

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 3010 District Name: CRIPPLE CREEK-VICTOR RE-1 School Code: 3010 School Name: Cripple Creek-Victor School District Official 2014 SPF:3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	71.43%	73.33%	78.3%	70.45%	57.38%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	52.48%	33.52%	66.52%	45.45%	26.23%	
		W	54.84%	57.77%	50.00%	51.5%	50.00%	39.34%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets (Elem), Approaching (Secondary) * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	25	22	23	50	49	46	
		M	57	78	93	51	47	49	
		W	48	52	70	59	32	44	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets (Cresson Elem), Approaching (CCV Jr. – Sr. HS)</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7-year Grad Rate:</p> <p>92.30 % using a 6 year grad rate</p>	Exceeds	<p>Overall Rating for Postsecondary & Workforce Readiness: - Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Meets	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	3.4%	Meets	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	18.7	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

District Code: 3010

District Name: Cripple Creek-Victor School District RE-1

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
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).	Performance (Elem), Improvement (Secondary)	CressonElementary school Meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. Based on School Performance Framework results, CCV Junior-Senior High School is Approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEAand Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

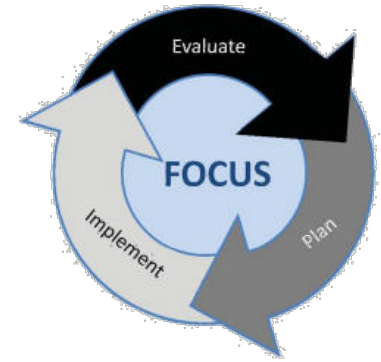
State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

1	Name and Title	Les Lindauer-Superintendent
	Email	llindauer@ccvschools.com
	Phone	719-689-2685
	Mailing Address	410 North B. Street, Cripple Creek, Colorado 80813
2	Name and Title	Tory Richey-CCV Jr.- Sr. HS Principal
	Email	trichey@ccvschools.com
	Phone	719-689-2685
	Mailing Address	410 North B Street, Cripple Creek, Colorado 80813

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and local data. Document areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>		<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative: Cresson Elementary is the sole elementary school of the Cripple Creek-Victor School District. We have approximately 220 students Pre-K thru 6th grade. Each year, the administrative team leads classroom teachers, para-professionals and various stakeholders through data analysis. We use several data points including, but not limited to: NWEA MAPS, DIBELS, SPF, behavior/discipline records, truancy reports, and in-class assessments to determine progress, trends, performance challenges and root causes. Our Gifted & Talented Program includes seven identified students, in which 28.5% are F/R lunch and 14% are minority, and several other students who haven't been identified but are considered "above grade level". These students work with our G/T Coordinator once per week and are considered our school's "Talent Pool". 100% of identified G/T students are proficient on TCAP, 80% of these students scored ADV in one or more TCAP content areas. G/T students show a continuous upward trend in academic achievement and growth as indicated on both state, district and classroom assessments. Although scores maintain an upward trend, 14% of G/T student's scores do not indicate their advanced abilities.

Cripple Creek-Victor Jr. – Sr. HS is a 7th-12th grade building with around 178 students. Our staff looks at 3 year data trends at the beginning of the year to properly place students in classes and to help teachers plan their instruction for the year. Teachers meet every other week for 45 minutes at a time for Professional Learning Communities (PLC's) to share best practices, look at examples of student work and discuss strategies for improving classroom instruction and student learning. We collect data from CMAS, PARCC, ACT, NWEA, District Assessments and classroom work.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Elementary Academic Achievement in writing will be above 54%	No, writing achievement was 49.32%	Cresson is still in the process of aligning our writing curriculum to CCSS and making it a consistent practice across all content areas and grade levels. Writing may need a longer block of time in the school day. CCV Jr. – Sr. HS is working on making sure our scope and sequence and 7-12 curriculum aligns with what is being tested. Saxon has been used for 2 full school years. It is a 5 day a week math program making it difficult to teach all of the lessons before the end of the school year. Need to develop a scope & sequence tailored to a 4 day school week. CCV Jr. – Sr. HS is working on making sure our scope and sequence and 7-12 curriculum aligns with what is being tested. Lack of perseverance with difficult concepts, not enough time allotted for concept review and additional practice
	JHS Writing Academic Achievement will be 57%, HS Writing Academic Achievement will be at 49%. JHS Math Academic Achievement will be 50%. HS Math Academic Achievement will be 32%.	No, JHS Writing Academic Achievement was 50.00%. HS Writing Academic Achievement was 39.34%. No. JHS Math Academic Achievement was 45.45%. HS Math Academic Achievement was 26.23%.	
	JHS Reading Academic Achievement will be 70.5%. HS Reading Academic Achievement will be 71.5%.	No. JHS Reading Academic Achievement was 70.45%. HS Reading Academic Achievement was 57.38%.	
Academic Growth	Elementary students will have a MGP (in math) of 53	No, the median growth percentile in math was 52	
	JHS will have a Math MGP of 87. HS students will have a Math MGP of 98. JHS will have a Writing MGP of 67. HS will have a Writing MGP of 74. There was no goal for Reading MGP for JHS or HS.	No. JHS Math MGP was 47 and HS Math MGP was 49. No. JHS Writing MGP was 32 and HS Writing MGP was 44. State Standards for Reading MGP were met. JHS Reading MGP was 49. HS Reading MGP was 46.	
Academic Growth Gaps	MATH: Elementary students who are	MATH: No, MGP for economically disadvantaged	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>economically disadvantaged will have a MGP of 61</p> <p>Elementary students with disabilities will have a MGP of 85</p> <p>Elementary students needing to catch up will have a MGP of 65</p> <p>WRITING:</p> <p>Elementary students econ. Disadvantaged will have a MGP of 50</p> <p>Elementary students with disabilities will have a MGP of 77</p> <p>Elementary students needing to catch up will have a MGP of 66</p>	<p>students was 54</p> <p>NO DATA</p> <p>NO DATA</p> <p>Yes, economically disadvantaged students MGP was 62</p> <p>NO DATA</p> <p>No, elementary students needing to catch up MGP was 56</p>	<p>Use of rubrics to identify expectations/scoring has increased writing achievement. Using Daily Language Instruction has also increased writing achievement</p> <p>Writing isn't occurring across all content areas consistently. Students who need individual, intensive instruction in writing don't always attend tutoring, Friday Learning Clinics, or Summer Learning Clinics for additional support</p> <p>CCV Jr.-Sr. HS needs to have a developed skill-building intervention class system that helps to address student needs based off of their current data.</p>
	<p>Junior High students who are econ. Disadvantaged will have a Reading MGP of 41.</p> <p>JHS catch up students will have a Reading MGP of 63.</p> <p>JHS students economically disadvantaged will have a Math MGP of 87.</p> <p>JHS students needing to catch up will</p>	<p>Yes. Economically disadvantaged JHS students had a Reading MGP of 49.</p> <p>n/a as there were 0 Catch up students in this Reading MGP category for the JHS.</p> <p>No. economically disadvantaged JHS Math MGP was 43.</p> <p>No. JHS catch up students had a Math MGP</p>	

District Code:3010

District Name: [Cripple Creek-Victor School District RE-1](#)

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	have a Math MGP of 94. JHS students needing to catch up will have a Writing MGP of 81. HS students economically disadvantaged will have a Writing MGP of 68.	of 51. n/a we had 0 JHS Catch up students. No. HS students economically disadvantaged had a Writing score of 43.	
Postsecondary & Workforce Readiness	11th grade students will score at least 20 on ACT. No targets for Graduation Rates: Federal guidelines suggest 80% or above using a Best of 4-year through 7-year Grad Rate. No targets for Dropout Rate: Federal guidelines suggest 3.6 % Rate.	No. 11 th grade students had an average score of 18.7. Best of 4-year through 7- year Grad Rate: Fed Guidelines Exceeded. 92.30 using a 6 year grad rate. CCVSD had a 3.4 % dropout rate and therefore met the Federal guideline.	

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)	Academic Achievement at the elementary level continues to meet in reading. Cresson is on the upward trend (approaching) in the areas of writing and math.	Academic achievement in reading will continue to "meet", maintaining >75% of students proficient or advanced. Focus will remain on moving students from "approaching" in math and writing to "meets".	<p>Writing instruction and our writing scope and sequence are both a work in progress. Cresson teachers have spent the last three years attending writing professional development opportunities in an effort to discover the latest trends in high performing schools. School-wide training and mentoring have aided us in the process of ensuring teachers are using common language and instructional practices across all grade levels. The use of rubrics has helped students learn expectations and consistent scoring amongst teachers.</p> <p>Saxon math is in its 3rd implementation year at Cresson. Thus, we are still experiencing an implementation dip. We have found that teachers are only completing 60-70% of the math lessons each year, which is leading to students missing some essential concepts and additional practice/assessment. Work is being done to develop an alternative scope and sequence so that students reach mastery of certain concepts before state standardized testing and in an effort to increase the # of lesson completed to >90% by the end of the school year.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Cripple Creek-Victor Jr. – Sr. HS had an overall combined score on the 1 year School Performance Framework of 59.9%. The three year School Performance Framework report for our school was 56.5% (including the one year report). This would suggest that our overall combined scores are improving for a three year growth trend (Academic Achievement, Academic Growth, Academic Growth Gaps and Post-Secondary Workforce Readiness).</p>	<p>CCV Jr. – Sr. HS will continue to make adjustments and improvements to the delivery of curriculum to our students.</p>	<p>The Jr.-Sr. HS has created a Professional Learning Community (PLC) requirement of staff to meet twice a month to share best practices, discuss student progress, share lesson plans and devise combined strategies to meet student’s individual needs. Additionally, departments were asked to create quarterly district assessments to help with progress monitoring of their students and to give the school an additional data point.</p>
<p>Academic Growth</p>	<p>Academic Growth at the elementary level continues to meet in the areas of reading and writing. We are approaching in math, continuing to close the gap.</p>	<p>Cresson continues to grow, meeting in both reading and writing. Although we are approaching adequate growth in the area of math, it is an area we will continue to focus on by continuing to align the curriculum and scope and sequence.</p>	<p>Saxon math is in its 3rd implementation year at Cresson. Thus, we are still experiencing an implementation dip. We have found that teachers are only completing 60-70% of the math lessons each year, which is leading to students missing some essential concepts and additional practice/assessment. Work is being done to develop an alternative scope and sequence so that students reach mastery of certain concepts before state standardized testing and in an effort to increase the # of lesson completed to >90% by the end of the school year.</p>
	<p>Cripple Creek-Victor Jr. – Sr. HS is in the overall combined Approaching category. Both JHS and HS students Made Adequate Growth in Reading. Both JHS and HS students did not Make Adequate Growth in Mathematics. Both JHS and HS students did not Make Adequate Growth in Writing.</p>	<p>Continue to improve our PLC process, continue to improve the District Assessment process and make sure that all of our processes and scope and sequence are aligned with C.A.S.</p>	<p>Curriculum needs to be aligned K-12 and make sure that the tests that are being given (Federal, State and Local) are done after we have taught the material to students.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		and the tests that we administer to our students.	
Academic Growth Gaps	Academic Growth Gaps at the elementary level continues to meet in the areas of reading and writing. Cresson's economically disadvantaged, students needing to catch up, and students with disabilities are on an upward trend in the area of math growth (approaching).	Students who are economically disadvantaged, need to catch up and with disabilities continue to make adequate growth and close the gap between other students in the areas of reading and are exceeding growth in writing (economically disadvantaged). All categories are approaching in the area of math.	Saxon math is in its 3 rd implementation year at Cresson. Thus, we are still experiencing an implementation dip. We have found that teachers are only completing 60-70% of the math lessons each year, which is leading to students missing some essential concepts and additional practice/assessment. Work is being done to develop an alternative scope and sequence so that students reach mastery of certain concepts before state standardized testing and in an effort to increase the # of lesson completed to >90% by the end of the school year.
	JHS students met the Academic Growth Gap in Reading and are the Approaching Category in Reading. JHS students did not meet Academic Growth Gap in Writing. HS students are approaching the Academic Growth Gap in all three areas of Reading, Mathematics and Writing.	Writing at both the JHS and HS levels are areas that need to continue to close the gap and will continue to be a focus in instruction.	Making sure the K-12 curriculum is aligned and the scope and sequence follows and prepares students for the tests that are given (Federal, State and Local). Make sure we have skill-building classes to address deficiencies that students are experiencing in Math and Writing.
Postsecondary & Workforce Readiness	The Jr. – Sr. HS received a Meets requirement in this category. ACT scores are still in the Approaching category. Overall graduation rates	Need to make sure we expose students to higher level thinking questions; academics	We have had one of the highest graduation credit requirements in the State-it has gradually gone up over the last several years. This makes it difficult for students who may have failed a couple of classes to graduate on time. Our

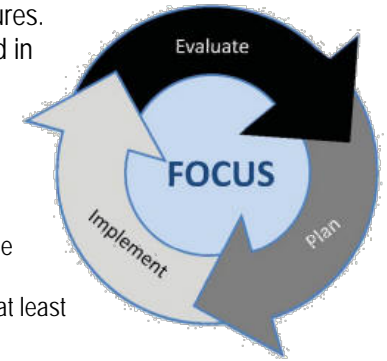
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	have declined in the previous three years.	and that they are adequately prepared for tests that are being given to them.	School Board has adjusted the total number of credits needed to graduate for next year's graduating seniors (2016) to help lower that number.

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

SchoolTargetSettingForm

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures (Cresson Elem). CMAS, CoAlt, ACT, NWEA, PARCC and District Assessments (CCV Jr.-Sr. HS).	R	Continue to improve Reading scores so that students will be at Meets or Exceeds category. G/T students will work with materials and on projects that are at or above their current level of performance in an effort to provide these students with content that meets and challenges their area of giftedness	CCV Jr. – Sr. HS: Junior high students will be above 71% High school will be above 72%	CCV Jr. – Sr. HS: Junior high students will be above 71% High school will be above 72% All G/T students will score Proficient on all Reading Assessments and >80% will score ADV on one or more reading assessments	NWEA Pre/Post ACT Practice Pre/Post Cambridge Test STAR Reading NWEA MAPS Reading PARCC (LA) DIBELS Classroom Reading Assess. COGAT Advanced Placement Classes at the High School Level-A.P. end of year Test.	Provide rigorous and relevant curriculum and programming in reading, writing and science. Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level reading materials (ex. Shakespeare for 3 rd grade GT students). Have staff attend Gifted and Talented training provided by both the BOCES and State.
		M	Provide relevant, vigorous and achievable lessons to students. Make sure we follow the CAS recommended scope and sequence for all math classes.	Junior high students will score above 51% High school students will score above 33%.	Junior high students will score above 51% High school students will score above 33%. All G/T students will score Proficient on all Math Assessments and >80% will score ADV on one or more math assessments	NWEA Pre/Post ACT Practice Pre/Post Cambridge Test Quarterly District Assessments Weekly assessments (Saxon) STAR Math NWEA MAPS Math PARCC (M) Classroom Math Assess COGAT	Increase math skill-building for all students below grade level (7-12 grade) Provide skill-building classes for students below grade level. Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level math materials & self-paced lessons

District Code:3010

District Name: [Cripple Creek-Victor School District RE-1](#)

						Advanced Placement Classes at the High School Level-A.P. end of year Test.	
		W	<p>At the elementary level, focus will remain on moving students from “approaching” in math and writing to “meets”. Although we continue to grow in both content areas, new state assessments have proven to be a challenge for our students. Additional writing and math support, along with professional development for teachers, scope & sequence development and maintaining consistent instructional and grading practices will aide in moving students to higher academic achievement (Cresson).</p> <p>CCV Jr.-Sr. HS will continue to address the Writing scores and the need for</p>	<p>Elementary Academic Achievement in writing will be above 55%</p> <p>Junior high scores will be above 58%</p> <p>High school scores will be above 50%</p>	<p>Elementary Academic Achievement in writing will be above 55%</p> <p>All G/T students will score Proficient on all Writing Assessments and >80% will score ADV on one or more writing assessments</p> <p>Junior high scores will be above 58%</p> <p>High school scores will be above 50%</p>	<p>Beginning and End of Year Cresson Writing Growth Assessment</p> <p>NWEA MAPS</p> <p>Weekly research based writing assessment</p> <p>PARCC (Language Arts)-Cresson.</p> <p>NWEA MAPS Language Usage</p> <p>PARCC (LA)</p> <p>Classroom Writing Assess</p> <p>GT Writing Portfolio</p> <p>District Assessments</p>	<p>Ensure all writing assignments and PARCC materials are aligned to the CCSS (K-6 grade) and all teaching practices are consistent. Increase PARCC prep.</p> <p>Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level writing prompts/journaling</p> <p>Provide rigorous and</p>

			improvement at both the JHS and HS levels.			NWEA MAPS Quarterly District writing assessment Pre/Post ACT Pre/Post Cambridge Test	relevant curriculum and programming in reading, writing and science. Provide Skill-Building classes for students below grade level.
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R			All G/T students will have an average MGP of >80% in Reading	PARCC (LA) DIBELS NWEA MAPS Reading STAR Reading Advanced Placement Classes at the High School Level-A.P. end of year Test.	Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level reading experiences
		M	CCV Jr. – Sr. HS students will continue to work at improving their Approaching status at both the JHS and HS level.	Elementary students will have a MGP of 54 Junior High School students will have a MGP of 88 High School students will have a MGP of 99	Elementary students will have a MGP of 54 All G/T students will have an average MGP of >80% in Math Junior High School students will have a MGP of 88 High School students will have a MGP of 99	NWEA MAPS-Math Weekly assessments (Saxon) Success Maker Math scores PARCC (Math) NWEA MAPS Pre/Post ACT Practice Pre/Post Cambridge Test Quarterly District Assessments. Advanced Placement Classes at the High School Level-A.P. end of year Test.	Increase math remediation/support for all students below grade level (K-6 grade) Maintain daily skill practice K-6 grade Increase math skill-building classes for all students below grade level (7-12 grade) Provide remediation classes for students below grade level Professional Development

District Code:3010

District Name: [Cripple Creek-Victor School District RE-1](#)

							on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level math materials, self-paced lessons
		W	CCV Jr. – Sr. HS will continue to work at improving scores for JHS and HS students.	Junior High School will have a MGP of 68 High School will have a MGP of 75	Junior High School will have a MGP of 68 High School will have a MGP of 75 All G/T students will have an average MGP of >80% in Writing	NWEA MAPS Pre/Post ACT Practice Pre/Post Cambridge Test Quarterly District Assessments Weekly assessments (Saxon) Advanced Placement Classes at the High School Level-A.P. end of year Test.	Provide rigorous and relevant curriculum and programming in reading, writing and science. Provide Skill-Building classes. Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level writing prompts/journaling
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R			G/T students who are economically disadvantaged will have an average MGP of >80% in Reading	PARCC (LA) DIBELS NWEA MAPS Reading STAR Reading Advanced Placement Classes at the High School Level-A.P. end of year Test.	Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level reading materials/lessons
		M		Elementary students who are economically disadvantaged will have a MGP of 62 Elementary students with disabilities will have a MGP of 86 Elementary students	G/T students who are economically disadvantaged will have an average MGP of >80% in Math	NWEA MAPS-Math Weekly assessments (Saxon) Success Maker Math scores PARCC (Math).	Increase math remediation/support for all students below grade level (K-6 grade) Maintain daily skill practice K-6 grade Provide transportation for tutoring and Summer

District Code:3010

District Name: [Cripple Creek-Victor School District RE-1](#)

			<p>CCV Jr.-Sr. HS will continue to address the Academic Growth Gaps that are present with students by increasing rigor and relevance with our curriculum.</p>	<p>needing to catch up will have a MGP of 66</p> <p>Junior High students who are Economically Disadvantaged will have a MGP of 42</p> <p>JHS catch up students will have a MGP of 64</p>	<p>Junior High students who are Economically Disadvantaged will have a MGP of 42</p> <p>JHS catch up students will have a MGP of 64</p>	<p>NWEA MAPS Pre/Post ACT Practice Pre/Post Cambridge Test Advanced Placement Classes at the High School Level-A.P. end of year Test.</p>	<p>Learning Clinics (Cresson).</p> <p>Increase math skill-building classes for students below grade level at CCV Jr.- Sr. HS</p> <p>Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level math lessons, self-paced math lessons</p>
		W	<p>Elementary students Econ. Disadvantaged will have a MGP of 51</p> <p>Elementary students with disabilities will have a MGP of 78</p> <p>Elementary students needing to catch up will have a MGP of 67</p> <p>Junior High School students economically disadvantaged will have a MGP of 88</p> <p>Junior high school students needing to catch up will have a MGP of 95</p>	<p>Elementary students Econ. Disadvantaged will have a MGP of 51</p> <p>Elementary students with disabilities will have a MGP of 78</p> <p>Elementary students needing to catch up will have a MGP of 67</p> <p>Junior High School students economically disadvantaged will have a MGP of 88</p> <p>Junior high school students needing to catch up will have a MGP of 95</p> <p>G/T students who are economically disadvantaged will have</p>	<p>Junior High School students economically disadvantaged will have a MGP of 88</p> <p>Junior high school students needing to catch up will have a MGP of 95</p> <p>G/T students who are economically disadvantaged will have</p>	<p>Beginning and End of Year Cresson Writing Growth Assessment NWEA MAPS Weekly research based writing assessment PARCC (Language Arts)</p> <p>NWEA MAPS Pre/Post ACT Practice Pre/Post Cambridge Test Quarterly Writing assessments GT Writing Portfolios Advanced Placement Classes at the High School Level-A.P. end of year Test.</p>	<p>Ensure all writing assignments and PARCC materials are aligned to the CCSS (K-6 grade) and all teaching practices are consistent. Increase PARCC prep</p> <p>Increase Math Skill building classes for all students below grade level</p> <p>Professional Development on differentiation for gifted students; Destination Imagination; pull-out groups; higher-level writing prompts/journaling</p>

				an average MGP of >80% in Writing		
Postsecondary & Workforce Readiness	Graduation Rate		Best of 4-year through 7- year Grad Rate: 92.30 using a 6 year grad rate.			Exceeds expectations.
	Disaggregated Grad Rate					
	Dropout Rate		3.4%			Meets expectations.
	Mean CO ACT		18.7			Approaching expectations
	Other PWR Measures					

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Ensure all writing assignments and test prep materials are aligned to the CCSS (K-6 grade) and all teaching practices remain consistent (Cresson Elem). CCV Jr. – Sr. HS will work on aligning curriculum and working on the scope and sequence of classes, **Root Cause(s) Addressed:** Lack of school-wide writing program/curriculum and inconsistent training has resulted in inconsistent writing instruction (Cresson Elem). CCV Jr.-Sr. HS-making sure the 7-12 curriculum is aligned and the scope and sequence follows and prepares students for the tests that are given (Federal, State and Local).

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Alignment of writing to CCSS	August 2014-October 2015	June 2015-May 2016	Kindergarten-6 th grade teachers, principal	Title II in-house professional development funds-\$1500	Fully aligned curriculum K-6; aligned scope & sequence	In Progress
Increased PARCC Language Arts prep for students		June 2015-May 2016	3 rd -6 th grade teachers, principal	Title I Materials- up to \$500	acquisition of materials and implementation schedule for PARCC prep	Not begun
Curriculum Alignment (7 th -12 th)	---	Aug 2015-May 2016	7 th -12 th staff	Staff committee work.	Fully aligned curriculum 7-12; aligned scope & sequence.	Will begin Fall 2015
Scope and Sequence work (7 th -12 th)	---	Aug 2015-May	7 th -12 th staff	Staff committee work.	Fully aligned curriculum 7-12; aligned scope & sequence.	Will begin Fall 2015

District Code: 3010

District Name: Cripple Creek-Victor School District RE-1

		2016				

* 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: Cresson Elem will increase math remediation/support for all students below grade level (K-6 grade). CCV Jr. – Sr. HS will increase skill-building classes to help address math and writing deficiencies through repetition and extended study time for students. **Root Cause(s) Addressed:** implementation dip due to the new math program being implemented since 2013. Greater focus on identifying “holes” in foundational math skills is necessary to increase student math achievement. (Cresson). CCV Jr. – Sr. HS will make sure we have skill-building classes to address deficiencies that students are experiencing in Math and Writing.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Increase intensive math support and small math groups at the elementary level	January 2014- May 2015	June 2015- August 2016	K-6 grade teachers, para educators	After School Tutoring; Friday Learning Clinics, Summer Learning Clinics- Title I fund allocation TBD for 2015-16 school year	Classroom observations NWEA MAPS scores Saxon Math assessments scores	Ongoing-all students needing support in math have been placed in small, intensive groups, tutoring and Friday Learning Clinics, Summer Learning Clinic begin June 2015
Focus on foundational math skills, daily, at all grade levels	August 2013- May 2014	August 2015- May 2016	K-6 grade teachers	Saxon Math Meeting; Saxon Power-Up-including in yearly material costs	Classroom observations Educator Evaluations NWEA MAPS scores Saxon Math assessment scores	Ongoing- math skill practice & development occurring daily at all grade levels K-6
Restructure existing teaching staff's schedules to address and establish skill building classes within the Master Schedule	---	Aug 2015- May 2016	7 th -12 th grade teachers.	Work with existing staff. Order classroom materials needed for successful implementation of class.	Creation of Individual Learning Plans for each student in each skill-building class.	Beginning in the Fall 2015.

* 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: _CCV Jr. – Sr. HS will continue to improve and refine the PLC process and refine all subjects quarterly assessments. The goal being to help staff refine their teaching skills and to be able to make sure the quarterly assessments align with the scope and sequence work that will be going on in the Fall of 2015. **Root Cause(s) Addressed:** Making sure the K-12 curriculum is aligned and the scope and sequence follows and prepares students for the tests that are given (Federal, State and Local)-CCV Jr. – Sr. HS.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 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)
	2014-15	2015-16				
Provide more time for Teachers and Staff to meet for PLC time.	Aug 2014- May 2015	Aug 2015- May 2016	7 th -12 th teaching staff.	Synchronized Department planning periods.	Restructuring the Master Schedule and Bell Schedule.	In progress.
Provide more guided process for PLC time	Aug 2014- May 2015	Aug 2015- May 2016	7 th -12 th teaching staff.	Synchronized Department planning periods	Restructuring the Master Schedule and Bell Schedule.	In progress.
Provide structure and goals for refining quarterly district assessments.	Aug 2014- May 2015	Aug 2015- May 2016	7 th -12 th teaching staff.	Synchronized Department planning periods	Restructuring the Master Schedule and Bell Schedule.	In progress.

* 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:

District Code: 3010

District Name: Cripple Creek-Victor School District RE-1

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

Optional Action Plan for Gifted Education Activities(additional rows may be added, as needed)

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)
	2014-15	2015-16				
G/T Coordinator to provide gifted & talented differentiation training to classroom teachers (PK-12)		August 2015	GT Coordinator, BOCES, Admin, Classroom Teachers	Materials/Handouts GT Budget (\$2671)	Training Occurs Lesson Plans-differentiation Pull-out Group Implementation	Not begun for 2015-16 school year
Professional Development documentary: RISE: The Extraordinary Journey of the Exceptionally and Profoundly Gifted (PK-12)		October 2015	Admin Classroom Teachers GT Coordinator	Video \$45.00 from GT Budget	Presentation of documentary Lesson Plans-differentiation Pull-out Group Implementation	In Progress-video purchased 3/31/15
Parent/Teacher Conferences to review Advanced Learning Plans (PK-12)	October 2014 & April 2015	October 2015 & April 2016	Admin Classroom Teachers GT Coordinator Parent(s)	n/a	Conference Schedule ALP Completion Parent Notification	Not begun for 2015-16 school year

Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet along with the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district attaches its individual program addendum (AU joint addendum or district specific addendum) to the district's UI

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, and provide professional development; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress