pull and examine weekly passing rate/engagement data and	In progress

areas of need.	2013 and constant updates made according to staff need.	needed for fall 2014.			discuss as a leadership team on a weekly basis. Administration will carry over these discussions with the teacher team to direct their focus each week.	
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\* 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)