

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

Organization Code: **8001** District Name: **CHARTER SCHOOL INSTITUTE** School Code: **0654** School Name: **THE PINNACLE CHARTER SCHOOL ELEMENTARY** Official 2014 SPF: **1 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		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, 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	71.65%	-	-	50%	-	-	Overall Rating for Academic Achievement: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	54.74%	-	-	
		W	53.52%	-	-	32.62%	-	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	47	-	-	49	-	-	
		M	62	-	-	55	-	-	
		W	55	-	-	41	-	-	
ELP	25	-	-	43	-	-			

**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?	
<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 - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</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.	-	
	<p>Dropout Rate <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	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 UIP is due to CDE for review on January 15, 2015 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/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .
	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: <a href="http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp</a> .

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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 1 as of July 1, 2015	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, 2015 for review. The updated plan must also be submitted to CDE by April 15, 2015 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 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**

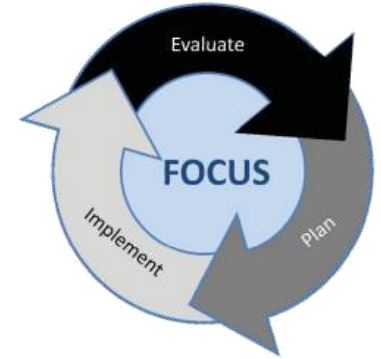
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	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.	AdvancED Protocol, Spring 2016
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. William K. Wiener, Executive Director
	Email	<a href="mailto:wwiener@pinnaclecsi.org">wwiener@pinnaclecsi.org</a>
	Phone	(303) 450-3985 ext. 1005
	Mailing Address	1001 W. 84 <sup>th</sup> Avenue, Federal Heights, CO 80260
2	Name and Title	Ms. Rebecca Sieve, Principal
	Email	<a href="mailto:rsieve@pinnaclecsi.org">rsieve@pinnaclecsi.org</a>
	Phone	(303) 450-3985 ext. 1014
	Mailing Address	1001 W. 84 <sup>th</sup> Avenue, Federal Heights, CO 80260

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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 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 Process for Data Analysis:**  
 The Pinnacle Charter School Elementary School is comprised of grades K-5 and is authorized under the Colorado Charter School Institute as part of The Pinnacle Charter School (K-12). Located in Federal Heights, the K-12 complex includes a K-8 building, a high school, and an event center. The total number of students who attend The Pinnacle is 2,159 using Oct. 1 count, with 1,049 attending the elementary school. The population demographics of the school as a whole have changed over the past 4 years, most of it at the elementary level.. The percentage of students who qualify for free and reduced lunch (71.7% or 750 students), as well as the percentage of students who are designated as English Language Learners (44.9% or 468 NEP/LEP students) and has increased dramatically even in the 2014-15 school year, while the percentages of students who qualify for Gifted and Talented has declined.

Students who attend The Pinnacle K-12 reside in several surrounding school districts. (Differences in student numbers due to data analysis dates)

District	2012 Number of Pinnacle Students 1951	Percent of Student Population	2013 Number of Pinnacle Students 2124	Percent of student Population	2014 Number of Pinnacle Students 2159	Percent of student Population
Adams Northglenn-Thornton 12	1058	54.23%	1166	54.90%	1102	51.04%
Mapleton 1	326	16.71%	290	13.65%	294	13.62%
Westminster 50	381	19.52%	438	20.62%	470	21.77%
Other	186	9.53%	86	4.05%	165	7.64%
Adams 14			118	5.56%	128	5.93%

UIP development is a guided collaborative staff effort. From the beginning of the school-year, time is dedicated to School Performance Framework, TCAP, interim assessment, and classroom data analysis, collaborative inquiry, identification of performance challenges, root cause analysis, and action planning. Staff involvement in the process was a goal beginning in the 2012-2013 planning year, and has continued to become more important, intentional, and strategic since then. All staff have been involved at some level. School Improvement Team members (the K-12 Department Heads, Principals, and Executive team) have worked each month on a piece of the process following the order listed above, and staff in-service time has been dedicated as well to proposal and analysis of root causes. From the work of the entire staff, the Elementary leadership team (the Elementary Principal, Assistant Principal, and Department Chairs) prioritized needs and developed action plans. At several points during the process, stakeholder groups were provided with the thinking and work in progress with an opportunity for feedback. Feedback from these groups, which included the Board of Directors, the School Advisory Council (Pinnacle’s School Accountability Committee), the Administrative team, and staff was then incorporated into the final Priority Improvement Plan. Final draft plans are reviewed by all administrators, the Board of Directors, the School Advisory Council, and School Improvement Team members. Parent involvement in the plan is accomplished through presentation at the School Advisory Council meetings, an open forum for parent questions and comments, with final approval through our parent School Board of Directors. A school-wide parent meeting with specific information on school improvement is held in December in addition to individual student progress meetings.

Performance data is reviewed at different levels within the school. The Assessment Department, UIP Coordinator, and Principal are primarily involved with gathering and summarizing assessment data along with the initial presentation and analysis of school-wide data. Initial data analysis of State Testing results is presented to the Board and the School Advisory Council, at the respective meetings immediately following the assessment embargo date. In subsequent work sessions and meetings, school data was reviewed and discussed at a deeper level with these groups. Principals and Department Chairs review school level/grade level data. At the Elementary school every other Thursday is an all staff meeting and some of this time has been devoted to data review. Department Chairs and teachers review grade level/individual data. Elementary Data Leaders are charged with understanding the use and analysis of assessment data. This team meets weekly to review Elementary data and function as a resource for teachers, facilitating both vertical and horizontal data teams. The team (which is comprised of a data teacher lead from every grade level K-5) has focused this year on analyzing DIBELS data (the Pinnacle READ assessment given K-5) and Galileo interim assessment data. The team focused on DIBELS data early in the year, looking at individual students who were partially proficient or non-proficient (yellow or red zone), and focusing on strategies to move those students towards proficiency. Next the team identified standards that students struggled with on the first interim assessments in Math, Reading, Writing, and Science. The team developed goals and publicized proficiency goals on data boards in the front hallway of the building.

The Pinnacle Elementary School was placed on a Priority Improvement plan by the authorizer in October of 2014 based on declining academic proficiency over time and academic proficiency compared to the geographic district. In order to improve the UIP processes and make significant improvement in academic performance, Pinnacle staff attended several Improvement Planning trainings and the PITA Orientation offered by the Colorado Department of Education and have worked through the CDE ELAT project and DIBELS platform assessment vendors to deepen assessment data understanding.

**Review of Current Performance:**

The Colorado Charter School Institute Analysis of Current Academic Performance regarding Pinnacle Elementary School (Draft Annual Performance Report 2014-15):

Reading:

Students are approaching state standards in Reading , with demonstrated levels of proficiency that fall at the 15<sup>th</sup> percentile statewide, the cut point between a does not meet and approaching rating. This is the result of a longitudinal decline in achievement, yielding the lowest levels of achievement during the most recent charter contract term and falling more than 15 percentage points below the geographic district. Crosstabs reveal a statistically significant disparity between students eligible for free and reduced lunch and their classmates (p less than .001). However, this gap is

being moderated by language proficiency, with non-ELL minority students performing comparably to the general population. In both groups, being eligible for free and reduced lunch increases the likelihood of non-proficiency as a minority or ELL student at Pinnacle Elementary. It should also be noted that a majority of FRL students testing non-proficient in 2013 (n=110) remained non-proficient in 2014. Of those testing proficient in 2013 (n=233), 42.9% fell to levels of non-proficiency in 2014, indicating the school is finding little success in making academic progress with this group of students. Lastly, a significant gap ( $p$  is less than .001) exists between students with individualized education plans (IEPs) and their classmates. Although a majority of these students (76.7%) tested non-proficient in 2013 and remained non-proficient in 2014, nearly  $\frac{3}{4}$  of those testing proficient in 2013 fell to levels of non-proficiency in 2014, suggesting the school is struggling to maintain levels of proficiency with this group of students.

The school is meeting state growth standards in Reading, producing median levels of growth that do not surpass what the state categorizes as one year's growth in one year's time, and fall slightly below the geographic district. Less than 50% of students are making the individual levels of growth necessary to improve proficiency over time, a decline from 2013 of more than 15%. Although students eligible for free and reduced lunch produced comparable levels of median growth to their classmates, it should be noted that a majority of these students (56.9%) did not make adequate levels of growth, and the largest proportion (36.9% produced individual levels of growth categorized by the state as low (SGP less than 35). This indicates that the largest proportion of these students are not making the same levels of raw growth as a majority of their statewide academic peers, or students across Colorado with similar testing histories. This indicates the school is not on track towards closing this identified achievement gap over time. Analysis reveal a significant growth gap ( $F=9.137$ ,  $p=.003$ ) does exist between students with individualized education plans and their classmates. Measures of effect reveal that having an IEP is 9 times more likely to predict student growth than chance alone, with 96.0% of these students not making the necessary levels of growth to improve proficiency over time.

#### Writing:

Students are approaching state achievement standards in Writing, with demonstrated levels of proficiency that are less than 1/10 of 1 percentage point away from not meeting state standards and falling below the 15<sup>th</sup> percentile statewide. This level of performance is a significant decline from prior years, and falls more than 10 percentage points below the geographic district. The most significant variation in scores can be attributed to lunch eligibility, with students eligible for free and reduced lunch performing far below their classmates ( $p$  is less than .001). Duration of enrollment was not found to have an impact on this relationship, with both new and returning FRL students failing to meet state standards. Rather, being continuously enrolled only corresponds to increased scores for non-FRL students. An additional gap was identified between English Language Learners and their classmates ( $p$  is less than .001). Multivariate analysis reveal that although these two groups of students have a lot of overlapping variance, these factors are distinctly significant, with non-FRL students identified as English Language Learners performing significantly below the general population ( $p=.05$ ). It is important to note that of ELL students testing non-proficient in 2013 (n=121), 86.0% remained non-proficient in 2014. Of those testing proficient in 2013, a majority (61.4%) fell to levels of non-proficiency, suggesting the school is struggling to make academic progress with this group of students. Students with individualized education plan (IEPs) also performed significantly below their classmates ( $p$  is less than .001), with less than 5% of this group testing proficient in either 2013 or 2014.

Students are approaching state growth standards in Writing, producing median levels of growth that fall 10 percentile points below the geographic district. Less than 36% of students are making the necessary levels of individual growth to improve school wide proficiency over time. Although all student subgroups produced median levels of growth that are statistically comparable to the general population, none of these groups are making the adequate levels of growth necessary to improve over time or close identified achievement gaps. Nearly 60% of students school wide (59.5%) did not surpass what the state categorizes as one year's growth in one year's time, with more than 40% of students producing individual levels of growth categorized as low. This indicates the largest proportion of students in the school are not making the same levels of raw growth as a majority of their academic peers, or students across Colorado with similar testing histories.

#### Math:

Students are approaching state achievement standards in Math, with demonstrated levels of proficiency that fall more than 10 percentage points below the geographic district. A significant achievement gap ( $p=.001$ ) exists between grade levels, with 5<sup>th</sup> students performing below 3<sup>rd</sup> and 4<sup>th</sup> grade students and failing to approach state standards. Duration of enrollment does not have an impact on this disparity, with new and returning 5<sup>th</sup> grade students performing below their new and returning peers in 3<sup>rd</sup> and 4<sup>th</sup> grade. Prior year's proficiency does have an impact on the gap, with almost all 5<sup>th</sup> grade students identified by the state as needing to catch up (n=78) remaining non-proficient in 2014 (90.3%). A majority of students in 5<sup>th</sup> grade testing proficient in 2013 performed comparably to the general population (75.5%). This indicates that the school is not finding success in moving academically at-risk 5<sup>th</sup> grade students across proficiency levels over time. An additional gap exists between students eligible for free and reduced lunch and their classmates ( $p$  is less than .001). This disparity is contained to returning FRL students, as new students eligible for free and reduced lunch produced levels of proficiency that are comparable to other new students at Pinnacle. Similar to other content areas, students with individualized education plans (IEPs) performed significantly below ( $p$  is less than .001) their classmates (13.0%). One additional variable contributing to the variance in the relationship between students with IEPs and Math

achievement is language proficiency.

Students are meeting state growth standards in Math, with median levels of growth being slightly higher than the geographic district and surpassing what the state categorizes as one year's growth in one year's time. Similar to writing, many eligible student groups are producing statistically comparable levels of median growth as the school wide median. However, because these groups have a higher level of adequate growth needed to improve proficiency, none of these groups are currently on track towards closing identified achievement gaps and improving proficiency above and beyond school wide figures currently. School wide, more than ½ of Pinnacle elementary students are not making these individually adequate levels of growth (57.5%), rates that higher for subgroup population, including 5<sup>th</sup> grade students (61.7%), students eligible for free and reduced lunch (60.2%), and students with individualized education plans (96.0%).

### **Trend Analysis:**

#### **READ Act**

At Pinnacle Elementary 473 students attend the K-2 grades. Analysis of performance in these grades gives an indication of the future trends in the school, as the mobility rate is less than 12%. The Pinnacle made the switch from the DRA2 to the DIBELS reading assessment in the 2013-14 school year in compliance with the READ Act. Title I funds are allocated to literacy interventionists K-12 (4 FTE at the Elementary) as a strategy to increase academic reading proficiency for struggling readers and English Language Learners. Additionally, student support services delivery model was redesigned to better provide intervention to meet the needs of both students with a significant reading deficiency as well as other struggling students in order to accelerate their growth toward grade level. As the highest increase in English Language Learner population at Pinnacle is in the kindergarten additional READ funds received by the State were allotted to funding full day kindergarten to increase instructional time at this level.

The Pinnacle is in the second year of participation in the Early Literacy Assessment Tool Project through CDE. The additional professional development opportunities for administrators and staff involved with K-3 literacy and trainers of teachers (TOT's) has given teachers guidance and has assisted with setting goals for students. Strategic decisions regarding the reduction of students on READ Plans, combined with the increase of ELL students in grades K-2) has been a focus which is indicated in Improvement Strategy #3 (monitoring the restructure of Intervention services). Data Leaders analyzed the DIBELS data down to the individual student level, literacy interventionists and classroom teachers work in a tier II/tier III instructional block combine with strategic implementation of new reading curriculum at the K-5 levels and tutoring for students who are not at grade level in reading as strategies to improve academic performance in Reading. The partnership with the CDE READ Act principal support personnel included a reading curriculum review, an analysis of the RtI process for these grade levels, and Tier I evaluation in 2013-14. A Standards based reading curriculum was adopted in the spring of 2014 based on the recommendation of the CDE Literacy Support personnel. The Pinnacle is currently developing a plan to offer the CDE READING Foundations Academy in-house during the spring semester 2015.

#### **READ Data Analysis:**

Significant Reading Deficiency - In both 2013 and 2014 the percentage of students who were in grades K-3 and qualified as having a significant reading deficiency remained stable between 29% in 2013 and 30% in 2014. After mid-year 2014-15 DIBELS testing, the percentage of students performing well-below benchmark (or who would qualify for a SRD) is 32.9%. When the school administered the DRA2 assessment as the CBLA assessment (and the first year that READ data was collected) the percentage of students who were proficient K-3 moved from 46% in 2012 to 53% in 2013. The first year the DIBELS assessment was administered, 56.5% of students were proficient. The current percentage of students who are performing proficiently is 52.4%. While there is variation in these scores over time, all years trend is stable at or around 50% proficient. These trends were a major consideration in why student support services have been restructured and how this implementation has occurred. DIBELS growth data from last year (2013-2014) is classified as Below Average for grades K-3.

### **Notable Performance Trends:**

Academic Achievement in all content areas declined from 2010 to 2012, then increased in 2013 and declined again in 2014. Overall, academic achievement has declined over the past 5 years in all content areas. The Median Growth Percentile has declined in all content areas as well overall. From 2011 to 2012 the MGP declined then increased in 2013 and fell in 2014. A comparison of

one-year data shows that in 2012, the School earned an Approaching in Academic Achievement, Academic Growth and Academic Growth Gaps. In 2013 the School earned Approaching in Academic Achievement, Meets in Academic Growth and Meets in Academic Growth Gaps. In 2014, the Elementary received an Approaching in Academic Achievement, Meets in Academic Growth and Approaching in Academic Growth Gaps. From 2012-2014, the Academic Growth went from Approaching to Meets for two consecutive years. Academic Growth has been a priority goal since 2011. The growth has become the focus primarily due to the high numbers of English language learners. This is due to the fact that it takes approximately 5 to 7 years for students to attain proficiency in academic English, students in kindergarten through grade 5 have more capacity to show higher academic growth than achievement levels on State assessments. They need the gift of time to learn the language in order to attain state targets for proficiency levels.

Elementary:

Students groups (free and reduced lunch, minority, students with disabilities, English Learners and students needing to catch up) are not making adequate growth in all content areas – reading, writing, or math.

**Priority Performance Challenges:**

Academic proficiency is below state expectation in all content areas, and is declining over time.

Academic growth is not meeting state expectation in every content area and is inconsistent over time.

Academic growth gaps – subgroup populations are not meeting state standards in all content areas consistently.

The Elementary School Improvement Team members, Data Leaders, the Assistant Principal and the Principal met periodically to brainstorm and identify the academic performance challenges. Math had been the greatest performance challenge. In 2013-14, the Median Growth Percentile met the target in Math. In Reading and Writing the Median Growth Percentile in 2013-14 was 17.5% to 19% below the target. Subsequently, The strategies appear to be working in math. Reading and writing have become the major priorities. Increasing reading and writing scores will positively impact other content areas, i.e., science and social studies.

Since 2012, purchasing and implementing a K-5 Standards based curriculum has been a goal for the Elementary. The Standards based math curriculum was implemented K-5 in 2012. The effect has been significant as evidenced in the math scores. The Elementary subsequently purchased science, social studies and reading curriculum based on the Common Core State Standards in the spring of 2014. The new curriculum was in response to the priority challenge of increasing reading scores and the capacity to read non-fiction texts. A writing specials class was created in response to the writing scores. Reading and writing remain a challenge due to the increasing number of students who speak English as a second language that are enrolling in the Elementary. The increase has been significant from 2008-2014, growing by 100 students annually. The percentage of ELLs in kindergarten has grown from approximately 30% of the student population to 50% of the population. Reading and writing are essential skills that form the foundation for success in other content areas and future education; therefore, reading and writing scores are priorities for native and non-native English speakers.

Vertical Alignment through Rigorous Curriculum Design using the CCSS & CAS plus providing adequate student support services through viable teacher/student ratios remain as priorities for the entire school. Each content area is involved in both the vertical and horizontal alignment process based on the Standards.

**Root Cause Analysis:**

The leadership team in conjunction with the School Improvement Team analyzed data and school performance indicators. The root causes for the performance challenges were identified for the Elementary and for K-12. Lack of a reading and writing curriculum based on the CCSS was named as a cause for decreasing reading and writing scores. Curriculum used in math based on the CCSS was working and was a necessity for reading and writing. Staff development in these areas was also identified as a potential root cause for poor performance. While the instructional staff had PD training days at the beginning of the year for new materials, teachers reported that the training needed to be more ongoing. The ratio of literacy and English language learner student support personnel to students was identified as a weakness. The increasing numbers of incoming students who qualify for READ and ELD plans, without a similar level of increase in staffing for the last few years, has had an impact to level of services. Changes have also occurred in the structure of the programming several times in the past few years and staffing of many Support Services Departments (Literacy, English Language Development, and Special Education). Additionally, classroom support/intervention and assessment scheduling needed to reflect best practice and align with approved accommodations. From team meetings instructional staff believe that students who are new to Pinnacle (newly enrolled) are unfamiliar with curricular materials used and are academically behind their peers.

When administration and staff worked on verifying the root cause, it became apparent that staff needed additional development opportunities with the new reading and writing curriculum materials purchased for the 2014-15 school year. The Principal verified that teachers were developing Rigorous Curriculum Design units to supplement writing materials in 2013-14. In 2014-15 the purchase of a Common Core Standard based writing curriculum prompted the Principal to set the expectation to monitor reading and writing instructional practices. A gap in consistent instructional time for writing was discovered. The expectation that staff will implement the writing component of the curriculum materials daily and with fidelity will be measured through classroom observations and team planning. Staff are using the tagged essential components and making sure that these are taught as well. Intervention staff in 2012 used materials and strategies more aligned with core classroom content. In 2013-14 the department was restructured and lost some of this alignment, so returning to prior best practices for Student Support departments has been a priority in 2014-15.

The school identified targeted professional development, aligning horizontally and vertically, and restructuring intervention services as strategies for improvement several years ago and still believes that the work of improving these areas is large enough to make the systemic changes necessary to improve student performance over time. Modifications are made annually to improvement actions which speak to the current process and phases of these improvements.

Annual target setting is a complex process, especially for reading. Each grade level and overall student proficiency is taken into consideration when developing school-wide goals and targets. The annual reading targets are set based on incoming kindergarten student proficiency levels on the DIBELS beginning of year benchmark and also the percentage of students who are designated as English Language Learners. The average number of years for students to move from Non-English Proficient to Limited-English Proficient to Fluent-English Proficient in reading is also taken into consideration when setting targets.

**Parent Involvement:**

A key component to the success of The Pinnacle Elementary School is parental involvement. The Elementary School believes parents must be involved in their children's education and be active participants in order to help them achieve emotionally, socially and academically. The Pinnacle strives to give parents the tools and skills to be informed and empowered decision makers in the educational process. Parent information and outreach programs are an integral part of a school-wide improvement plan that builds bridges between the school and community.

The Pinnacle Elementary School has developed and scheduled the following programs and events: Parent/Teacher Conferences, to include At-Risk Conferences; Oral and Written Translation Services; Parent Volunteer Coordinator Services; Parent Open Houses; Parent Information Nights; K-2 Parent Orientation Programs; Literacy Around the World Events; iPad Rollout Events; enVision Math Parent Information Meetings; Internet Educational Website Exploration; Cozy Read Classroom Event; Weekly Newsletters; School Website; Parent Portal-for Daily Assignments and Grades; Weekly Friday Folders; Girl Scout Leader Facilitation and Public Library Summer Program Offerings.

**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)	<p><b>Reading:</b> By the end of the 2013-14 school-year 61.0% of students will score proficient or advanced overall on the reading TCAP in order to reach the state expectation of 71.65% students proficient and advanced (meeting the 50<sup>th</sup> percentile) within 3 years</p> <p><b>Writing:</b> By the end of the 2013-14 school-year 45.9% of students will score proficient or advanced overall on the TCAP in order to meet state expectations of 53.52% proficient and advanced (meeting the 50<sup>th</sup> percentile) within 3 years</p>	<p><b>Reading:</b> <b>No.</b> The percentage of students scoring proficient and advanced on TCAP declined to 50.26%, a decrease of 7% and 10.74% away from the target.</p> <p><b>Writing:</b> <b>No.</b> The percentage of students scoring proficient and advanced on TCAP declined to 32.85%, a decrease of 10% and 13.05% away from the target.</p>	<p><b>Academic Achievement:</b> The ECAR reading curriculum may not have provided enough non-fiction text instruction. Rigorous Curriculum Design was used for creating Writing Standards Units. This was a new process and new curriculum. Galileo Pre, Benchmark and Post Test scores were used to form and differentiate instruction. The TCAP and Galileo scores do not correlate in all content areas. The English Language Acquisition Program also had new staff and changes in the service model. The Assessment Department also had new staff for coordinating and implementing the TCAP schedule. Since 2011 we have conducted a systemic ongoing comprehensive review of our programming to better meet the needs of our changing student demographic. We are in process of tailoring our professional development and raising our professional expectations for instructional staff through evaluations tied to student performance and observations to positively impact student</p>
	<p><b>Math:</b> By the end of the 2013-14 school-year 61.5% of students will score proficient or advanced overall on the math TCAP in order to reach the state expectation of 70.89% proficient and advanced (meeting the 50<sup>th</sup> percentile) within 3 years</p>	<p><b>Math:</b> <b>No.</b> The percentage of students scoring proficient and advanced on TCAP declined to 54.70% and 6.8% away from the target.</p>	
Academic Growth	<p><b>Reading:</b> By the end of the 2013-14 school-year</p>	<p><b>Reading:</b> <b>Yes.</b> Students made adequate growth in</p>	

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>students will continue to make adequate growth in reading. The median growth percentile will be at or above 66.5 to secure an <i>Exceeds</i> rating.</p> <p><b>Writing:</b> By the end of the 2013-14 school-year students will make adequate growth in writing with the median growth percentile being at or above 60, continuing an <i>Exceeds</i> rating.</p>	<p>reading. <b>No.</b> The Median Growth percentile was 49 securing a Meets rating but 17.5 percentile points away from the Exceeds target.</p> <p><b>Writing:</b> <b>No.</b> Students did not make adequate growth. The median growth percentile was 41, 19 percentile points away from the target and earning an Approaching rating.</p>	<p>performance.</p> <p><b>Academic Growth:</b> The ECAR reading curriculum may not have provided enough non-fiction text instruction and academic vocabulary exposure, especially for ELLs. Rigorous Curriculum Design was used for creating Writing Standards Units. This was a new process and new curriculum. The implementation may not have allowed enough opportunity to adapt lessons based on student responses and specific needs. Writing is normally the last language skill to become proficient for ELLs. Galileo Pre, Benchmark and Post Test scores were used to form and differentiate instruction. The TCAP and Galileo scores do not correlate; however, Writing scores were the weakest on both assessments. ELLs can fossilize at a Limited English Proficiency designation due to the skills required to reach Writing Proficiency. The English Language Acquisition Program also had new staff and changes in the service model. The Assessment Department also had new staff for coordinating and implementing the TCAP schedule. The Special Education Department was in process to identify approximately 25 students. These students were not yet diagnosed and</p>
	<p><b>Math:</b> By the end of the 2013-14 school-year either students will make adequate growth in math with the median growth percentile being at or above 45, or if students do not make adequate growth in math the median growth percentile will be at or above 55; securing a <i>Meets</i> rating.</p> <p><b>English Language Proficiency:</b> By the end of the 2013-14 school-year either students will make adequate growth in English Language Proficiency with the median growth percentile being at or above 45, or if students do not make adequate growth in English Language Proficiency the median growth percentile will be at or above 55 securing a <i>Meets</i> rating.</p>	<p><b>Math:</b> <b>Yes.</b> The median growth percentile was 55%, meeting the target of a Meets rating.</p> <p><b>ELP:</b> <b>No.</b> Students made adequate growth but the median growth percentile was 43, 2 percentile points away from the target.</p>	

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 Growth Gaps	<p><b>Reading:</b> By the end of the 2013-14 school-year students who need to catch up will either make adequate growth in reading with the subgroup median growth percentile being at or above 45, or if students do not make adequate growth in reading the subgroup median growth percentile will be at or above 55; securing a <i>Meets</i> rating.</p> <p><b>Writing:</b> By the end of the 2013-14 school-year all subgroup populations will make adequate growth. MGP will continue to be at or above 60; continuing an <i>Exceeds</i> rating.</p>	<p><b>Reading:</b> <b>No.</b> Students needing to catch up did not make adequate growth in reading, and the subgroup median growth percentile was 49, 6 percentile points away from the target.</p> <p><b>Writing:</b> <b>No.</b> No subgroup populations made adequate growth. The median growth percentile for each group was below 60, earning an <i>Approaching</i> rating for minority students, students with disabilities, and students needing to catch up. A <i>Does Not Meet</i> rating was earned for the free and reduced lunch eligible and English Learners subgroups.</p>	<p>therefore, did not qualify for accommodations.</p> <p><b>Academic Growth Gaps:</b> The ECAR reading curriculum may not have provided enough non-fiction text instruction and academic vocabulary exposure, especially for ELLs and students who are not exposed to a language rich environment outside the school setting.</p> <p>Rigorous Curriculum Design was used for creating Writing Standards Units. This was a new process and new curriculum. The implementation may not have allowed enough opportunity to adapt lessons based on student responses and specific needs. Writing is normally the last language skill to become proficient. If the home environment does not contain many types of formal and informal written texts, students may need more ongoing exposure in the classroom.</p> <p>Galileo Pre, Benchmark and Post Test scores were used to form and differentiate instruction. The TCAP and Galileo scores do not correlate. Writing scores were the weakest on both assessments. ELLs can fossilize at a Limited English Proficiency designation due to the skills required to reach Writing Proficiency. Academic and formal language require the most time to develop.</p> <p>The English Language Acquisition Program also had new staff and changes in the service</p>
	<p><b>Math:</b> By the end of the 2013-14 school-year students who are free and reduced lunch eligible and students who need to catch up will either make adequate growth in math with the subgroup median growth percentile being at or above 45, or if students do not make adequate growth in math the subgroup median growth percentile will be at or above 55; securing a <i>Meets</i> rating.</p>	<p><b>Math:</b> <b>No.</b> Students who qualify for free and reduced lunch and who need to catch up did not make adequate growth in math. The median growth percentile for the groups were 54 and 53 respectively, 1 and 2 percentile points away from the target.</p>	

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.
Postsecondary & Workforce Readiness	n/a	n/a	model.
	n/a	n/a	<p>The Assessment Department also had new staff for coordinating and implementing the TCAP schedule.</p> <p>The Special Education Department was in process to identify approximately 25 students. These students were not yet diagnosed and therefore, did not qualify for accommodations.</p>

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
Academic Achievement (Status)	<p><u>Reading:</u> There is an overall decline in proficiency over time. All year’s performance is significantly lower than state proficiency levels to meet the 50<sup>th</sup> percentile of 71.65%. The current gap between Pinnacle proficiency and State expectation is 21.65 %. (1-year SPF data).</p> <p>The school’s percentile ranking in the last four consecutive years (2010 – 2014) is 44, 34, 17, 23, and 15; an overall decline for the past four years. (1-year SPF data)</p> <p>State Summative Data:</p> <table border="1"> <thead> <tr> <th colspan="5">TCAP Percentage Proficient and Advanced Reading</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>64.4</td> <td>52.16</td> <td>57.48</td> <td>50.0</td> </tr> </tbody> </table> <p>READ Data: In 2013-14 at the end of year, approximately 56% of Pinnacle elementary students K-5 were at benchmark (proficient) on the DIBELS assessment. 5 out of 6 grade levels met the State request to reconsider template goal of more than 50% of students at Benchmark. However, most grade levels were just at or very close to the 50%</p>	TCAP Percentage Proficient and Advanced Reading					2010	2011	2012	2013	2014	69	64.4	52.16	57.48	50.0	<p><u>Reading, Writing, and Math:</u> Academic proficiency is below state expectation in all content areas, and is declining over time.</p>	<ul style="list-style-type: none"> <li>/ Teachers in need of Professional Development to instruct increasing numbers of English Language Learners.</li> <li>/ Process of remapping curriculum to new state standards is incomplete – more PD needed.</li> <li>/ Training for new staff on how to effectively teach reading skills was not sufficiently in place.</li> <li>/ Inconsistent utilization of instructional strategies that specifically meet the needs of student population in classrooms.</li> <li>/ Inconsistent implementation of curriculum. Inconsistent implementation of supplementary curricular materials across grade levels especially with small group instruction (Literacy, and ELD)</li> <li>/ K-12 restructure of intervention services in 2013-14 (and again in 2014-15) must be monitored and include responsive programming.</li> </ul>
TCAP Percentage Proficient and Advanced Reading																		
2010	2011	2012	2013	2014														
69	64.4	52.16	57.48	50.0														

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
	<p>proficiency cut-point (see appendix C). Interim Assessment Data: Overall reading proficiency for grades 2-5 in 2013-14 was 69% on the Galileo assessment, an increase of 7% over the prior year for the same grade level spans (see appendix C), 2.65% below the state expectation of 71.65% proficient and advanced.</p> <p><u>Writing:</u> There is an over-all decline in proficiency over time. All years' proficiency is significantly lower than state proficiency levels to meet the 50<sup>th</sup> percentile of 53.52%. The current gap in Pinnacle proficiency to State expectation is 20.9%. (1-year SPF data)</p> <p>The school's percentile ranking in the last four consecutive years (2010 – 2014) for writing is 38, 38, 16, 29, and 15. An overall significant decline for the past four years. (1-year SPF data)</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 1057 1012 1153"> <thead> <tr> <th colspan="5">TCAP Percentage Proficient and Advanced Writing</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>47.6</td> <td>47.8</td> <td>33.33</td> <td>42.96</td> <td>32.62</td> </tr> </tbody> </table> <p>Interim Assessment Data: Overall writing proficiency for grades 2-5 in 2013-14 was 44.6% on the Galileo assessment, an increase of 1.7% over the prior year for the same grade level spans (see appendix C), 8.92% below state expectation of 53.52% proficient and advanced. Scores remained flat overall while there were large grade level fluctuations in proficiency</p>	TCAP Percentage Proficient and Advanced Writing					2010	2011	2012	2013	2014	47.6	47.8	33.33	42.96	32.62		
TCAP Percentage Proficient and Advanced Writing																		
2010	2011	2012	2013	2014														
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
	<p>levels.</p> <p><u>Math:</u> There is a significant overall decline in proficiency over time. All years' proficiency levels are lower than state proficiency level to meet the 50<sup>th</sup> percentile of 70.89%. The current gap between Pinnacle proficiency and State expectation is 16.15%. (1-yr SPF data)</p> <p>The schools percentile ranking in math the last four consecutive years (2010 – 2014) is 39, 40, 14, 24, and 20; reflecting the significant decline in mathematics achievement over the same time period. (1-year SPF)</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 865 1012 963"> <thead> <tr> <th colspan="5">TCAP Percentage Proficient and Advanced Math</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>65.6</td> <td>66.2</td> <td>48.16</td> <td>57.69</td> <td>54.74</td> </tr> </tbody> </table> <p>Interim Assessment Data: Overall math proficiency for grades 2-5 in 2013-14 was 79.9% on the Galileo assessment, an increase of 28.9% over the prior year for the same grade level spans (see appendix C), 9.01% above the state expectation of 70.89%. The % proficient and advanced increased dramatically in every grade level.</p> <p><u>Science:</u> Overall proficiency over time remained flat from 2010-2013. 2014 data has no comparable proficiency level. From 2010 to 2013 Pinnacle</p>	TCAP Percentage Proficient and Advanced Math					2010	2011	2012	2013	2014	65.6	66.2	48.16	57.69	54.74	<p><u>Reading, Writing, and Math:</u> Academic proficiency is below state expectation in all content areas, and is declining over time.</p>	<p>Teachers in need of Professional Development to instruct increasing numbers of English Language Learners.</p> <p>Process of remapping curriculum to new state standards is incomplete – more PD needed.</p> <p>Inconsistent utilization of instructional strategies that specifically meet the needs of student population in classrooms</p> <p>Inconsistent implementation of curriculum.</p> <p>K-12 restructure of intervention services in 2013-14 (and again in 2014-15) must be monitored and include responsive programming</p>
TCAP Percentage Proficient and Advanced Math																		
2010	2011	2012	2013	2014														
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p>proficiency was below state 50<sup>th</sup> percentile proficiency expectations of 47.53%.</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 448 1012 574"> <tr> <th colspan="5">Percentage Proficient and Advanced Science TCAP and 2014 Strong and Distinguished Command CMAS</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> <tr> <td>41.6</td> <td>47.8</td> <td>32.0</td> <td>42.11</td> <td>16.0</td> </tr> </table> <p>Interim Assessment Data:</p> <p>Overall math proficiency for grades 3-5 in 2013-14 was 49.3% on the Galileo assessment, a decrease of 7.8% over the prior year for the same grade level spans (see appendix C) and 1.77% above the state 2013-14 expectation of 47.53%. The % proficient and advanced decreased in 3<sup>rd</sup> and 5<sup>th</sup> grade, but increased in 4<sup>th</sup>.</p>	Percentage Proficient and Advanced Science TCAP and 2014 Strong and Distinguished Command CMAS					2010	2011	2012	2013	2014	41.6	47.8	32.0	42.11	16.0																	
Percentage Proficient and Advanced Science TCAP and 2014 Strong and Distinguished Command CMAS																																	
2010	2011	2012	2013	2014																													
41.6	47.8	32.0	42.11	16.0																													
Academic Growth	<p><u>Reading:</u></p> <p>The school met state academic growth expectations in reading from 2010 to 2014. Students made adequate growth from 2010-2013, but did not make adequate growth last year. (1-year SPF data)</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 1138 1012 1360"> <tr> <th colspan="5">Reading TCAP MGP/MAGP Over Time Meet State Expectation?</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> <tr> <td>61/37</td> <td>51/40</td> <td>39/39</td> <td>58/44</td> <td>49/47</td> </tr> <tr> <td>Exceed</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <th colspan="5">Did students make adequate growth?</th> </tr> <tr> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> </table> <p>READ Data:</p> <p>In 2013-14 overall K-3 students had growth levels</p>	Reading TCAP MGP/MAGP Over Time Meet State Expectation?					2010	2011	2012	2013	2014	61/37	51/40	39/39	58/44	49/47	Exceed	Meets	Meets	Meets	Meets	Did students make adequate growth?					Yes	Yes	Yes	Yes	No	<p><u>Reading, Writing, Math, and English Language Proficiency:</u></p> <p>Academic growth is not meeting state expectation in every content area and is inconsistent over time.</p>	<p>Teachers in need of Professional Development to instruct increasing numbers of English Language Learners.</p> <p>Process of remapping curriculum to new state standards is incomplete – more PD needed.</p> <p>Training for new staff on how to effectively teach reading skills was not sufficiently in place.</p> <p>Inconsistent utilization of instructional strategies that specifically meet the needs of student population in classrooms</p> <p>Inconsistent implementation of supplementary curricular materials across grade levels and especially with small group instruction (Literacy, and ELD)</p> <p>K-12 restructure of intervention services in 2013-14 (and again in 2014-15) must be monitored and include responsive programming</p>
Reading TCAP MGP/MAGP Over Time Meet State Expectation?																																	
2010	2011	2012	2013	2014																													
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Exceed	Meets	Meets	Meets	Meets																													
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Yes	Yes	Yes	Yes	No																													

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p>that the Amplify Progress Planning Tool classifies as below average (see appendix C). Three year trend data is unavailable.</p> <p>Interim Assessment Data:</p> <p>Overall, in 2013-14 62.2% of K-5 students had growth levels in reading categorized as high by ATI Galileo. This is an increase from the prior year (58.7%) of 3.5 % (see appendix C). Data for prior years unavailable.</p> <p>K-3 student % of growth categorized as high is 66.7% and 3-5 is 56.0%. This is higher than the percentage of students who have growth categorized as typical or high by the State on TCAP – 45%, grades 3-5 (CSI 2014-15 DRAFT Annual Performance Report).</p> <p><u>Writing:</u></p> <p>School performance for academic growth in writing has been unstable over the past 5 years from 2010-2014. Students have made adequate growth some years and not others – again an unstable trend. (1year SPF data)</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 1166 1012 1416"> <thead> <tr> <th colspan="5">Writing MGP/MAGP Over Time Meet State Expectation?</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>55/48</td> <td>50/42</td> <td>48/53</td> <td>63/53</td> <td>41/55</td> </tr> <tr> <td>Meets</td> <td>Meets</td> <td>Approaching</td> <td>Exceed</td> <td>Approaching</td> </tr> <tr> <th colspan="5">Did students make adequate growth?</th> </tr> <tr> <td>Yes</td> <td>Yes</td> <td>No</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table>	Writing MGP/MAGP Over Time Meet State Expectation?					2010	2011	2012	2013	2014	55/48	50/42	48/53	63/53	41/55	Meets	Meets	Approaching	Exceed	Approaching	Did students make adequate growth?					Yes	Yes	No	Yes	No		
Writing MGP/MAGP Over Time Meet State Expectation?																																	
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	<p>Interim Assessment Data: Overall, in 2013-14 44.6% of grade2-5 students had growth levels in writing categorized as high by ATI Galileo. This is an increase from the prior year (42.9%) of 1.7 % (see appendix C). Data for prior years unavailable.</p> <p>K-3 student % of growth categorized as high is 66.7% and 3-5 is 38.1%. This is lower than the percentage of students who have growth categorized as typical or high by the State on TCAP – 38.5%, grades 3-5 (CSI 2014-15 DRAFT Annual Performance Report).</p>																															
	<p><u>Math:</u> The school has met state expectations for academic growth in math 4 out of 5 years in the period 2010-2014. Students have not made adequate growth in math for the last 3 years. (1-year SPF data)</p> <p>State Summative Data:</p> <table border="1" data-bbox="485 1037 1012 1289"> <thead> <tr> <th colspan="5">TCAP Math MGP/MAGP Over Time Meet State Expectation?</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>59/59</td> <td>59/53</td> <td>38/58</td> <td>60/61</td> <td>55/62</td> </tr> <tr> <td>Meets</td> <td>Meets</td> <td>Does Not Meet</td> <td>Meets</td> <td>Meets</td> </tr> <tr> <th colspan="5">Did students make adequate growth?</th> </tr> <tr> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> <td>No</td> </tr> </tbody> </table> <p>Interim Assessment Data: Overall, in 2013-14 80.1% of grade2-5 students had growth levels in math categorized as high by ATI Galileo. This is an increase from the prior year</p>	TCAP Math MGP/MAGP Over Time Meet State Expectation?					2010	2011	2012	2013	2014	59/59	59/53	38/58	60/61	55/62	Meets	Meets	Does Not Meet	Meets	Meets	Did students make adequate growth?					Yes	Yes	No	No	No	<p><u>Reading, Writing, Math, and English Language Proficiency:</u> Academic growth is not meeting state expectation in every content area and is inconsistent over time.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
	<p>(47.3%) of 32.8 % (see appendix C). Data for prior years unavailable.</p> <p>K-3 student % of growth categorized as high is 98.1% and 3-5 is 75.4%. This is higher than the percentage of students who have growth categorized as typical or high by the State on TCAP – 46.8%, grades 3-5 (CSI 2014-15 DRAFT Annual Performance Report).</p> <p><u>English Language Proficiency:</u> School performance for English Language Acquisition has not met State expectations for two years (2013 and 2014), however, students made adequate growth both years for which that data is available. (1-year SPF)</p> <table border="1" data-bbox="485 873 1012 1153"> <thead> <tr> <th colspan="5">English Language Proficiency MGP/MAGP Over Time – CELA Pro and ACCESS Meet State Expectation?</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>--</td> <td>--</td> <td>51/37</td> <td>41/--</td> <td>43/25</td> </tr> <tr> <td>--</td> <td>--</td> <td>Meets</td> <td>Approaching</td> <td>Approaching</td> </tr> <tr> <th colspan="5">Did students make adequate growth?</th> </tr> <tr> <td>--</td> <td>--</td> <td>Yes</td> <td>--</td> <td>Yes</td> </tr> </tbody> </table>	English Language Proficiency MGP/MAGP Over Time – CELA Pro and ACCESS Meet State Expectation?					2010	2011	2012	2013	2014	--	--	51/37	41/--	43/25	--	--	Meets	Approaching	Approaching	Did students make adequate growth?					--	--	Yes	--	Yes		
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--	--	Yes	--	Yes																													
Academic Growth Gaps	<p><u>Reading:</u> Students needing to catch up have not made adequate growth in reading during the last 5 years (2010-2014). The subgroup median growth percentile in reading for all disaggregated groups has declined over the five year period 2010-2014. (1-year SPF)</p>	<p><u>Reading, Writing, and Math:</u> Subgroup populations are not meeting state standards in all content areas consistently.</p>	<ul style="list-style-type: none"> <li>Teachers in need of Professional Development to instruct increasing numbers of English Language Learners.</li> <li>Process of remapping curriculum to new state standards is incomplete – more PD needed.</li> <li>Training for new staff on how to effectively teach reading skills was not sufficiently in place.</li> <li>Inconsistent utilization of instructional strategies that</li> </ul>																														

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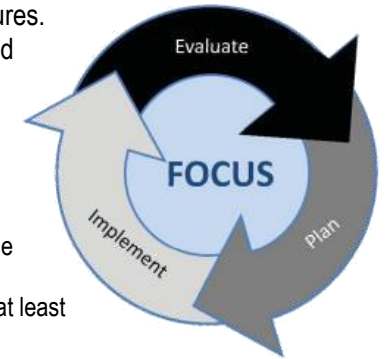
Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Disability							
	ELL	58/60	64/57	38/63	60/62	53/65		
	Catch Up	62/72	58/75	39/81	61/78	53/84		
	Overall Rating	Meets	Meets	Does Not Meet	Meets	Approaching		
	Math Subgroup Adequate Growth							
		2010	2011	2012	2013	2014		
	F/R lunch	No	No	No	No	No		
	Minority	No	Yes	No	No	No		
	Students w/ Disability	-/-	-/-	-/-	-/-	No		
	ELL	No	Yes	No	No	No		
	Catch Up	No	No	No	No	No		
Postsecondary & Workforce Readiness	-							
	-							

## 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.

School Target Setting Form

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	R	Academic proficiency is below state expectation of the 50 <sup>th</sup> percentile in all content areas, and is declining over time.	Achieve the 19 <sup>th</sup> percentile on the PARCC school-wide.  <u>READ Act:</u> More than 50% of students at each grade level at or above Benchmark at end of year.  The percentage of students reading well-below benchmark and below benchmark in grades K-3 will be 40% or less.	Achieve the 24 <sup>th</sup> percentile on the PARCC school-wide.  <u>READ Act:</u> More than 55% of students at each grade level at or above Benchmark at end of year.  The percentage of students reading well-below benchmark and below benchmark in grades K-3 will be 35% or less.	Interim Assessment: ATI Galileo EL-BAS and grade level Benchmark Assessment (3 per year F/W/S) K - 5 <sup>th</sup> grade  Increase the percentage of students scoring <i>Proficient</i> or <i>Advanced</i> at each administration to increase proficiency level. Monitor against BOY and trend data proficiency levels.  <u>READ Act:</u> DIBELS Assessment Benchmark and progress monitoring (3 per year F/W/S) Teachers progress monitor according to the Early Literacy Tool Project recommended schedule  Increase the percentage of students scoring at Benchmark at winter administration. Monitor against target.	Targeted Professional Development  Horizontal and vertical alignment  Restructure of Intervention Services
		M	Academic proficiency is below state expectation of the 50 <sup>th</sup> percentile in all content areas, and is declining over time.	Achieve the 25 <sup>th</sup> percentile on the PARCC school-wide.	Achieve the 29 <sup>th</sup> percentile on the PARCC school-wide.	Interim Assessment: ATI Galileo EM-BAS and grade level Benchmark Assessment (3 per year F/W/S) K - 5 <sup>th</sup> grade  Increase the percentage of students scoring <i>Proficient</i>	Targeted Professional Development  Horizontal and vertical alignment  Restructure of Intervention Services

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						or <i>Advanced</i> at each administration to increase proficiency level. Monitor against BOY and trend data proficiency levels.	
		W	Academic proficiency is below state expectation of the 50 <sup>th</sup> percentile in all content areas, and is declining over time.	Achieve the 21 <sup>st</sup> percentile on the PARCC school-wide.	Achieve the 27 <sup>th</sup> percentile on the PARCC school-wide.	Interim Assessment: ATI Galileo grade level Benchmark Assessment (3 per year F/W/S) 3 <sup>rd</sup> – 5 <sup>th</sup> grade Increase the percentage of students scoring <i>Proficient</i> or <i>Advanced</i> at each administration to increase proficiency level. Monitor against BOY and trend data proficiency levels.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services
		S		The percentage of students with a Strong Command and a Distinguished Command on the CMAS will be 16%.	The percentage of students with a Strong Command and a Distinguished Command on the CMAS will be 20%.	Interim Assessment: ATI Galileo grade level Benchmark Assessment (3 per year F/W/S) 3 <sup>rd</sup> – 5 <sup>th</sup> grade Increase the percentage of students scoring <i>Proficient</i> or <i>Advanced</i> at each administration to increase proficiency level. Monitor against BOY and trend data proficiency levels.	Targeted Professional Development Horizontal and vertical alignment
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Academic growth is not meeting state expectation in all content areas and is inconsistent over time.	The Median Growth Percentile for reading will be 52: <u>READ Act:</u> Reduce the total number of students K-5	The Median Growth Percentile for reading will be 55: <u>READ Act:</u> Reduce the total number of students K-5	Interim Assessment: ATI Galileo EL-BAS and grade level Benchmark Assessment (3 per year F/W/S) K - 5 <sup>th</sup> grade, analysis of student Growth and Achievement Report at	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services

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			reading well-below benchmark and below benchmark by 50% from BOY to EOY. Reduce the number of students in 3 <sup>rd</sup> grade reading Well-below benchmark at the BOY DIBELS assessment from 75 to 37.	reading well-below benchmark and below benchmark by 50% from BOY to EOY. Reduce the number of students in 3 <sup>rd</sup> grade reading Well-below benchmark at the BOY DIBELS assessment by 50%.	winter and spring administration.  READ Act: DIBELS Assessment Benchmark and progress monitoring (3 per year F/W/S) Teachers progress monitor according to the Early Literacy Tool Project recommended schedule Analyze reductions in number of students reading well-below the benchmark and below the benchmark from BOY to MOY. Monitor against target.		
		M	Academic growth is not meeting state expectation in all content areas and is inconsistent over time.	The Median Growth Percentile for math will be 58.	The Median Growth Percentile for math will be 61.	Interim Assessment: ATI Galileo EM-BAS and grade level Benchmark Assessment (3 per year F/W/S) K - 5 <sup>th</sup> grade Analysis of Student Growth and Achievement Report at winter and spring administration.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services
		W	Academic growth is not meeting state expectation in all content areas and is inconsistent over time.	The Median Growth Percentile for writing will be 58.	The Median Growth Percentile for writing will be 75.	Interim Assessment: ATI Galileo grade level Benchmark Assessment (3 per year F/W/S) 3 <sup>rd</sup> – 5 <sup>th</sup> grade Analysis of Student Growth and Achievement Report at winter and spring administration.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services
		ELP	Academic growth is	Meet state expectations	Meet state expectations	Beginning of year in depth	Targeted Professional

			not meeting state expectation in all content areas and is inconsistent over time.			analysis of ACCESS proficiency levels and student movement across the 6 levels. ELD student progress on other assessments (Galileo/DIBELS) monitored by ELD services.	Development Restructure of Intervention Services
Academic Growth Gaps	Median Growth Percentile, local measures	R	Subgroup populations are not meeting state standards in all content areas consistently.	Meet state expectations for all reportable subgroups	Meet state expectations for all reportable subgroups	Analysis of subgroup scores on interim assessments (Galileo/DIBELS) is difficult with current analysis capacity. Interim assessment scores are uploaded into the assessment data system, for use by instructional staff. Student progress of at-risk students is monitored by the student support service department and instructors individually.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services
		M	Subgroup populations are not meeting state standards in all content areas consistently.	Meet state expectations for all reportable subgroups	Meet state expectations for all reportable subgroups	Analysis of subgroup scores on interim assessments (Galileo/DIBELS) is difficult with current analysis capacity. Interim assessment scores are uploaded into the assessment data system, for use by instructional staff. Student progress of at-risk students is monitored by the student support service department and instructors individually.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services

		W	Subgroup populations are not meeting state standards in all content areas consistently.	Meet state expectations for all reportable subgroups	Meet state expectations for all reportable subgroups	Analysis of subgroup scores on interim assessments (Galileo/DIBELS) is difficult with current analysis capacity. Interim assessment scores are uploaded into the assessment data system, for use by instructional staff. Student progress of at-risk students is monitored by the student support service department and instructors individually.	Targeted Professional Development Horizontal and vertical alignment Restructure of Intervention Services
Postsecondary & Workforce Readiness	Graduation Rate	-	-	-	-	-	
	Disaggregated Grad Rate	-	-	-	-	-	
	Dropout Rate	-	-	-	-	-	
	Mean CO ACT	-	-	-	-	-	
	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:** Targeted Professional Development specifically meet the needs of student population in classrooms

**Root Cause(s) Addressed:** Inconsistent utilization of instructional strategies that

**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				
Mentors and Department Head collaborative tool and classroom visitations with imbedded feedback loop. Beginning in 2011-12, continued through 2013-14. Changed in 2014-15. Current feedback – mentors need to be assigned before the first day of school.	Mentors added to all new Pinnacle instructional staff. Beg of year.	Analysis summer before school begins. Continue if successful.	Principal K-5 Department Heads Mentors Instructional Staff	General funds Compas Suite professional development software purchased in 2012-13	Mentor feedback in mentor log. Principal to develop schedule Feedback loop during School Improvement Team meetings.	Change in progress
Wonders Reading curriculum, Pearson Science, and Pearson Social Studies curriculum purchased for 2014-15. Initial staff PD at beginning of year. Current feedback – staff need more training. 2 additional staff development opportunities put into place during current school year. 4/6/2015 – Actual number of staff	Aug 2014 initial training October 2014 additional training	Add as needed to Professional development calendar 2015-16	Mc Graw Hill, Pearson representative Principal Instructional staff	General funds	Principal to coordinate with McGraw Hill and Wonders curriculum representative. Feedback loop during all staff meetings every other Thursday and Dept. Head meetings each week. Staff required to use check-mark essentials for instruction.	In progress

development opportunities for 2014-15 school year is 5.					Teams held accountable through joint lesson planning and communications with Principal through Department Chair.	
enVision Math lesson planner embedded in the formal teacher observation template	2012-13 and continuing	2014-15 continuing	Math interventionist and Principal	General funds	Principal's observation tool includes instructional checkpoints aligned to the curriculum	ongoing
Title connection Staff development WIDA Standards in Action Collaborative 2 day workshop – Enhancing Instruction for EL Learners WIDA collaborative workshop- summer 2015	July 2014	June 2015	Title Coordinator Principal Student Support Services Instructional Staff	Title funds FY 2013-14, Title funds FY 2014-15 for WIDA training and staff extra duty pay to attend	Attendance logs from WIDA training, meetings with Principal of Student Support Services, quarterly check-in with district coordinator on Title spending Feedback from attendees	Summer 2014 training complete, summer 2015 training in progress
Rigorous Curriculum Design professionally facilitated training and work sessions with K-5 personnel. Begun in 2012-13, continued through 2013-14.	Begun in 2012-13 Continuing 3/year		Principal League of Charter Schools Instructional staff	Race to the Top funds 2012-13. General funds 2013-14. General funds 2014-15.	Professional development calendar 2014-15, feedback from Principal/trainer/instructional staff on progress.	In process

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

**Major Improvement Strategy #2:** \_\_ Horizontal and vertical alignment \_\_  
 Inconsistent implementation of supplementary curricular materials across grade levels. \_\_

**Root Cause(s) Addressed:** \_\_ Inconsistent implementation of curriculum.

**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				
Purchase of K-5 curriculum programs. Reading/Writing – Wonders Math – envision (2012-13. 2013-14) Social Studies – My World Science – Discovery  Student Support Services utilizing same curricular materials rather than other curricular programs.	envision purchased in 2012-13 – all others purchased and implemented 2014-15	Continue implementation of materials. Possible purchase of aligned materials for support services departments.	Principal Curriculum committee	General funds	Curriculum ordering process in 2013-14, materials received summer 2014, PD for instructional staff August 2014, October 2014, classroom observations by Principal, needs/gap analysis by SSS Principal, curriculum process 2014-15.	In progress
Vertical alignment- Rigorous Curriculum Design professional development and facilitated teamwork – reading, writing, and social studies Prioritizing standards	November 2012-August 2013, Dec 2014, April 2014, August 2014, January 2015	Program evaluation	Colorado League of Charter Schools grant management Principal Data Leaders	Race to the Top Grant funding for implementation complete by June 2013 2014-15 General funds	Grant project outline of deliverables Grade level curriculum design maps posted on shared drive	In progress
Common planning by grade K-5 teachers by subject/content area as directed by grade level and Data Leaders. Intentional agenda for team meetings to align course mapping,	November 2011-June 2014, Continuing 2014-15	Evaluation of consistency and program.	Principal Assistant Principal Data Leaders Department	General funds	Monthly meeting reports to principal on progress toward a completed written alignment plan for all subjects Data Boards	In progress

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standards, core content alignment. Data Leader meetings two times per month			Heads			
Principal classroom observations for curriculum fidelity of use.	Monthly walk - throughs		Principal and Assistant Principal	General funds	Compas suite observational reports.	In Progress
Title Connection Continue to allocate Title I and III funds to personnel for intervention services K-12. Allocation and use of Title funds for Parent Involvement Activities, tutoring, and WIDA on-site PD	ongoing	ongoing	Title Coordinator Principal of Student Services HR Director CFO	FY 2014-15 funds	Title Allocations Personnel on staff Time sheets	In process/ongoing

\* 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:** \_ Restructure of Intervention Services \_\_\_\_\_

**Root Cause(s) Addressed:** \_\_\_ K-12 restructure of intervention services in 2013-

14 must be monitored and include responsive programming \_

**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				
Hire New Student Services Principal for 2014-15 Continuing position, new principal hired because of retirement	Hired April 2014, Continuing Position	Continuing position	Executive Director	General funds	Personnel hired	Complete
Complete review and evaluation of all Student Support Services departments	Summer 2014	Completed Annually	Principal of Student Support Services	n/a	Director's reports to Executive Director	In process/ongoing
Title connection – Title funded personnel Restructure of SPED, ELA, Literacy, and GT departments- personnel changes	Summer 2014 – Oct. 2014	Programming Review in 2015	Principal of Student Support Services	Hire 4 Title funded positions (continuing) FY 2014-15	Personnel changes made for 2014-15	Complete
Participation in CDE Early Literacy Assessment Tool Project	2013-14 and continuing in 2014-15	Unknown if project will be offered again	Grant coordinator Assessment Department Principal Principal of Student Services Instructional Staff - Trainer	Grant funds partially fund the project. General funds support the use of Amplify for grades 4 and 5, and supply the other assessment kits.	Amplify on-site training, attendance at TOT trainings. Principal monitor use of DIBELS data, Assessment upload of progress monitoring results.	In progress

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<p>READ :</p> <p>Develop opportunity for students with a significant reading deficiency to meet with the classroom teacher during the intervention time (second internal dose of intensive reading) K-5.</p> <p>Students are given 3 opportunities for reading instruction with classroom teacher whole group, small group 1, small group 2 (intensive instruction for students with a significant deficiency)</p> <p>Use of common core reading curriculum Wonders (CDE approved for READ comprehensive core instruction) with scaffolds</p> <p>Scaffolded version of classroom curriculum also used for intervention curriculum</p> <p>Scaffolds: Pre-teach, reteach, slower pacing, fidelity to the curriculum</p> <p>In intervention groups K-5 the students will have a slower pace reteach to the same daily lesson seen in whole group instruction, thus ensuring fidelity to the pacing guide and keeping them on track with their peers.</p>	<p>Strategy developed beginning of year 2014-15.</p> <p>Strategy evaluated mid-year 2014-15 and continued during second semester.</p> <p>Strategy will be re-evaluated at end of year 2014-15 after final End of Year DIBELS assessment.</p>	<p>Continue strategy in 2015-16 school year.</p> <p>Strategy evaluated mid-year and end-of-year.</p>	<p>of Teachers</p> <p>Student Services Principal in concert with the Elementary Principal to develop intervention time schedule and coordinate together which groups of students will be seen and by whom.</p> <p>Classroom teachers</p> <p>Intervention teachers</p>	<p>Title I FY 2014-15 funds support interventionist salaries.</p> <p>General funds support classroom teacher salaries.</p>	<p>Classroom observations by Department Heads, Elementary Principal, Student Support Principal of classroom practice.</p>	<p>Begun and ongoing</p>
<p>Interventionist team small group instruction – began with below proficient students beg of school year, now working with more well below proficient students in pull out</p>	<p>Strategy developed beginning of year 2014-15.</p>	<p>Mid-year evaluation 2014-15 indicates a need to</p>	<p>Student Services Principal in concert with the</p>	<p>Title I FY 2014-15 funds support interventionist salaries.</p> <p>General funds support teacher salaries.</p>	<p>Classroom observations by Department Heads, Elementary Principal, Student Support Principal of classroom practice.</p>	<p>Begun and ongoing</p>

<p>group using same scaffolding strategies. Small group instruction is based on the components of the DIBELS testing results Ex. Student not doing well on nonsense words indicates a need for phonemic awareness instruction, students placed in a small group targeting phonemic awareness, instruction is tailored to this skill using the core curricular materials</p>	<p>Strategy evaluated mid-year 2014-15 and continued during second semester.  Strategy will be re-evaluated at end of year 2014-15 after final End of Year DIBELS assessment.</p>	<p>continue strategy in the 2015-16 school year.</p>	<p>Elementary Principal to develop intervention time schedule and coordinate together which groups of students will be seen and by whom. Classroom teachers Intervention teachers</p>			
<p>K-5 frequent progress monitoring of student progress in reading following CDE Early Literacy Assessment Tool project – every 7 days for students who are well-below benchmark and every 14 days for students who are below benchmark. Progress monitoring completed by classroom teacher.</p>	<p>Begun in 2013-14 school year when first awarded the ELAT project grant. Continues in 2014-15 school year.</p>	<p>Applied for the CDE ELAT project grant for the 2015-16 school year. Plan is to continue with the progress monitoring schedule.</p>	<p>Classroom teachers Elementary Principal Student Support Principal ELAT Coordinator</p>	<p>CDE ELAT project funds the licenses to Amplify Education for students for K-3 students.</p>	<p>Assessment Department monitors the use of the DIBELS assessments within the Amplify system. CDE Early Literacy Assessment Tool project and Amplify personnel also have access to monitor the school's use of the system  CDE ELAT professional development provided to Department Leads in grades K-3. ELAT monthly newsletter sent to staff by Elementary Principal and Student Support Principal.</p>	<p>Begun and ongoing</p>

Grades 4-5 follow the ELAT project guidelines and assess reading using the DIBELS Amplify system. Includes - Progress monitoring Assessment Intervention strategies	ELAT project K-3 with 2013-2014. Added grades 4-5 in 2014-15.	Continuing in 2015-16	Elementary Principal, Student Support Services Principal, ELAT coordinator, classroom teachers, interventionists	General funds were allocated to the purchase of Amplify student licenses for DIBELS online for 4 <sup>th</sup> and 5 <sup>th</sup> grade students.	Classroom observations by Department Heads, Elementary Principal, Student Support Principal of classroom practice. Assessment Department monitors the use of the DIBELS assessments within the Amplify system. CDE Early Literacy Assessment Tool project and Amplify personnel also have access to monitor the school's use of the system	Begun and ongoing
Parents are involved with developing goal setting and review of progress in READ plans						
K-12 Signature requirement of parent compact and involvement policy – in prior years a signature was optional	Refinement of compact in spring 2014-15	2015-16	Administrative Team Classroom teachers	General funds	Signed Parent Involvement agreements	In process
Continue Parent involvement activities based on literacy: Cozy read Literacy Around the World Book fairs Read to Ride	Parent activities may change from year to year. Literacy Around the World begun in 2013-14 and continued in	Plan to continue the parent events in 2015-16	Varies	General funds fund some of the Parent Involvement activities Title I Parent Involvement set aside funds fund other activities	Parent sign in at events Flyers and notices for events	ongoing

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	2014-15					
School Advisory Council meeting time specifically devoted to READ Act. Parent suggestions and feedback given to Elementary Principal.	2014-15 February meeting	Plan is to continue to update and involve the Advisory Council in READ decisions and planning	Director of Curriculum, Grants, and Assessment (facilitator for SAC) Parent members of SAC Executive Director	General funds	SAC agenda SAC meeting minutes	In progress and ongoing

\* 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**

Pinnacle Charter Elementary School Appendices:

- A. Title I School-wide Addendum
- B. 2014 Title I Elementary Parent Compact
- C. Assessment Data used in school-based Trend Analysis

**Appendix A**

**For Schools Operating a Title I Schoolwide Program (Optional)**

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment:	Section III: Data Narrative and	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action</i>

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<p>What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section IV: Action Plan</p>	<p><i>plan. Just provide the page numbers here for reference.</i>  <i>p. 9, 31, 32</i></p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i>  <i>p.31-35</i></p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>p. 9, 10 p.31, 32</i></p>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>p. 6,10, 31, 35</i></p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>All elementary teachers status as highly qualified are verified by Human Resources prior to hire through a combination of degrees, certifications, test scores on approved exams, and professional licensure. New teachers or those new to Colorado are hired under provisional conditions pending the successful completion of steps necessary for HQ status. The Pinnacle relies upon CSI / CDE as necessary for additional verification. Parents are informed of the HQ requirement for Pinnacle teachers through the Parent Handbook and should it become necessary for a non-HQ teacher to be in a classroom for more than 3 weeks, parents are notified per law.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>p. 7</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Students are identified for intervention services through the Response to Intervention process by a review of a body of evidence including assessment scores, intervention history and anecdotal information. Based on the student's overall performance they are scheduled for intervention in the next available instructional cycle.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>An analysis of parent involvement programs/events/opportunities shows that parent attendance at events is high as long as the event is an activity. Pinnacle is still working on developing parent involvement with events that are more academic in orientation. Attendance at these events is very low.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>Kindergarten students who are English Language Learners attend a kinder camp the summer before they begin school. Kindergarten students begin school before other elementary school students, giving them an opportunity to adjust a bit and learn about school without other students in the building.</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>p. 31-35</p>

**Appendix B**  
**Title I Elementary Parent Compact**

**THE PINNACLE CHARTER SCHOOL ELEMENTARY  
SCHOOL-PARENT COMPACT**

*The Pinnacle Charter School, and the parents of the students participating in activities, services, and programs funded by Title I Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-15.*

**School Responsibilities**

**The Pinnacle Charter School will:**

Provide high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the State's student academic achievement standards by:

- *Utilizing research based materials for instruction.*
- *Maintaining accountability in instructional fidelity of curricular materials.*
- *Providing a collaborative teaching environment supportive of best teaching practices for our students.*
- *Implementing a sound Response to Intervention system of support for students.*
- *Posting learning objectives in classrooms.*
- *Continuing to support school-wide Positive Behavior Intervention Support systems.*
- *Setting high expectations for both ourselves and our students.*

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- *September 18 & 19, 2014 -All-school Conferences*
- *November 6, 2014 – Teacher Requested Conferences*
- *February 12 & 13, 2015 - All-school Conferences*
- *May 7, 2015 – Teacher Requested Conferences*

Provide parents with frequent reports on their child's progress. Specifically, the school will provide both formal and informal measures of progress by utilizing the following:

- *Report Cards*
- *Grade level/classroom newsletters*
- *Friday folders*
- *Teacher websites*
- *Parent access to PowerSchool (grades)*
- *Daily planner signatures or iPad apps*
- *Calling home/e-mails*

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *By telephone : #303-450-3985 extension 1000 (front office receptionist) to leave a voicemail*
- *By e-mail: Employee E-mail addresses at The Pinnacle are set up with the first initial then lastname@pinnaclecsi.org. Example: John Smith would be [jsmith@pinnaclecsi.org](mailto:jsmith@pinnaclecsi.org).*
- *By appointment*

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- *Offering both in-class and at-home volunteer opportunities (both class related and student projects)*
- *Field trip parent volunteers*
- *Parent opportunities to present in classrooms*
- *Specific grade level activities (Cozy Read, Rolls for Role Models)*
- *Special events (art shows, music concerts, Field Day)*
- *School-wide activities (Fun Fest & Literacy Around the World)*

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways by:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television watched.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from The Pinnacle Charter School or the Charter School Institute either posted on websites, received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.*

### **Student Responsibilities**

I, as a student, share the responsibility to improve my academic achievement and meet or exceed the State's high standards. Specifically, I will:

- *Do my homework every day and ask for help when I need it.*
- *Bring my iPad fully charged to school daily.*
- *Follow the expectations of PBIS- Show Respect, Responsibility, and Relationship Building.*
- *Read every day outside of school time (As assigned by the classroom teacher).*
- *Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

School \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**Appendix C  
Assessment Data used in school based Trend Analysis**

Pinnacle Grades 3-5 Longitudinal TCAP Data (Alpine Achievement)																								
Reading	2010 %PA	2011 %PA	2012 %PA	2013 %PA	2014 %PA	Writing	2010 %PA	2011 %PA	2012 %PA	2013 %PA	2014 %PA	Math	2010 %PA	2011 %PA	2012 %PA	2013 %PA	2014 %PA	Science	2010 %PA	2011 %PA	2012 %PA	2013 %PA	2014 %PA	
Grade K						Grade K						Grade K						Grade K						
Grade 1						Grade 1						Grade 1						Grade 1						
Grade 2						Grade 2						Grade 2						Grade 2						
Grade 3	67	69	51	59	47	Grade 3	38	42	22	35	29	Grade 3	65	66	43	61	57	Grade 3						
Grade 4	67	57	53	52	51	Grade 4	44	42	34	43	33	Grade 4	65	63	52	56	61	Grade 4						
Grade 5	73	68	9	62	52	Grade 5	61	58	38	53	37	Grade 5	67	70	49	54	46	Grade 5	42	48	32	42	16	
Total 3-5	69.2	64.4	52.2	<b>57.48</b>	<b>50.0</b>	Total 3-5	47.8	47.8	33.3	<b>42.96</b>	<b>32.62</b>	Total 3-5	65.9	66.2	48.2	<b>57.69</b>	<b>54.74</b>	Total 3-5	41.6	47.8	32	<b>42.11</b>	<b>16</b>	
State Expectation Proficient and Advanced – <b>71.65%</b>					State Expectation Proficient and Advanced – <b>53.52%</b>					State Expectation Proficient and Advanced – <b>70.89%</b>					State Expectation Proficient and Advanced – <b>-%</b>									

Reading:

READ Data:

mCLASS Composite Score Performance Levels Report, Alpine Achievement DRA2 Performance Report

READ Data – DRA2 and DIBELS 2012 -2014				
Grade	2012 EOY DRA2 %	2013 EOY DRA2 %P&A	2014 N	2014 EOY DIBELS %

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	P&A			P&A	
Kindergarten	41.4	89.6	112/146	76.7	
Grade 1	49.2	37.5	80/161	49.7	
Grade 2	49.7	38.8	85/165	51.5	
Grade 3		46.7	92/181	50.1	
Grade 4		62.3		51	
Grade 5		67.6		59	
Total K-3	46.8	53.15	369/653	56.5	

READ – DIBELS Data 2014-15

Grade	Beginning of Year										Middle of Year											
	Well Below Benchmark			Below Benchmark			At or Above Benchmark			Totals	Well Below Benchmark			Below Benchmark			At or Above Benchmark			Totals		
	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Total # of Students Tested	% of Students At or Above Benchmark	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Cut Score	# of Students Meeting Cut Score	% of Students Meeting Cut Score	Total # of Students Tested	% of Students At or Above Benchmark
K	0	47	31.1%	13	29	19.2%	26	75	49.7%	151	49.7%	0	30	20.3%	85	27	18.2%	122	91	61.5%	148	61.5%
1	0	49	30.4%	97	32	19.9%	113	80	49.7%	161	49.7%	0	63	40.1%	100	18	11.5%	130	76	48.4%	157	48.4%
2	0	55	34.2%	109	18	11.2%	141	88	54.7%	161	54.7%	0	56	35.2%	145	22	13.8%	190	81	50.9%	159	50.9%
3	0	75	43.6%	180	23	13.4%	220	74	43.0%	172	43.0%	0	57	33.1%	235	30	17.4%	285	85	49.4%	172	49.4%
4	0	69	35.6%	245	24	12.4%	290	101	52.1%	194	52.1%	0	65	34.9%	290	26	14.0%	330	95	51.1%	186	51.1%
5	0	48	22.9%	258	80	38.1%	357	82	39.0%	210	39.0%	0	43	20.7%	310	60	28.8%	372	105	50.5%	208	50.5%
Total K-3		226	35.0%		102	15.8%		317	49.1%	645	49.1%		206	32.9%		97	15.25%		333	52.4%	636	52.4%
Total K-5		343	32.7%		206	19.6%		500	47.7%	1049	47.7%		314	30.5%		183	17.8%		533	51.7%	1030	51.7%

Interim Assessment Data:

ATI Galileo – Aggregate Multi Test Report

School Code: 0654

School Name: THE PINNACLE CHARTER SCHOOL ELEMENTARY

Galileo K-5 Reading 2012 -2014						Galileo K-5 Writing 2012 -2014				
Grade	2012 EOY % P&A	2013 N	2013 EOY %P&A	2014 N	2014 EOY % P&A	2012 EOY % P&A	2013 N	2013 EOY %P&A	2014 N	2014 EOY % P&A
Kinder	NA	Achievement not calculated at this level	NA	Achievement not calculated at this level	NA	NA	Not tested	NA	Not tested	NA
Grade 1	NA	See above	NA	See above	NA	NA	See above	NA	See above	NA
Grade 2	NA	124/183	68	123/165	74.7	NA	42/183	23	110/165	66.9
Grade 3	NA	136/197	69	132/181	72.9	NA	66/197	33.5	51/181	28.2
Grade 4	NA	84/176	47.7	139/202	68.8	NA	95/176	54.0	71/202	35.2
Grade 5	NA	113/173	65.9	104/174	60.3	NA	110/173	63.6	90/174	51.7
Total		457/729	62.7	498/722	69.0		313/729	42.9	322/722	44.6
<b>State Expectation % Proficient and Advanced – 71.65%</b>						<b>State Expectation % Proficient and Advanced – 53.52%</b>				

Galileo K-5 Math 2012 -2014						Galileo K-5 Science 2012 -2014				
Grade	2012 EOY % P&A	2013 N	2013 EOY %P&A	2014 N	2014 EOY % P&A	2012 EOY % P&A	2013 N	2013 EOY %P&A	2014 N	2014 EOY % P&A
Kinder	NA	Not tested	NA	Not tested	NA	NA	Not tested	NA	Not tested	NA
Grade 1	NA	See above	NA	See above	NA	NA	See above	NA	See above	NA
Grade 2	NA	94/183	51.4	158/165	95.8	NA	See above		See above	
Grade 3	NA	92/196	46.9	143/181	79.0	NA	149/196	76.0	84/181	46.4
Grade 4	NA	95/176	54.0	151/202	74.8	NA	81/176	46.0	118/202	58.4
Grade 5	NA	90/173	52.0	126/175	72.4	NA	81/173	46.8	73/175	42.0
Total		371/728	51.0	578/723	79.9		311/545	57.1	275/558	49.3
<b>State Expectation % Proficient and Advanced – 70.89%</b>						<b>State Expectation % Proficient and Advanced – 47.53%</b>				

Growth Data:

READ Act:

Amplify Progress Planning Tool 2013-14 national comparison of Benchmark level cohort:

DIBELS 2013-14 BOY to EOY Progress/Growth			
Grade	BOY % P&A	EOY % P&A	Level of Progress
Kindergarten	72	77	Below Average
1st	28	50	Average
2nd	44	52	Above Average
3rd	55	50	Well Below Average
Total			
K-3	50	57	Below Average

Interim Assessment Data:

ATI Galileo – Student Growth and Achievement Report

School Code: 0654

School Name: THE PINNACLE CHARTER SCHOOL ELEMENTARY

Grade	Galileo K-5 Reading 2012 -2014							Galileo K-5 Writing 2012 -2014						
	2012 EOY % P&A	2013 EOY Number of Students categorized as Higher Growth	% High Growth	2013 EOY Growth Rating	2014 EOY Number of Students categorized as Higher Growth	% High Growth	2014 EOY Growth Rating	2012 EOY % P&A	2013 EOY Number of Students categorized as Higher Growth	% High Growth	2013 EOY Growth Rating	2014 EOY Number of Students categorized as Higher Growth	% High Growth	2014 EOY Growth Rating
Kinder	NA	Not Tested	-	NA	103/146	70.5	Exceeded	NA	Not tested	-	NA	Not tested	-	NA
Grade 1	NA	Not Tested	-	NA	92/160	57.5	Maintained	NA	See above	-	NA	See above	-	NA
Grade2	NA	122/183	66.7	Exceeded	129/165	78.2	Exceeded	NA	42/183	22.9	Not Maintained	110/165	66.7	Exceeded
Grade 3	NA	144/197	73.1	Exceeded	115/181	63.5	Exceeded	NA	66/197	33.5	Exceeded	51/181	28.2	Not Maintained
Grade 4	NA	73/176	41.5	Not Maintained	127/202	62.9	Exceeded	NA	95/176	54.0	Exceeded	71/202	35.1	Not Maintained
Grade 5	NA	89/173	51.4	Maintained	73/174	42.0	Not Maintained	NA	110/173	63.6	Maintained	90/174	51.7	Maintained
Total K-2		122/183	66.7		324/471	68.8			42/183	22.9		110/165	66.7	
Total 3-5		306/546	56.0		315/557	56.6			271/546	49.6		212/557	38.1	
Total		428/729	58.7		639/1028	62.2			313/729	42.9		322/722	44.6	

Grade	Galileo K-5 Math 2012 -2014							Galileo K-5 Science 2012 -2014						
	2012 EOY % P&A	2013 EOY Number of Students categorized as Higher Growth	% High Growth	2013 EOY Growth Rating	2014 EOY Number of Students categorized as Higher Growth	% High Growth	2014 EOY Growth Rating	2012 EOY % P&A	2013 EOY Number of Students categorized as Higher Growth	% High Growth	2013 EOY Growth Rating	2014 EOY Number of Students categorized as Higher Growth	% High Growth	2014 EOY Growth Rating
Kinder	NA	Not Tested	-	NA	Not Tested	-	NA	NA	Not tested	-	NA	Not tested	-	NA
Grade 1	NA	Not Tested	-	NA	Not Tested	-	NA	NA	Not Tested	-	NA	Not Tested	-	NA
Grade2	NA	99/183	54.1	Maintained	163/165	98.8	Exceeded	NA	Not Tested	-	NA	Not Tested	-	NA
Grade 3	NA	96/197	48.7	Maintained	138/181	76.2	Exceeded	NA	183/196	93.4	Exceeded	79/181	43.6	Maintained
Grade 4	NA	80/176	45.6	Maintained	150/202	74.3	Exceeded	NA	110/176	62.5	Exceeded	143/202	70.8	Exceeded
Grade 5	NA	70/173	40.5	Not Maintained	132/174	75.9	Exceeded	NA	127/173	73.4	Exceeded	62/175	35.4	Not Maintained
Total K-2		99/183	54.1		163/165	98.8			-	-		-	-	
Total 3-5		246/546	45.1		420/557	75.4			420/545	77.1		284/558	50.9	
Total		345/729	47.3		583/722	80.1			420/545	77.1		284/558	50.9	

ACCESS Data – School Frequency Reports 2013 and 2014

School Code: 0654

School Name: THE PINNACLE CHARTER SCHOOL ELEMENTARY

Grade	Entering		Emerging		Developing		Expanding		Bridging		Reaching		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
K													
2013	43	68%	N<16	21%	N<16	11%	0	0%	0	0%	0	0%	106
2014	31	48%	16	25%	N<16	15%	N<16	6%	N<16	5%	0	0%	64
1													
2013	0	0	21	34%	34	55%	N<16	8%	N<16	3%	0	0%	62
2014	0	0	22	28%	48	62%	N<16	10%	0	0%	0	0%	78
2													
2013	0	0	N<16	8%	33	37%	36	40%	N<16	13%	N<16	1%	89
2014	0	0	N<16	6%	46	66%	16	23%	N<16	4%	N<16	1%	70
3													
2013	0	0	N<16	3%	N<16	14%	30	43%	20	29%	N<16	10%	69
2014	0	0	N<16	7%	18	22%	18	22%	32	39%	N<16	11%	83
4													
2013	0	0	N<16	3%	N<16	14%	30	43%	20	29%	N<16	10%	69
2014	0	0	N<16	5%	N<16	14%	22	33%	26	39%	N<16	9%	66
5													
2013	0	0	N<16	2%	N<16	7%	29	48%	20	33%	N<16	11%	61
2014	0	0	N<16	3%	N<16	11%	25	40%	23	37%	N<16	8%	62